Whole School Curriculum Plan

Inspiring Great Minds

Updated November 2025

Queensland Academy for Science Mathematics and Technology

Queensland Government

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School Profile

The Queensland Academy for Science Mathematics and Technology (QASMT) provides co-educational programs for approximately 1350 highly capable students in Years 7 – 12. The curriculum at QASMT is uniquely and exclusively the International Baccalaureate (IB), delivered through both the Middle Years Programme (MYP) and the Diploma Programme (DP). As an International Baccalaureate World School, we encourage students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. The aim of all IB Programmes is to develop young people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. At QASMT we embed the IB Learner Profile across our curriculum to fulfil the IB mission statement and provide a set of learning behaviours which aims to inspire, motivate and focus students, teachers and the entire IB World School community, uniting them in a common purpose. This is achieved through our rigorous academic program, the holistic education of every student and the outstanding commitment of our staff.

Our Mission and Values

Our Vision

Inspiring great minds through the provision of a world-class education that nurtures personal excellence and develops young people who are able to contribute positively to an ever-changing world.

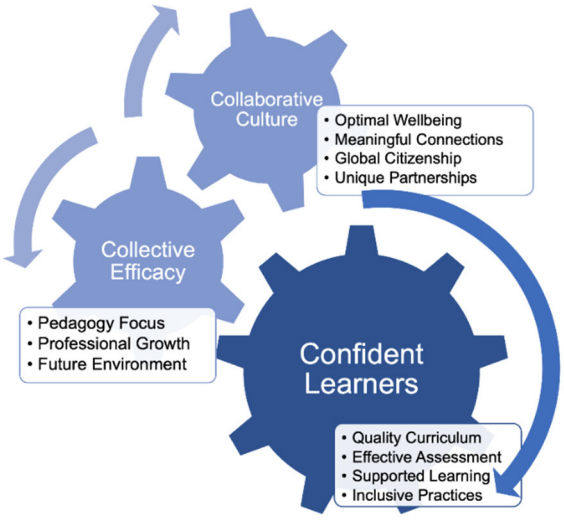
Our Values

We value the ten aspirational qualities of the International Baccalaureate (IB) Learner Profile, which go beyond academic success to instil a sense of personal excellence, striving to improve in every aspect of our lives. The aim is not perfection but instead to achieve our potential; and flourishing as defined in positive psychology.

Inquirers	Open-minded
Knowledgeable	Caring
Thinkers	Risk-takers
Communicators	Balanced
Principled	Reflective

Our Mission

To achieve the IB aims of developing inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Through the IB, we develop challenging programmes of international education and rigorous assessment. These programmes encourage our students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
(Adapted from the IB Mission Statement)



Introduction

This Whole School Curriculum Plan outlines how the school addresses the International Baccalaureate requirements. The International Baccalaureate has been assessed by ACARA as a well-established alternative curriculum framework that can deliver comparable educational outcomes for students as for those who are taught the Australian Curriculum. The assessment process is undertaken by a recognition committee, with the results published on ACARA's recognition register, https://www.acara.edu.au/curriculum/alternative-curriculum-recognition/recognition-register.

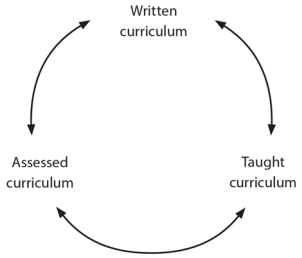
A whole-school approach enables schools to plan a teaching and learning program that is sequential across year levels and integrated across curriculum areas. It is designed to assist curriculum leaders and teachers to match resource allocation to the stated priorities and monitor progress towards goals. This curriculum plan provides an overview from which to build consistency in curriculum planning reflecting the DoE Every Student Succeeding (State Schools Strategy 2021 – 2025), the National School Improvement Tool, the DoE P-12 curriculum, assessment and reporting framework, and the intended curriculum.

This document is to be read in conjunction with the following IB, DoE and QASMT policy documents:

- QASMT Explicit Improvement Agenda
- QASMT Strategic Plan (2018-2022)
- QASMT Annual implementation Plan
- QASMT Assessment Policy
- QASMT Pedagogical Framework
- QASMT Data Plan
- QASMT MYP Assessment Guidance Handbook
- QASMT DP Assessment Guidance Handbook
- QASMT Academic Integrity Policy
- QASMT Student Code of Conduct
- QASMT Inclusion Policy
- QASMT Language Policy
- QASMT Literacy and Numeracy Frameworks
- IB MYP From Principles into Practice
- IB DP From Principles into Practice
- Every Student Succeeding (State Schools Improvement Strategy)
- The National School Improvement Tool

Curriculum Model

The International Baccalaureate curriculum model embedded at QASMT comprises three interrelated components, written, taught and assessed curriculum. Each component has equal value. In the figure below, the double-headed arrows indicate that developing, implementing and monitoring the school's written, assessed and taught curriculums is an integrated process. Consideration for all three components is woven together throughout the process of planning for learning.



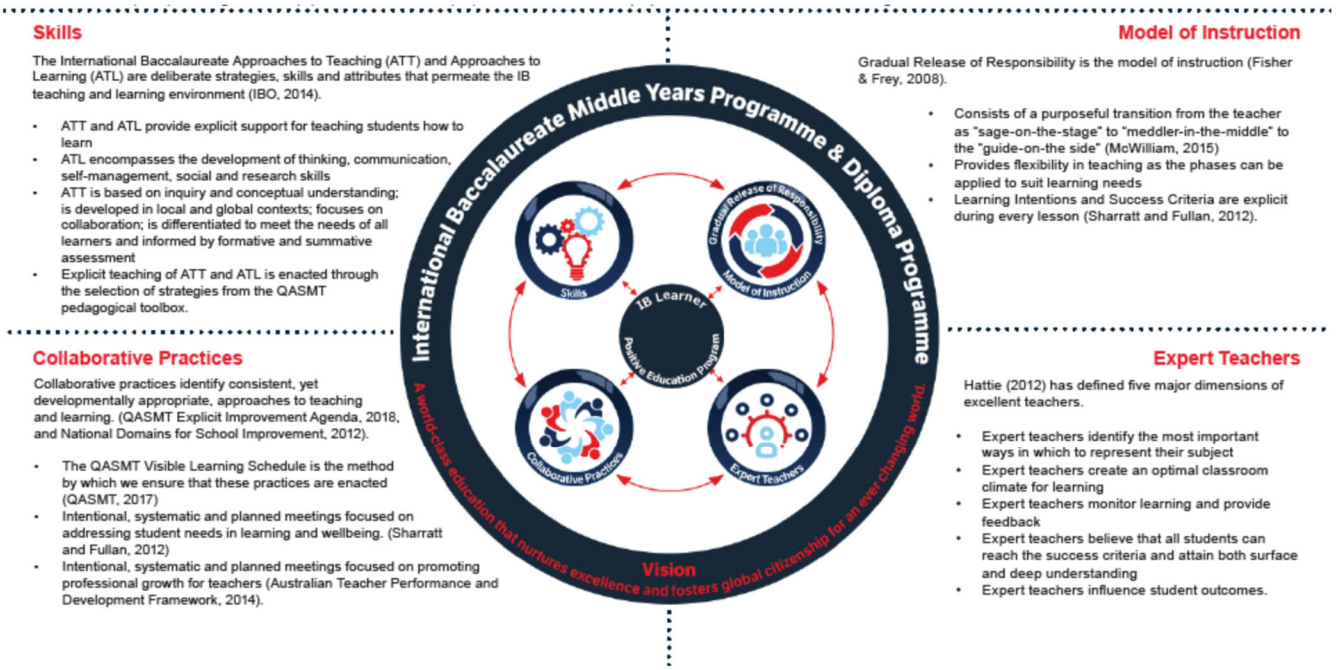
The Written Curriculum

The written curriculum is a formal, comprehensive, school-wide set of documents written by the school that describes what will be taught in each subject to each age group. This should be developed through vertical and horizontal planning. At QASMT, the written curriculum is developed and documented through the following levels of planning. Further information is also available in the QASMT Curriculum Documentation Guide.

The Taught Curriculum

QASMT upholds the conviction that “improved teaching is the key to improved student learning” (School Improvement Framework, 2012). Our pedagogical framework is underpinned by the Positive Education Program that provides a positive learning environment to allow students to flourish. Furthermore, it promotes collective responsibility through collaborative practices for ensuring academic success for every student. It details high quality, evidence based explicit teaching strategies to develop a team of expert teachers who can make a positive impact to a student’s learning journey and improve student agency.

Our pedagogical framework is informed by the IBMYP and IBDP, providing our school community with a structure for developing learning autonomy and transferable skills in our students. The model of instruction enacted through the framework is the Fischer and Frey (2008) model of Gradual Release of Responsibility (GRR) and Sharratt and Fullan’s (2009) Learning Intentions and Success Criteria. These models ensure a purposeful shift to student-centred learning. The key elements of the framework are documented in the figure below.



The Assessed Curriculum

Assessment gives teachers and students reliable and valid information on student learning. Integrated with the written and taught curriculum, the assessed curriculum is considered throughout the processes involved in planning for learning.

At QASMT, assessment is considered the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts. It plays an integral role in improving learning and informing teaching.

The purposes of assessment at QASMT include:

- improving teaching by providing information on what students know and can do
- helping students progress in their learning
- providing meaningful information on students' strengths, learning needs and achievements.

High-quality assessment should provide timely and informative feedback about students' learning progress. Effective feedback encourages self-reflection, allowing students to actively monitor and evaluate their own learning. Together, assessment and feedback support continuous, collaborative, active and self-directed learning.

Overview of QASMT Curriculum Programs

The Year 7 – 12 curriculum at QASMT has been specifically developed to provide a STEM focussed curriculum, through the International Baccalaureate (IB) Middle Years Programme (MYP) and Diploma Programme (DP).

Year 7 – 8 Foundation Program

A rigorous and accelerated curriculum program developed through the IB Middle Years Programme, Year 3 standards, and mapped to the Australian Curriculum as relevant. The program is delivered through full year courses in the eight MYP subject groups. Students choose their Language Acquisition and Performing Arts courses.

Year 9 – 10 Diploma Preparation Program

The DPP is a bespoke curriculum designed to prepare students for the rigours of the IB Diploma Programme (DP), with a parallel focus on embedding the Australian Curriculum. The programme is delivered through year-long courses in the Year 9 core, as well as through semester-based electives. In Year 10, students are immersed in the full DPP pathway, undertaking introductory courses at both standard level (SL) and higher level (HL) for subjects of their choosing.

Year 11 – 12 Diploma Program

A rigorous, university preparation curriculum program, developed through the IB Diploma Programme. The programme is studied across six subject areas, either one subject in each subject group or two subjects in either Sciences or Individuals and Societies, instead of a subject in Arts. All students study three subjects at Standard Level, three subjects at Higher Level subjects and the inner core subjects, Theory of Knowledge, Extended Essay and CAS (Creativity, Activity and Service).

Comprehensive curriculum handbooks for each of these programs are published annually to students and parents and are available on our website.

Approaches to Learning (ATL)

Through ATL in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning. IB programmes identify five ATL skill categories across cognitive, metacognitive and affective skills, expanded into developmentally appropriate skill clusters.

All teachers in IB schools are responsible for integrating and explicitly teaching ATL skills.

ATL skill categories	ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

The IB Learner Profile

At the centre of international education in the IB are students with their own learning styles, strengths and limitations. Students come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.

Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate lifelong learners. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programmes and qualifications address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the processes and the outcomes of internationally minded learning described in the IB learner profile.

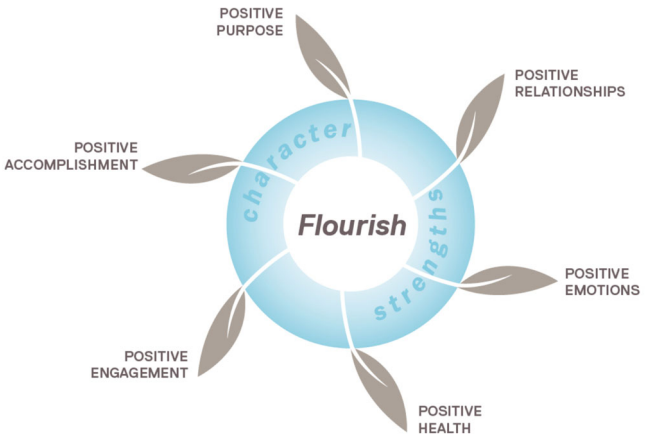
The learner profile is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content. They imply a commitment to implement standards and practices that help all members of the school community learn to respect themselves, others and the world around them.

The attributes of the IB Learner Profile are defined as follows.

Inquirers	They nurture their curiosity, developing skills for inquiry and research. They know how to learn independently and with others. They learn with enthusiasm and sustain their love of learning throughout life.
Knowledgeable	They develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.
Thinkers	They use critical and creative thinking skills to analyse and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.
Communicators	They express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	They act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and the rights of people everywhere. They take responsibility for their actions and their consequences.
Open-minded	They critically appreciate their own culture and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view, and they are willing to grow from the experience.
Caring	They show empathy, compassion and respect. They have a commitment to service, and they act to make a positive difference in the lives of others and in the world around us.
Risk-takers	Or Courageous. They approach uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.
Balanced	They understand the importance of balancing different aspects of their lives— intellectual, physical, and emotional—to achieve well-being for themselves and others. They recognize their interdependence with other people and with the world in which they live.
Reflective	They thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to support their learning and professional development.

Positive Education

Positive Education aims to build strength and capability in wellbeing and resilience in an educational environment. This is in response to the growing mental health challenges encountered by young people. This Positive Education Program aims to equip our students with the lifelong skills needed to flourish. The program has been developed through the six domains shown in the diagram below. The program is designed to develop knowledge and skills through the key concepts outlined below.



Model for Positive Education
https://www.ggs.vic.edu.au/Positive-Education2/Model-for-Positive-Education

Core Components

The Positive Education Program at QASMT has been designed based on the Positive Education Enhanced Curriculum (PEEC) developed by Geelong Grammar School (GGS). It is a curriculum that has been designed to support teachers, and value-add to their practice wisdom and experience in delivering Positive Education. PEEC is underpinned by the Six Domains of Wellbeing derived from Martin Seligman's PERMA model. Key concepts of Positive Education have been developed by GGS and are developed through explicit teaching of the PEEC curriculum.

The IB Approaches to Learning (ATLs) and IB Learner Profile attributes are also core components of PEP at QASMT. The ATLs and IB Learner profile attributes, which are unifying strands across all curriculum areas at SMT, provide cross links between the implicit and explicit curricula. The aim of the IB 'to develop internationally minded people, who recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world' fits perfectly with the rationale for PEP.

Six Domains of Wellbeing

Positive Relationships

The Positive Relationships domain explores the importance of connectedness and strong relationships for wellbeing. The focus is on helping students to develop social and emotional skills that nourish their relationships with the self and others.

Positive Emotions

The Positive Emotion domain aims to enable students and staff to develop a stronger understanding of their emotions and those of others. This domain focuses on creating opportunities for our school community to experience and identify, positive emotions such as joy, love, gratitude and contentment.

Positive Health

The Positive Health domain focuses on supporting students and staff to develop sustainable habits for optimal physical and psychological health. With the inextricable link between physical and psychological health, through the practising of mindfulness and resilience techniques which promote greater health outcomes. Mindfulness and resilience are also supported by the quest to help students to develop broader healthy behaviours in terms of exercise, nutrition, and sleep.

Positive Engagement

The Positive Engagement domain helps students and staff to experience complete immersion in activities through understanding the nature of engagement, the pathways to it, and the impact it has on individual wellbeing.

Positive Accomplishment

The Positive Accomplishment domain focuses on enabling individual growth through striving for and achieving meaningful outcomes, enabling both students and staff to strive for goals that are both highly rewarding to the self and of benefit to the wider community. The goal is to support all members of the School community to embrace challenges with grit, determination, hope, and a willingness to learn from their experiences.

Positive Purpose

The Positive Purpose domain explores understanding, believing in, and serving something greater than the self and deliberately engaging in activities for the benefit of others. It encourages students and staff to draw on their character strengths in ways that contribute to the welfare of others and the wider community. It also recognises that belonging to a supportive school community is a strong pathway to purpose and to wellbeing.

Year 7 – 12 Subject Overview

This table represents our Year 7 – 12 subject overview.

IB Subject Group	Year 7 & 8		Year 9		Year 10 Semester 1		Year 10 Semester 2		Year 11 & 12	
	Subject Name	Mins/ week	Subject Name	Mins/ week	Subject Name	Mins/ week	Subject Name	Mins/ week	Subject Name	Mins/ week
Language and Literature	English Language and Literature	Y7180 Y8:180	English Language and Literature	225	English Language and Literature	225	DPP English A Language and Literature HL/SL	SL:180 HL:225	English A Language and Literature HL/SL	SL:180 HL:225
Mathematics	Mathematics	Y7:180 Y8:180	Mathematics	225	Mathematics	225	DPP Mathematics Applications and Interpretation SL/HL	SL:180 HL:225	Mathematics Applications and Interpretation SL/HL	SL:180 HL:225
							DPP Mathematics Analysis and Approaches SL/HL	SL:180 HL:225	Mathematics Analysis and Approaches SL/HL	SL:180 HL:225
Language Acquisition	Chinese Language Acquisition	Y7:180 Y8:180	Chinese Language Acquisition	225	Chinese Language Acquisition	225	DPP Chinese B SL/HL	SL:180 HL:225	Chinese B SL/HL	SL:180 HL:225
	French Language Acquisition	Y7:180 Y8:180	French Language Acquisition	225	French Language Acquisition	225	DPP French B SL/HL	SL:170 HL:240	French B SL/HL	SL:180 HL:225
	German Language Acquisition	Y7:180 Y8:180	German Language Acquisition	225	German Language Acquisition	225	DPP German B SL/HL	SL:180 HL:225	German B SL/HL	SL:180 HL:225
	Japanese Language Acquisition	Y7:180 Y8:180	Japanese Language Acquisition	225	Japanese Language Acquisition	225	DPP Japanese B SL/HL	SL:180 HL:225	Japanese B SL/HL	SL:180 HL:225
	Latin Language Acquisition	Y7:180 Y8:180	Latin Language Acquisition	225	Latin Language Acquisition	225	DPP Latin B SL/HL	SL:180 HL:225	Latin B SL/HL	SL:180 HL:225
					Beginner Spanish Language Acquisition	225	DPP Spanish ab initio SL	SL:180	Spanish ab initio SL	SL:180 HL:225
Individuals and Societies	Individuals and Societies	180	• Disrupting the Market • Future Global Cooperation • World in Your Pocket	180	Show Me the Money	180	DPP Business Management HL	HL:240	Business Management HL	HL:225
			• Future Global Cooperation • Cultural Revolution • World in Your Pocket	180	Tragedy of the Commons	180	DPP Economics HL	HL:225	Economics HL	HL:225
			Forensic Psychology	180	Inside Your Head	180	DPP Psychology HL	HL:225	Psychology HL	HL:225
			Sustainable Futures	180	Blue Planet	180	DPP Environmental Systems and Society HL	HL:225	Environmental Systems and Society HL	HL: 225
Sciences	Sciences	180	• Biochemical Solutions • Healthy Future • Forensic Psychology • Sustainable Futures • Biomedical Engineering	180	Medical Biotechnology	180	DPP Biology SL/HL	SL:180 HL:225	Biology SL/HL	SL:180 HL:225
			• Biochemical Solutions • Fuelling the Planet • World of Reactions	180	Future Materials	180	DPP Chemistry SL/HL	SL:180 HL:225	Chemistry SL/HL	SL:180 HL:225
			• Biomedical Engineering	180	Journey to Earth X	180	DPP Physics SL/HL	SL:180	Physics SL/HL	SL:180

			• Fuelling the Planet • Medical Physics					HL:225		HL:225
Physical and Health Education	Physical and Health Education	180	Healthy Future	180	Peak Performance	180	DPP Sports, Exercise Science HL	HL:225	Sports, Exercise Science HL	HL:225
Design	Design	*180/ Sem	Future of Automation	180	Computational Thinking	180	DPP Computer Science HL	HL:225	Computer Science HL	HL:225
			• Biomedical Engineering • Disrupting the Market	180	Living in a Digital Society	180	DPP Digital Society HL	HL:225	Digital Society HL	HL:225
The Arts	Arts	*90/ Sem								
			Soundtrack	90						
Inner Core									Theory of Knowledge	90 (+2 TOK Days)
			Community Project	45					Extended Essay	45
	Service as Action	-	Service as Action	-	Certificate III in Laboratory Skills	30	Certificate III in Laboratory Skills	45	Creativity, Activity and Service	-
Positive Education Program (PEEC)	Positive Education Program *IBL *PEP *R&R	135	Positive Education Program	45	Positive Education Program	45	Positive Education Program	45	Positive Education Program	*30/ Year11

Curriculum Map – Vertical Alignment

Years 7 – 9

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
English Language and Literature								
English Language and Literature	Year 7 Term 1	Wonder – novel study	Perspective	Context Setting Character	Orientation in Time and Space.	Perspectives are shaped by context and language.	A: Analysing B: Organising D: Using Language	Research: Information literacy Thinking: Critical Thinking
	Year 7 Term 2	Empathic biographies – Humanising Great Achievements	Development	Audience Imperatives Context	Scientific and Technical Innovation	The significance of innovation can be influenced by context.	B: Organising C: Producing Text D: Using Language	Communication: Interactive/Language Thinking: Critical thinking
	Year 7 Term 3	Conventions of Picture Books	Creativity	Genre Structure	Personal and cultural expression	Cultural identity is expressed through creative storytelling.	B: Organising C: Producing Text D: Using Language	Communication: Language Thinking: Creative Communication: Visual literacy
	Year 7 Term 4	International voices – poetry study	Connections	Point of View Style	Fairness and Development	Connection to other points of view leads to a fairer world.	A: Analysing D: Using Language	Thinking: Critical thinking Communication: Language
	Year 8 Term 1	Imagining the Future – genre short story	Change	Genre Structure Style	Globalisation and Sustainability	Imagined consequences of change have value.	B: Organising C: Producing Text D: Using Language	Communication: Interactive Thinking: Creative thinking
	Year 8 Term 2	Animal Farm - novel study	Communities	Character Theme	Fairness and Development	Characters and themes provide insight into community power and privilege.	A: Analysing B: Organising D: Using Language	Thinking: Critical thinking Communication: Language
	Year 8 Term 3	Observational Documentary – film study	Form	Audience Imperatives Purpose	Personal and Cultural Expression	Audiences connect with the expression of human experience.	A: Analysing B: Organising C: Producing Text D: Using Language	Research: Media literacy Self-Management: Collaboration
	Year 8 Term 4	Selling sustainability – persuasion	Persuasion	Intertextuality Purpose	Globalisation & Sustainability; Orientation in Time and Space	Persuasive texts are future orientated.	A: Analysing B: Organising C: Producing Text D: Using Language	Communication: Interactive/Language Social: Collaboration Thinking: Critical thinking
	Year 9 Term 1	Australian Voices – poetry	Connections	Structure Setting Self-expression	Orientation in Time and Space	Connections to people, places, things empower people.	A: Analysing C: Producing Text D: Using Language	Self-management: Organisation Social: Collaboration Thinking: Transfer

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
								Communication: Interactive
	Year 9 Term 2	Drama study – An Inspector Calls	Creativity	Character Style	Identities and relationships	Personal expression of one's perspective lead to personal development	B: Organising C: Producing Text D: Using Language	Social Working with others Self-management: Organisation Thinking: Creative thinking Communication: Language
	Year 9 Term 3	IDU A study of rhetoric – persuasion	Communication	Audience Imperatives Point of view	Fairness and Development; Globalisation and Sustainability	Communication for change appeals to audience point of view.	A: Evaluating B: Synthesising D: Reflecting (IDU criteria)	Social: Collaboration Research: Media literacy Communication: Language
	Year 9 Term 4	Shakespeare – Love and Identity	Relationships	Theme Character	Identities and Relationships	Choices define identity and relationships.	A: Analysing B: Organising D: Using Language	Thinking: Critical Transfer: Context Communication: Language
Language Acquisition								
Language Acquisition – Chinese	Year 7 Term 1	Getting to know you	Communication	Form Pronunciation	Identities and Relationships	Identity and relationships influence the form and clarity of communication.	A: Comprehending spoken and visual text C: Communicating	Communication
	Year 7 Term 2	Making Connections	Connections	Word choice Structure	Personal and cultural expression	Language, word choice and linguistic systems help make connections with people, objects or ideas.	B: Comprehending written and visual text D: Using Language	Communication
	Year 7 Term 3	Appearance and daily routine	Connections	Function Patterns	Personal and cultural expression	Finding patterns and recognising functions makes it easier to make connections with one another.	A: Comprehending spoken and visual text C: Communicating	Communication Self-management
	Year 7 Term 4	Family and hobbies	Culture	Meaning Message	Personal and cultural expression	Meaningful messages requires an understanding of culture.	B: Comprehending written and visual text D: Using Language	Communication Research
	Year 8 Term 1	Climate and illness	Communication	Functions Patterns	Personal and cultural expression	Consideration of functions and patterns enhances our communication of personal and cultural expression.	A: Comprehending spoken and visual text C: Communicating	Communication Self-management Research

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 8 Term 2	School life	Connections	Meaning Audience	Orientation in space and time	Meaningful connections require understanding of audience, time and space.	B: Comprehending written and visual text D: Using Language	Communication Self-management
	Year 8 Term 3	Food and meals	Culture	Meaning Purpose	Personal and cultural expression	Personal and cultural expression connects and gives us meaning and purpose in life.	A: Comprehending spoken and visual text C: Communicating	Thinking
	Year 8 Term 4	Home and Neighbourhood	Creativity	Pronunciation Message	Identities and relationships	Appropriate and creative communication of message enhances relationships	B: Comprehending written and visual text D: Using Language	Thinking Communication
	Year 9 Term 1	Balanced lifestyle	Communication	Empathy Structure	Orientation in space and time	Effective communication is reliant on empathy and structure.	A: Comprehending spoken and visual text C: Communicating	Thinking Communication Self-management
	Year 9 Term 2	Food and culture	Connections	Meaning Purpose	Identities and relationships	Identities can connect the purpose of healthy living and its meaning.	B: Comprehending written and visual text D: Using Language	Communication Self-management Research
	Year 9 Term 3	Celebrations and Festivals	Creativity	Audience Idiom	Orientation in space and time	Creative expression relies on understanding of audience, space and time.	A: Comprehending spoken and visual text C: Communicating	Thinking Research Communication
	Year 9 Term 3	IDU Unit	Connections	Communication	Personal and Cultural Expression	Connections are affected by communication, conventions and context	A: Evaluating B: Synthesising C: Reflecting	Communication Thinking
	Year 9 Term 4	Environment and technology	Culture	Point of View Context	Scientific and technical innovation	Advances in technology allows sharing and understanding of different points of view.	B: Comprehending written and visual text D: Using Language	Communication Social Self-management
Language Acquisition – French	Year 9 Term 4	School life	Connections	Structure Context	Identities and relationships	Context and structures make and build connections, relationships and form identities.	B: Comprehending written and visual text D: Using Language	Communication Self-management
	Year 7 Term 3	Friends	Connections	Conventions Purpose	Personal and cultural expressions	Purpose through personal and cultural expression facilitates creativity through conventions.	A: Comprehending spoken and visual text C: Communicating	Thinking Communication Research
	Year 7 Term 4	Leisure	Creativity	Conventions Purpose	Personal and cultural expressions	Personal and cultural expression reflects pronunciation and language form.	B: Comprehending written and visual text D: Using Language	Thinking Communication Research
	Year 8 Term 1	Daily Life	Connections	Context Purpose	Scientific and Technical Innovation	Scientific and technical innovations enable communication when there is a clear purpose and context	A: Comprehending spoken and visual text C: Communicating	Social Research

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 8 Term 2	Holidays	Culture	Pronunciation Form	Personal and cultural expression	Personal and cultural expression reflect pronunciation and language forms	B: Comprehending written and visual text D: Using Language	Self-management Research skills
	Year 8 Term 3	Connections via Technology	Communication	Purpose Context	Scientific and Technical Innovation	Scientific and technical innovations enable communication when there is a clear purpose and context.	A: Comprehending spoken and visual text C: Communicating	Social skills Research skills
	Year 8 Term 4	Life	Connections	Function Audience	Personal and Cultural Expression	Conventions and patterns connect to nourish personal and cultural expressions.	B: Comprehending written and visual text D: Using Language	Thinking Communication
	Year 9 Term 1	Going back in time	Connections	Context Purpose	Identities and Relationships	Context and purpose affect the connections, identities and relationships we form	A: Comprehending spoken and visual text C: Communication	Communication Thinking
	Year 9 Term 2	Suspense	Connections	Empathy Point of view Meaning	Globalisation	Empathy, point of view and meaning in a globalised world impacts on connections.	B: Comprehending written and visual text D: Using Language	Social Self-management
	Year 9 Term 3	Media	Creativity	Word choice Message	Personal and cultural expression	Personal and cultural expressions through creative word choice produces effective messages	A: Comprehending spoken and visual text C: Communication	Thinking Communication Research
	Year 9 Term 3	IDU	Connections Communication	Context Message Purpose	Personal and Cultural Connections	Personal and cultural expressions are affected by communication, conventions and context.	A: Evaluating B: Synthesising C: Reflecting	Communication Thinking
	Year 9 Term 4	Future Outlook	Culture	Audience Function	Globalisation Sustainability	The globalisation of culture impacts on audience, function and decisions made regarding sustainability.	B: Comprehending written and visual text D: Using Language	Thinking Self-management
	Year 9 Term 4	Future Outlook	Culture	Audience Function	Globalisation Sustainability	The globalisation of culture impacts on audience, function and decisions made regarding sustainability.	B: Comprehending written and visual text D: Using Language	Thinking Self-management
Language Acquisition – German	Year 7 Term 1	Getting to know each other	Communication	Context Structure	Orientation in Space and Time	Interconnectedness depends on clearly communicating through structure and context.	A: Comprehending spoken and visual text C: Communicating	Communication Research
	Year 7 Term 2	Social life and Pets	Connections	Form Audience	Identities and Relationships	Connections enhance human relationships and audience engagement.	B: Comprehending written and visual text D: Using Language	Communication Research Social
	Year 7 Term 3	Hobbies and Family Life	Creativity	Message Purpose	Personal and cultural expression	Purpose and Message can be expressed creatively.	A: Comprehending spoken and visual text C; Communicating	Communication Research

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 7 Term 4	Home and Food	Culture	Conventions Function	Orientation in Space and Time	Social history reflects the conventions and functions of language and culture.	B: Comprehending written and visual text D: Using Language	Communication Research Thinking
	Year 8 Term 1	Leisure and Health	Connections	Word Choice Meaning	Personal and Cultural Expression	Word choice connects meaning to personal and cultural values.	A: Comprehending spoken and visual text C; Communicating	Communication Research Thinking
	Year 8 Term 2	Balanced Life	Creativity	Structure Purpose	Orientation in Space and Time	Purpose informs structure and creativity within boundaries.	B: Comprehending written and visual text D: Using Language	Communication Self-management Thinking
	Year 8 Term 3	Holidays and Plans	Culture	Meaning and Purpose	Identities and Relationships	Meaning and purpose reflect identity and culture.	A: Comprehending spoken and visual text C; Communication	Communication Self-management Research
	Year 8 Term 4	Media and Friends	Communication	Patterns Message	Scientific and Technical Innovation	The patterns of communication and messages change through scientific and technical innovation	B: Comprehending written and visual text D: Using Language	Communication Research Thinking
	Year 9 Term 1	Everyday German	Communication	Audience Context	Identities and Relationships	Identities and relationships may influence audience and context in communication	A: Comprehending spoken and visual text C: Communication	Communication Thinking
	Year 9 Term 2	Festivals and Fun	Creativity	Word choice Structure	Identities and Relationships	Word choice and structure reflect creative lifestyles.	B: Comprehending written and visual text D: Using Language	Communication Research Social Thinking
	Year 9 Term 3	Living in Germany	Culture	Conventions Function	Personal and Cultural Expression	The function and purpose of conventions reflect cultural expression.	A: Comprehending spoken and visual text C; Communication	Research Communication Self-management
	Year 9 Term 3	IDU	Connections	Communicatio n	Personal and Cultural Expression	Connections are affected by communication, conventions and context	A: Evaluating B: Synthesising C: Reflecting	Communication Thinking
	Year 9 Term 4	Environment	Connections	Empathy Point of View	Orientation in Space and Time	Empathy creates connections with others and different points of view.	B: Comprehending written and visual text D: Using Language	Communication Research Thinking
Language Acquisition – Japanese	Year 7 Term 1	Getting to know me	Communication	Form Pronunciation	Identities & Relationships	Identity and relationships infuence the form and clarity of communication	A: Comprehending spoken and visual text C: Communicating	Communication
	Year 7 Term 2	This is my Japanese School	Connections	Word choice Structure	Orientation in Space and Time	School life is connected to its space and is shaped by the way time is oriented.	B: Comprehending written and visual text D: Using Language	Communication

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 7 Term 3	A Day in My Life	Connection	Functions Patterns	Personal and cultural expression	Our daily routine connects who we are with the culture we live in	A: Comprehending spoken and visual text C: Communicating	Communication Self-management
	Year 7 Term 4	Seasonal School Events	Culture	Message Meaning	Personal & Cultural Expression	Seasonal school events reflect personal and cultural expression	B: Comprehending written and visual text D: Using Language	Communication Thinking
	Year 8 Term 1	Home life and Housing	Connection	Context Conventions	Identities and relationships	Home life and housing shape the connections within families and reflect personal identities and relationships.	A: Comprehending spoken and visual text C: Communicating	Communication Thinking Social
	Year 8 Term 2	Free time frenzy	Creativity	Pattern Structure	Globalisation and sustainability	Creative options in Japanese leisure activities and shipping districts reflect the blend of cultural values and global influences, balancing tradition and sustainability.	B: Comprehending written and visual text D: Using Language	Communication Research
	Year 8 Term 3	Memorable celebrations in Japan	Culture	Audience Purpose	Personal and cultural expression	Celebrations reflect personal and cultural expressions and shape how traditions are passed on.	A: Comprehending spoken and visual text C: Communicating	Thinking Subject-specific Knowledge and Understanding
	Year 8 Term 4	Careers and future plans	Communication	Message Word Choice	Fairness and development	Development of effective communication skills creates fair career opportunities and helps develop future aspirations.	B: Comprehending written and visual text D: Using Language	Communication Self-management
	Year 9 Term 1	Health by Design	Creativity	Function Meaning	Scientific and technical innovation	Creativity drives scientific and technical innovation which improves health and well being.	A: Comprehending spoken and visual text C: Communicating	Communication Self-management
	Year 9 Term 2	The spirit of community celebrations	Culture	Meaning Purpose	Personal and cultural expression	Japanese traditional festivals showcase cultural values and personal expression, illustrating the unique ways communities celebrate identity and heritage.	B: Comprehending written and visual text D: Using Language	Communication Research
	Year 9 Term 3	Journey to Japan	Connections	Structure Conventions	Orientation in Space and Time	Travel connects people across time and space.	A: Comprehending spoken and visual text C: Communicating	Communication Social

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 9 Term 3	Inter-Disciplinary Unit	Connections	Communication	Personal and cultural expression	Connections are affected by communication, conventions and context	IDU criteria A: Evaluating B: Synthesising C: Reflecting	Communication Thinking
	Year 9 Term 4	Japan exchange challenge	Communication	Context Word choice	Fairness and development	Effective communication between exchange students and the host communities develops understanding and promotes fairness. .	B: Comprehending written and visual text D: Using Language	Communication Self-management
Language Acquisition – Latin	Year 7 Term 1	Life in Pompeii	Culture-communities	Civilization Identity	Identities and relationships	Pompeii had a specific layout, lifestyle and culture during the first century CE.	A: Understanding Language B: Comprehending Texts C: Analysing Texts D: Connecting Cultures and Societies	Thinking Research
	Year 7 Term 2	Society and culture in Pompeii	Culture	Identity Values	Orientation in space and time	The forum and the theatre were the focus of life in Pompeii and slaves were part of the society.	A: Understanding Language B: Comprehending Texts D: Connecting Cultures and Societies	Thinking Social Communication
	Year 7 Term 3	Roman lifestyle	Communication	Pattern Values Civilization	Identities and relationships	The Romans had certain beliefs about representing life after death, gladiators and hygiene.	A: Understanding Language B: Comprehending Texts C: Analysing Texts D: Connecting Cultures and Societies	Self-management Research Communication
	Year 7 Term 4	Roman civics and history	Culture	Form Purpose Values	Fairness and development	Educational regulations, civic laws and natural disasters have influenced the life of Roman people.	A: Understanding Language B: Comprehending Texts D: Connecting Cultures and Societies	Thinking Social Research Communication
	Year 8 Term 1	Britain during the first century CE	Creativity-communities	Civilisation Identity Context	Scientific and technical innovation	Britannia had its own highly developed civilisation before the Roman arrived.	A: Understanding Language B: Comprehending Texts C: Analysing Texts	Thinking Research Communication

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
							D: Connecting Cultures and Societies	
	Year 8 Term 2	The expansion of the Roman Empire	Connections-change	Context Purpose Inter-dependence	Identities and relationships	Egypt was an important country for the Rome Empire.	A: Understanding Language B: Comprehending Texts C: Analysing Texts D: Connecting Cultures and Societies	Thinking Research Communication
	Year 8 Term 3	Egypt during the first century CE	Creativity-communities	Values Civilisation Structure	Scientific and technical innovation	Egyptians worshipped gods and cats and they had an ancient custom of mummifying corpses.	A: Understanding Language B: Comprehending Texts D: Connecting Cultures and Societies	Thinking Research Communication
	Year 8 Term 4	Roman baths and other superstitious beliefs	Creativity - perspective	Values Identify Theme	Scientific and technical innovation	Romans believed that hot springs are beneficial for a healthy body and curses helped to punish an offender.	A: Understanding B: Comprehending Texts C: Analysing Texts D: Connecting Cultures and Societies	Thinking Research Communication
	Year 9 Term 1	Religion and Romanisation	Creativity - change	Identity Inter-dependence	Identities and relationships	Romanisation changed the life for many people in the way people believed, travelled, and battled.	A: Understanding Language B: Comprehending Texts C: Analysing Texts D: Connecting Cultures and Societies	Thinking Research Communication
	Year 9 Term 2	Historical artefacts	Culture - form	Form Purpose Structure	Scientific and technical innovation	The Romans military achievements were underpinned by a well-structured and equipped Army.	A: Understanding Language B: Comprehending Texts C: Analysing Texts D: Connecting Cultures and Societies	Thinking Research Communication
	Year 9 Term 3	Rome and its people	Connections	Context Values	Identities and relationships	Thanks to skilled citizens Rome achieved greatness.	A: Understanding Language B: Comprehending Texts C: Analysing Texts	Thinking Research Communication

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
							D: Connecting Cultures and Societies	
	Year 9 Term 3	IDU	Connections	Communication	Personal and cultural expression	Connections are affected by communication, conventions and context	A: Evaluating B: Synthesising C: Reflecting	Communication Thinking
	Year 9 Term 4	Roman society and beliefs	Communication - perspective	Civilisation Values	Identities and relationships	The Roman society had a distinct hierarchy and many Romans were content with the official state religion.	A: Understanding Language B: Comprehending Texts D: Connecting Cultures and Societies	Thinking Social Communication
Individuals and Societies								
Individuals and Societies	Year 7 Term 1	Big-up Brisbane	Change	Sustainability Culture	Globalisation and sustainability Elaboration: Urban Planning	Changes must be sustainable and reflect culture.	A: Knowing and Understanding D: Thinking Critically	Research: Information literacy Thinking: Critical thinking
	Year 7 Term 2	The Constitution and I	Systems	Government	Personal and cultural expression Elaboration: Belief Systems.	Inherent values, attitudes and beliefs shape systems of government. government.	B: Investigating C: Communicating	Thinking: Creative thinking
	Year 7 Term 3	The Game of Life	Time, place and space	Choice Consumption	Identities and relationships Elaboration: Scarcity	Scarcity experienced across time, place and space affects choice and consumption.	A: Knowing and Understanding C: Communicating	Research: Media literacy
	Year 7 Term 4	Stayin' Alive	Global interactions	Culture Identity	Orientation in space and time Elaboration: Exchange and interaction	Exchange through global interactions shape culture and identity.	B: Investigating D: Thinking Critically	Research: Information literacy Thinking: Critical thinking
	Year 8 Term 1	The Long 19th Century	Global Interactions	Cooperation Conflict	Scientific and Technical Innovation	Scientific and Technical Innovation can intensify conflict and cooperation in global interactions,	A: Knowing and Understanding B: Investigating C: Communicating	Research: Information literacy

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
		(History)					D: Thinking Critically	
	Year 8 Term 2	Legal Eagles	Systems	Government Rights	Fairness and development Elaboration: Law	Government systems impact rights through the law.	A: Knowing and Understanding	Communication: Communication skills
	Year 8 Term 3	Economics and Business	Time, place and space	Choice Sustainability	Scientific and Technical Innovation Elaboration: Human impact on the environment	Businesses can choose to respond to the demands of different times, places and spaces and develop to fairly address equity concerns.	A: Knowing and Understanding C: Communicating D: Thinking critically	Research: Information literacy Thinking: Critical thinking
	Year 8 Term 4	Science-Individuals and Societies (IDU)	Change	Environment and Sustainability	Globalisation and sustainability	In the process of globalisation, humans must work towards sustainable environmental change.	A: Evaluating B: Synthesising D: Reflecting (IDU criteria)	Research Communication Social
STEM Futures Elective: Forensic Psychology	Year 9 Unit 1	Turning to Crime	Change	Behaviour Cognition	Identities and relationships	Behaviour and cognition influence change in human nature.	A: Knowing and Understanding B: Investigating C: Communicating D: Thinking Critically	Research: Information literacy Thinking: Creative thinking
	Year 9 Unit 2	Making a Case and Reaching a Verdict	Systems	Equity Rights	Fairness and Development	Systems affect equity, rights and justice.	A: Knowing and Understanding B: Investigating C: Communicating D: Thinking Critically	Communication: Communication skills Thinking: Critical thinking
STEM Futures Elective: Cultural Revolution	Year 9 Unit 1	Movement and Populations	Time, place and space	Culture	Identities and Relationships	Movement of cultures across time, place and space impact identities and relationships.	A: Knowing and Understanding B: Investigating D: Thinking Critically	Research: Information literacy
	Year 9 Unit 2	A period of 'isms'	Systems	Ideology	Personal and cultural expression	Ideological systems impact personal and cultural expression.	B: Investigating C: Communicating D: Thinking Critically	Research: Media literacy Thinking: Critical thinking
	Year 9 Unit 3	Ideological competition:	Global interactions	Conflict	Fairness and Development	Global interactions fuelled by conflict can impact the	A: Knowing and Understanding	Research: Information literacy

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
		Growth or regression?				fairness and development of knowledge.	C: Communicating	
STEM Futures Elective: The World in Your Pocket	Year 9 Unit 1	Entrepreneurship	Change	Strategy Innovation	Scientific and technical innovation	Entrepreneurs use innovative strategies to meet changing opportunities in the market.	A: Knowing and Understanding B: Investigating C: Communicating	Communication: Interactive skills
	Year 9 Unit 2	Trade	Systems	Trade Choice	Globalisation and Sustainability	Individuals, Businesses and Government use systems of trade and exchange to enhance choice and improve sustainability.	A: Knowing and Understanding B: Investigating C: Communicating D: Thinking Critically	Research: Information literacy
STEM Futures Elective: Future of Global Cooperation	Year 9 Unit 1	'Left' vs. 'Right'	Systems	Citizenship	Identities and Relationships	The identities of citizens are represented by their relationship with political systems.	A: Knowing and Understanding B: Investigating D: Thinking Critically	Research: Information literacy Thinking: Critical thinking
	Year 9 Unit 2	Powering Progress: Responsible leadership	Change	Leadership	Global interactions	Leaders should address global goals of sustainability when planning change to achieve national priorities.	B: Investigating C: Communicating D: Thinking Critically	Research: Information literacy Thinking: Critical thinking
	Year 9 Unit 3	Only One Earth	Global Interactions	Independence	Fairness and development	Global interactions and development should be fair and lead to greater levels of interdependence.	A: Knowing and Understanding C: Communicating	Research: Media literacy Thinking: Critical thinking
Sciences								
Sciences	Year 7 Term 1	We're all Scientists	Relationships	Evidence Models	Identity and Relationships	To be a scientist means to gather evidence about world around us to understand how things are related.	Formative	Thinking – Critical Thinking Skills and Transfer skills
		Water Crisis	Global Interactions	Transformation Consequences	Globalisation and Sustainability	Finding solutions for the impact of pollution on our natural systems is a global responsibility.	A: Knowing and Understanding	Thinking – Critical thinking Transfer Skills
	Year 7 Term 2	Space and Blue Planet	Systems	Models Patterns	Orientation in Time and Space	Natural and human systems create patterns. Modelling global systems.	B: Investigating C: Communicating D: Thinking Critically	Communication – Communication skills Thinking Research
	Year 7 Term 3	Forces around us	Change	Consequences Interaction	Scientific and Technical Innovation	Interactions between forces result in changes that can be measured through scientific innovation.	B: Investigating C: Communicating D: Thinking Critically	Thinking – Critical Thinking Skills Communication – Communication skills

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
								Research
	Year 7 Term 4	Life Around Us	Relationships	Environment Interactions	Fairness and Development	Understanding interactions in the environment enables humans to develop global and local solutions.	A: Knowing and Understanding D: Thinking critically	Thinking- Critical and Creative Thinking Self-management:
	Year 8 Term 1	Body in Balance	Systems	Function Models	Identities and Relationships	Complex organisms are made of smaller structures and systems, that scientists' model in order to understand their functions.	B: Investigating C: Communicating D:Thinking Critically	Self-Management Research Communication
	Year 8 Term 2	Future of Energy	Change	Energy Transformations	Scientific and Technical Innovation	Through transforming energy, we can have an impact on the way people live now and in the future.	A: Knowing and Understanding D: Thinking Critically	Self-management Thinking
	Year 8 Term 3	Chemical and Physical Changes	Change	Form Interactions	Scientific and Technical Innovation	Science enables us to change the form of matter into useful materials that can make the world a better place.	B: Investigating C: Communicating D: Thinking Critically	Research Thinking Communication
	Year 8 Term 4	From the Earth	Relationships	Model Transformations	Orientation in Time and Space	The Earth is made of rocks, which over time undergo a cycle of change and transformation, which can be modelled scientifically.	A: Knowing and Understanding D: Thinking critically	Self-Management Communication
	Year 8 Term 4	Mining from the Earth (IDU Unit)	Change	Environment Sustainability	Globalisation and sustainability	In the process of globalisation, humans must work towards sustainable environmental change.	IDU A: Evaluating B: Synthesising C: Reflecting	Research Communication Social
STEM Futures Elective: Biochemical Solutions	Year 9 Unit 1	The Need for Speed	Change	Conditions Models	Orientation in space and time	Models of exchange and interaction can be used to predict the effect of changing conditions.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Thinking critically	Communication: Communication skills; Make inferences and draw conclusions
	Year 9 Unit 2	Living Chemistry	Systems	Energy Interaction	Scientific and technical innovation	Energy systems interact with each other and can be used for scientific and technical innovation.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Thinking: Creative thinking skills; Make guesses, ask "what if" questions and generate testable hypotheses

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
STEM Futures Elective: World of Reactions	Year 9 Unit 1	Atoms, acids and neutralization	Change	Interaction Evidence	Orientation in space and time	Change is evident from exchange and interaction.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Thinking: Critical Thinking Skills; Evaluate and manage risk
	Year 9 Unit 2	Reaction revolution	Relationships	Consequences Environment	Scientific and technical innovation	Relationships can have environmental consequences both caused and improved by scientific and technical innovation.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Research: Information literacy skills; Collect, record and verify data; Process data and report results
STEM Futures Elective: Medical Physics	Year 9 Unit 1	Acoustic Medicine	Systems	Patterns Development	Scientific and technical innovation	Technological development allows us to recognise patterns in complex systems.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Communication: Communication skills; Make effective notes for studying
	Year 9 Unit 2	EM Radiation Medicine	Systems	Models Development	Orientation in space and time	The development of models reveals more about the scale, frequency and variability within systems.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Thinking: Critical Thinking Communicating
	Year 9 Unit 3	Nuclear Medicine	Change	Energy Transfor-mation	Scientific and technical innovation	Change occurs through energy transformation, but brings with it risk and consequences.	Formative Assessment	Thinking: Critical Thinking Skills;
STEM Futures Elective: Sustainable Futures	Year 9 Unit 1	One world	Relationships	Interaction Environment	Globalisation and sustainability	Interacting relationships between humans and the environment affects sustainability.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Thinking Research Communication

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 9 Unit 2	Food for our Future	Systems	Consequences Transfor-mation	Fairness and development	Human capability and development enables transformation, which can have consequences within and across systems.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Thinking: Critical thinking skills; Evaluate evidence Self-management Communication
STEM Futures Elective: Fuelling the Planet	Year 9 Unit 1	Energy in chemical reactions	Change	Energy Transfer	Scientific and technical innovation	Change results in energy transfer, which can be measured using indirect methods.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Thinking: Critical Thinking Skills ; Practice observing carefully in order to recognise problems
	Year 9 Unit 2	Fuels for society	Systems	Energy Development	Scientific and technical innovation	The development of industrialised and engineered systems increases energy demand.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Research: Information literacy skills; Create references and citations
Mathematics								
Mathematics	Year 7 Term 1&2	Is fairness always equal?	Form	Equivalence Systems Approximation	Fairness and Development	Making fair judgements is easier if we understand a variety of numeric systems and forms.	A: Knowing and understanding	Self-Management: Organisation skills Thinking: Transfer skills Critical Thinking skills
	Year 7 Term 1&2	How can we bring things together?	Relationships	Patterns Simplification	Identities and Relationships	Identifying and using patterns and rules is the key to simplifying relationships, in life and in algebra.	A: Knowing and understanding B: Investigating Patterns C: Communicating	Research skills, Media literacy, Communication skills, Thinking-skill transfer, Affective Skills Self-management - Organisational Skills, Thinking-transfer skills
	Year 7 Term 3	How can we travel between dimensions?	Logic	Space Quantity Generalisation	Scientific and Technical Innovation	The general properties of shapes and our spatial environment can be measured by logic and manipulated and created by technology.	A: Knowing and understanding B: Investigating Patterns C: Communicating	Thinking Skills Research: Information literacy Communication Skills Thinking Skills – Transfer Critical

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 7 Term 3	IDU	Relationships	Movement Representation	Scientific and Technical Innovation	Movement can be represented for scientific and technical innovation.,	A: Evaluating B:Synthesising C: Reflecting (IDU criteria)	Organisational Skills Research
	Year 7 Term 4	How do we measure up? Can Mathematics be beautiful?	Form Relationships	Space Validity Equivalence Validity	Orientation in Space and Time Personal and cultural expression	Measurement is expressed in various forms to communicate the space around or within an object. In many cultures, arguments about what is perceived as beautiful can be justified by a mathematical relationship between equivalent images.	D: Applying Mathematics in Real-Life Contexts A: Knowing and understanding	Thinking Skills – Creative Transfer Communication skills Thinking Skills – Creative Transfer Communication skills
	Year 8 Term 1	A Little Bit of History Repeating	Form	Equivalence Represen-tation	Orientation in Space and Time: Turning Points and Big History	Throughout history, forms of representation have been used to justify equivalence.	A: Knowing and understanding B: Investigating Patterns C: Communicating	Communication: Use and Interpret a range of discipline specific terms and symbols
	Year 8 Term 2	Money, Money, Money!	Relationships	Model Quantity	Globalisation and Sustainability: Data driven decision making	Behaviour can be understood by and investigating modelling relationships .	C: Communicating D: Applying Mathematics in Real-Life Contexts	Self-Management: Organisation Skills: Plan short- and long-term assignments; meet deadlines.
	Year 8 Term 3	You Better Shape Up	Relationships	Generalisation Patterns Space Validity	Scientific and Technical Innovation: Products	Relationships between spatial dimensions can be used to develop innovative products.	A: Knowing and understanding B: Investigating Patterns C: Communicating	Thinking: Critical Thinking Skills: Test Generalisations and Conclusions
	Year 8 Term 4	Take a Chance on Me	Form	Represen-tation Equivalence Models	Identities and Relationships: Health and Wellbeing	Health and wellbeing information can be communicated using a variety of equivalent forms of representation.	A: Knowing and understanding C: Communicating D: Applying Mathematics in Real-Life Contexts	Research: Information Literacy Skills: (Data)
	Year 9 Term 1	How's it work?	Relationships	Patterns Systems Quantity	Identities & Relationships: Conscious	Improved abilities to identify patterns and relationships between quantities leads to a better understanding of ourselves and others.	A: Knowing and understanding B: Investigating Patterns	Critical thinking skills: Analysing and evaluating issues and ideas Organisational Skills: Managing time and tasks effectively
	Year 9 Term 2	How's it Modelled?	Logic	Equivalence Approximatio Change	Personal & Cultural Expression: Creation	Logic, equivalence and approximation can be used for creative solutions in cultural contexts.	A: Knowing and understanding C: Communicating	Organisational Skills: Managing time and tasks effectively

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
							D: Applying Mathematics in Real-Life Contexts	Transfer Skills: Apply skills and knowledge in unfamiliar situations.
	Year 9 Term 3	How much?	Form	Validity Approximation Space Models	Globalisation & Sustainability: human impact on the environment	Human impact on the environment can be understood through valid models and spatial forms.	A: Knowing and understanding C: Communicating D: Applying Mathematics in Real-Life Contexts	Self-Management: Affective Skills Managing State of Mind
	Year 9 Term 4	How likely?	Logic	Represen-tation Validity	Fairness & Development: inequality	Global inequality can be represented fairly through valid, logical approaches.	A: Knowing and understanding B: Investigating Patterns	Communication: Communication Skills
Design								
Design	Year 7 Unit 1	User Interface Design in Mobile Applications.	Development	Adaptation Function	Personal and cultural expression	In the development of products, functionality is crucial for stakeholders.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Thinking: Creative Thinking Skills
	Year 7 Unit 2	Robots and Microbits	Systems	Function Resources	Globalisation and Sustainability	Feedback allows a system to function anonymously	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Thinking: Creative Thinking Skills
	Year 8 Unit 1	Introduction to Web Development	Communication	Form Perspective	Identities and Relationships	Design choices influence how others perceive our digital identities.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Communication skills Collaboration skills Self-management
	Year 8 Unit 2	Introduction to Syntax Programming	Development	Adaptation Function	Scientific and Technical Innovation	Simple algorithms are able to solve complex problems..	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Critical Thinking Skills
STEM Futures Elective: Disrupting the Market	Year 9 Unit 1	Skills Folio	Development	Adaptation Innovation	Globalization and Sustain-ability	Products and processes must adapt in response to market trends.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution	Research: Information literacy skills Transfer
	Year 9 Unit 2	Young Designers	Communication	Collaboration Markets and Trends	Fairness and Development	Clear communication and effective collaboration are essential for entrepreneurial innovation.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Communication: Communication skills

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
STEM Futures Elective: Biomedical Engineering	Year 9 Unit 1	Foundations of Biochemical Engineering (6 weeks)	Development	Innovation Evaluation	Scientific and technical innovation	Advances in technological resources can lead to innovative solutions.	A: Inquiring and Analysing B: Developing Ideas C: Creating the Solution	Research: Information literacy skills
	Year 9 Unit 2	Improving health with Biomedical Engineering (14 weeks)	Development	Invention Resources	Scientific and technical innovation	Digital Tools support the rapid development of innovative solutions.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Research Thinking X Transfer
STEM Futures Elective: Future of Automation	Year 9 Unit 1	Think like a Programmer	Development	Invention, Evaluation	Scientific and technical innovation (Products, processes and solutions)	In product development, evaluation is necessary for invention.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Thinking: Creative Thinking Skills, Transfer Skills
	Year 9 Unit 2	The future of automation	Systems	Function, Innovation	Globalization and sustainability (Human impact on the environment)	The function of a system can be adapted to reduce environmental impact.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Thinking: Creative Thinking Skills, Transfer Skills
Physical and Health Education								
Physical and Health Education	Year 7 Term 1	Games from the Dreamtime (Cultural Games)	Relationships	Movement and Interaction	Personal and cultural expression	Ritual and play are integral to the development of relationships and can be expressed through movement and interaction	A: Knowing and understanding C:Applying and Performing D:Reflecting and Improving on Performance	Thinking : Critical thinking
	Year 7 Term 2/3	Game, Set, Match	Change	Systems and energy	Scientific and technical innovation	Scientific innovation enables analysis of systems to efficiently generate energy for improved performance	A: Knowing and understanding B:Planning and Performance D:Reflecting and improving on performance	Research Information Literacy skills
	Year 7 Term 2	Move It and groove it!	Development	Refinement and Movement	Orientation in Space and Time	Refinement of movement orientated in space, in time can lead to development in fitness.	B: Planning for Performance C:Applying and Performing	Self-management ‘Organisation

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 7 Term 3	IDU (PHE and Maths) *Term 3 for all students	Relationships	Representation/ Movement	Scientific and Technical Innovation	Movement can be represented for scientific and technical innovation	A; Synthesising B: Evaluating C: Reflecting (IDU Criteria)	Organisational skills Research
	Year 8 Term 1	Power Up	Development	Choice Energy	Personal and cultural expressions	Personal and cultural expression influences choices about energy and impacts development.	A: Knowing and Understanding B: Planning for Performance C: Applying and Performing	Thinking: Critical thinking skills
	Year 8 Term 2	Game on!	Communication	Interaction Choice	Fairness and Development	Effective communication and interactions foster informed choices promoting fairness and development	A: Knowing and Understanding B: Planning for Performance D: Reflecting and Improving on Performance	Thinking: critical thinking
	Year 8 Term 2	Go with the flow	Relationships	Movement Refinement	Orientation in space and time	Teams work together to refine movement patterns in space and time	C: Applying and Performing	Organisation skills
STEM Futures Elective: Healthy Futures	Year 9 Unit 1	Body in balance	Change	Systems	Scientific and technical innovation	Systems interact to adapt to physiological and environmental changes.	A: Knowing and Understanding	Thinking: Transfer skills groups and disciplines
	Year 9 Unit 1	Teamwork makes the dream work	Communication	Balance Interaction	Identities and relationships	Communication influences interaction and balance through roles, teams, cooperation and competition.	B: Planning for Performance C: Applying and Performing D: Reflecting and Improving on Performance	Social: Collaboration skills
	Year 9 Unit 2	Fitness for Keeps	Development	Adaptation Movement	Personal and Cultural expression	Personal and cultural expression influences development of fitness programs to foster adaptation and movement	A: Knowing and Understanding B: Planning for Performance C: Applying and Performing D: Reflecting and Improving on Performance	Research: Information Literacy Skills Thinking: Critical Thinking skills Identify obstacles and challenges
Arts								
Arts – Visual Art	Year 7 Unit 1	Improbable Beasts	Culture	Visual culture Represen-tation	Personal and cultural expression	As culture evolves, so does the way we represent the world around us.	A: Knowing and Understanding B: Developing	Communicating: Exchanging thoughts, messages and

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
							C Thinking Creatively D: Responding	information effectively through interaction
	Year 7 Unit 2	Fantastic Fables	Perspective	Genre Narrative	Fairness and Development	Fairness and development are explored through genre and narrative to express different perspectives.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Research skills – media literacy
	Year 8 Unit 1	The Young Archies: Investigating and planning	Identity	Expression Narrative	Identities and relationships	Identity is expressed through creative narratives.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Thinking: Creative Thinking Skils
	Year 8 Unit 2	STEAM Influences	Development	Representatio n	Scientific and Technical Innovation	Developments in scientific and technical innovations are represented using media conventions	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Research skills: information literacy
STEM Futures Elective: Artists as Change makers	Year 9 Unit 1	Photography	Change	Interpretation Innovation	Orientation in space and time	Innovation leads to change and can be a response to an individual's interpretation of place and time.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Social: Collaboration Thinking: Creative Thinking Skills
	Year 9 Unit 2	Painting	Change	Interpretation Innovation	Orientation in space and time	Innovation leads to change and can be a response to an individual's interpretation of place and time.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Social – Collaboration Thinking: Creative Thinking Skills
Arts – Music	Year 7 Unit 1	Bold & the Beautiful: Introduction to Music Concepts	Communication	Play Presentation	Personal and cultural expression	Arts are used as a means of cultural communication to express ideas, feelings, and emotions and is open to personal interpretation.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Communication: Give and receive meaningful feedback. Self-management: Reflection skills to keep a journal to record reflections.
	Year 7 Unit 2	Showstoppers: The Musical	Creativity	Composition Audience	Identities and relationships	The arts are a form of self-expression, is key to identify and is a global unifier.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Social Collaboration skills: Thinking Creative Thinking skills
	Year 8 Unit 1	Beatbox: Rock/Pop/Jazz	Creativity Development	Play Genre	Orientation in space and time	Arts is viewed as a means to enable creativity to explore genre over time.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Communication: Give and receive meaningful feedback. Research: Information literacy

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 8 Unit 2	Reimaginations: Classical	Identity	Composition and Expression	Identities and relationships	Arts is used as a means to celebrate identity through composition and expression and can strengthen relationships.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Self-management: Create original works and ideas, using existing works and ideas in new ways. Social: Delegate and share responsibility for decision-making.
STEM Futures Elective: Soundtrack	Year 9 Unit 1	Space Odyssey	Aesthetics	Interpretation Innovations	Orientations in space and time	Arts is used as a means to offer aesthetics that can depict interpretations and innovations through exploring orientations in space and time.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Thinking: Critical Thinking Propose and evaluate a variety of solutions
	Year 9 Unit 2	Soundtrack	Identity	Composition Narrative	Identities and relationships	Shared narratives can communicate and strengthen identity and relationships.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Self-management: Affective Skills: Perseverance

Positive Education Program

Year level & Term	Unit title/ Inquiry	PEEC Domain & Module	Knowledge and Skills	PEEC Concepts	IB ATL Skills	IB Learner Profile
Year 7 Term 1	New Beginnings	Positive Relationships Empathy & Compassion	• The importance of friendships • Identifying ways to make friends • Kindness and connection ◦ In person and on social media (group chat) • Identifying the difference between sympathy, empathy and compassion • Demonstrate empathy and compassion when responding to a person in distress • In person and on social media (group chat)	Flourishing	Social Skills Research Skills	Caring Communicators
	Strengths as Superpowers	Positive Purpose Core Values	• Introduction to core values • Identifying your core values • Introduction to character strengths • Develop an understanding of the importance of using your character strengths • Reflect on how using a signature character strength each day contributed to your wellbeing • Develop an understanding of the importance of developing supporting character strengths	Character Strengths	Thinking Skills	Reflective
Year 7 Term 2	Powering Up Your Emotional Intelligence	Positive Emotions Emotional Intelligence	• Define emotional literacy • Identify related emotions/feelings and identify signs/behaviour of people feeling these emotions • Negativity Bias (link to Character Strengths) • Understand why we feel emotions • Discuss whether emotions are good or bad • Define positive and negative emotions and identify the reason for both • Examine how emotions change between positive and negative (changing emotional state) • Recognise how emotions impact our brain • Identify the different emotional states (using zones of regulation) • Identify and trial coping strategies used to self-regulate in emotional situations (using zones of regulation) • Understand how different cultures express and interpret emotions • Analyse cultural factors that influence emotional responses • Investigate positive emotions and its impact on broadening our thinking • Describe the broaden and build theory and understand its link to flourishing	Broaden & Build	Social Skills	Open-minded Communicators

Year level & Term	Unit title/ Inquiry	PEEC Domain & Module	Knowledge and Skills	PEEC Concepts	IB ATL Skills	IB Learner Profile

Year 7 Term 3	What's my intention?	Positive Accomplishment
		
		Goal Orientation
			• What does the research say about goal setting and optimal performance?
			• The importance of goal setting – what is it and why is it important
			  ◦ SMART (specific, measurable, achievable, relevant, time-bound) Goals
			  ◦ TOP (Target, Obstacle, Plan)
			  ◦ WOOP (wish, outcome, obstacle, plan)
			• Introduction to PLP goal setting
			• Growth mindset
				Mindfulness	Self-Management Skills	Knowledgeable
						
						Reflective

	What drives me?	Positive Engagement Motivation	• Define intrinsic and extrinsic motivation • Identify the similarities and differences between intrinsic and extrinsic motivation • Identify and discuss the importance of intrinsic motivation • Research strategies to become more intrinsically motivated • Analyse the intrinsic motivation of "Rusty" from Bluey – Cricket episode • Identify ways you can become more intrinsically motivated	Mindfulness Resilience	Self-Management Skills	Knowledgeable

Year 7 Term 4	Healthy Habits	Positive Health
		
		Mind, Body, Connection
			• Introduction to "positive health" domain
			  ◦ Physical health (exercise)
			  ◦ Mental Health
			  ◦ Mindfulness
			  ◦ Nutrition
			  ◦ Health
			• Discuss the importance of forming healthy habits
			• Physical health & mindfulness activities:
			  ◦ Boot camp
			  ◦ Yoga
			  ◦ Meditation
			  ◦ Mindful colouring
			  ◦ Mindful walking
				Mindfulness	Social Skills	Balanced

Year 8 Term 1	Healthy You	Positive Health
		• Mind Body Connection
		• Self-Knowledge
		• Physical Wellbeing
		• Resilience
			• Research the science of how sleep, exercise and nutrition impact learning and wellbeing
			• Describe the benefits:
			  ◦ on body and brain
			  ◦ Feeling good
			  ◦ Positive intervention strategies
			Physical Exercise
			  ◦ Benefits on body and brain
			  ◦ Help metabolise stress response
			  ◦ Reduce stress hormones
			  ◦ Increase endorphins
				Wellbeing	Thinking	Balanced
						
						Risk Taker

Year level & Term	Unit title/ Inquiry	PEEC Domain & Module	Knowledge and Skills	PEEC Concepts	IB ATL Skills	IB Learner Profile
			• Mood stabilised, increased performance and self- esteem Brain as a resilience resource: • Altering the biochemistry of your brain can create more adaptive responses to stressors; laughter, music, sleep, breathing			
	Walking in other people's shoes	Positive Relationships • Empathy & Compassion • Forgiveness • Leadership and Teamwork • Kindness & Connections	• Identify how social & emotional skills to nourish relationships • Define Empathy, love, compassion and relationships • Apply decision making protocols in practical settings • Understand and apply ACR to the SMT Way • Identify other ways of responding • Know the benefits of ACR on someone's wellbeing • Explore the influence that quality of relationships has on our wellbeing • Demonstrate understanding through role play and scenarios	Active Constructive Responding (ACR)	Communication	Communicator Reflective
Year 8 Term 2	Stepping Up	Positive Accomplishment • Decision Making • Goal Orientation • Mindsets • Grit & Persistence	• What is leadership? • What makes a good leader – characteristics of effective leaders? • Understand resilience and how leaders exemplify this • Understand the importance of resilience when leading • Practical activities that allow students to lead, reflect and be resilient. • What does leadership look like at SMT: SMT Leadership process	Resilience	Social Skills	Thinker Inquirer

Year 8 Term 3	The Meaningful Life	Positive Purpose
		• Caregiving
		• Character Development
		• Core Values
		• Sense of Meaning
			• Research the Four Pillars of Meaning
			  • Purpose
			  • Belonging
			  • Storytelling
			  • Transcendence
			• Research Eudaimonia, Hedonia and Altruism
			• Research project (Jigsaw)
			• Students present learning to educate peers (carousel)
			• Apply PEEC concepts (above) to who am I online
			  • Prosocial
			  • Antisocial
			  • Cyber-bullying
			  • Online safety
				Flourishing	Social	Principled
						Inquirer
						Knowledgeable

	In the Zone	Positive Engagement
		• Creativity
		• Curiosity and Interest
		• Flow
		• Motivation
			• Flow theory
			• 8 stages of engagement; Apathy, Boredom, Relaxation,
			• Control, Flow, Arousal, Anxiety, Worry
			• 4 Fs of flow:
			  • Focus
			  • Freedom
			  • Feedback
				Flow	Self Management	Balanced
						Thinker
						Reflective

Year level & Term	Unit title/ Inquiry	PEEC Domain & Module	Knowledge and Skills	PEEC Concepts	IB ATL Skills	IB Learner Profile

			• Four % challenge
			• Strategies to enter a state of flow
			• Routine to enter a flow state
			• The need for balance and self-regulation strategies:
			  • Organisation
			  • Study Schedule
			  • Due dates and deadlines
			• Peaks and troughs throughout each term			

Year 8 Term 4	Bounce Back Stronger	Positive Emotion • Emotional Intelligence • Self-Control • Positivity Gratitude	• Negativity bias • Reframing negative thoughts • Applying the struggle switch concept • Applying 'I will, I won't, I want" • Practical tasks that may result in failure • Applying the sushi train metaphor – self control • Bouncing forward	Broaden and Build Theory	Thinking	Reflective Risk Taker
Year 9 Term 1	High Quality Connections (10 Weeks)	Positive Emotions • Emotional Intelligence Positive Relationships Kindness & Connections	• Semester 1 PLP SMART Goals & strategies for academic success • Emotional Intelligence – Recognising & supporting the needs of others, showing empathy • Respectful Relationships – guidelines for treating others well • Ethical decision making and power • Being assertive for better relationships • Responsible E-Behaviour • Gratitude – The importance of Intentional Acts of Kindness	Wellbeing, Gratitude	Social	Open-minded Caring Principled Knowledgeable
Year 9 Term 2	Launching the Journey (9 Weeks)	Positive Emotions Self-Control	• Building skills for self-confidence, self-awareness, self-control, self-reliance • Character Strengths profile survey • Setting practical personal goals to perform at our optimal best • Utilising the Wheel of Emotions to understand, manage one's emotions • Understanding the thought-feeling-behaviour loop • Exploring the 'Iceberg model' • Recognising and addressing the 'Shame Trap • Preparing for exams: schedule, productive habits.	Positive Psychology Interventions (PPIs), Character Strengths	Thinking	Balanced Thinkers Communicators Inquirers Open-minded
Year 9 Term 3	The Journey Continues (10 Weeks)	Positive Health • Resilience Positive Purpose Character Development	• Semester 2 PLP SMART Goals & strategies for academic success • Future career and SET planning • Solo reflection for personal growth and success • Life Compass and SWOT Analysis tools • Learning from role models	Resilience	Communication, Thinking	Communicators Reflective Thinkers

Year level & Term	Unit title/ Inquiry	PEEC Domain & Module	Knowledge and Skills	PEEC Concepts	IB ATL Skills	IB Learner Profile
			• Enhancing Resilience • Masks & Shields concept • Camp preparation day • Role models and expressing appreciation			
Year 9 Term 4	Moving Forward (9 Weeks)	Positive Accomplishment • Grit & Persistence Positive Engagement Motivation	• Year 9 Camp – exploring leadership, overcoming challenges • Celebration & Calling Ceremony – Symbolic purging of immature behaviours & habits • Projecting forward through activities like writing a letter to your future self • Preparing for exams: schedule, productive habits. • Digital wellbeing • Love Bites Respectful Relationships – one day program	Mindsets	Self-management	Risk-takers Reflective Inquirers
Year 10 Term 1	It is all about you! Your Decisions, Responsibilities & Actions (9 Weeks)	Positive Relationships • Empathy & Compassion Positive Engagement • Motivation Positive Accomplishment • Goal Orientation	The new you – your connections your behaviours: • Developing positive social behaviour – How to connect well, show respect & empathy to others at school & in the community • Semester 1 PLP SMART Goals & strategies for academic success • Guidelines for positive social media connections that promote community & engagement • Recognise important values & standards for self & identify acceptable norms for social responsibility & positive relationships. Peak performance behaviours: • Taking control of my life, my learning, my results… (Autonomy, Mastery & Purpose) • Strategies to avoid procrastination • Motivation theory, how to get & stay motivated • Habits & work ethic for highly effective people • How to improve productivity & deliver to obligations Exam Readiness - Strategies for exam success – Preparing a study schedule and implementing productive work habits	Mindsets	Social Communication Thinking Self-Management	Reflective Open Minded Inquirers Thinkers
Year 10 Term 2	Looking after yourself (9 Weeks)	Positive Health • Mind-Body Connections Positive Engagement • Physical Wellbeing	Reflections from term 1 – What worked well & what needs to improve using student profile summary template Health needs for teenagers to improve mood, performance & enhance longevity – The importance of: • Physical Health • Mental Health • Social Health • Financial Health Student choice for action research and presentations on the following topics: • Nutrition, Exercise, Restful Sleep, Technology Usage, Anxiety & Stress Management, Body Image, Self Confidence, Financial Health,	Flourishing	Communication Research Social	Inquirers Knowledgeable Communicator Open-Minded Balanced Reflective

Year level & Term	Unit title/ Inquiry	PEEC Domain & Module	Knowledge and Skills	PEEC Concepts	IB ATL Skills	IB Learner Profile

			Conflict Management, Self-control, Brain Foods, …
			• Student work in small groups to research & plan a 2min presentation News Report on a health elective topic noting the following:
			  • Alarming Statistics
			  • Concerning impacts on health & wellbeing
			  • Strategies to improve health & wellbeing.
			Exam Readiness - Strategies for exam success – Preparing a study schedule and implementing productive work habits			

Year 10 Term 3	Respectful Relationships (9 Weeks)	Positive Relationships • Kindness & Connections	Reflections from term 2 – What worked well & what needs to improve using student profile summary template Semester 2 PLP SMART Goals & strategies for academic success Love Bites Topics for facilitation: • Statistics of Societal Concern • Consent Culture v Violence & abuse culture • Coercive Control in Relationships • Red & Green Flags – OK / Not Ok in Relationships • Features of a Healthy Relationship • Types of Abuse & power struggles • Active Bystander Behaviour • Legal responsibilities & compliance – what does the law say? • Consent in relationships (assertive communications) • Support network within & external to school • Creative Sessions & Presentations – Students work in small groups to produce a media message on a respectful relationships topic that communicates an important message to young people. e.g., poster, video, song… Exam Readiness - Strategies for exam success – Preparing a study schedule and implementing productive work habits	Wellbeing	Thinking Communication Social	Inquirers Principled Knowledgeable Communicator Open-Minded Risk Takers Reflective

Year 10 Term 4	Developing Mentally Tough Teenagers
	
	(7 Weeks)
		Positive Accomplishment
		• Grit & Persistence
		
		Positive Health
		• Resilience
		
		Positive Emotion
		Self-Control
			Reflections from Term 3 – What worked well & what needs to improve using student profile summary template
			CAS and the Diploma – the importance of service learning
			• Life's challenging journey – the stages, obstacles, & celebrations.
			• Importance of building & developing grit & resilience
			• 4 C's of Mental Toughness:
			  • Control – owning your destiny…
			  • Commitment – stick to tasks…
			  • Challenge – opportunity to grow…
			  • Confidence - self belief
			• Combating Automatic Negative Thoughts (ANT's)
			• Develop Performance Enhancing Thoughts (PET's) & Action Plans
			• Optimistic thinking patterns e.g. Catch, Check & Change thinking
				Resilience	Communication
					Thinking
					Self-Management
						Inquirers
						Knowledgeable
						Open-Minded
						Reflective

Year level & Term	Unit title/ Inquiry	PEEC Domain & Module	Knowledge and Skills	PEEC Concepts	IB ATL Skills	IB Learner Profile
			processes. • Coping with stress strategies • Resilience enhancing mindset Exam Readiness - Strategies for exam success – Preparing a study schedule and implementing productive work habits.			
Year 11 Term 1	Action Plan for Success (9 Weeks)	• Positive Accomplishment • Positive Health • Positive Purpose • Positive Engagement	Students will receive set content stimulus & will be coached on how to prepare & build improvement strategies into their lives. • SWOT Analysis – Identify how they can play to their strengths, capitalize on opportunities, minimize/improve their weakness, and overcome threats. • Identify future direction – Recognise hobbies, & career interests, university pathways & aspirations for motivation & planning • CAS – Complete their plan for experiences & project for the next 18 months under the direction of CAS coordinator and HD • Goal Setting (PLPs) – Set SMART goals with 2–3 effective strategies to achieve their goal by the end of the semester. Work Habits – Create a study schedule program committing to healthy wellbeing habits & productive study	Mindset	Self-management Skills Social Skills	Reflective Risk-takers Inquirers Balanced Open-Minded Knowledgeable
Year 11 Term 2	Becoming a well-rounded global citizen (9 Weeks)	• Positive Relationships • Positive Accomplishment	Students will receive set content stimulus & will be coached on how to prepare & build improvement strategies into their lives. • CAS work in progress planning – Reflections & evidence documentation for experiences • Goal Setting (PLPs) reflection on Term 1 progress - Evaluate what is working well and identify improvement strategies. • Respectful Relationships – Investigate human rights, ethical & responsible decision making and social responsibilities • Everyday leadership – Recognise how to work well with others and the importance of building productive teamwork through group work planning initiatives for Instep	Mindsets	Thinking Skills Communication Skills	Thinkers Balanced Reflective
Year 11 Term 3	Respecting Others and Self (9 Weeks)	• Positive Relationships	Students will receive set content stimulus & will be coached on how to prepare & build improvement strategies into their lives. • Self-reflection on Term 2 - Using student profile summary template • Semester 2 PLP's goals – Identify SMART goals & 2-3 strategies per subject for semester 2. • Self-Respect and Respect for others - Consider social responsibility, culture appreciation & positive behaviours when interacting with others. • Advocating for gender equality – Strategies to avoid stereotypes and support peers & interest groups. • Self-Regulation in relationships – Identify key values and ways of living & working to be active bystanders and be socially responsible.	Wellbeing	Social Skills Self-management Skills	Thinkers Principled Open-Minded Caring Reflective

Years 10 – 12

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
English Language and Literature					
DPP English Language & Literature	Year 10 Term 1	Novel Study	1. Engage with novels, with a focus on characterization, setting, theme, plot action, style and the use and effect of stylistic and literary features (authorial choices) pertinent to the texts 2. Learn to analyse and annotate a literary text in thorough detail. Be able to analyse and critique the text in sufficient depth so that students can respond to a topic that requires them to interpret the writer's portrayal of specific views and values in the novel. 3. Learn how to effectively unpack an essay topic and form a relevant thesis in response. 4. Practise planning and structuring a text response essay. This includes the ability to cite from the text appropriately in a sustained and accurate way; and to use accepted essay writing conventions effectively. 5. Evaluate the writer's intentions in portraying specific views and values; exploring the social, moral and ethical positions represented in texts.		
	Year 10 Term 2	Persuasive Language	1. Evaluate how and why context, intended purpose, target audience and text type all contribute to authorial choices 2. Use of targeted reading strategies to enhance deeper comprehension of persuasive non-literary texts and poetry. 3. Written and listening comprehension exercises to develop deep comprehension. 4. Engage with a range of persuasive text types and poetry in order to identify and analyse and annotate the various concepts, conventions, purposes and techniques. 5. Develop an understanding of the writer's intentions in presenting particular views and values through specific authorial choices. 6. Develop an understanding of the power of language and hypothesise how texts influence targeted demographic groups and cultural discourse. 7. Analyse stylistic and structural aspects of diction and register evident in texts, and identify cultural assumptions that create dominant and alternative readings. 8. Identify and analyse writer's intentions in choosing specific literary and non-literary devices and stylistic techniques (authorial choices). 9. Develop verbal and non-verbal oral presentation skills		
DPP English Language & Literature SL & HL	Year 10 Term 3	Drama Study	1. Explore and examine the key ideas and authorial choices in Shakespeare's Macbeth 2. Build knowledge and understanding of the dramatic conventions and narrative structure of Tragedies. 3. Develop an understanding of how dramas represent and at times challenge key cultural values and concepts.		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			4. Enhance the ability to examine texts through a range of literary lenses. 5. Further develop close reading and annotation skills. 6. Demonstrate comparative analytical essay writing skills in response to a question. 7. Learn how to effectively unpack and respond to a range of comparative essay topics. 8. Practise planning and structuring a comparative analytical response essay. This includes the ability to for a thesis, cite from the text appropriately in a sustained and accurate way; and to use accepted essay writing conventions effectively.		
	Year 10 Term 4	Perspectives on Global Issues	1. A focus on the close reading and comprehension of literary texts and non-literary written and visual texts. 2. Practise understanding and identifying different types of texts for different purposes. 3. Interpret and analyse how views and values are represented in texts. 4. Consider how perspectives texts may be interpreted differently by different audiences. 5. Consider the writer's motivation in their authorial choices to discern how stakeholder or commentator in the global issue? 6. Analyse, annotate and evaluate the effects of writer's choices and intentions based on the context, purpose, text type and target audience of the text. 7. Development of oral presentation outline writing skills. 8. Further develop verbal and non-verbal skills for spoken presentations within a live public forum.		
English Language & Literature SL	Year 11 Term 1	How is identity explored through literary texts?	Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education How identity is explored through literary texts • Chimamanda Adichie – The Thing Around Your Neck • Contextual study through secondary criticism, articles, TED talks and news texts	Identity Culture Perspective	Thinking: Critical thinking Communication Self-management
	Year 11 Term 2	How is identity explored through non-literary texts?	Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education How identity is explored through non-literary texts? • Non-literary Texts that may be explored include: blogs, editorials, memoir writing, podcasts, travel writing, photo essays, TV series, photographs, and advertising campaigns.	Identity Culture Perspective	Self-management Communication Thinking: Critical thinking
	Year 11 Term 3	What tensions exist between scientific progress and ethics?	Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Science, technology and the environment Study of literary text – Never Let Me Go – Kazuo Ishiguro Continue study of non-literary body of work:	Communication Representation	Thinking Self-management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			• Non-literary Texts that may be explored include: blogs, editorials, memoir writing, podcasts, travel writing, photo essays, TV series, photographs, and advertising campaigns.		Communication Research
	Year 11 Term 4	How do authors use language to explore emotions, values and conflicts?	Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community Literary text: Wislowa Szymborska' Poetry (translated) Preparation for the Individual Oral	Representation Creativity Perspective	Thinking Communication Self-management
	Year 12 Term 1	How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)?	Area of Exploration: Time and Space; Intertextuality Drama study: Antigone – Jean Anouilh	Culture Perspective Representation Identity	Thinking Communication Self-management
	Year 12 Term 2	How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)?	Area of Exploration: Readers, Writers, Texts; Time and Space; Intertextuality Global Issue links: Politics, power and justice Literary text: Homefire - Kamila Shamsie;	Culture Perspective Representation Transformation	Thinking Communication Self-management Research
	Year 12 Term 3	Revision program	Exam revision and preparation: analysis of selected literary and non-literary texts		
English Language & Literature HL	Year 11 Term 1	How is identity explored through literary texts?	Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education How identity is explored through literary texts • Chimamanda Adichie – The Thing Around Your Neck • Contextual study through secondary criticism, articles, TED talks and news texts	Identity Culture Perspective	Thinking: Critical thinking Communication Self-management
	Year 11 Term 2	How is identity explored through non-literary texts?	Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education How identity is explored through non- literary texts • Non-literary Texts that may be explored include: blogs, editorials, memoir writing, podcasts, travel writing, photo	Identity Culture Perspective	Self-management Communication Thinking: Critical thinking
	Year 11 Term 3	What tensions exist between scientific progress and ethics?	Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Science, technology and the environment Study of literary text – Never Let Me Go – Kazuo Ishiguro Continue study of non-literary body of work: • Non-literary Texts that may be explored include: blogs, editorials, memoir writing, podcasts, travel writing, photo essays, TV series, photographs, and advertising campaigns.	Communication Representation	Thinking Communication Self-management Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 4	How do poets use language to explore emotions, values and conflicts ?	Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community Literary text: Wislowa Szymborska' Poetry (translated) Preparation for the Individual Oral	Representation Creativity Perspective	Thinking Communication Self-Management
	Year 12 Term 1	How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)?	Area of Exploration: Readers, Writers, Texts; Time and Space; Intertextuality Global Issue links: Politics, power and justice Drama study: Antigone – Jean Anouilh (Translated by Barbara Bray)	Culture Perspective Representation Identity	Thinking Communication Self-management
	Year 12 Term 2	How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)?	Area of Exploration: Readers, Writers, Texts; Time and Space; Intertextuality Global Issue links: Politics, power and justice Drama study: Novel study: Homefire - Kamila Shamsie; The Crucible – Arthur Miller	Culture Perspective Representation Transformation	Thinking Communication Self-management Research
	Year 12 Term 3	Revision program	Exam revision and preparation: analysis of selected literary and non-literary text		
Language Acquisition					
DPP Chinese	Year 10 Term 1	Family and community ESC4: 1,2,3,5 (Phase 3) ESC5: 1,2,3,5 (Phase 4)	Family: Describing family structure and the relationship between family members. School life: Expressing likes and dislikes about school life. Picnic and travel: Describing experiences and emotion of a memorable event Social events: Listing and elaboration on items of events and experiences.		Thinking
	Year 10 Term 2	Culture and events ESC4: 6,7,8,9 (Phase 3) ESC5: 6,7,8,9 (Phase 4)	Famous persons: Introducing the life and achievements of famous Chinese personalities. Exploring culture: Describe and explain the processes of cultural activities and explaining their significance. Cultural experiences: Explore and reflect on new experiences through comparing with prior experiences.		Self-Management
DPP Chinese SL	Year 10 Term 3	Modern living ESC4: 10,11,12,13	Social media: Discuss the pros and cons of social media. Advancement in transportation: Explore and report on the advancement of transportation and its impact on societies. Changing lifestyle: Report on the changes of lifestyles due to foreign influences and adaptation to technologies.		Communication Research
	Year 10	Citizens of the world ESC4: 14,15,16,17	Healthy living: Discuss the taste and nutrition of food items and diet.		Self-management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 4		Cultural diversity: Explore and communicate the benefits of learning about differences between cultures and appreciating their impact on our lives and societies. Environment action: Advocate and promote and needs and urgency of environment action.		
DPP Chinese HL	Year 10 Term 3	Modern living ESC5: 10,11,12,13	Social media: Discuss the pros and cons of social media. Advancement in transportation: Explore and report on the advancement of transportation and its impact on societies. Changing lifestyle: Report on the changes of lifestyles due to foreign influences and adaptation to technologies.		Communication Research
	Year 10 Term 4	Citizens of the world ESC5: 14,15,16,17	Healthy living: Discuss the taste and nutrition of food items and diet. Cultural diversity: Explore and communicate the benefits of learning about differences between cultures and appreciating their impact on our lives and societies. Environment action: Advocate and promote and needs and urgency of environment action.		Self-management
DPP French	Year 10 Term 1	Engagés – Unité 5 A plus 3	Learning about the importance of social issues (DP theme: sharing the planet & possibly social organisation) - Expressing an opinion - Debating, suggesting, proposing - Analysing data		Thinking
	Year 10 Term 2	Faites du bruit – Unité 6 A plus 3 8 weeks	Learning about music (DP theme: human ingeniosity) - Talking about habits - Expressing an opinion		Self-Management
DPP French SL	Year 10 Term 3	D'ici et d'ailleurs – Unité 1 A plus 4	Learning about heritage, discrimination (DP theme: Identity) - Expressing an opinion - Synthesising information - Debating, suggesting, proposing - New writing styles (texting) - - Registers in language		Communication Research
	Year 10 Term 4	La famille – Unité 3 A plus 4 & Unité 2 : Langue vivante (selections)	Learning about the evolution of language in modern society and how the idea of family has changed - Formulating criticisms and regrets - Evoking memories and past anecdotes		Self-management
DPP French HL	Year 10 Term 3	SL content + Heroics? (unité 5 A+5)	SL content + - Describing characters and their evolution - Summarising literature - - Expressing interest, disinterest, annoyance, enthusiasm		Communication Research
	Year 10 Term 4	SL content + What does gender matter? (unité 4 A+5)	SL content + - Noticing stereotypes - - Expressing expectations and hopes - Synthesising differing pieces information		Self-management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
French ab initio SL	Year 11 Term 1	Welcome to French lifestyles	Physical geography, Climate, Neighbourhood Personal attributes, Personal relationships, Eating and drinking Daily routine, Transport, Holidays	Communication	Thinking Communication Self-Management
	Year 11 Term 2	French leisure and entertainment	Entertainment, Media, Leisure Holidays, Eating and drinking, Transport, Physical geography, Climate Education, The workplace, Neighbourhood	Communication	Thinking Self-Management Research
	Year 11 Term 3	French youth	Physical well-being, Eating and drinking Personal relationships, The workplace, Neighbourhood Entertainment, Technology Physical Geography, Climate, Global issues	Communication	Thinking Communication
	Year 11 Term 4	French daily life	Holidays, Transport Employment, Education Media	Communication	Self-management Research
	Year 12 Term 1	French in the world	Employment, Entertainment, Sport, Shopping Physical health, Environmental Concerns	Communication	Social Self-Management
	Year 12 Term 2	Global Impact	Technology, Media, Relationships World concerns, Climate, Physical Geography, Environmental concerns	Communication	Social Self-Management
	Year 12 Term 3	Revision Program	Exam revision and preparation		
French B SL	Year 11 Term 1	Health	Conceptual understandings • Healthy lifestyle (food, sport, sleep, sustainability) • Positive & negative effects of technology on general health • Medical advancements, scientific discoveries (Benefits, but also controversy & debate) Skills: reading, listening, speaking and writing. Links to TOK: family links, origins, locations, languages and expression, memory, intuition, emotion, reason, faith, school.	Identity Perspective	Thinking Self-management
	Year 11 Term 2	Tourism	Conceptual understandings: • Holidays • What kind of tourist are you? • Influence of technology on travel • Influence of social media (influencers etc) • Environmental impact of tourism • Volunteering holidays	Communities Relationships	Social Communication

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			Skills: reading, listening, speaking and writing. Links to TOK: social life, discrimination, laws, technology and learning a language.		
	Year 11 Term 3	French heritage	Conceptual understandings: • French cinema, history of cinema, influence of French innovations and styles • French art • French literature • L'exception culturelle Skills: reading, listening, speaking and writing. Links to TOK: human ingenuity, science, technology, society, art, cinema, books, media.	Development Creativity	Thinking Research
	Year 11 Term 4	Strikes	Conceptual understandings: • Mai '68 • Mouvement « flower power », manifestations contre la guerre • Gilets jaunes • Grèves pour le climat Skills: reading, listening, speaking and writing. Links to TOK: can we believe everything we read/hear, reliability, environmental problems, industrial and consumer responsibility in managing the effects of climate change.	Global interactions	Thinking Self-management
	Year 12 Term 1	Cultural Identity	Conceptual understandings: • Migration stories, search for a better life • War & Refugees • Maintaining culture in a new country (customs, language, migrant communities) • Culture clash- values, religion Skills: reading, listening, speaking and writing. Links to TOK: travels, reality television, informative pieces on television and reliability of information, fake news, the internet, human knowledge.	Time, place and space	Social Communication
	Year 12 Term 2	Discrimination	Conceptual understandings: • l'islamophobie, la laïcité • equality in workplaces & schools • riots against police discrimination • les banlieues Skills: reading, listening, speaking and writing. Links to TOK: culture, mental and physical health, managing a balance, prejudices.	Culture Aesthetics	Thinking Research
	Year 12	Revision Program	Exam revision and preparation		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 3				
French B HL	Year 11 Term 1	Health	Conceptual Understandings: • Healthy lifestyle (food, sport, sleep, sustainabiltiy) • Positive & negative effects of technology on general health • Medical advancements, scientific discoveries (Benefits, but also controversy & debate) Skills: reading, listening, speaking and writing. Links to TOK: family links, origins, locations, languages and expression, memory, intuition, emotion, reason, faith, school. HL only: written and oral activity on *Les identités meurtrières* by Amin Maalouf (see Le Monde en Français, pp. 27-28)	Identity Perspective	Thinking Self-management
	Year 11 Term 2	Tourism	Conceptual Understandings: • Holidays • What kind of tourist are you? • Influence of technology on travel • Influence of social media (influencers etc) • Environmental impact of tourism • Volunteering holidays Skills: reading, listening, speaking and writing. Links to TOK: social life, discrimination, laws, technology and learning a language. HL only: reading activity on *Kiffe Kiffe Demain* by Faïza Guène (see Le Monde en Français, pp 215)	Communities Relationships	Social Communication
	Year 11 Term 3	French heritage	Conceptual Understandings: • French cinema, history of cinema, influence of French innovations and styles • French art • French literature • L'exception culturelle Skills: reading, listening, speaking and writing. Links to TOK: human ingenuity, science, technology, society, art, cinema, books, media. HL only: reading activity on *Tarmac* by Nicolas Dickner (see Le Monde en Français, pp 154).	Development Creativity	Thinking Research
	Year 11 Term 4	Strikes	Conceptual Understandings: • Mai '68 • Mouvement « flower power », manifestations contre la guerre • Gilets jaunes • Grèves pour le climat Skills: reading, listening, speaking and writing.	Global interactions	Thinking Self-management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			Links to TOK: can we believe everything we read/hear, reliability, environmental problems, industrial and consumer responsibility in managing the effects of climate change. HL only: reading, writing and speaking activities on *Le scaphandre et le papillon* by Jean-Dominique Bauby (see Le Monde en Français, pp 322-325)		
	Year 12 Term 1	Cultural Identity	Conceptual Understandings: • Migration stories, search for a better life • War & Refugees • Maintaining culture in a new country (customs, language, migrant communities) • Culture clash- values, religion Skills: reading, listening, speaking and writing. Links to TOK: travels, reality television, informative pieces on television and reliability of information, fake news, the internet, human knowledge. HL only: reading activity on *Voyages et autres déplacements* by Sylvie Massicotte (see Le Monde en Français, pp 93-94)	Time, place and space	Social Communication
	Year 12 Term 2	Discrimination	Conceptual Understandings: • l'islamophobie, la laïcité • equality in workplaces & schools • riots against police discrimination • les banlieues Skills: reading, listening, speaking and writing. Links to TOK: culture, mental and physical health, managing a balance, prejudices. HL only: reading activity on *Biographie de la faim* by Amélie Nothomb (see Le Monde en Français, pp 54-55).	Culture Aesthetics	Thinking Research
	Year 12 Term 3	Revision Program	Exam revision and preparation		
DPP German	Year 10 Term 1	Identities & Experiences	Chapters 1, 2, 3, 4, 5 Strategietraining 1 - expressing dreams and wishes - talking about future plans, role models, feelings - discussing the advantages and disadvantages of work - describing family, health concerns, stereotypes Grammar: conjunctive, verbs with prepositions, relative clauses with prepositions, genitive plural, subordinate clauses, temporal conjunctions.		Thinking
	Year 10	Experiences & Human Ingenuity	Chapters 6, 7, 8 , 9, 10 Strategietraining 2 - talking about the future of cities		Communication

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 2		- expressing dreams and wishes - describing favourite places - commenting on a restaurant visit and travel - describing health and discussing fitness and choices - discussing commitment to causes Grammar: future tense, conjunctions, simple past, relative clauses with obwohl, , participles as adjectives, prepositions with genitive, da-compounds.		
DPP German SL	Year 10 Term 3	Human Ingenuity and Social Organisation	Chapters 11,12, 13, 14, 15 Strategietraining 3 - looking at strengths and weaknesses - formulating opinions and making choices - discussing conflict and resolution - formulating opinions - analysing graphs Grammar: relative clauses in nominative and accusative, relative pronouns, infinitive with 'zu', indefinite pronouns, possessive pronouns, reflexive verbs with dative pronouns, temporal conjunctions with als, seit, bevor, prepositions with trotz und wegen, verb lassen, passive voice		Social
	Year 10 Term 4	Sharing the Planet & Social Organisation 6 Weeks	Chapters 16, 17, 18,19, 20, 21 Strategietraining 4 - raising objections and offering opinions - talking about the future of cities - discussing commitment to causes - talking about the environment and the role of technology - discussing conflict and resolution - learning from history Grammar: Conjunctions, indirect questions, genitive prepositions, past perfect tense, subordinate clauses, expressions with um…zu, prepositions with genetive , preposition with …einander, adjective declension, demonstrative pronoun,		Self-management
DPP German HL	Year 10 Term 3	Human Ingenuity & Social Organisation	Chapters 11,12, 13, 14, 15 Strategietraining 3 - looking at strengths and weaknesses - formulating opinions and making choices - formulating opinions - analysing graphs - introduction to literature Grammar: relative clauses in nominative and accusative, relative pronouns, infinitive with 'zu', indefinite pronouns, possessive pronouns, reflexive verbs with dative pronouns, temporal conjunctions with als, seit, bevor, prepositions with trotz und wegen, verb lassen, passive voice		Social

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 10 Term 4	Sharing the Planet & Social Organisation	Chapters 16, 17, 18,19, 20, 21 Strategietraining 4 - raising objections and offering opinions - talking about the future of cities - discussing commitment to causes - talking about the environment and the role of technology - discussing conflict and resolution - learning from history - introduction to literature Grammar: Conjunctions, indirect questions, genitive prepositions, past perfect tense, subordinate clauses, expressions with um…zu, preposition with …einander, adjective declension, demonstrative pronoun,		Self-management
German B SL	Year 11 Term 1	Identities and Relationships	Deutsch im Einsatz Chapter 1 - Reflecting on who we are - Stereotypes - Healthy eating and fitness - Values and Religion - Globalisation Grammar: adjectives, modal verbs, connectives, pronouns, reflexive verbs and pronouns Links to TOK: In what ways can language be used to influence, persuade or manipulate people?	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Self-management
	Year 11 Term 2	Identities and Relationships Experiences	Deutsch im Einsatz Chapter 2 - Multiculturalism in Germany - German cuisine - Festivals and Traditions - Travel with Purpose Grammar: colloquialisms, sentence structure, present tense, opinions Skills: reading, listening, speaking and writing. Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of the impact of culture on what we believe or know?	Variation, audience, tone, context, purpose, meaning, text type.	Social Communication
	Year 11 Term 3	Experiences	Deutsch im Einsatz Chapter 2 - Multiculturalism in Germany - German cuisine - Festivals and Traditions - Travel with Purpose Grammar: colloquialisms, sentence structure, present tense, opinions Skills: reading, listening, speaking and writing.	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of the impact of culture on what we believe or know?		
	Year 11 Term 4	Human Ingenuity	Deutsch im Einsatz Chapter 3 - Influence of the media - Film genres with close analysis - Music with Conscience - Influence of Advertising Grammar: sentence structure with relative pronouns, review writing, passive Skills: reading, listening, speaking and writing. Links to TOK: Is it possible to think without language? If people speak more than one language, is what they know different in each language?	Variation, audience, tone, context, purpose, meaning, text type.	Social Communication
	Year 12 Term 1	Social Organisation	Deutsch im Einsatz Chapter 4 - Influences of digital media - Problems with social media - Different social backgrounds and their importance on young people's lives - German school system - Role of the internet in schools today - German laws and society including punishments Grammar: modal verbs, prepositions, passive sentences Skills: reading, listening, speaking and writing. Links to TOK: To what extent is our perspective determined by our membership of a particular culture? How are metaphors used in the construction of knowledge?	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Self-management
	Year 12 Term 2	Sharing the Planet	Deutsch im Einsatz Chapter 5 - Consequences of globalisation - Consumer society and fair trade - Influence of environmental concerns on daily life - Relationship between travel and environment - Global refugee situation - Consequences of Germany quitting nuclear energy Grammar: adverbs, conjunctions, emotive language, indirect speech, future tense Skills: reading, listening, speaking and writing. Links to TOK: What would be lost if the whole world shared one common language? Is there anything that is true for all cultures?	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Research
	Year 12 Term 3	Revision Program	Exam revision and preparation		
German B HL	Year 11	Identities and Relationships	Deutsch im Einsatz Chapter 1	Variation, audience, tone, context,	Thinking

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 1		- Reflecting on who we are - Stereotypes - Healthy eating and fitness - Values and Religion - Globalisation Grammar: adjectives, modal verbs, connectives, pronouns, reflexive verbs and pronouns Links to TOK: In what ways can language be used to influence, persuade or manipulate people? HL only: written and oral activity on Tschick by Wolfgang Herrndorf	purpose, meaning, text type.	Self-management
	Year 11 Term 2	Identities and Relationships Experiences	Deutsch im Einsatz Chapter 2 - Multiculturalism in Germany - German cuisine - Festivals and Traditions - Travel with Purpose Grammar: colloquialisms, sentence structure, present tense, opinions Skills: reading, listening, speaking and writing. Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of the impact of culture on what we believe or know? HL only: reading activity on Tschick by Wolfgang Herrndorf	Variation, audience, tone, context, purpose, meaning, text type.	Social Communication
	Year 11 Term 3	Experiences	Deutsch im Einsatz Chapter 2 - Multiculturalism in Germany - German cuisine - Festivals and Traditions - Travel with Purpose Grammar: colloquialisms, sentence structure, present tense, opinions Skills: reading, listening, speaking and writing. Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of the impact of culture on what we believe or know? HL only: reading activity on Tschick by Wolfgang Herrndorf	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Research
	Year 11 Term 4	Human Ingenuity	Deutsch im Einsatz Chapter 3 - Influence of the media - Film genres with close analysis - Music with Conscience - Influence of Advertising Grammar: sentence structure with relative pronouns, review writing, passive Skills: reading, listening, speaking and writing. Links to TOK: Is it possible to think without language? If people speak more than one language, is what they know different in each language?	Variation, audience, tone, context, purpose, meaning, text type.	Social Communication

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			HL only: reading activity on Der Vorleser by Bernhard Schlink		
	Year 12 Term 1	Social Organisation	Deutsch im Einsatz Chapter 4 - Influences of digital media - Problems with social media - Different social backgrounds and their importance on young people's lives - German school system - Role of the internet in schools today - German laws and society including punishments Grammar: modal verbs, prepositions, passive sentences Skills: reading, listening, speaking and writing. Links to TOK: To what extent is our perspective determined by our membership of a particular culture? How are metaphors used in the construction of knowledge? HL only: reading activity on Der Vorleser by Bernhard Schlink	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Self-management
	Year 12 Term 2	Sharing the Planet	Deutsch im Einsatz Chapter 5 - Consequences of globalisation - Consumer society and fair trade - Influence of environmental concerns on daily life - Relationship between travel and environment - Global refugee situation - Consequences of Germany quitting nuclear energy Grammar: adverbs, conjunctions, emotive language, indirect speech, future tense Skills: reading, listening, speaking and writing. Links to TOK: What would be lost if the whole world shared one common language? Is there anything that is true for all cultures? HL only: reading activity on Selected Poems	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Research
	Year 12 Term 3	Revision Program	Exam revision and preparation		
DPP Japanese	Year 10 Term 1	Festivals and events, Rites of Passage 8 Weeks	**Language B Themes:** **Experiences 経験(けいけん)、Human ingenuity 日々の暮(く)らし** **A comparison of Japanese and Australian festivals and events** • joining adjectives / joining sentences • Joining verbs with the たりたり form **Rites of passage iiTomo Senior 今とむかしをつなぐ伝統** • Potential form • How things appear using みたい and よう		Communication Social

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			• Relative clauses **Japanese influences on daily life 世界に生きる日本の文化** • iiTomo senior • giving reasons using し • nominalising adjectives • expectations using はず		
	Year 10 Term 2	Travelling to Japan	**Language B Themes:** **Experiences 経験(けいけん)、Social Organisation 社会の組織(そしき)** **Traveling to Japan** • All plain forms • かかります • と言います/と思います • Verb plain ことにします • Verbて みます **Introducing my country and my city to Japanese people** • Verbないで下さい • Verbほうがいいです • Verbつもりです **わくわく日本旅行!(iiTomo senior)** • Verbのは初めてです • Verb plainよていです • Nounの間に Place にいる間に / Verb ている間に		Research Thinking
DPP Japanese SL	Year 10 Term 3	Travelling to Japan	**Language B Themes:** **Experiences 経験(けいけん)、Social Organisation 社会の組織(そしき)** **Traveling to Japan** • All plain forms • かかります • と言います/と思います • Verb plain ことにします • Verbて みます **Introducing my country and my city to Japanese people**		Communication Social

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			• Verbないで下さい • Verbほうがいいです • Verbつもりです **わくわく日本旅行!(iiTomo senior)** • Verbのは初めてです • Verb plainよていです • Nounの間に Place にいる間に / Verb ている間に		
	Year 10 Term 4	Projecting the Environment	Japanese schools and my school • Verb てもいいです / てはいけません • Verb なければなりません / なくてはいけません • Verb なくてもいいです この学校、あの学校どうちがう? (iiTomo senior) • Verb たことがあります • Verb なくてもいい • Verb ても、Verb なくてもいいです • Verb ないでください		Self-management Thinking
DPP Japanese HL	Year 10 Term 3	Travelling to Japan	**Language B Themes:** **Experiences 経験(けいけん)、Social Organisation 社会(そし)の組織** SL content+ Extra kanji + grammar practice Reading comprehension, writing and speaking activities using authentic resources (e.g. travel brochures, newspaper articles)		Communication Social
	Year 10 Term 4	Projecting the Environment	**Language B Themes:** **Sharing the planet 私たちの地球(ちきゅう)、Human ingenuity 日々の暮(く)らし** SL content + • Extra kanji + grammar practice • Reading comprehension and writing (e.g. Japanese websites)		Self-management Thinking
Japanese ab initio SL	Year 11 Term 1	My Everyday Life	Neighbourhood, Locations, Directions School related likes and dislikes Family life, Personal relationships, Personal attributes	Communication	Social Communication Research
	Year 11 Term 2	Holidays and Celebrations	Holidays in Japan and Australia Celebrations in Japan, Special days in Japan, National holidays, Traditional activities, Festivals Daily routines, Weather/seasons, Climate	Communication	Communication Self-Management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 3	Entertainment	Expressing feelings and opinions, Transport Hobbies, Sports, Leisure activities, Fitness, Health Environmental issues, Global issues	Communication	Thinking Social Research
	Year 11 Term 4	Society	Education, School subjects, School timetable, Rules and expectations, School routines, Social issues about schooling, School uniforms, Jobs, Future/dreams, Media, Technology Shopping, Talking about preferences, Clothing	Communication	Self-management Research
	Year 12 Term 1	Healthy Living	Physical health, Education, Leisure, Social issues Weather, Seasons, Holidays, Festivals, Celebrations	Communication	Communication Self-Management
	Year 12 Term 2	International traditional food / 世界の食文化 • 経験 • 日々の暮らし • アイデンティティ	• What ideas and images do we associate with a healthy lifestyle? • How would living in another country affect our worldview? • How do the development of technology affect our life? Text formats: review, instructions, speech, blog, website, critical writing	Custom & Tradition（食の文化） Science innovation Health & well-being	Research
	Year 12 Term 3	What is education for? / 教育って何のため？ • 私たちの地球 • 社会生活 • アイデンティティ	• What opportunities and challenges the 21st century workplace bring? • What role does language play? Text formats: blog, social media text, letter, interview	Education The working world Language Globalization Ethics Equality	Thinking
Japanese B SL	Year 11 Term 1	How do we express ouselves through art? / どうやって自分を芸術的に表現しますか？ • 日々の暮らし • 私たちの地球	• What can we learn about a culture through its artistic expressions? • (What ethical and environmental issues arise from living in the modern world and how can we resolve them? Text formats: poetry, song lyric, poster, audio-visual text	Artistic expression Peace and conflict Media and communication	Social
	Year 11 Term 2	Extreme travel / エクストリームトラベル • アイデンティティ • 経験 • 私たちの地球	• How does travel broaden one's horizon? • What ideas and images do we associate with a healthy lifestyle? Text formats: blog, diary, brochure, news report, review, article	Lifestyles Health and well-being Leisure activity Holidays and travel Urban and rural environment	Research
	Year 11 Term 3	What's your identity? / あなたのアイデンティティー • アイデンティティ • 社会生活 • 私たちの地	• What constitutes identity? • How do you express identity? • What ethical challenges arise from living in the modern world? And how do we resolve them? Text formats: diary, interview, essay, email, blog, opinion column	Beliefs and values Language and identity Subcultures Community Life stories Human rights Equality	Thinking

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 4	For our peaceful future / 平和な未来のために 私たちの地球 社会生活 日々の暮らし Culture and health	• What environmental and social issues present challenges to the world? and how can these challenges be overcome? • How do the development in science and technology influence our lives? Text formats: Article, news report, opinion column, report, debate	Human rights Peace and conflict Ethics Technology Scientific innovation Ethics	Self-management
	Year 12 Term 1	What's your identity? / あなたのアイデンティティー	What constitutes identity? How do you express identity? What ethical challenges arise from living in the modern world? And how do we resolve them? Text formats: diary, interview, essay, email, blog, opinion column	Beliefs and values Language and identity Subcultures Community Life stories Human rights Equality	Thinking skills
	Year 12 Term 2	For our peaceful future Culture and health	What environmental and social issues present challenges to the world? and how can these challenges be overcome? How do the development in science and technology influence our lives? Text formats: Article, news report, opinion column, report, debate	Human rights Peach and conflict Ethics Technology Scientific innovation Ethics	Self-management skills
	Year 12 Term 3	Revision Program	Exam revision and preparation		
Japanese B HL	Year 11 Term 1	International traditional food / 世界の食文化 • 経験 • 日々の暮らし • アイデンティティ	• What ideas and images do we associate with a healthy lifestyle? • How would living in another country affect our worldview? • How do the development of technology affect our life? Text formats: review, instructions, speech, blog, website, critical writing HL: スパゲティーの年に　村上春樹 (注文の多い料理店　宮沢賢治)	Custom & Tradition (食の文化) Science innovation Health & well-being	Research skills
	Year 11 Term 2	What Is education for? / 教育って何のため？ • 私たちの地球 • 社会生活 • アイデンティティ	• What opportunities and challenges the 21st century workplace bring? • What role does language play? Text formats: blog, social media text, letter, interview HL: 注文の多い料理店　宮沢賢治 はじめての文学　重松清(one of the short stories in this book)	Education The working world Language Globalization Ethics Equality	Thinking skills
	Year 11 Term 3	How do we express ouselves through art? / どうやって自分を芸術的に表現しますか？ • 日々の暮らし • 私たちの地球	• What can we learn about a culture through its artistic expressions? • (What ethical and environmental issues arise from living in the modern world and how can we resolve them? Text formats: poetry, song lyric, poster, audio-visual text HL: みどりご石田衣良	Artistic expression Peace and conflict Media and communication	Social skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 4	Extreme travel / エクストリームトラベル • アイデンティティ • 経験 • 私たちの地球	• How does travel broaden one's horizon? • What ideas and images do we associate with a healthy lifestyle? Text formats: blog, diary, brochure, news report, review, article HL: 気まぐれロボット 星新一	Lifestyles Health and well-being Leisure activity Holidays and travel Urban and rural environment	Research skills
	Year 12 Term 1	What's your identity? / あなたのアイデンティティー • アイデンティティ • 社会生活 • 私たちの地	• What constitutes identity? • How do you express identity? • What ethical challenges arise from living in the modern world? And how do we resolve them? Text formats: diary, interview, essay, email, blog, opinion column HL: 蜘蛛の糸 / よだかの星宮沢賢治	Beliefs and values Language and identity Subcultures Community Life stories Human rights Equality	Thinking skills
	Year 12 Term 2	For our peaceful future / 平和な未来のために 私たちの地球 社会生活 日々の暮らし	• What environmental and social issues present challenges to the world? and how can these challenges be overcome? • How do the development in science and technology influence our lives? Text formats: Article, news report, opinion column, report, debate	Human rights Peace and conflict Ethics Technology Scientific innovation Ethics	Self-management skills
	Year 12 Term 3	Revision Program	Exam revision and preparation		Self-management skills
DPP Latin	Year 10 Term 1	Entertainment and the Elit	**Texts:** Finish Book 4 (33-34) Misc adapted texts from other intermediate readers **Grammar:** Future tense Future perfect tense Present passive infinitive Future passive tense **Cultural** Actors, the theatre The imperial household Role of the empress		Research Skills
	Year 10 Term 2	Emperors and Tyrants	**Texts** Selected stories from Book 5 (Domitian storyline only) Eutropius on "bad emperors" **Grammar** Indirect Speech Present Subjunctive Remaining passive forms (including subjunctive) **Cultural**		Thinking Skills Self-Management Skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			Imperial power, tyranny		
DPP Latin SL	Year 10 Term 3	Fabulae mirabiles	**Texts** Hyginus Short Ovid extracts Vulgate stories **Grammar** Subjunctives in main clauses Uses of the ablative Revision of all tenses **Cultural** Greco-Roman mythology and religion		Research skills
	Year 10 Term 4	Virtus et gloria	**Texts** Cornelius Nepos *Excellentium imperatorum vitae* Caesar's *Gallic Wars* **Grammar** Gerunds & Gerundives Supine Semi-deponents Revision of all tenses **Cultural** Roman military strategy Famous battles		Communication skills
DPP Latin HL	Year 10 Term 3	Fabulae mirabiles	SL content + **HL Component** Introduction to Cicero Roman legal procedures (including Chapter 40 stories) English to Latin translation		Research skills
	Year 10 Term 4	Virtus et gloria	SL content + **HL Component** Cicero preparation Rhetorical devices Introduction to composition		Communication skills
Latin B SL	Year 11 Term 1	Virtues & Vices	**Pliny the Younger *Epistulae* & Seneca the Younger *Epistulae Morales*** Roman values and attitudes Letter writing conventions	Meaning, form and language Text, author and audience Time, space and culture	
	Year 11	Power and Popularity Part 1	**Sallust *Bellum Jugurthum*** Late republican politics: Marius & Sulla	Meaning, form and language	

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 2		Historical writing Speeches & Rhetorical devices	Text, author and audience Time, space and culture	
	Year 11 Term 3	Power and Popularity Part 2	**Ovid *Heroides* VII** **Catullus 64** **Virgil *Aeneid* (Dido extracts)** Introduction to poetry Scansion Stylistic devices Mythology Golden age literature	Meaning, form and language Text, author and audience Time, space and culture	
	Year 11 Term 4	Pax Augusta	**Ovid *Heroides* VII** **Catullus 64** **Virgil *Aeneid* (Dido extracts)** Introduction to poetry Scansion Stylistic devices Mythology Golden age literature	Meaning, form and language Text, author and audience Time, space and culture	
	Year 12 Term 1	Fate and Fortune	**Vergil *Aeneid 2*** Latin epic poetry & Scansion Poetic devices Patronage The Trojan war Roman views on fate	Meaning, form and language Text, author and audience Time, space and culture	
	Year 12 Term 2	Fate and Fortune	**Vergil *Aeneid 2*** Latin epic poetry & Scansion Poetic devices Patronage The Trojan war Roman views on fate	Meaning, form and language Text, author and audience Time, space and culture	
	Year 12 Term 3	Revision Program	Exam revision and preparation		
Latin B HL	Year 11 Term 1	Virtues & Vices	Introduction to authentic Latin texts Roman values Introduction to prose composition	Meaning, form and language Text, author and audience Time, space and culture	Thinking Skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 2	Power and Popularity Part 1	Sallust *Bellum Jugurthum* Late republican politics: Marius & Sulla Historical writing Cicero *pro Caelio*	Meaning, form and language Text, author and audience Time, space and culture	Thinking Skills Communication Skills
	Year 11 Term 3	Power and Popularity Part 2	Lucan *Bellum Civile* Cicero *Epistulae* Introduction to Roman poetry Civil war: Caesar & Pompey Cicero *pro Caelio*	Meaning, form and language Text, author and audience Time, space and culture	Research Skills
	Year 11 Term 4	Pax Augusta	Seneca *De Clementia* Cicero *Philippics* Virgil *Aeneid 6* Transition from republic to empire Roman philosophy Rhetorical devices Cicero *pro Caelio*	Meaning, form and language Text, author and audience Time, space and culture	Thinking Skills
	Year 12 Term 1	Fate and Fortune	Vergil *Aeneid 2* Latin epic poetry Scansion Poetic devices	Meaning, form and language Text, author and audience Time, space and culture	Thinking Skills Research Skills
	Year 12 Term 2	Fate and Fortune	Vergil *Aeneid 2* Latin epic poetry Scansion Poetic devices	Meaning, form and language Text, author and audience Time, space and culture	
	Year 12 Term 3	Revision Program	Exam revision and preparation		
DPP Spanish ab initio	Year 10 Term 1	Greetings and Introductions 10 Weeks	<u>Identities, Nationalities & Relationships</u> 1. Greetings & Introductions 2. Giving personal information 3. Talking about family, relationships and identity		Thinking, Social Communication Skills
	Year 10 Term 2	My Life 10 Weeks	<u>Preferences, Food & Daily Routine</u> 1. Expressing preferences and tastes 2. Talking about food and eating habits 3. Daily Routines		Self-management Thinking Skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
DPP Spanish ab initio SL	Year 10 Term 3	Housing and Lifestyle 8 Weeks	<u>Neighbourhood & Hobbies</u> 1. Describing housing and furniture 2. Neighbourhood 3. Talking about hobbies and free time		Communication Social Skills
	Year 10 Term 4	Travel and the past 8 Weeks	<u>Past experiences, Holidays & Climate</u> 1.Learning about holidays, countries and weather 2. Describing past events		Self-management Thinking Skills Research Skills
Spanish ab initio SL	Year 11 Term 1	Welcome to Spanish lifestyles	Personal attributes Personal relationships Eating and drinking	Communication	Thinking Communication Self-Management
	Year 11 Term 2	Spanish leisure and entertainment	Physical well-being Daily routine Leisure Holidays	Communication	Thinking Self-Management Research
	Year 11 Term 3	Spanish youth	Festivals and celebrations Transport Entertainment Media	Communication	Thinking Communication
	Year 11 Term 4	Spanish daily life	Technology Neighbourhood Education	Communication	Self-management Research
	Year 12 Term 1	Spanish in the world	The workplace Social Issues Physical geography	Communication	Social Self-Management
	Year 12 Term 2	Global Impact	The environment Global issues	Communication	Social Self-Management
	Year 12 Term 3	Revision Program	Exam revision and preparation		
Individuals and Societies					
DPP Business Management (incl. STEM Futures Elective: Show Me the Money)	Year 10 Term 1	Marketing a product	Consumers • Consumer Behaviour • Why consumers buy • What do consumers' value? • Different types of value • What are consumers prepared to pay for		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			• E.g. sustainable products may cost more but consumers will pay more if they value it 4Ps of marketing: • What is a marketing plan? • Why have a marketing plan? • What is a marketing mix? • Product position/perception map **Price** • Finance: set pricing objectives, pricing, revenue, profit, loss, profit targets, pricing objectives • Competitor pricing vs premium pricing • Finance: Break-even - link between break-even and pricing Product • Tangible products • Services to a tangible product can add value (how you design a product) • Branding • Differentiation and branding • Product life cycle • The role of market research Case study: Water and packaging.		
	Year 10 Term 2	Marketing a product and entrepreneurial skills	Place • Channels of distribution, choosing a location product Promotion • Difference between promotion and advertising • Above and below-the-line advertising • Social media as a promotional strategy Entrepreneurship/Ventures program • Intrapreneurship and Entrepreneurship, needs and wants • Introducing prototype • Develop prototype • Pitch-present a new idea for breakfast cereals using a slide presentation Sales forecasting • Sales, trends and forecasting and moving averages		
DPP Business Management HL	Year 10 Term 3	Business objectives and measuring success of a product	Introduction to Business Key concepts: ethics, sustainability, change Organisational objectives • SWOT analysis • Ansoff matrix Organisation external environment • PEST analysis Business objectives		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			• Vision, mission statements • Business aims and objectives Break-even • Constructing a break-even chart • Using break-even formula • Analysing the chart Costs and revenues • Fixed and variable costs • Total revenue Profit and loss • Breakeven • Total revenue and total costs • Gross, net and net profit after tax • Dividends and retained profit		
	Year 10 Term 4	Measuring success of the product	Profit and loss • Profit and loss statements • Profitability ratios (GPM, NPM, ROCE, gearing, current ratio, acid test ratio) • The difference between cash flow and profit Return on investment • Payback • ARR Sustainability • Triple bottom line (economic, social, environmental) • Circular economy		
Business Management HL	Year 11 Term 1	Unit 1: Introduction to business management	1.1 What is a business? 1.2 Types of business entities 1.3 Business objectives 1.4 Stakeholders 1.5 Growth and evolution 1.6 Multinational companies (MNCs) Toolkit: SWOT analysis, STEEPLE analysis, Business plan, Circular business models, Decision Trees 3.1 Introduction to finance 3.2 Sources of finance	Change Creativity Ethics Sustainability	Communication
	Year 11 Term 2	Unit 3: Finance and accounts	3.3 Costs and revenues 5.5 Break-even analysis 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis 3.6 Efficiency ratio analysis 3.7 Cash flow 3.8 Investment appraisal	Change Creativity Ethics	Thinking

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			3.9 Budgets Toolkit: Business plan, contribution, Boston Consulting Group (BCG) matrix, Descriptive Statistics		
	Year 11 Term 3	Unit 4: Marketing	4.1 Role of marketing 4.2 Market planning 4.3 Sales forecasting 4.4 Market research 4.5 Extended marketing mix of 7Ps 4.6 International marketing Toolkit: Ansoff Matrix, BCG, Gantt & Porter's, descriptive statistics, GANTT, Force Field Analysis (FFA), Decision Trees, Critical Path Analysis Launch Internal Assessment week 5. Allocate 8 hours Internal Assessment time in term 3.	Change Creativity Ethics Sustainability	Self-management Research
	Year 11 Term 4	Unit 2: Human resource management	2.1 Introduction to human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation and demotivation (rewards only) Toolkit: Hofstede's Cultural Dimensions, FFA, STEEPLE, SWOT analysis, Decision Trees, Descriptive Statistics, Critical Path Analysis Internal Assessment time 5 hours in term 4	Creativity Ethics Sustainability	Self-management Research
	Year 12 Term 1	Unit 5: Operations management	2.4 Motivation and demotivation 2.5 Organizational (corporate) culture 2.6 Communication 2.7 Industrial/employee relations 5.1 Introduction to operations management Tool kit: Ansoff, BCG, GANTT & Porter's FFA, Decision tree, Hofstede's CD, SWOT analysis Internal Assessment time time 7 hours in term 1(weeks 1-5)	Change Creativity Ethics Sustainability	Thinking
	Year 12 Term 2	Unit 5: Operations management	5.2 Operations methods 5.3 Lean production and quality management 5.4 Location 5.5 Break-even analysis 5.6 Production planning 5.7 Crisis management and contingency planning 5.8 Research and development 5.9 Management information systems Tool kit: Circular business, FFA, Critical path analysis, Linear regression, Descriptive statistics, Decision trees, Circular business models, Contribution	Change Creativity Ethics Sustainability	Thinking
	Year 12 Term 3	Revision of Units 1-5 and Toolkit	1 week for each unit revision and consolidation Research time for pre-released case study Paper 1 (5 hours)		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
DPP Economics (incl. STEM Futures Elective: Tragedy of the Commons)	Year 10 Term 1	The economic problem and market failure - externalities	Economic problem Economic systems Competitive markets Allocative efficiency (optimal allocation) Market failure - externalities Government responses to externalities		
	Year 10 Term 2	Government response to the overuse of common access resources	Market failure – common access resources Government intervention: • market based policies • regulations • property rights • collective self-governance • education Inquiry into a contemporary issue relevant to students.		
DPP Economics HL	Year 10 Term 3	Introduction to Macroeconomics	The circular flow of income model PPC Business cycle AD/AS model (determinants and use for analysis) – SRAS only Macroeconomic objectives – unemployment, inflation, growth. Monetary policy		
	Year 10 Term 4	Free Trade & Protectionism	Benefits and costs of trade Absolute and comparative advantage Trade protectionism – tariff and subsidy Floating exchange rates Introduce commentary article, planning document, key concept and evaluation Application and analysis Synthesis and evaluation Use and application of appropriate skills		
Economics HL	Year 11 Term 1	Introduction to Economics Microeconomics The global economy	1.1 What is economics? 4.1 Benefits of international trade (comparative/absolute advantage only) 1.2 How do economists approach the world? (HET – Classical School of 18th & 19th C only) 2.1 Demand 2.5 Elasticity of demand 2.2 Supply 2.6 Elasticity of supply 2.3 Competitive market equilibrium 4.5 Exchange rates (RLA Floating ER's Diagrams and Determinants Only)	Interdependence Economic well-being Change Scarcity Choice Equity Sustainability Intervention	Thinking Communication
	Year 11	Microeconomics The global economy	2.7 Role of government in microeconomics 4.2 Types of trade protection (Standard Protection Diagrams Only)	Scarcity Choice Efficiency	Thinking Communication Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 2	Microeconomics	4.5 Exchange rates (RLA in 2.7 Fixed ER's Diagrams Only) 2.8 Market failure—externalities and common pool or common access resources 2.9 Market failure—public goods 2.4 Critique of the maximizing behaviour of consumers (Rational Consumer Choice & Behavioural Economics Only). 1.2 HET – Behavioural Economics Only 2.10 Market failure—asymmetric information 2.4 Critique of the maximizing behaviour of producers 2.11 Market failure—market power (Up to PC/Monopoly)	Change Equity Intervention Sustainability	
	Year 11 Term 3	Microeconomics Macroeconomics	2.11 Market failure—market power (Oligopoly, Monopolistic Competition, Market Power Evaluation & Government Intervention) 2.12 The market's inability to achieve equity 3.1 Measuring economic activity and illustrating its variations 3.2 Variations in economic activity—aggregate demand and aggregate supply 1.2 How do economists approach the world? (HET – Keynesian Vs Monetarism/New Classicals) 3.3 Macroeconomic objectives	Scarcity Choice Efficiency Change Equity Sustainability Economic well-being Intervention Interdependence	Thinking Communication Research Reflective Critical
	Year 11 Term 4	Macroeconomics	3.5 Demand management (demand side policies)—monetary policy 3.6 Demand management—fiscal policy 3.7 Supply-side policies	Change Economic well-being Intervention Choice Interdependence	Thinking Communication Research Critical
	Year 12 Term 1	The global economy	4.1 Benefits of international trade (Detailed) 4.2 Types of trade protection (Refresher) 4.3 Arguments for and against trade control/protection 4.4 Economic integration 4.4 Exchange rates (refresher & evaluation) 4.6 Balance of payments	Efficiency Equity Economic well-being Interdependence Sustainability Intervention	Thinking Communication Research Reflective Critical
	Year 12 Term 2	Macroeconomics The global economy	3.4 Economics of inequality and poverty 4.7 Sustainable development 4.8 Measuring development 4.9 Barriers to economic growth and/or economic development 4.10 Economic growth and/or economic development strategies	Efficiency Equity Economic well-being Interdependence Sustainability Intervention	Thinking Communication Research Reflective Critical
	Year 12 Term 3	Revision program	Exam revision and preparation		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
DPP Digital Society (incl. STEM Futures Elective: Living in a Digital Society)	Year 10 Term 1	Being a Data Scientist AI in your mobile phone	Guided Inquiry: How might past events, patterns or trends help us to forecast future developments? Concepts: • Systems: models, maps and visualisations can help us understand connections within and between systems Contexts: • Environmental: predicting natural events and disasters • Health: modelling for medical research and development • Business: New age of marketing Content: • Characteristics of big data: volume, variety, velocity, veracity • Uses of big data and data analytics: predictive analysis, modelling, understanding past, current and future human behaviour Suggested inquiry questions: • Does the AI in our mobile phone enhance our lives? • What are unintended consequences of having AI in our mobile devices? Concepts: • Changes within a system of interdependent connections may generate intended and unintended consequences • Power is not evenly distributed Contexts: • Uses of mobile phones in everyday lives such as maps & wayfinding, entertainment, social media and lifestyle apps Content: • Smart/mobile devices: hardware, software, interfaces • AI: Types and uses of machine learning: pattern recognition, facial and speech recognition, image analysis		
	Year 10 Term 2	Cybersecurity	Guided Inquiry: Why do cyber-attacks happen and what are the consequences? Concept: • Power: Investigate the role of cyber security in modern politics and power systems. How is power shifting due to cybersecurity? • Values and ethics: Function of ethical hackers, cyber criminals and cyber-crime in digital society. Do hackers share values or ethical code? Content: • Networks and the internet: How transfer of data packets across networks and the internet can be hacked?		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			• Algorithms: How does algorithm design impact on cybersecurity? Does data bias impact on the safety of systems? How do hackers exploit algorithms? • Data: The way data is collected, stored and shared has an impact on data security. Explore the techniques of data encryption, data erasure and blockchain technology. Explore networking terminology Contexts: • Economic: Look at recent case studies of cybercrimes and relationship to the negative/positive economic impacts. • Political: The role of governments in cybersecurity, nation states involvement with cybercrime.		
DPP Digital Society HL	Year 10 Term 3	Digital Expression: Our Social Media Lives Introduction to robotics	Guided Inquiry: How can media influence our perceptions? Case Study: Our social media lives – The Ramos Family Concepts: Expression and Identity • The role of media for expressing identity • How different aspects of an identity is expressed in different media Content: Media: • Types of digital media • Characteristics of digital media • Media authenticity, copyright, creative commons and ownership • Addiction and psychological concerns of multimedia Context: Cultural: • Art, entertainment and popular culture • Home, leisure and tourism Hands-on exploration: The Autonomous Car Challenge • Link to Year 7 robotics unit in MYP Design • Exploring microbits, sensors and TinyBit robots		
	Year 10 Term 4	On the road to driverless cars	Inquiry: Is the world ready for driverless Cars? Interventions: Autonomous vehicles used for commuting can reduce traffic deaths caused by human error, decrease travel time and increase worker productivity. Concept: Change: • What is a technological revolution? • How might past events, patterns or trends help us to forecast future developments? Content: Robots and Autonomous Technologies: • Types of autonomous technologies • Characteristics of autonomous technologies		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
		Relational Databases	• Evolution and dilemmas of autonomous technologies Context: Cultural: • Business - Employment and labour • Political - Laws, regulations and policies Hands-on guided inquiry: The Vet Clinic Content: • Flat file vs relational databases • Advantages of relational databases • Terminology: field, record, table, data types • Validation and verification • Forms for user input • Queries and reports		
Digital Society HL	Year 11 Term 1	Introduction to Digital Society (3 weeks) Digital fundamentals (4 weeks) Our Digital Economy – Part 1 (2 weeks)	1 What is digital society? 2 Introduction to Concepts 3 Content 3.1 Data 3.2 Algorithms 3.3 Computers (3.3A – C) 3.4 Networks and the internet (3.4A-D) 4.2 Economic 4.2A Business 4.2B Employment and labour	Change Expression Identity Power Space Systems Values and ethics	Self-Management
	Year 11 Term 2	Our Digital Economy - (3 weeks) Sustainable Development (Smart cities and agriculture) (4 weeks)	Context: 4.2 Economic 4.2C Goods, services and currencies 4.2D Globalization 3 Content 3.4D Computing network providers and services 3.4E The world wide web 3.6A Types of AI 3.6B Types and uses of machine learning 5 Introduction to HL Inquiry Interventions *(The challenge and intervention framework)* 5.3B Responsible use of resources 4.3 Environmental Context to include: 4.3C Cities, infrastructures and built environments 4.3D Agriculture Content focus: 3.7 robots and autonomous technologies in context (3.7A-3.7B with appropriate aspects of 3.7C and 3.7D)	Change Expression Identity Power Space Systems Values and ethics	Thinking
	Year 11 Term 3	Digital Culture (3 weeks) HL Inquiry Intervention (3 weeks)	3.5 Media Focus on 3.5A and 3.5B with focus on technical skills for Inquiry Project presentation Sustainable Development	Change Expression Identity Power	Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
		Introduction to the Inquiry Project (2 weeks at end of term)	5.3B Responsible use of resources with a focus on aspect of: 3.7 Robots and autonomous technologies (3.7A – 3.7B) 4.7 Social components of identity Building on 4.3C Introduction to the Inquiry Project *Research skills (OPVL revisited)* *Finding a research topic (week 9-10)* *Commencing research (week 10)*	Space Systems Values and ethics	
	Year 11 Term 4	The Inquiry Project (key focus of term) Governance and human rights	Inquiry Project Checkpoint A Checkpoint B HL Interventions: Governance and human rights 5.2C Diversity and discrimination With focus on 4.1 Cultural and 4.7 Social (digital divide) and including aspects of: 3.5A Types of digital media (focus on eSports, synthetic digital media) 3.5D Digital media dilemmas 3.6 Artificial intelligence	Change Expression Identity Power Space Systems Values and ethics	Thinking • Critical Thinking
	Year 12 Term 1	The Inquiry Project (2 weeks) Our Political World (4 weeks) Digital Health (3 weeks)	Inquiry Project Focus on presentation 4.6 Political Context 4.6A Political processes 4.6B Governing bodies 4.6C Conflicts and war 4.6D Laws, regulations and policies 5.2 Governance and human rights *HL interventions around:* 5.2A Conflict, peace and security 5.2B Participation and representation 4.4 Health 4.4A Medicine and health 4.4B The human body 4.4C Mental health HL Intervention focus on 5.1A Local and global inequalities: Access to health care and medicine	Change Expression Identity Power Space Systems Values and ethics	Thinking
	Year 12 Term 2	15 Pre-release (3 weeks) Environment impact (3 weeks) Human Knowledge including the future of work (2 weeks)	HL Pre-release 4.3 Environmental 4.3A Natural resources and ecosystems 4.3B Pollution and Waste 5.3 Sustainable Development 5.3A Climate change and action	Change Expression Identity Power Space Systems	Thinking

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			5.3C Managing pollution and waste 4.5 Human knowledge 4.5A Learning and education 4.5B Science and technology innovation 5.1 Global well-being 5.1C The future of work	Values and ethics	
	Year 12 Term 3	Revision Program	Exam revision and preparation		
DPP Psychology (incl. STEM Futures Elective: Inside Your Head)	Year 10 Term 1	Attachment Personality	Attachment and Imprinting Explanations of attachment: Harlow's monkeys, Cupboard love theory, Bowlby Schaffer and Emerson's Stages of Attachment Types of attachment: Ainsworth's Strange Situation Disruptions of attachments Failure to form attachments and disruptions in attachment Effect of early attachment on later relationships Personality disorders Research into personality types Personality testing		
	Year 10 Term 2	Learning Intelligence	Behaviourism Social Learning Theory Animals and language Theories of intelligence Intelligence testing Issues in intelligence testing Neurodiversity		
DPP Psychology HL	Year 10 Term 3	Research Methods	Research Methods in Psychology through the lens of famous and controversial research. • Lab experiments • Field experiments • Quasi experiments • Natural experiments • Case studies • Observations • Interviews • Questionnaires and Surveys • Correlations		
	Year 10	Introduction to Debates	Introduction to Debates in Psychology • Free will versus Determinism • Nature versus Nurture		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 4		• Reductionism versus Holism • Nomothetic versus Idiographic • Socially sensitive research • Independent Inquiry Project exploring debates through the lens of Abnormal Psychology • Situational versus Dispositional explanations of behaviour		
Psychology HL	Year 11 Term 1	Concepts in Psychology (2 weeks) Research Methods and Data Interpretation (6 weeks)	**Concepts in Psychology** • Perspective • Measurement • Causation • Bias • Responsibility • Change **HL Research Methods and Data Interpretation** • *Quantitative*- Experiments, correlations observations, survey • *Qualitative*-Observations, Interviews, Case studies • *Quantitative*- Surveys/questionnaires • Ethics and Research with animals • **Class Practical -Lab Exp**- *Loftus and Palmer* • Descriptive Stats • Plotting and Graphing • Inferential statistics • Analysing Qualitative data	• Perspective • Measurement • Causation • Bias • Responsibility • Change	Thinking skills Communication skills
	Year 11 Term 2	and Cognition (7 weeks)	**Context & Content** **Learning & Cognition** • Classical & Operant conditioning (Content - Cognitive Approach) • Schema Theory (Content Cognitive Approach) • Biological factors in Cognitive processing-FMB activation of amygdala emotional memories- (Content- Biological Approach) • Cognitive Models (Content Cognitive Approach) • Cognitive Load Theory (Content Cognitive Approach) • Cognitive biases (anchoring & Confirmation bias) and Dual Processing model of TDM. (Content Cognitive Approach) • Social Learning Theory (Content- Sociocultural Approach) • Cultural factors in cognitive process-*emic/etic* (Content- Sociocultural Approach) • Environmental influences on cognitive processes (Content- Sociocultural Approach)		Communication skills Self-Management skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			• Potential for improving cognitive processes (Content- Biological Approach)		
	Year 11 Term 3	(4 weeks) IA Proposal writing (4 weeks)	**Context & Content** **Human Development** • Brain Development (Content- Biological Approach) • Staged theories & Continuous Models of human development. • Sociocultural factors in development (Content- Sociocultural Approach) • Enculturation (Content- Sociocultural Approach) • Peer Influence (Content- Sociocultural Approach) • Role of childhood experience **IA Proposal**		Self-Management skills Research skills
	Year 11 Term 4	Human Development (2 weeks) Human Relationships (4 weeks)	**Context & Content** **Human Development** • Theory Of Mind (Content- Sociocultural Approach) • Attachment (Content- Sociocultural Approach) • **Class Practical- Observation** **Context & Content** **Human Relationships** • Social Identity Theory (Content- Sociocultural Approach) • Cultural Dimensions (Content- Sociocultural Approach) • Models of Acculturation (Content- Sociocultural Approach) • Enculturation (Content- Sociocultural Approach) • Conformity (Content- Sociocultural Approach) • Compliance Techniques (Content- Sociocultural Approach) • Social Learning in Group behaviour (Content- Sociocultural Approach)		Thinking skill Social skills
	Year 12 Term 1	Option: The Psychology of human relationships	Bystanderism Pro social behaviour Promoting Pro Social behavior Research Methods Ethical considerations Co –operation and competitionPrejudice and discrimination Origins of conflict and conflict resolution IA feedback IA due		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 12 Term 2	Option: Abnormal Psychology	Factors influencing diagnosis • Normality versus abnormality • Classification systems • The role of clinical biases in diagnosis • Validity and reliability of diagnosis Etiology of abnormal psychology • Explanations for disorders (MDD) • Prevalence rates and disorders Treatment of disorders • Biological treatments • Psychological treatments • The role of culture in treatment • Assessing the effectiveness of treatment(s) Approaches to research Ethical considerations		
	Year 12 Term 3	Revision program	Exam revision and preparation		
Sciences					
DPP Biology (incl. STEM Futures Elective: Medical Biotechnology)	Year 10 Term 1	Cells and Genes in Research	Cells and Genes • DNA structure and replication • The genetic code - from DNA to proteins • Genes and patterns of inheritance • Types and causes of gene mutations Cells in Research • Enzyme restriction • Polymerase chain reaction (PCR) • Gel electrophoresis • Gene therapies		
	Year 10 Term 2	Cell Culture & Stem Cells, Immunity & Pandemics	Cell Culture and Stem Cells: • Uses of stem cells • Therapeutic cloning • Ethical issues in medical biotechnology research Immunity and Pandemics: • Pathogens and infectious disease • Disease Vectors • Immunity, antibodies and vaccinations • Antibiotics and antibiotic resistance • Bioinformatics and the use of databases • Sterile techniques and bacterial handling • Keeping safe in laboratory research		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
DPP Biology SL	Year 10 Term 3	Cell membranes, genetics and ecology	Cell membranes • Structure and function of the plasma membrane • Fluid mosaic model • Passive and active transport across membranes. Genetics • Overview of meiosis and the production of gametes • Inheritance through monohybrid crosses including autosomal genes and codominance • Analysis of pedigree charts. Ecology • Abiotic and biotic factors in ecosystems • Types of organisms based on modes of nutrition • Transfer of energy in ecosystems • Practical skills: quadrat sampling • Nutrient sampling and the carbon cycle		
	Year 10 Term 4	Evolution and human physiology	Evolution • Evidence for evolution • The theory of natural selection. • Practical skills: evidence for human evolution. • Speciation and cladistics. Human physiology • Structure and function of the digestive system. • Action of digestive enzymes. • Structure and function of neurons and synapses • Practical skills: rat dissection		
DPP Biology HL	Year 10 Term 3	Cell membranes, genetics and ecology	SL content + Genetics - Inheritance through dihybrid crosses including, sex linked genes, and multiple alleles.		
	Year 10 Term 4	Evolution and human physiology	SL content + Evolution - Practical skills - analysis of gene sequences to produce phylogenetic trees Human physiology - Structure and function of the kidney Plant biology - Structure and function of xylem and phloem, Plant reproduction		
Biology SL	Year 11 Term 1	**Topic:** Molecules of Life , Cells	**Knowledge & Skills Summary:** Molecules A1.1 Water B1.2 Proteins C1.1 Enzymes and metabolism B1.1 Carbohydrates and Lipids A1.2 Nucleic acids Cells		Thinking Communication Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			A2.2 Cell Structure B2.1 Membranes and membrane transport		
	Year 11 Term 2	**Topic:** Cells, Reactions and Processes of Life	**Knowledge & Skills Summary:** Cells D2.3 Water potential B2.2 Organelles and compartmentalisation B2.3 Cell specialisation D2.1 Cell and nuclear division Molecules C1.2 Cell respiration C1.3 Photosynthesis D1.1 DNA Replication		Thinking Communication Research Social
	Year 11 Term 3	**Topic:** Reactions and Processes of Life, Body systems and Homeostasis	**Knowledge & Skills Summary:** Molecules D1.2 Protein synthesis D1.3 Mutations and gene editing Organisms D3.2 Inheritance C3.1 Integration of body systems Cells C2.2 Neural signalling		Thinking Research Self-Management
	Year 11 Term 4	**Topic:** Body systems and Homeostasis	**Knowledge & Skills Summary:** Organisms B3.1 Gas exchange B3.2 Transport C3.2 Defence against disease Final Internal Assessment (Data Collection)		Thinking Research Self-Management
	Year 12 Term 1	**Topic:** Body systems and Homeostasis, Biodiversity and Evolution	**Knowledge & Skills Summary:** Organisms D3.1 Reproduction D3.3 Homeostasis A3.1 Diversity of organisms Ecosystems A4.2 Conservation of Biodiversity A4.1 Evolution and Speciation D4.1 Natural Selection		Thinking Self-Management Communication
	Year 12 Term 2	**Topic:** Biodiversity and Evolution, Ecosystems and Climate Change	**Knowledge & Skills Summary:** Ecosystems C4.2 Transfers of energy and matter C4.1 Populations and communities B4.1 Adaptation to environment B4.2 Ecological niches		Thinking Self-Management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 12 Term 3	**Topic:** Ecosystems and Climate change, Revision	**Knowledge & Skills Summary:** Ecosystems D4.2 Stability and change D4.3 Climate change Exam revision and preparation		Thinking Self-Management
Biology HL	Year 11 Term 1	**Topic:** Molecules of Life, Cells	**Knowledge & Skills Summary:** Molecules A1.1 Water B1.2 Proteins C1.1 Enzymes and metabolism B1.1 Carbohydrates and Lipids A1.2 Nucleic Acids Cells A2.2 Cell Structure B2.1 Membranes and membrane transport A1.2 Nucleic acids Cells A2.2 Cell Structure B2.1 Membranes and membrane transport		Thinking Communication Research
	Year 11 Term 2	**Topic:** Cells, Reactions and Processes of Life	**Knowledge & Skills Summary:** Cells D2.3 Water potential B2.2 Organelles and compartmentalisation B2.3 Cell specialisation D2.1 Cell and nuclear division A2.1 Origins of cells Molecules C1.2 Cell respiration C1.3 Photosynthesis		Thinking Communication Research Social
	Year 11 Term 3	**Topic:** Reactions and Processes of Life, Body systems and Homeostasis	**Knowledge & Skills Summary:** Molecules D1.1 DNA Replication D1.2 Protein Synthesis D1.3 Mutations and gene editing Cells D2.2 Gene Expression Organisms D3.2 Inheritance		Thinking Research Self-Management
	Year 11 Term 4	**Topic:** Body systems and Homeostasis	**Knowledge & Skills Summary:** Organisms C3.2 Integration of body systems Cells C2.1 Chemical signalling		Thinking Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			C2.2 Neural signalling Final IA (Practical work)		Self-Management
	Year 12 Term 1	**Topic:** Body systems and Homeostasis, Biodiversity and Evolution, Final IA	**Knowledge & Skills Summary:** Organisms B3.1 Gas exchange B3.2 Transport C3.2 Defence against disease Cells A2.3 Viruses Organisms B3.3 Muscle and motility *(HL only)* D3.1 Reproduction D3.3 Homeostasis Final IA		Thinking Self-Management Communication
	Year 12 Term 2	**Topic:** Biodiversity and Evolution, Ecosystems and Climate Change	**Knowledge & Skills Summary:** Organisms A3.1 Diversity of organisms A3.2 Classification and cladistics Ecosystems A4.2 Conservation of biodiversity A4.1 Evolution and speciation D4.1 Natural selection C4.2 Transfers of energy and matter C4.1 Populations and communities		Thinking Self-Management
	Year 12 Term 3	**Topic:** Ecosystems and Climate change, Revision	**Knowledge & Skills Summary:** Ecosystems B4.1 Adaptation to environment B4.2 Ecological niches D4.2 Stability and change D4.3 Climate change Exam revision and preparation		Thinking Self-Management
DPP Chemistry (incl. STEM Futures Elective: Future Materials)	Year 10 Term 1	Metals and Alloys	• Inquiry – research an application of a specific metal • Atomic structure • Periodicity - atomic and ionic radii, first ionisation energy • Electron arrangement • Metallic bonding and structure • Crystalline structures • Properties of metals • Examples of alloys and their properties		
	Year 10	Biomaterials	• Periodicity and atomic structure review – effective nuclear charge and electronegativity • Simple covalent molecules - bonding, structure		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 2		• Simple geometry and VSEPR theory • Bond and molecular polarity • Intermolecular forces • Properties of simple covalent molecules • Giant covalent structures - carbon allotropes • Polymers – linking structure and evaluating properties • Natural and synthetic polymers • Biomaterials and biopolymers • Research an innovation in biomaterials		
DPP Chemistry SL	Year 10 Term 3	Stoichiometry	• Ionic and covalent bonding and naming review • Balancing chemical equations • Introducing the mole concept • Stoichiometry - mass-mass, solution concentration calculations • Limiting and excess reagent • Calculating molar mass and solution concentration • Manipulative skills – making a standard solution, using a colorimeter, using a spectrophotometer • Data analysis skills – using Capstone, graphing in Excel • Introduction to error propagation		
	Year 10 Term 4	Reactions	• Ionic and covalent bonding and naming review • Balancing chemical equations • Introducing the mole concept • Stoichiometry - mass-mass, solution concentration calculations • Limiting and excess reagent • Calculating molar mass and solution concentration • Manipulative skills – making a standard solution, using a colorimeter, using a spectrophotometer • Data analysis skills – using Capstone, graphing in Excel • Introduction to error propagation		
DPP Chemistry HL	Year 10 Term 3	Stoichiometry	SL content + • Gas laws and gas stoichiometry • Empirical and molecular formula		
	Year 10 Term 4	Reactions	SL content + • Equilibrium Introduction to reaction kinetics		
Chemistry SL	Year 11 Term 1	**Topic:** Atomic structure, Periodicity & Introduction to Stoichiometry	**Knowledge & Skills Summary:** S1.1- The particulate nature of matter S1.2- The nuclear atom S1.3- Electron configurations S3.1- The periodic table		Thinking Skills Social skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			R3.4- Complex ions S1.4- Counting particles by mass- The mole		
	Year 11 Term 2	**Topic:** Stoichiometry & Structure and bonding	**Knowledge & Skills Summary:** R2.1- The amount of chemical change S1.5- Ideal gases S2.1- The ionic model S2.3- The metallic model		Thinking Skills Social skills Communication skills
	Year 11 Term 3	**Topic:** Practice IA, Structure and bonding & Introduction to Energetics	**Knowledge & Skills Summary:** Practice IA S2.2- The covalent model S2.4- From models to materials R1.3- Energy from fuels		Thinking Skills Research skills Self-management skills
	Year 11 Term 4	**Topic:** Energetics & Kinetics	**Knowledge & Skills Summary:** R1.1- Measuring enthalpy changes R1.2- Energy cycles in reactions R2.2- The rate of chemical change		Thinking Skills Research skills Self-management skills
	Year 12 Term 1	**Topic:** Final IA, Equilibrium & Acids and bases	**Knowledge & Skills Summary:** Data collection R2.3- The extent of chemical change R3.1- Proton transfer reactions		Thinking Skills Research skills Communication skills Self-management skills
	Year 12 Term 2	**Topic:** Redox & Organic Chemistry	**Knowledge & Skills Summary:** S3.1- Classification of elements R3.2- Electron transfer reactions S3.2- Classification of organic compounds		Thinking Skills
	Year 12 Term 3	**Topic:** Organic Chemistry & Revision	**Knowledge & Skills Summary:** R3.3- Electron sharing reactions R3.4- Electron-pair sharing reactions S2.4- Polymers (2.4.4-2.4.5) Exam revision and preparation		Thinking Skills
Chemistry HL	Year 11 Term 1	**Topic:** Atomic structure, Periodicity & Introduction to Stoichiometry	**Knowledge & Skills Summary:** S1.1- The particulate nature of matter S1.2- The nuclear atom S1.3- Electron configurations S3.1- The periodic table R3.4- Complex ions S1.4- Counting particles by mass- The mole. R2.1- How much? The amount of chemical change S1.5- Ideal gases		Thinking Skills Social skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 2	**Topic:** Stoichiometry & Structure and bonding	**Knowledge & Skills Summary:** S2.1- The ionic model S2.2- The covalent model S2.3- The metallic model S2.4- From models to materials R1.1- Measuring enthalpy changes R1.2- Energy cycles in reactions		Thinking Skills Social skills Communication skills
	Year 11 Term 3	**Topic:** Practice IA, Energetics & Kinetics	**Knowledge & Skills Summary:** Practice IA R1.2- Energy cycles in reactions R1.4- Entropy & Spontaneity R2.2- How fast? The rate of chemical change R1.3- Energy from fuels		Thinking Skills Research skills Self-management skills
	Year 11 Term 4	**Topic:** Equilibrium & Acids and bases	**Knowledge & Skills Summary:** R2.3-How far? The extent of chemical change. R3.1- Proton transfer reactions		Thinking Skills Research skills Self-management skills
	Year 12 Term 1	**Topic:** Final IA, Redox Chemistry	**Knowledge & Skills Summary:** Data collection S3.1- Classification of elements R3.2- Electron transfer reactions		Thinking Skills Research skills Communication skills Self-management skills
	Year 12 Term 2	**Topic:** Organic Chemistry	**Knowledge & Skills Summary:** S3.2- Classification of organic compounds R3.3- Electron sharing reactions R3.4- Electron-pair sharing reactions		Thinking Skills
	Year 12 Term 3	**Topic:** Analytical Chemistry & Revision	**Knowledge & Skills Summary:** S3.2- Classification of organic compounds (MS/IR and ^{1}H-NMR) Exam revision and preparation		Thinking Skills
DPP Computer Science (incl. STEM Futures Elective:	Year 10 Term 1	What is a Computer Scientist? Algorithmic Thinking	• Introduction to Computer Science • Investigation into the value and purpose of a Computer Scientist • Introduction to Computational Thinking • Introduction to Algorithms		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
Computational Thinking)			• Algorithm Design Unplugged • Algorithms in Practice		
	Year 10 Term 2	Algorithmic Thinking Database Design	• Algorithms in Practice • Algorithms using Arduino • Algorithms using JavaScript (Digital design of Algorithms) • Introduction to Databases • Introduction to SQL • Data Types • Queries/Forms/Reports		
DPP Computer Science HL	Year 10 Term 3	Introduction to Programming in Java	• Introduction to IDEs • Primitive Data types and Objects • Boolean Expressions • Branching Statements • Strings • Looping Statements • Methods		
	Year 10 Term 4	Introduction to Programming in Java Case Study	• Recursion (Extension) • Class and Objects (Extension) • File IO (Extension) • Graphical User Interfaces (Extension) The case study will focus on a current topic that is relevant and in the news. Students will study the computer science of IT system and discuss the challenges of implementing the system in the context provided.		
Computer Science HL	Year 11 Term 1	Computer Fundamentals (10 weeks)	**A1.1** Computer hardware and operation □ A1.1.1—A1.1.9 □ **A1.2** Data representation and computer logic □ A1.2.1—A1.2.5 □ **A1.3** Operating systems and control systems □ A1.3.1—A1.3.4 □ **B1.1** Approaches to computational thinking □ B1.1.1—B1.1.4 □ **B2.1** Programming fundamentals □ B2.1.1—B2.1.4 □ **B2.2** Data structures □ B2.2.1—B2.2.2 □ **B2.3** Programming constructs □ B2.3.1—B2.3.4	□ **A1** Computer fundamentals □ **B1** Computational thinking □ **B2** Programming □ **Practice internal assessment** **Thinking** *(VIII) Critical-thinking skills* *(IX) Creative-thinking skills* *(IX) Transfer skills*	

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 2	Networks (10 weeks)	□ **A2.1** Network fundamentals □ A2.1.1—A2.1.5 □ **A2.2** Network architecture □ A2.2.1—A2.2.4 □ **A2.3** Data transmissions □ A2.3.1—A2.3.4 □ **A2.4** Network security □ A2.4.1—A2.4.4 □ **B3.1** Fundamentals of OOP for a single class □ B3.1.1—B3.1.5	□ **A2** Networks □ **B2** Programming □ **Collaborative sciences project** planning day □ **Practice internal assessment**	**Research** *(VI) Information literacy skills* *(VII) Media literacy skills* **Thinking** *(VIII) Critical-thinking skills*
	Year 11 Term 3	Databases and OOP (10 weeks)	□ **A3.1** Database fundamentals □ A3.1.1 □ **A3.2** Database design □ A3.2.1—A3.2.7 □ **A3.3** Database programming □ A3.3.1—A3.3.6 □ **A3.4** Alternative databases and data warehouses (HL only) □ A3.4.1—A3.4.4 □ **B2.5** File processing □ B2.5.1 □ **B3.2** Fundamentals of OOP for multiple classes (HL only) □ B3.2.1—B3.2.5	□ **A3** Databases □ **B2** Programming □ **B3** Object-oriented programming □ **Collaborative sciences project** delivery □ **Practice internal assessment**	**Research** *(VI) Information literacy skills* *(VII) Media literacy skills* **Thinking** *(VIII) Critical-thinking skills* *(IX) Creative-thinking skills* *(IX) Transfer skills*
	Year 11 Term 4	Machine Learning Fundamentals (10 weeks)	**A4.1** Machine learning fundamentals □ A4.1.1—A4.1.2 □ **A4.2** Data preprocessing (HL only) □ A4.2.1—A4.2.3 □ **A4.4** Ethical considerations □ A4.4.1—A4.4.2 □ **B2.2** Data structures □ B2.2.3—B2.2.4 □ **B2.4** Programming algorithms □ B2.4.1—B2.4.3 □ **Case study** □ Students will begin to make connections between Computer Science themes, topics and subtopics in relation to the case study.	**A4** Machine learning □ **B3** Object-oriented programming □ **Case study** (TBA 18 months before exam session) □ **Final internal assessment**	**Communication** *(II) Collaboration skills* **Self-management** *(III) Organization skills* **Research** *(VI) Information literacy skills*

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 12 Term 1	Abstract data structures	5.1 Abstract data structures D.4 Advanced program development Case Study Criterion C – Development		
	Year 12 Term 2	Abstract data structures II	5.1 Abstract data structures D.3 Program development Case Study Criterion D – Functionality and extensibility of product Criterion E – Evaluation		
	Year 12 Term 3	Resource management and control Revision program	6.1 Resource management 7.1 Control Case Study Exam revision and preparation		
DPP Environmental Systems & Societies (incl. STEM Futures Elective: Blue Planet)	Year 10 Term 1	Life Under Water	UN SDG #14 – Conserve and sustainably use the oceans, seas and marine resources for sustainable development Ocean as a system • Types of systems – open, closed, isolated • Transfer and transformations • Feedback systems Aquatic Environments • Freshwater - lakes, rivers, creeks • Brackish - mangroves, rivers • Salt - oceans, lakes Marine ecosystems • Intertidal – rocky shore, coastal • Ocean zones – pelagic, benthic abyssal • Abiotic factors – light, depth, turbidity, oxygen, temperature, water flow, pH Marine biodiversity • Measuring biodiversity – Simpson's diversity index • Species interactions – ecological succession Impacts on Marine Environement • Invasive Species – Crown of Thorns case study • Weather Events – ocean currents, Australia's ENSO cycle		
	Year 10 Term 2	Human Impact	Marine fieldwork • Excursion – Moreton Bay Environmental Education Centre; ocean data collection (on the Inspiration) Marine Conservation – Assessing the Impact • Environmental legislation - Environment Protection and Biodiversity Conservation Act, RAMSAR • Marine Parks Human Impacts to Marine systems • Pollution		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			• Urbanisation • Fishing • Toursim • Future of our oceans Case study – Toondah Harbour Case study – Impact of the Olympic Games 2032 • Sailing		
DPP Environmental Systems & Societies	Year 10 Term 3	Our diverse Earth	Earth's spheres Biosphere Speciation • Introduction to evolution – evidence for evolution • Geological timescale • Biological species concept • Natural selection • Artificial selection • Macroevolution – divergent evolution, convergent evolution, parallel evolution • Isolating mechanisms - genetic drift, bottleneck effect, founder effect • Modes of speciation - allopatric speciation, sympatric speciation • Microevolution – insecticide resistance case study • Genetic diversity – species survival or extinction • Extinction – extinction events, future extinctions		
	Year 10 Term 4	Earth’s resources	Hydrosphere Water as a resource • Dams • Water reservoirs • Water treatment stations • Water quality testing Geosphere Soil as a resource • Soil cycling • Soil properties • Soil for food production • Land availability • Farming practices Atmosphere Climate change • Biogeochemical cycles • Carbon sequestering • Atmospheric composition • Global warming		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
Environmental Systems & Societies HL	Year 11 Term 1	Topic 1: Foundation, Introduction to HL Lenses Topic 8: Human populations and urban systems (32 hours)	1.1 Perspectives HL.c Environmental ethics 1.2 Systems 1.3 Sustainability HL.a Environmental law HL.b Environmental economics 8.1 Human populations 8.2 Urban systems and urban planning 8.3 Urban air pollution HL.a Environmental law HL.b Environmental economics HL.c Environmental ethics	EVS Equilibrium Sustainability Biodiversity	Thinking Communication Research
	Year 11 Term 2	Topic 7: Natural resources (21 hours)	HL.b Environmental economics 7.1 Natural resources, uses and management 7.2 Energy resources, uses and management 7.3 Solid waste HL.a Environmental law 1.1 HL.c Environmental ethics	EVS Equilibrium Sustainability Biodiversity Strategy	Thinking Communication Research
	Year 11 Term 3	Topic 2: Ecology Topic 4: Water (35 hours)	2.1 Individuals and populations, communities, and ecosystems 2.2 Energy and biomass in ecosystems 2.3 Biogeochemical cycles 4.1 Water systems 4.2 Water access, use and security	EVS Equilibrium Sustainability Biodiversity Strategy	Thinking Communication Research Self-management
	Year 11 Term 4	Topic 4: Water Topic 2: Ecology (29 hours)	4.3 Aquatic food production systems 4.4 Water pollution HL.a Environmental law HL.b Environmental economics HL.c Environmental ethics 2.4 Climate and biomass 2.5 Zonation, succession and change in ecosystems	EVS Equilibrium Sustainability Strategy	Thinking Research Communication
	Year 12 Term 1	Topic 3: Biodiversity and conservation Topic 5: Land (32 hours)	3.1 Biodiversity and evolution 3.2 Human impact on biodiversity 3.3 Conservation and regeneration HL.c Environmental ethics 5.1 Soil	EVS Equilibrium Sustainability Strategy	Thinking Self-management Communication Research
	Year 12 Term 2	Topic 5: Land Topic 6: Atmosphere and climate change (36 hours)	5.2 Agriculture and food HL.b Environmental economics 6.1 Introduction to the atmosphere 6.2 Climate change – causes and impacts 6.3 Climate change – mitigation and adaptation 6.4 Stratospheric ozone HL.a Environmental law HL.b Environmental economics	EVS Equilibrium Sustainability Biodiversity Strategy	Thinking Self-Management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 12 Term 3	Revision program	Exam revision and preparation		
DPP Physics (incl. STEM Futures Elective: Journey to Earth X)	Year 10 Term 1	Leaving Earth Travelling in Interstellar Space	• Mechanics of accelerated motion • Forces acting on a body • Energy transformation • Evidence for the Big Bang • Cosmology and fate of the Universe • Stellar Evolution and nuclear reactions • Observational technology and measurements		
	Year 10 Term 2	Landing on Exoplanet Proxima b	• Terminal velocity • Momentum and impulse • suvat equations and kinematics		

DPP Physics SL	Year 10 Term 3	Physics Tool Box	• Working with equations and right triangles.
			• SI units and metric prefixes.
			• Significant figures and scientific notation.
			• Errors and uncertainty, accuracy and precision.
			• Tables and graphs, linearising data.
			• Vector quantities - Horizontal and vertical components of vectors.
			• Mathematical skills including:
			• Working with equations
			• Problem solving strategies
			• Rearranging eg suvat and data booklet equations
			• Graphing
			• Spreadsheet skills
			• Model reading a variety of texts and summarising key points for development of Experimental Investigation background writing.
			• Practical investigations:
			  ○ Hooke's Law
			  ○ Using callipers micrometres
			  ○ Density measurements – volume displaced and with callipers
			  ○ Hooke's Law
			  ○ Period of a Pendulum
			  ○ Period of spring
			  ○ Air tracks and momentum
			  ○ Electrostatics
			  ○ Loudness and decibel scale		

	Year 10	Electricity	• Electrostatics and electric charge • Electrostatics. Types of charge. Nature of electric charge.		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 4		• Conductors, insulators and field lines • Conductors and insulators. Charging by contact and induction. Electric fields and field lines. • Interaction between electric charges and electric fields. • Electric current, DC circuits and resistance. • Direct current in series and parallel circuits. • Investigating series and parallel circuits. • Kirchhoff's Laws conceptually using bulbs. • Resistance, resistivity and Ohm's Law. • Building simple circuits. • Calculating total resistance for series and parallel resistor combinations. • Magnetic fields around current carrying conductors.		
DPP Physics HL	Year 10 Term 3	Physics Tool Box	SL content + • More maths details • More maths practice for fluency • Mathematical deviation of equations • Geometrical proof • Problems with unfamiliar contexts		
	Year 10 Term 4	Electricity	SL content + • Harder electrostatic vector question in 2D • Proving Kirchoff's laws mathematically • Deriving the total resistance formulae • Harder circuit questions • Complex problems and unfamiliar contexts		
Physics SL	Year 11 Term 1	**Topic:** Particle Physics Kinematics	**Knowledge & Skills Summary:** B.1 Thermal energy transfers B.2 Greenhouse effect B.3 Gas laws A.1 Kinematics Motion practicals		Thinking Skills
	Year 11 Term 2	**Topic:** Kinematics, Practice IA & Waves	**Knowledge & Skills Summary:** A.1 Kinematics A.2 Forces and momentum A.3 Work, energy and power Practice Internal Assessment C.1 Simple harmonic motion		Thinking Skills Social skills Communication skills
	Year 11 Term 3	**Topic:** Waves & Electricity	**Knowledge & Skills Summary:** C.2 Wave model C.3 Wave phenomena C.4 Standing waves and resonance D.2 Electric and magnetic fields B.5 Current and circuits		Thinking Skills Social skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 4	**Topic:** Internal Assessment & Fields	**Knowledge & Skills Summary:** Internal Assessment D.1 Gravitational fields		Research Skills Self-management skills
	Year 12 Term 1	**Topic:** Fields & Nuclear Physics	**Knowledge & Skills Summary:** D.3 Motion in electromagnetic fields E.1 Structure of the atom E.3 Radioactive decay		Thinking Skills
	Year 12 Term 2	**Topic:** Nuclear Physics & Doppler Effect	**Knowledge & Skills Summary:** E.4 Fission E.5 Fusion and stars C.5 Doppler effect		Thinking Skills
	Year 12 Term 3	Revision program	Exam revision and preparation		Thinking Skills Self-management skills
Physics HL	Year 11 Term 1	**Topic:** Particle Physics & Kinematics	**Knowledge & Skills Summary:** B.1 Thermal energy transfers B.2 Greenhouse effect B.3 Gas laws A.1 Kinematics Motion practicals		Thinking Skills
	Year 11 Term 2	**Topic:** Kinematics, Practice IA & Waves	**Knowledge & Skills Summary:** A.1 Kinematics A.2 Forces and momentum A.3 Work, energy and power Practice Internal Assessment C.1 Simple harmonic motion		Thinking Skills Social skills Communication skills
	Year 11 Term 3	**Topic:** Waves & Electricity	**Knowledge & Skills Summary:** C.2 Wave model C.3 Wave phenomena C.4 Standing waves and resonance D.2 Electric and magnetic fields		Thinking Skills Social skills
	Year 11 Term 4	**Topic:** Internal Assessment, Electricity & Fields	**Knowledge & Skills Summary:** Internal Assessment B.5 Currents and circuits D.1 Gravitational fields		Research Skills Self-management skills
	Year 12 Term 1	**Topic:** Kinematics, Fields & Nuclear Physics	**Knowledge & Skills Summary:** A.4 Rigid body mechanics D.3 Motion in electromagnetic fields D.4 Induction		Thinking Skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			E.1 Structure of the atom E.2 Quantum physics		
	Year 12 Term 2	**Topic:** Nuclear Physics, Relativity & Doppler Effect	**Knowledge & Skills Summary:** E.3 Radioactive decay E.4 Fission E.5 Fusion and stars A.5 Galilean and special relativity C.5 Doppler effect		Thinking Skills
	Year 12 Term 3	Revision program	Exam revision and preparation		Thinking Skills Self-management skills
DPP Sports, Exercise and Health Science (incl. STEM Futures Elective: Peak Performance)	Year 10 Term 1	Body and Movement	Sport Psychology • Talent identification and developing • Individual difference and motivation (personality in sports) • Mental preparation for sport (inverted U/arousal and sport anxiety) • Psychological skills training Exercise Physiology • Functional anatomy – muscle, bone and joint identification • Respiratory and cardiovascular systems • Fuel for energy • Energy Systems Fundamentals of Biomechanics • Force and motion • Newtons laws • Projectile motion • Biomechanical analysis		
	Year 10 Term 2	Measuring Performance	New Technologies in Sport Exercise and Health • UQ visit – Full day Measurement and Evaluation of Human Performance • Components of fitness and principles/training thresholds • Field testing, data gathering, interpreting graphs • Statistical analysis • Clinical skills		
DPP Sport Exercise and Health Science HL	Year 10 Term 3	Performance	Nervous System • Central and Peripheral • Motor units • Autonomic and somatic Neuromuscular Function • Sliding filament • Muscle fibres Fatigue		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			• Central peripheral • Recovery • Case studies		
	Year 10 Term 4	Skill	Classification • Characteristics of skills • Practical examples Principles of skill learning • Learning and performance • Learning curves Information processing • Models • Memory • Feedback Motor programs		
Sports, Exercise and Health Science HL	Year 11 Term 1	Anatomy and exercise physiology	Topic 1 Anatomy The skeletal system The muscular system Topic 2 Exercise Physiology Ventilatory system Cardiovascular system Topic 7 Further Anatomy The skin system Structure and function of the brain Topic 8 The endocrine system Practical work		
	Year 11 Term 2	Energy and movement analysis	Topic 3 Energy systems Nutrition Carbohydrate and fat metabolism Nutrition and energy systems Topic 4.3 Movement analysis Fundamentals of biomechanics Topic 10 Friction and Drag Practical work		
	Year 11 Term 3	Fitness and performance	Topic 6 Measurement and evaluation of human performance Statistical analysis Study design Components of fitness Principles of training programme design Topic 11 Skill acquisition and analysis Pedagogy for skill acquisition Notation and analysis Group 4 Project Practical Work		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			Practice IA		
	Year 11 Term 4	Skill acquisition and analysis Movement	Practical Work Topic 5 Skill in sports Characteristics and classification of skill Information processing Principles of skill learning Topic 4.1 and 4.2 Neuromuscular function Joint and movement type		
	Year 12 Term 1	IA and Sports psychology	IA Planning Option B: Sports Psychology Topic 12 Genetics and athletic performance Practical work		
	Year 12 Term 2	Immunity, performance and Option C Physical activity and health	Topic 13 Exercise and immunity Option C: Physical activity and health Topic 9 Fatigue IA and Practical Work		
	Year 12 Term 3	Revision program	Exam revision and preparation		
Mathematics					
DPP Mathematics	Year 10 Term 1	Making Informed Decisions	Matrices • Adding and subtracting • Multiplying • Applications Linear Modelling • Simultaneous equations- graphical solutions, substitution and elimination • Coordinate geometry through Voroni diagrams- Linear Equations, Gradient, Parallel and perpendicular lines, Perpendicular bisectors • Linear Inequalities Triangle Trigonometry • The Trigonometric Ratios – finding lengths and angles • Angles of Elevation and Depression • Bearings and other Problem solving • Area of triangle • Sine and Cosine Rules Algebra: Expansion and Factorisation • Expanding brackets • Binomial expansion		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			• Factorising using common factors • Factorising Quadratics Surds • Simplifying • Operations with surds • Rationalising the Denominator		
	Year 10 Term 2	Shaping the Future	Algebraic Fractions • Evaluate and simplify algebraic fractions • Operations with algebraic fractions • Solving equations with algebraic fractions Measurement • Review length, perimeter, Area • Surface Area – all prisms and pyramids • Volume – all prisms and pyramids • Capacity • Applications Statistics • Discrete vs continuous • Describing distributions • Measures of Centre • Cumulative Frequency Curves • Box Plots • Standard deviation Graph Theory • Edges, vertices, drawing a graph form a table Quadratics Equations • Solving quadratic equations by factorising • Quadratic Formula Advanced Trigonometry • Trigonometry with obtuse angles • The Unit Circle • Exact angles • The Pythagorean Identity		
DPP Mathematics Applications and Interpretations SL	Year 10 Term 3	Introduction to Applications and Interpretations I	Sequence and Series • Arithmetic sequences and series • Geometric sequences and series Financial Mathematics (ACMNA231) • Simple interest • Compound interest: formula and applications • Comparing interest rates		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			• Depreciation Functions and Relations • Definition of a function and a relation • Function notation • Domain and range • Interval notation • Composite Functions (GDC only) • Intersection of graphs Exponents and logarithms • Index laws, including rational indices • Scientific notation • Exponential functions • Graphs of exponential functions • Growth and decay • Logarithms and introduction to logarithm laws Modelling (Quadratic Focus) • Identifying non-linear graphs and their equations • Sketching graphs • Transformations • Using graphing software • Using simultaneous equations/regressions to fit polynomials to data		
	Year 10 Term 4	Introduction to Applications and Interpretations II	Periodic Functions • Sketching • Solving using GDC • Trigonometric graphs (no y=tan x and no horizontal shift included) Statistics • Scatter Plots • correlation • Pearson's Product Moment Correlation • Line of best fit • Linear Regression • Statistics in the media • Standard deviation Probability • Set notation • Venn diagrams and sample space • Probability • Expected number		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			• Mutually exclusive events • Tree diagrams • Conditional statements • Dependent and independent events		
DPP Mathematics Applications and Interpretations HL	Year 10 Term 3	Introduction to Applications and Interpretations I	SL content + Geometry • Proofs Matrices • Determinant • Solving simultaneous equations Non-Linear Graphs • Exponential laws (include rational exponents) • Standard form • Exponential functions and their graphs • Solving exponential equations • Exponential growth and decay • Logarithms – laws and solving exponential equations Polynomials • Operations with polynomials • Zeros, roots and factors • Polynomial inequality • Polynomial long division • Remainder and factor theorems • Graphing polynomials • Using simultaneous equations to fit polynomial functions to data.		
	Year 10 Term 4	Introduction to Applications and Interpretations II	SL content + Periodic Functions • Radians • Unit circle • Exact angles • Trigonometric functions and graphs • Trigonmetric equations Networking • Contructing graphs • Graph ttheory • Adjaceny matrices • Transition matrices • Minimum spanning trees		
DPP Mathematics Analysis and	Year 10 Term 3	Introduction to Analysis and Approaches I	Sequence and Series • Arithmetic sequences and series • Geometric sequences and series		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
Approaches SL			Financial Mathematics (ACMNA231) • Simple interest • Compound interest • Depreciation Functions and Relations • Functions and relations • Function notation • Domain and range • Interval notation • Composite Functions • Inverse functions • Intersections of graphs Exponents and logarithms • Index laws, including rational indices • Logarithms and logarithm laws Polynomial Functions • Equations and transformations of $y = ax^n$ • Transformations • Sketching polynomials (GDC only) • Using simultaneous equations to fit polynomial functions to data. •		
	Year 10 Term 4	Introduction to Analysis and Approaches II	Periodic Functions • Radian and exact values • Unit circle • Periodic graphs • Solving using GDC • Trigonometric graphs • transformations Statistics • Scatter Plots • Time related data • Line of best fit • Statistics in the media • Standard deviation Probability • Set notation • Venn diagrams and sample space • Expected number		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			• Mutually exclusive events • Tree diagrams • Conditional statements • Dependent and independent events		
DPP Mathematics Analysis and Approaches HL	Year 10 Term 3	Introduction to Analysis and Approaches I	SL content + Set Notation • Notation • Subset and compliment • Union and Intersection • Venn Diagrams Polynomials • Operations with polynomials • Remainder and factor theorems • Graphs of cubic and quartic polynomials		
	Year 10 Term 4	Introduction to Analysis and Approaches II	SL content + Counting • Permutations • Combinations Discrete Probability Distributions • Definition • Expected value		
Mathematics Applications and Interpretations SL	Year 11 Term 1	Representing Data and Modelling Relationships	1.1, 1.6 Number and Algebra 2.1, 2.5 Coordinate Geometry 3.1 – 3.5 Geometry and Trigonometry 4.1 – 4.3 Statistics	Validity Patterns Representation Relationships Space	Communication Self-Management Thinking
	Year 11 Term 2	Representing Space and Math Models	1.8 Solving equations with technology 2.2 – 2.6 Functions 4.4 Statistics	Relationships Change Quantity Modelling	Communication Self-Management Thinking
	Year 11 Term 3	Modelling Relationships and Irregular Areas	1.5 Exponents and logarithms 2.3 – 2.6 Functions 5.1 – 5.5, 5.8 Differentiation	Approximation Modelling Change Space	Communication Self-Management Thinking
	Year 11 Term 4	Modelling Rates of Change and Validity	4.10, 4.11 Hypothesis Testing 5.6 – 5.7 Calculus	Space Validity	Communication Self-Management Thinking
	Year 12 Term 1	Representing Situations using Mathematics	1.2 – 1.4 Sequences 1.7 Number and Finance 3.5, 3.6 Geometry	Modelling Generalisation Approximation Space	Communication Self-Management Thinking

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 12 Term 2	Quantifying Uncertainty and Validity	4.5, 4.6 Probability 4.7 – 4.9 Probability distributions 4.11 Hypothesis Testing	Modelling Quantities	Communication Self-Management Thinking
	Year 12 Term 3	Revision program	Exam revision and preparation		
Mathematics Applications and Interpretations HL	Year 11 Term 1	Interpreting Mathematics for Models	SL1.6 Number SL1.1, SL1.5 Exponents and logarithms AHL1.9, AHL1.10 Exponents and logarithms SL3.1-3.4, AHL3.7, AHL3.8 Geometry and Trigonometry SL4.1-4.3 Statistics SL2.2-2.4, AHL2.7 Functions	Approximation Representation Space	Communication Self-Management Thinking
	Year 11 Term 2	Applications of Mathematical Models	SL1.8, SL2.5, SL2.6 Mathematical Models SL4.4 Statistics SL4.10, SL4.11 Hypothesis Testing SL4.5, SL4.6 Probability SL2.1, SL3.1 Coordinate Geometry SL5.1-5.4 Differential Calculus	Equivalence Modelling Quantity	Communication Self-Management Thinking
	Year 11 Term 3	Representing Systems	SL5.6, SL5.7 Differential Calculus AHL 2.8 Transformations AHL5.9, AHL5.10 Differential Calculus SL2.5, AHL2.9, AHL2.10 Mathematical Models AHL4.13 Statistics SL5.5, SL5.8 Integral Calculus SL4.9 Probability Distributions SL4.11, AHL4.12 Hypothesis Testing	Validity Representation Change	Communication Self-Management Thinking
	Year 11 Term 4	Quantifying Uncertainty	SL1.2, SL1.3, AHL1.11 Sequences and Series AHL1.14 Matrices AHL5.11, AHL5.12 Integral Calculus AHL3.10-3.13 Vectors SL1.4, SL1.7 Financial Mathematics SL4.7, SL4.8 Probability Distributions SL4.11, AHL4.16, AHL4.18 Hypothesis Testing AHL4.14, AHL4.15 Probability Distributions	Generalisation Relationships Validity	Communication Self-Management Thinking
	Year 12 Term 1	Representing Space	SL3.5-3.6 Geometry AHL1.12, AHL1.13 Complex Numbers AHL 3.9 Geometry AHL1.15, AHL4.19 Matrices AHL3.14-3.16 Graph Theory	Change Patterns Systems Quantity	Communication, Self Management, Thinking, Social, Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 12 Term 2	Representing Multiple Outcomes	AHL4.17 Probability Distributions AHL4.18 Hypothesis Testing AHL5.13-5.18 Applications of Calculus	Generalisation Representation Space Change Systems Relationships	Communication, Self Management, Thinking, Social, Research
	Year 12 Term 3	Revision program	Exam revision and preparation		
Mathematics Analysis and Approaches SL	Year 11 Term 1	Unit 1: Foundations of mathematical reasoning and functions	1.1,1.5 Number and Logarithms 1.2 – 1 .4, 1.8 Sequence and Series 1.7 Number and Finance 1.9 Binomial Theorem 1.6 Number and Algebra	Representation Modelling Generalisation Validity	Communication Self-Management Thinking
	Year 11 Term 2	Unit 2: Exploring mathematical dimensions	2.2-2.4 Functions 2.1, 3.1 Geometry 2.4 – 2.7 Functions and Quadratics	Relationships Space	Communication Self-Management Thinking
	Year 11 Term 3	Geometry and Trigonometry Functions II	3.2 – 3.5 Trigonometry 2.10 Equations and Graphing 2.8, 2.9, 2.11 Functions	Relationships Space Representation Modelling	Communication Self-Management Thinking
	Year 11 Term 4	Probability and Statistics Differentiation	1.1 – 4.4 Statistics 4.5, 4.6 Probability 5.1 – 5.4 Differentiation	Representation Validity Approximation Patterns Quantity	Communication Self-Management Thinking
	Year 12 Term 1	Trigonometry II Differentiation II Probability Distributions	3.6 – 3.8 Pythagorean Identity and Graphing 5.6 – 5.8 Calculus 4.7, 4.8 Probability distributions	Equivalence Representation Relationships Modelling	Communication Self-Management Thinking
	Year 12 Term 2	Integration Statistics II	5.5, 5.9 – 5.11 Integration 4.10 – 4.12 Statistics	Validity Change Representation Modelling	Communication Self-Management Thinking
	Year 12 Term 3	Revision program	Exam revision and preparation		
Mathematics Analysis and Approaches HL	Year 11 Term 1	From patterns to generalisations Relationships in Space Analysing Data and Quantifying Randomness	SL 2.2-2.5, HL 2.15-2.16* Functions I SL 1.2-1.4, 1.8 Sequences and Series	Representation Modelling Generalisation	Communication Self-Management Thinking

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			SL 1.9, HL 1.10 Counting Principles and Binomial Expansion SL 1.9, HL1.15* Proof SL 2.1, 3.1 Geometry and Trigonometry HL 3.12 – 3.13 Vectors I SL 4.1-4.4, 4.10 Statistics I	Validate Approximation Modelling Space Relationships Representation Validity Approximation Patterns	
	Year 11 Term 2	Representing Relationships Expanding the number system	SL 1.1,1.5,1.7 Exponents and Logarithms SL 2.6-2.7 Quadratics SL 3.4-3.5 Trigonometry I SL 2.10, HL 1.11, 1.16 Equations and Algebra HL 2.12 Polynomials HL 1.12 - 1.14* Complex Numbers I	Representation Modelling Quantity System Patterns	Communication Self-Management Thinking
	Year 11 Term 3	Relationships in Space IIa Exploring randomness Measuring Change Relationships in Space IIb	SL 2.8-2.9, 2.11 Functions II SL 3.6-3.8, HL 3.9,3.10,3.11 Trigonometry II SL 4.5-4.6, 4.11, HL 4.13 Probability SL 5.1-5.8, AHL5.12 Differentiation SL3.2,3.3 Volume and surface area of three-dimensional solids	Space Equivalence Representation Modelling Change Quantities Representation Quantity	Communication Self-Management Thinking
	Year 11 Term 4	Measuring Change II Modelling Randomness Modelling Space and Change	SL 5.5, 5.9 – 5.11 Integration SL 4.7 – 4.12, HL 4.14 Probability and Statistics HL 3.14 – 3.15 Vectors II	Space Approximation Representation Validity Modelling	Communication Self-Management Thinking
	Year 12 Term 1	Equivalent Systems of representation Relationship in Space III Modelling Change	HL 1.14* Complex Numbers II HL 2.13 - 2.14, 2.16 Functions III HL 5.12 – 5.15* Further Calculus	Approximation Representation Change Space Validity Modelling	Communication Self-Management Thinking

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 12 Term 2	Modelling Space and Change II	HL 3.14 – 3.18 HL 1.15* Proof Revisited HL 5.18 – 5.19 Series and Differential Equations	Generalisation Representation Space Modelling Relationships Validity Change Approximation	Communication Self-Management Thinking
	Year 12 Term 3	Revision program	Exam revision and preparation		
Theory of Knowledge					
Theory of Knowledge	Year 11 Term 1	Knowledge and the knower – (Core) Area of Knowledge – Mathematics	Knowledge questions from the TOK guide to consider: • Scope • Perspectives • Methods and tools • Ethics	Evidence Certainty Truth Interpretation Power Justification Explanation Objectivity Perspective Culture Values Responsibility	Thinking Communication
	Year 11 Term 2	Area of Knowledge – The Arts Knowledge and language – (Option 1)			
	Year 11 Term 3	Knowledge and technology – (Option 2) Area of Knowledge – Natural Sciences			
	Year 11 Term 4	Internal Assessment – Exhibition Area of Knowledge – Human Sciences			
	Year 12 Term 1	Area of Knowledge – History Essay preparation External Assessment	Knowledge questions as above. Students are required to plan an essay based on a previous prescribed title. Students are required to plan an essay in response to one of six prescribed titles that are issued by the IB for each examination session.		
	Year 12 Term 2	External Assessment – Essay	Students are required to write an essay in response to one of six prescribed titles that are issued by the IB for each examination session.		
	Year 12 Term 3	Revision Program			

Curriculum Map – Horizontal Alignment

Subject	Term 1	Term 2	Term 3	Term 4
		Year 7		
Year 7 English Language and Literature	**Topic:** Wonder – novel study **Key & Related Concepts:** Perspective Context Setting Character **Global Context:** Orientation in Time and Space **SOI:** Perspectives are shaped by context and language.	**Topic:** Empathic biographies – Humanising Great Achievements **Key & Related Concepts:** Development, Audience Imperatives Context **Global Context:** Scientific and Technical Innovation **SOI:** The significance of innovation can be influenced by context.	**Topic:** Conventions of Picture Books **Key & Related Concepts:** Creativity Genre Structure **Global Context:** Personal and cultural expression **SOI:** Cultural identity is expressed through creative storytelling.	**Topic:** International voices – poetry study **Key & Related Concepts:** Connections Point of View Style **Global Context:** Fairness and Development **SOI:** Connection to other points of view leads to a fairer world.
Year 7 Language Acquisition – Chinese	**Topic:** Getting to Know You **Key & Related Concepts:** Communication, Form, Pronunciation **Global Context:** Identities and relationships **SOI:**. Identities and relationships influence the form and clarity of communication	**Topic:** Making connections **Key & Related Concepts:** Connections, Word choice, structure **Global Context:** Personal and cultural expression SOI:. Language, word choice and linguistic systems help make connections with people, objects or ideas	**Topic:** Appearance and daily routine **Key & Related Concepts:** Connections, function, patterns **Global Context:** Personal and cultural expression **SOI:**. Finding patterns and recognising functions make it easier to make connections with one another	**Topic:** Family and hobbies **Key & Related Concepts:** Culture, meaning, message **Global Context:** Personal and cultural expression **SOI:**. Meaningful messages require an understanding of culture
Year 7 Language Acquisition – French	**Topic:** Enchante **Key & Related Concepts:** Communication Audience Message **Global Context:** Identities and Relationships **SOI:** The message communicated to an audience creates relationships and shape identities.	**Topic:** School Life **Key & Related Concepts:** Connections, Structure, Context **Global Context:** Identities and relationships **SOI:** Context and structures makes and build connections, relationships and form identities.	**Topic:** Friends **Key & Related Concepts:** Connections Conventions Purpose **Global Context:** Personal and Cultural Expressions **SOI:** Purpose through personal and cultural expression facilitates creativity through conventions.	**Topic:** Leisure **Key & Related Concepts:** Creativity Conventions Purpose **Global Context:** Personal and Cultural Expressions **SOI:** Personal and Cultural expression reflect pronunciation and language form.
Year 7 Language Acquisition – German	**Topic:** Getting to Know Each Other **Key & Related Concepts:** Communication Context Structure **Global Context:** Orientation in Space and Time **SOI:** Interconnectedness depends on clearly communicating through structure and context.	**Topic:** School life and Pets **Key & Related Concepts:** Connections Form Audience **Global Context:** Identities and Relationships **SOI:** Connections enhance human relationships and audience engagement.	**Topic:** Hobbies and Family Life **Key & Related Concepts:** Connections Message Structure **Global Context:** Personal and cultural expression **SOI:** Purpose and message can be expressed creatively. **IDU** **Key and Related Concepts:** Connections Communication **Global Context:** Personal and Cultural Expression **SOI:** Connections are affected by communication, conventions and context.	**Topic:** Home and Food **Key & Related Concepts:** Culture Conventions Function **Global Context:** Orientation in Space and Time **SOI:** Social history reflects the conventions and functions of language and culture.

Subject	Term 1	Term 2	Term 3	Term 4
Year 7 Language Acquisition – Japanese	**Topic:** Getting to know me **Key & Related Concepts:** Communication Audience Message **Global Context:** Identities & Relationships **SOI:** Identity, beliefs and values influence communication for various messages and audiences.	**Topic:** This is my Japanese School **Key & Related Concepts:** Connections Word choice Structure **Global Context:** Personal & Cultural Expression **SOI:** Language, word choice and linguistic systems help make connections with people, objects or ideas.	**Topic:** A Day in my Life **Key & Related Concepts:** Connection Functions Patterns **Global Context:** Orientation in Time & Space **SOI:** Finding patterns and recognising functions makes it easier to make connections with one another.	**Topic:** Seasonal School Events **Key & Related Concepts:** Creativity Meaning Message **Global Context:** Personal & Cultural Expression **SOI:** Meaningful messages requires an understanding of culture.
Year 7 Language Acquisition – Latin	**Topic:** Life in Pompeii **Key & Related Concepts:** Culture-communities Civilization Identity **Global Context:** Identities and relationships **SOI:** Pompeii had a specific layout, lifestyle and culture during the first century CE.	**Topic:** Society and culture in Pompeii **Key & Related Concepts:** Culture Identity Values **Global Context:** Orientation in space and time **SOI:** The forum and the theatre were the focus of life in Pompeii and slaves were part of the society.	**Topic:** Roman lifestyle **Key & Related Concepts:** Communication Pattern Values Civilization **Global Context:** Identities and relationships **SOI:** The Romans had certain beliefs about representing life after death, gladiators and hygiene.	**Topic:** Roman civics and history **Key & Related Concepts:** Culture Form Purpose Values **Global Context:** Fairness and development **SOI:** Educational regulations, civic laws and natural disasters have influenced the life of Roman people.
Year 7 Individuals and Societies	**Topic:** Big-up Brisbane **Key & Related Concepts:** Change Sustainability Culture **Global Context:** Globalisation and sustainability (Urban planning) **SOI:** Changes must be sustainable and reflect culture.	**Topic:** The Constitution and I **Key & Related Concepts:** Systems Government Citizenship **Global Context:** Personal and cultural expression (belief systems) **SOI:** Values, attitudes and beliefs shape systems of government.	**Topic:** The Game of Life **Key & Related Concepts:** Time, Place and Space; Choice Consumption **Global Context:** Identities and Relationships (Scarcity) **SOI:** Scarcity experienced across time, place and space affects choice and consumption.	**Topic:** Stayin' Alive **Key & Related Concepts:** Global Interactions, Culture, Identity **Global Context:** Orientation in space and time (Exchange and Interaction) **SOI:** Exchange through global interactions shape culture and identity.
Year 7 Sciences	**Topic:** We're all Scientists **&** Water Crisis **Key & Related Concepts:** Relationships Evidence Models Global Interactions Transformation Consequences **Global Context:** Identity and Relationships Globalisation and Sustainability **SOI:** To be a scientist means to gather evidence about world around us to understand how things are related. & Finding Solutions for the impact of pollution on our natural systems is a global responsibility.	**Topic:** Space and Blue Planet **Key & Related Concepts:** Systems Models Patterns **Global Context:** Globalisation and Sustainability **SOI:** Natural and human systems create patterns. Modelling global systems.	**Topic:** Forces around us **Key & Related Concepts:** Change, **Global Context:** Scientific and Technical Innovation **SOI:** Interactions between forces result in changes that can be measured through scientific innovation.	**Topic:** Life Around Us **Key & Related Concepts:** Relationships Environment Interactions **Global Context:** Fairness and Development **SOI:** Understanding interactions in the environment enables humans to develop global and local solutions.

Subject	Term 1	Term 2	Term 3	Term 4
Year 7 Mathematics	**Topic:** Is fairness always equal? **Key & Related Concepts:** Form Equivalence Systems **Global Context:** Fairness and Development **SOI:** Making fair judgments is easier if we understand a variety of numeric systems and forms.	**Topic: H**ow can we bring things together? **Key & Related Concepts:** Patterns, Simplification. **Global Context:** Identities and Relationships **SOI:** Identifying and using patterns and rules is the key to simplifying relationships, in life and in algebra.	**Topic:** How do we travel between dimensions? **Key & Related Concepts:** Logic, Measurement, Generalisation **Global Context:** Scientific and Technical Innovation **SOI:** The general properties of shapes and our spatial environment can be measured by logic and manipulated and created by technology. **Topic:** IDU **Key & Related Concepts:** Relationships Movement Representatoin **Global Context:** Scientific and Technical Innovation **SOI:** Movement can be represented for scientific and technical innovation.	**Topic:** How do we measure up? **Key & Related Concepts:** Form, Space, Measurement **Global Context:** Orientation in Space and Time **SOI:** Measurement is expressed in various forms to communicate the space around or within an object. **Topic:** What's Next? **Key & Related Concepts:** Logic, Generalisation, Quantity **Global Context:** Scientific and Technical Innovation (products) **SOI:** Mathematical logic helps us to find general rules in quantities and relationships and to make exciting and innovative discoveries.
Year 7 Design	**Topic:** User interface design in mobile applications **Key & Related Concepts:** Development Adaptation Function **Global Context:** Personal and cultural expression **SOI:** In the development of products, functionality is crucial for stakeholders.	**Topic:** Robots and Microbits **Key & Related Concepts:** Systems Resource Function **Global Context:** Globalisation and Sustainability **SOI:** Feedback allows a system to function anonymously.		
Year 7 Physical & Health Education	**Topic:** Games from the Dreamtime **Key & Related Concepts:** Relationships Movement and Interaction **Global Context:** Personal and cultural expression **SOI:** Ritual and play are integral to the development of relationships and can be expressed through movement and interactions.	**Topic:** Game, Set, Match **Key & Related Concepts:** Change Systems and Energy **Global Context:** Scientific and technical innovation **SOI:** Using scientific innovation enables analysis of systems to efficiently generate energy for improved performance.	**Topic:** Move it and groove it! **Key & Related Concepts:** Development Refinement and movement **Global Context:** Orientation in space and time **SOI:** Refinement of movement orientated in space in time can lead to development in fitness.	**IDU** **Key and Related Concepts:** Relationships Representation Movement **Global Context:** Scientific and Technical Innovation **SOI:** Movement can be represented for scientific and technical innovation.
Year 7 Arts: Visual Arts	**Topic: Improbable Beasts** **Key & Related Concepts:** Culture Visual culture Representation **Global Context:** Personal and cultural expression **SOI:** As culture evolves, so does the way we represent the world around us.	**Topic:** Fantastic Fables **Key & Related Concepts:** Culture Visual culture Representation **Global Context:** Personal and cultural expression **SOI:** As culture evolves, so does the way we represent the world around us.		
Year 7 Arts: Music	**Topic:** Bold & the Beautiful: Introduction to Music Concepts	**Topic:** Showstoppers: The Musical		

Subject	Term 1	Term 2	Term 3	Term 4
	Key & Related Concepts: Communication Play Presentation **Global Context:** Personal and cultural expression **SOI:** Arts are used as a means of cultural communication to express ideas, feelings, and emotions and is open to personal interpretation.	**Key & Related Concepts:** Creativity Composition Audience **Global Context:** Identities and relationships **SOI:** The arts are a form of self-expression, is key to identify and is a global unifier.		
Year 7 Positive Education Program	**Topic:** New Beginnings – Building Strong Relationships; Outstanding Citizens – The SMT Way **Knowledge & Skills:** Positive Relationships 3. Leadership & teamwork 4. Kindness & Connections Positive Purpose 3. Core Values Positive Emotions 1. Emotional Intelligence 2. Self-Control Friendships, Active Constructive Responding (ACR), group work, online relationships, listening and negotiation Values – self and SMT, emotions, self-regulation strategies	**Topic:** Strengths as Superpowers – Taking a Strengths Based Approach; A Healthy You – Establishing healthy habits leading to success **Knowledge & Skills:** Positive Purpose 2. Character Development Positive Health 2. Self-Knowledge Positive Health 3. Physical Wellbeing Positive Accomplishment 4. Grit & Persistence Character strengths, VARK learning preferences, self-awareness, building relationships Learning organisation, time management, balance and self-care, healthy habits, delayed gratification, procrastination, using the school diary and assessment calendar, chunking, weekly study timetable	**Topic:** Bullseye! – Setting a goal and hitting the mark; Mindfulness **Knowledge & Skills:** Positive Accomplishment 2. Goal Orientation 3. Mindsets Positive Health 1. Mind-Body Connection Goal setting, SMART goals, PLPs, fixed vs growth mindset, neurogenesis, strategies for achieving goals Mindfulness, flourishing, self-care, multi-taking research, negative or critical thinking, ATC	**Topic:** Powering Up Positivity Peak Performance – Reach for the Top **Knowledge & Skills:** Positive Emotions 3. Positivity 4. Gratitude Positive Relationships 2. Forgiveness Positive Engagement 4. Motivation Emotions and moods, positive psychology, flourishing, languishing, negativity bias, positive emotions and strategies to cultivate, forgiveness model Intrinsic and extrinsic motivation, stages of change model, strategies to cultivate intrinsic motivation, identity and areas for improvement
		Year 8		
Year 8 English Language and Literature	**Topic:** Imagining the Future – genre short story **Key & Related Concepts:** Change Genre Structure Style **Global Context:** Globalisation and Sustainability **SOI:** Imagined consequences of change have value.	**Topic: Animal Farm** – novel study **Key & Related Concepts:** Communities Character Theme **Global Context:** Fairness and Development **SOI:** Characters and Themes provide insight into community power and privilege.	**Topic:** Observational Documentary – film study **Key & Related Concepts:** Form Audience Imperatives Purpose **Global Context:** Personal and Cultural Expression **SOI:** Audiences connect with the expression of human experience.	**Topic:** Selling sustainability – persuasion **Key & Related Concepts:** Persuasion Intertextuality Purpose **Global Context:** Globalisation and Sustainability; Orientation in Time and Space **SOI:** Persuasive texts are future orientated.
Year 8 Language Acquisition – Chinese	**Topic:** Physical wellbeing **Key & Related Concepts:** Communication, empathy, structure **Global Context:** Orientation in space and time **SOI:**. Effective communication is reliant on empathy and structure	**Topic:** Healthy Living **Key & Related Concepts:** Connections, meaning, purpose **Global Context:** Identities and relationships	**Topic: C**elebrations and festivals **Key & Related Concepts:** creativity, idiom, audience **Global Context:** Orientation in space and time	**Topic:** Environment and Technology **Key & Related Concepts:** Culture, point of view, context **Global Context:** Scientific and technical innovation

Subject	Term 1	Term 2	Term 3	Term 4
		SOI:. Identities can connect the purpose of healthy living and its meaning	**SOI:**. Creative expression relies on understanding of audience, space and time **IDU** **Key and Related Concepts:** Connections Communication **Global Context:** Personal and Cultural Expression **SOI:** Connections are affected by communication, conventions and context.	**SOI:**. Advances in technology allows sharing and understanding of different points of view
Year 8 Language Acquisition – French	**Topic:** Communication via technology **Key & Related Concepts:** Connections Word choice Patterns Accent **Global Context:** Globalisation and sustainability **SOI:** The purpose of technology and communication connects to overall well-being and to the identities formed within those activities.	**Topic:** Life changes **Key & Related Concepts:** Communication Audience Conventions Function **Global Context:** Personal and cultural expression **SOI:** A structured, purposeful lifestyle will help us manage our time effectively and achieve a meaningful balance at school and home.	**Topic:** Media **Key & Related Concepts:** Culture Purpose Form Context **Global Context:** Identities and relationships **SOI:** The true work of balance is to create a meaningful life for ourselves and others. **IDU** **Key & Related Concepts:** Connections Communication **Global Context:** Personal and Cultural Connections **SOI**: Personal and cultural expressions are affected by communication, conventions and context	**Topic:** Future outlook **Key & Related Concepts:** Creativity Structure Message **Global Context:** Fairness and development **SOI:** Visions and dreams can become a reality and the potential future.
Year 8 Language Acquisition – German	**Topic:** Leisure and Health **Key & Related Concepts:** Connections Word Choice Meaning **Global Context:** Personal and Cultural Expression **SOI:** Word choice connects meaning to personal and cultural values	**Topic:** Balanced Life **Key & Related Concepts:** Creativity Structure and Purpose **Global Context:** Orientation in Space and Time **SOI: P**urpose informs structure and creativity within boundaries	**Topic:** Holidays and Plans **Key & Related Concepts:** Connections Meaning and Purpose **Global Context:** Identities and Relationships **SOI:** Meaning and purpose reflect identity and culture	**Topic:** Media and Friends **Key & Related Concepts:** Accent Message Communication **Global Context:** Scientific and Technical Innovation **SOI:** Adaption of language communicates cultural messages
Year 8 Language Acquisition – Japanese	**Topic:** Home, Life and Housing **Key & Related Concepts:** Connection Context Conventions **Global Context:** Identities and relationships **SOI:** Home life and housing shape the connections within families and reflect personal identities and relationships	**Topic:** Free time Frenzy **Key & Related Concepts:** Creativity Patterns and Structure **Global Context:** Personal and cultural expression **SOI:** Creative Options in Japanese leisure activities and shopping districts reflect the blend of cultural values and	**Topic:** Memorable Celebrations in Japan **Key & Related Concepts:** Culture Audience, Purpose **Global Context:** Personal and Cultural Expression **SOI:** Celebrations reflect personal and cultural expressions and shape how traditions are passed on.	**Topic:** Careers and Future Plans **Key & Related Concepts:** Message, word choice **Global Context:** Fairness and Development **SOI:** Development of effective communication skills creates fair careers opportunities and helps develop future aspirations.

Subject	Term 1	Term 2	Term 3	Term 4
		global influences, balancing tradition and sustainability.		
Year 8 Language Acquisition – Latin	**Topic:** Britain during the first century CE **Key & Related Concepts:** Creativity-communities Civilisation Identity Context **Global Context:** Scientific and technical innovation **SOI:** Britannia had its own highly developed civilisation before the Roman arrived.	**Topic:** The expansion of the Roman Empire **Key & Related Concepts:** Connections-change Context Purpose Inter-dependence **Global Context:** Identities and relationships **SOI:** Egypt was an important country for the Rome Empire.	**Topic:** Egypt during the first century CE **Key & Related Concepts:** Creativity-communities Values Civilisation Structure **Global Context:** Scientific and technical innovation **SOI:** Egyptians worshipped gods and cats and they had an ancient custom of mummifying corpses.	**Topic:** Roman baths and other superstitious beliefs **Key & Related Concepts:** Creativity – perspective Values Identify Theme **Global Context:** Scientific and technical innovation **SOI:** Romans believed that hot springs are beneficial for a healthy body and curses helped to punish an offender.
Year 8 Individuals and Societies	**Topic:** The Long 19th Century (History) **Key & Related Concepts:** Global interactions Cooperation Conflict **Global Context:** Scientific Innovation and Change **SOI:** Scientific and technical innovation can intensify conflict and cooperation in global interactions.	**Topic:** Legal Eagles (Civics and Citizenship) **Key & Related Concepts:** Systems Government Rights **Global Context:** Fairness and development (Law) **SOI:** Government systems impact rights through the law.	**Topic:** Economics and Business **Key & Related Concepts:** Time place and space Choice Sustainability **Global Context:** Fairness and Development **SOI:** Businesses can choose to respond to the demands of different times, places and spaces and develop to fairly address equity concerns.	**Topic: IDU** **Key & Related Concepts:** Change Environment and Sustainability **Global Context:** Globalisation and sustainability **SOI:** In the process of globalisation, humans must work toward sustainable environmental change.
Year 8 Sciences	**Topic:** Body in Balance **Key & Related Concepts:** Systems Function Models **Global Context:** Identities and Relationships **SOI:** Complex organisms are made of smaller structures and systems, that scientists' model in order to understand their functions.	**Topic:** Future of Energy **Key & Related Concepts:** Change Energy Transformations **Global Context:** Scientific and Technical Innovation **SOI:** Through transforming energy, we can have an impact on the way people live now and, in the future.	**Topic:** Chemical and Physical Changes **Key & Related Concepts:** Change Form Interactions **Global Context:** Orientation in space and time **SOI:** Science enables us to change the form of matter into useful materials that can make the world a better place.	**Topic:** From the Earth and Mining from the Earth (IDU) **Key & Related Concepts:** Relationships Model Transformations Change Environment Sustainability **Global Context:** Orientation in time and space, Globalisation and Sustainability **SOI:** The Earth is made of rocks, which over time undergo a cycle of change and transformation, which can be modelled scientifically. & In the process of globalisation, humans must work towards sustainable environmental change.
Year 8 Mathematics	**Topic:** A Little Bit of History Repeating **Key & Related Concepts:** Form Equivalence Representation **Global Context:** Orientation in Space and Time **SOI:** Throughout history, forms of representation have been used to justify equivalence.	**Topic:** Money, Money, Money! **Key & Related Concepts:** Relationships Model Quantity **Global Context:** Globalisation and Sustainability **SOI:** Behaviour can be understood by and investigating modelling relationships.	**Topic:** You Better Shape Up **Key & Related Concepts:** Relationships Generalisation Patterns Space Validity **Global Context:** Scientific and Technical Innovation **SOI:** Relationships between spatial dimensions can be used to develop innovative products.	**Topic:** Take a Chance on Me **Key & Related Concepts:** Form Representation Equivalence Models **Global Context:** Identities and Relationships **SOI:** Health and wellbeing information can be communicated using a variety of equivalent forms of representation.

Subject	Term 1	Term 2	Term 3	Term 4
Year 8 Design	**Topic:** introduction to Web Development **Key & Related Concepts:** Communication Form Perspective **Global Context:** Identities and Relationships **SOI:** Design choices influence how others perceive our digital identities..	**Topic:** Introduction to Syntax Programming **Key & Related Concepts:** Development Adaption Function **Global Context:** Scientific and Technical Innovation **SOI:** Simple algorithms are able to solve complex problems.		
Year 8 Physical and Heath Education	**Topic:** Power up! **Key & Related Concepts:** Development Choice Energy **Global Context:** Personal and cultural expressions **SOI:** Personal and cultural expression influences choices about energy and impacts development.	**Topic:** Game on! **Key & Related Concepts:** Communication Interaction Choice **Global Context:** Fairness and Development **SOI:** Effective communication and interactions foster informed choices promoting fairness and development **Topic:** Go with the flow **Key & Related Concepts:** Relationships Movement Refinement **Global Context:** Orientation in Time and Space **SOI:** Teams work together to refine movement patterns in space and time.		
Year 8 Arts: Visual Arts	**Topic:** The Young Archies: Investigating and planning **Key & Related Concepts:** Identity Expression Narrative **Global Context:** Identities and relationships **SOI:** Identity is expressed through creative narratives.	**Topic:** STEAM Influences **Key & Related Concepts:** Development and Representation **Global Context:** Scientific and technical innovation **SOI:** Developments in scientific and technical innovations are represented using media conventions.		
Year 8 Arts: Music	**Topic:** Beatbox: Rock/Pop/Jazz **Key & Related Concepts:** Creativity Development Play Genre **Global Context:** Orientation in space and time **SOI:** Arts is viewed as a means to enable creativity to explore genre over time.	**Topic:** Reimaginations: Classical **Key & Related Concepts:** Identity Composition and Genre **Global Context:** Identities and relationships **SOI:** Arts is used as a means to offer perspectives and connections that explore genre through scientific and technological innovation.		
Year 8 Positive Education Program	**Topic:** Outstanding Citizens – Becoming an IB Learner in both the physical and virtual world Stepping It Up! – Becoming a Leader **Knowledge & Skills:**	**Topic:** Sustainable Futures Walking in Other Peoples Shoes **Knowledge & Skills:** Positive Engagement 1. Creativity	**Topic:** The Meaningful Life – Purpose and Challenge **Knowledge & Skills:** Positive Purpose 1. Caregiving	**Topic:** Failing Well – Dealing with disappointment and managing challenge; In the Zone **Knowledge & Skills:** Positive Health

Subject	Term 1	Term 2	Term 3	Term 4
	Positive Purpose 3. Core Values Positive Relationships 4. Kindness & Connections Positive Relationships 3. Leadership & Teamwork IB philosophy and mission statement, IB learner attributes, social media, contributing to SMT in a positive way, Student Code of Conduct Leadership and characteristics of leaders, SMT leadership process, contributing to positive teams, communication. collaboration, cooperative and inclusive behaviours	2. Curiosity & Interest Positive Relationships 1. Empathy & Compassion Positive Accomplishment 1. Decision Making An inquiry-based unit – the class decides upon an environment issue presented by the Sustainable Futures Working Group that they can supported within the school High quality connections, relationships and wellbeing, neuroscience, empathy and empathetic listening, compassion, volunteering, perspectives, decision making	4. Sense of Meaning Positive Engagement 1. Creativity 2. Curiosity & Interest Belonging and serving, four pillars of meaning, eudaimonia, hedonia, altruism, positivity circle, working in a team, serving the community	4. Resilience Positive Emotions 2. Self-Control Positive Engagement 3. Flow Positive Accomplishment 4. Grit & Persistence Self-image, strengths-based approach, broaden and build theory, resilience, overcoming adversity, emotional regulation strategies, delayed gratification, support networks, self-talk habits, perfectionism Flow, stages of engagement, flow and well-being, flow and peak performance, achieving a state of flow, balance and self-regulation, dealing with stress
		Year 9		
Year 9 English Language and Literature	**Topic:** Australian Voices – poetry **Key & Related Concepts:** Connections Structure Setting Self-expression **Global Context:** Orientation in Time and Space **SOI:** Connections to people and places and things empower people.	**Topic:** Drama Study – An Inspector Calls **Key & Related Concepts:** Creativity Character Style **Global Context:** Identities and relationships **SOI:** Personal expression of one's perspective leads to personal development.	**Topic: IDU** A study of rhetoric – persuasion **Key & Related Concepts:** Communication Audience Imperatives Point of view **Global Context:** Fairness and Development; Globalisation and Sustainability **SOI:** Communication for change appeals to audience point of view.	**Topic: Shakespeare-** Love and Identity **Key & Related Concepts:** Relationships Theme Character **Global Context:** Identities and Relationships **SOI:** Choices define identity and relationships.
Year 9 Language Acquisition – Chinese	**Topic:** Balanced lifestyle **Key & Related Concepts:** Communication, empathy, structure **Global Context:** Orientation in space and time **SOI:**. Effective communication is reliant on empathy and structure	**Topic:** Food and culture **Key & Related Concepts:** connections, meaning, purpose **Global Context:** Identities and relationships **SOI:** .Identities can connect the purpose of healthy living and its meaning	**Topic:** Celebrations and festivals **Key & Related Concepts:** creativity, idiom, audience **Global Context:** Orientation in space and time **SOI:**. Creative expression relies on understanding of audience, space and time	**Topic:** Environment and technology **Key & Related Concepts:** culture, points of view, context **Global Context:** scientific and technical innovation **SOI:**. Advances in technology allow sharing and understanding of different points of view
Year 9 Language Acquisition – French	**Topic:** Friends and family **Key & Related Concepts:** Culture Context Structure Purpose **Global Context:** Identities and relationships **SOI:** Friends from different cultures will affect your belief, culture and way of living.	**Topic:** Environment **Key & Related Concepts:** Connections Empathy Point of view Meaning **Global Context:** Globalisation and sustainability **SOI:** Through our behaviour and actions we can make a difference to the world.	**Topic:** Leisure and work **Key & Related Concepts:** Communication Audience Conventions Message **Global Context:** Identities and relationships **SOI:** Leisure time, work and social activities connect people together, help get familiar with each other and	**Topic:** Cultural celebrations **Key & Related Concepts:** Creativity Idiom Word choice Function **Global Context:** Orientation in space and time **SOI:** The way we celebrate has changed and is always in a state of flux.

Subject	Term 1	Term 2	Term 3	Term 4
			improve interpersonal relationships between each other.	
Year 9 Language Acquisition – German	**Topic:** Everyday German **Key & Related Concepts:** Communication, Audience, Context **Global Context:** Identities and Relationships **SOI:** Context communicates ideas of identity to an audience.	**Topic:** Festivals and Fun **Key & Related Concepts:** Creativity, Word Choice, Structure **Global Context:** Identities and Relationships **SOI:** Word choice and structure reflect creative lifestyles.	**Topic:** Living in Germany **Key & Related Concepts:** Culture Conventions Function **Global Context:** Personal and Cultural Expression **SOI:** The function and purpose of conventions reflect cultural expression.	**Topic:** Environment **Key & Related Concepts:** Connections Empathy Point of View **Global Context:** Globalisation and Sustainability **SOI:** Empathy creates connections with others and different points of view.
Year 9 Language Acquisition – Japanese	**Topic:** Health by Design **Key & Related Concepts:** Creativity Function Meaning **Global Context:** Scientific and Technical Innovation **SOI:** Creativity drives scientific and cultural innovation which improves health and well-being.	**Topic:** The Spirit of Community Celebrations **Key & Related Concepts:** Culture Meaning Purpose **Global Context:** Personal and Cultural Expression **SOI:** Japanese traditional festivals showcase cultural values and personal expression, illustrating the unique ways communities celebrate identity and heritage.	**Topic:** Journey to Japan **Key & Related Concepts:** Connections, Structure, Conventions **Global Context:** Orientation in time and space **SOI:** Travel connects people across time and space. **IDU UNIT** **Key & Related Concepts:** Connections, Communication **Global Context:** Personal and Cultural Expression **SOI:** Connections are affected by communication, conventions and context.	**Topic:** Japan Exchange Challenge **Key & Related Concepts:** Communication Context Word Choice **Global Context:** Fairness and development **SOI:** Effective communication between exchange students and the host communities develops understanding and promotes fairness.
Year 9 Language Acquisition – Latin	**Topic:** Religion and Romanisation **Key & Related Concepts:** Creativity - change Identity Inter-dependence **Global Context:** Identities and relationships **SOI:** Romanisation changed the life for many people in the way people believed, travelled, and battled.	**Topic:** Historical artefacts **Key & Related Concepts:** Culture – Form Purpose Structure **Global Context:** Scientific and technical innovation **SOI:** The Romans military achievements were underpinned by a well-structured and equipped Army.	**Topic:** Rome and its people **Key & Related Concepts:** Connections Context Values **Global Context:** Identities and relationships **SOI:** Thanks to skilled citizens Rome achieved greatness. **IDU** **Key & Related Concepts:** Connections Communication **Global Context:** Personal and Cultural Expression **SOI:** Connections are affected by communication, conventions and context.	**Topic:** Roman society and beliefs **Key & Related Concepts:** Values Communication Civilisation Perspective **Global Context:** Identities and relationships **SOI:** The Roman society had a distinct hierarchy and many Romans were content with the official state religion.
Year 9 Individuals and Societies STEM Futures Elective:	**Unit 1** **Topic:** Turning to Crime **Key & Related Concepts:** Change Behaviour Cognition	**Unit 2** **Topic:** Making a Case and Reaching a Verdict **Key & Related Concepts:** Systems Equity Rights		

Subject	Term 1	Term 2	Term 3	Term 4
Forensic Psychology	**Global Context:** Identities and relationships **SOI:** Behaviour and cognition influence change in human nature.	**Global Context:** Fairness and Development **SOI:** Systems affect equity, rights and justice.		
Year 9 Individuals and Societies STEM Futures Elective: Cultural Revolution	**Unit 1** **Topic:** Movement and Populations **Key & Related Concepts:** Time, Place and Space, Culture **Global Context:** Identities and Relationships **SOI:** Movement of cultures across time, place and space impact identities and relationships **Unit 2** **Topic:** A period of 'isms' **Key & Related Concepts:** Systems, ideology **Global Context:** Personal and cultural expression **SOI:** Ideological systems impact personal and cultural expression.	**Unit 3** **Topic:** Ideological Competition: Growth of Regression? **Key & Related Concepts:** Global interactions and Conflict **Global Context:** Fairness and Development **SOI:** Global interactions fuelled by conflict can impact the fairness and development of knowledge.		
Year 9 Individuals and Societies STEM Futures Elective: The World in Your Pocket	**Unit 1** **Topic:** Entrepreneurship **Key & Related Concepts:** Change Strategy Innovation **Global Context:** Scientific and Technical Innovation **SOI:** Entrepreneurs use innovative strategies to meet changing opportunities in the market.	**Unit 2** **Topic:** Trade **Key & Related Concepts:** Systems, Trade Choice **Global Context:** Globalisation and Sustainability **SOI:** Individuals, Businesses and Governments use systems of trade and exchange to enhance choice and improve sustainability.	.	
Year 9 Individuals and Societies STEM Futures Elective: Future of Global Cooperation	**Unit 1** **Topic:** 'Left' vs. 'Right' **Key & Related Concepts:** System Citizenship **Global Context:** Identities and Relationships **SOI:** The identities of citizens are represented by their relationships with political systems. **Unit 2**	**Unit 3** **Topic:** Only One Earth **Key & Related Concepts:** Global Interactions, Interdependence **Global Context:** Fairness and Development **SOI:** Global interactions and development should be fair and lead to greater levels of interdependence.		

Subject	Term 1	Term 2	Term 3	Term 4
	Topic: Powering Progress: Responsible Leadership **Key & Related Concepts:** Change, Leadership **Global Context:** Global Interactions **SOI:** Overcoming conflict in opinion can lead to Leaders should address global goals of sustainability when planning change to achieve national priorities. .			
Year 9 Sciences STEM Futures Elective: Biochemical Solutions	**Unit 1** **Topic:** The Need for Speed **Key & Related Concepts:** Change Conditions Models **Global Context:** Orientation in space and time **SOI:** Models of exchange and interaction can be used to predict the effect of changing conditions.	**Unit 2** **Topic:** Living Chemistry **Key & Related Concepts:** Systems Energy Interaction **Global Context:** Scientific and technical innovation **SOI:** Energy systems interact with each other and can be used for scientific and technical innovation.		
Year 9 Sciences STEM Futures Elective: World of Reactions	**Unit 1** **Topic:** Atoms, acids and neutralization **Key & Related Concepts:** Change Interaction Evidence **Global Context:** Orientation in space and time **SOI:** Change is evident from exchange and interaction.	**Unit 2** **Topic:** Reaction revolution **Key & Related Concepts:** Relationships Consequences Environment **Global Context:** Scientific and technical innovation **SOI:** Relationships can have environmental consequences both caused and improved by scientific and technical innovation.		
Year 9 Sciences STEM Futures Elective: Medical Physics	**Unit 1** **Topic:** Acoustic Medicine **Key & Related Concepts:** Systems Patterns Development **Global Context:** Scientific and technical innovation **SOI:** Technological development allows us to recognise patterns in complex systems.	**Unit 2** **Topic:** EM Radiation Medicine **Key & Related Concepts:** Systems Models Development **Global Context:** Orientation in space and time **SOI:** The development of models reveals more about the scale, frequency and variability within systems. **Unit 3** **Topic:** Nuclear Medicine **Key & Related Concepts:** Change Energy Transformation **Global Context:** Scientific and technical innovation		

Subject	Term 1	Term 2	Term 3	Term 4
		SOI: Change occurs through energy transformation, but brings with it risk and consequences.		
Year 9 Sciences STEM Futures Elective: Sustainable Futures	**Unit 1** **Topic:** One world **Key & Related Concepts:** Relationships Interaction Environment **Global Context:** Globalisation and sustainability **SOI:** Interacting relationships between humans and the environment affects sustainability.	**Unit 2** **Topic:** Food for our future **Key & Related Concepts:** Systems Consequences Transformation **Global Context:** Fairness and development **SOI:** Human capability and development enables transformation, which can have consequences within and across systems.		
Year 9 Sciences STEM Futures Elective: Fuelling the Planet	**Unit 1** **Topic:** Energy in chemical reactions **Key & Related Concepts:** Change Energy Transfer **Global Context:** Scientific and technical innovation **SOI:** Change results in energy transfer, which can be measured using indirect methods.	**Unit 2** **Topic:** Fuels for society **Key & Related Concepts:** Systems Energy Development **Global Context:** Scientific and technical innovation **SOI:** The development of industrialised and engineered systems increases energy demand.		
Year 9 Mathematics	**Topic:** How's it work? **Key & Related Concepts:** Relationships Patterns Systems Quantity **Global Context:** Identities & Relationships **SOI:** Improved abilities to identify patterns and relationships between quantities leads to a better understanding of ourselves and others.	**Topic:** Howzat! **Key & Related Concepts:** Logic Equivalence Approximation Change **Global Context:** Personal & Cultural Expression **SOI:** Logic, equivalence and approximation can be used for creative solutions in cultural contexts.	**Topic:** How much? **Key & Related Concepts:** Form Validity Approximation Space Models **Global Context:** Globalisation & Sustainability **SOI:** Human impact on the environment can be understood through valid models and spatial forms.	**Topic:** How likely? **Key & Related Concepts:** Logic Representation Validity **Global Context:** Fairness & Development **SOI:** Global inequality can be represented fairly through valid, logical approaches.
Year 9 Design STEM Futures Elective: Disrupting the Market	**Unit 1** **Topic:** Skills Folio **Key & Related Concepts:** Development Adaptation Innovation **Global Context:** Globalization and Sustainability **SOI:** Products and processes must adapt in response to market trends.	**Unit 2** **Topic:** Young Designers **Key & Related Concepts:** Communication Collaboration Markets and Trends **Global Context:** Fairness and Development **SOI:** Clear communication and effective collaboration are essential for entrepreneurial innovation.		
Year 9 Design STEM Futures Elective: Biomedical Engineering	**Unit 1** **Topic:** Foundations of Biochemical Engineering **Key & Related Concepts:** Development Innovation Evaluation	**Unit 2** **Topic:** Improving Health with Biomedical Engineering **Key & Related Concepts:** Development invention Resources		

Subject	Term 1	Term 2	Term 3	Term 4
	Global Context: Scientific and technical innovation **SOI:** Advances in technological resources can lead to innovative solutions.	**Global Context:** Scientific and technical innovation **SOI:** Digital tools support the rapid development of innovative solutions.		
Year 9 Design STEM Futures Elective: Future of Automation	**Unit 1** **Topic:** Think like a Programmer **Key & Related Concepts:** Development Invention Evaluation **Global Context:** Scientific and technical innovation (products, processes and solutions) **SOI:** In product development, evaluation is necessary for invention.	**Unit 2** **Topic:** The future of automation **Key & Related Concepts:** Systems Function Innovation **Global Context:** Globalization and sustainability **SOI:** The function of a system can be adapted to reduce environmental impact.		
Year 9 PHE STEM Futures Elective: Healthy Future	**Unit 1** **Topic:** Body in Balance **Key & Related Concepts:** Change Systems **Global Context:** Scientific and Technical Innovation **SOI:** Systems interact to adopt to physiological and environmental changes **Unit 2** **Topic:** Teamwork makes the dream work **Key & Related Concepts:** Communication Balance Interaction **Global Context:** Identities and relationships **SOI:** Communication influences interaction and balance through roles, teams, cooperation and competition	.**Unit 3** **Topic:** Fitness for Keeps **Key & Related Concepts:** Development Adaption Movement **Global Context:** Personal and Cultural Expression **SOI:** Personal and Cultural expression influences development of fitness programs to foster adaption and movement.		
Year 9 Arts STEM Futures Elective: Artists as Changemakers	**Topic:** Photography **Key & Related Concepts:** Change Interpretation Innovation **Global Context:** Orientation in space and time **SOI:** Innovation leads to change and can be a response to an individual's interpretation of place and time.	**Topic:** Painting **Key & Related Concepts:** Change Interpretation Innovation **Global Context:** Orientation in space and time **SOI:** Innovation leads to change and can be a response to an individual's interpretation of place and time.		
Year 9 Arts STEM Futures Elective: Soundtrack	**Topic:** Space Odyssey **Key & Related Concepts:** Aesthetics Interpretation Innovations	**Topic:** Soundtrack **Key & Related Concepts:** Identity Composition Narrative		

Subject	Term 1	Term 2	Term 3	Term 4
	Global Context: Orientations in space and time **SOI:** Arts is used as a means to offer aesthetics that can depict interpretations and innovations through exploring orientations in space and time.	**Global Context:** Identities and relationships **SOI:** Shared narratives can communicate and strengthen identity and relationships.		
Year 9 Positive Education Program	**Topic:** Moving forward – Developing; Emotional Intelligence **Knowledge & Skills:** Positive Relationships 1. Empathy and Compassion Positive Emotions 1. Emotional Intelligence 2. Self-Control Emotional intelligence, EQ vs IQ, social skills, emotional vocabulary, empathetic language, active listening, self-control, active listening	**Topic:** Looking Forward – Beginning to investigate future pathways that align with your values and strengths **Knowledge & Skills:** Positive Purpose 2. Character Development 3. Core Values 4. Sense of Meaning Meaning, purpose and values, sense of purpose, spheres of influence, hedonic and eudaimonic goals, character strengths, value-based judgements, core values, living a meaningful life	**Topic:** Who Am I Really? – Understanding who you really are is crucial to making the most of your gifts and your life **Knowledge & Skills:** Positive Emotions 4. Gratitude Positive Purpose 3. Core Values 4. Sense of Meaning Self-discovery, developing an understanding of who they are and what has shaped them, gratitude, gender, neuroscience, adolescence, virtues, cultivating positive emotions (engaging with modules from the Rite Journey)	**Topic:** Getting on With Others – Developing the behaviours required to succeed in life. **Knowledge & Skills:** Positive Emotions 1. Emotional Intelligence 2. Self-Control Positive Accomplishment 4. Grit and Persistence Grit and persistence, growth mindset, shame, body image, active listening, emotional literacy, expressing feelings, think before your act, head vs heart, managing anger, aggressive vs assertive behaviours, responsible behaviours, self-regulation (engaging with modules from the Rite Journey)
		Year 10		
Year 10 DPP English Language & Literature	**Topic:** Persuasive Language **Knowledge & Skills Summary:** • Context, purpose and audience • Reading strategies and comprehension exercises • Persuasive text types • Writer's intentions, power of language, aspects of diction and register Verbal and non-verbal oral presentation skills	**Topic:** Novel Study **Knowledge & Skills Summary:** • Novel characterisation, setting, theme, plot, style and literary features • Annotation of literary texts • Unpack an essay topic, form a thesis, plan and structure an essay and writing conventions • Writer's intentions and representation in texts	**Topic:** Drama Study **Knowledge & Skills Summary:** • Key ideas and authorial choices in Shakespeare's Macbeth • Dramatic conventions and narrative structure of tragedies • Drama representation and role in challenging cultural values • Examine texts through literary lens • Close reading and annotation skills • Planning a comparative analytical essay topic, form a thesis, structure an essay and writing conventions	**Topic:** Perspectives on Global Issues **Knowledge & Skills Summary:** • Close reading and comprehension of literary and non-literary texts • Different text types for different purposes • Views and values represented in texts • Interpretation of texts • Writer's intentions and authorial choices in texts • Oral presentation outline writing skills • Verbal and non-verbal oral presentation skills
Year 10 DPP Chinese	**Topic:** Family and community **Knowledge & Skills Summary:** Family: Describing family structure and the relationship between family members.	**Topic:** Culture and events **Knowledge & Skills Summary:** Famous persons: Introducing the life and achievements of famous Chinese personalities.	**Topic:** Modern living **Knowledge & Skills Summary:** Social media: Discuss the pros and cons of social media.	**Topic:** Citizens of the world **Knowledge & Skills Summary:** Healthy living: Discuss the taste and nutrition of food items and diet.

Subject	Term 1	Term 2	Term 3	Term 4
	School life: Expressing likes and dislikes about school life. Picnic and travel: Describing experiences and emotion of a memorable event Social events: Listing and elaboration on items of events and experiences.	Exploring culture: Describe and explain the processes of cultural activities and explaining their significance. Cultural experiences: Explore and reflect on new experiences through comparing with prior experiences.	Advancement in transportation: Explore and report on the advancement of transportation and its impact on societies. Changing lifestyle: Report on the changes of lifestyles due to foreign influences and adaptation to technologies. **HL + ESC 5**	Cultural diversity: Explore and communicate the benefits of learning about differences between cultures and appreciating their impact on our lives and societies. **HL + ESC 5**
Year 10 DPP French	**Topic:** Engagés – Unité 5 A plus **Knowledge & Skills Summary:** Learning about heritage, discrimination Learning about the importance of social issues (DP theme: sharing the planet & possibly social organisation) - Expressing an opinion - Debating, suggesting, proposing - Analysing data	**Topic:** Faites du bruit – Unité 6 A plus 3 **Knowledge & Skills Summary:** Learning about music (DP theme: human ingeniosity) - Talking about habits - Expressing an opinion	**Topic:** D'ici et d'ailleurs – Unité 1 A plus 4 (HL+ Heroics? +5) **Knowledge & Skills Summary:** Learning about heritage, discrimination (DP theme: Identity) - Expressing an opinion - Synthesising information - Debating, suggesting, proposing - New writing styles (texting) - Registers in language At HL - Describing characters and their evolution - Summarising literature - Expressing interest, disinterest, annoyance, enthusiasm	**Topic:** La famille – Unité 3 A plus 4 & Unité 2 : Langue vivante (HL + What does gender matter? (unité 4 A+5)) **Knowledge & Skills Summary:** Learning about the evolution of language in modern society and how the idea of family has changed - Formulating criticisms and regrets - Evoking memories and past anecdotes At HL - Noticing stereotypes - Expressing expectations and hopes - Synthesising differing pieces information
Year 10 DPP German	**Topic:** Identities & Experiences **Knowledge & Skills Summary:** Chapters 1, 2, 3, 4, 5 Strategietraining 1 - expressing dreams and wishes - talking about future plans, role models, feelings - discussing the advantages and disadvantages of work - describing family, health concerns, stereotypes Grammar: conjunctive, verbs with prepositions, relative clauses with prepositions, genitive plural, subordinate clauses, temporal conjunctions..	**Topic:** Experiences & Human Ingenuity **Knowledge & Skills Summary:** Chapters 6, 7, 8 , 9, 10 Strategietraining 2 - talking about the future of cities - expressing dreams and wishes - describing favourite places - commenting on a restaurant visit and travel - describing health and discussing fitness and choices - discussing commitment to causes Grammar: future tense, conjunctions, simple past, relative clauses with obwohl, , participles as adjectives, prepositions with genitive, da-compounds.	**Topic:** Human Ingenuity and Social Organisation **Knowledge & Skills Summary:** Chapters 11,12, 13, 14, 15 Strategietraining 3 - looking at strengths and weaknesses - formulating opinions and making choices - discussing conflict and resolution - formulating opinions - analysing graphs Grammar: relative clauses in nominative and accusative, relative pronouns, infinitive with 'zu', indefinite pronouns, possessive pronouns, reflexive verbs with dative pronouns, temporal conjunctions with als, seit, bevor, prepositions with trotz und wegen, verb lassen, passive voice HL + introduction to literature	**Topic:** Sharing the Planet & Social Organisation **Knowledge & Skills Summary:** Chapters 16, 17, 18,19, 20, 21 Strategietraining 4 - raising objections and offering opinions - talking about the future of cities - discussing commitment to causes - talking about the environment and the role of technology - discussing conflict and resolution - learning from history Grammar: Conjunctions, indirect questions, genitive prepositions, past perfect tense, subordinate clauses, expressions with um…zu, prepositions with genetive , preposition with …einander, adjective declension, demonstrative pronoun, HL + introduction to literature

Subject	Term 1	Term 2	Term 3	Term 4
Year 10 DPP Japanese	**Topic:** Family, home and school **Identities アイデンティティ、** **Social Organisation 社会の組織** **Knowledge & Skills Summary:** **My town, my house, and my room (describing location and direction)** **Introducing my family and typical Japanese family life** • Describing family **たいせつな家族** (iiTomo senior) Describe your family and other families Talk about what you do with your family • Verb plain ことが[好き/上手/下手/とくい/にがて] です / ことができます • …と思います。 • [reason]からです。 • たりたり • と言います。 • てくれます。 • てこまります • なさい • んです・のです **Japanese schools and my school** • Verbてもいいです / てはいけません • Verbなければなりません / なくてはいけません • Verbなくてもいいです **この学校、あの学校どうちがう?(iiTomo senior)** • Verbたことがあります • Verb なくてもいい • Verbても、Verb なくてもいいです Verb ないでください	**Topic:** Festivals and events, Rites of Passage **Experiences 経験、** **Human ingenuity 日々の暮らし** **Knowledge & Skills Summary:** **A comparison of Japanese and Australian festivals and events** • joining adjectives / joining sentences • Joining verbs with the たりたり form **Rites of passage iiTomo Senior 今とむかしをつなぐ伝統** • Potential form • How things appear using みたい and よう • Relative clauses **Japanese influences on daily life 世界に生きる日本の文化** • iiTomo senior • giving reasons using し • nominalising adjectives expectations using はず	**Topic:** Travelling to Japan **Language B Themes:** **Experiences 経験、Social Organisation 社会の組織** **Knowledge & Skills Summary:** **Traveling to Japan** • All plain forms • かかります • と言います/と思います • Verb plain ことにします • Verbて みます **Introducing my country and my city to Japanese people** • Verbないで下さい • Verbほうがいいです • Verbつもりです **わくわく日本旅行!(iiTomo senior)** • Verbのは初めてです • Verb plainよていです • Nounの間に Place にいる間に / Verb ている間に **HL +** Extra kanji + grammar practice Reading comprehension, writing and speaking activities using authentic resources (e.g. travel brochures, newspaper articles)	**Topic:** Projecting the Environment **Language B Themes:** **Sharing the planet 私たちの地球、** **Human ingenuity 日々の暮らし** **Knowledge & Skills Summary:** Environmental issues, recycling and other ways of helping the environment 環境をまもるために iiTomo senior • Reading big numbers • Indicate purpose using ために • Express moral obligation using べき • Describe being just about to do something, being in the middle of doing something and having done something using ところ 学校でゴミ拾いけいけん **HL+** • Extra kanji + grammar practice • Reading comprehension and writing (e.g. Japanese websites)
Year 10 DPP Latin	**Topic:** Entertainment and the Elite **Knowledge & Skills Summary:** **Texts:** Finish Book 4 (33-34)	**Topic:** Emperors and Tyrants **Knowledge & Skills Summary:** **Texts** Selected stories from Book 5 (Domitian storyline only)	**Topic:** Fabulae mirabiles **Knowledge & Skills Summary:** **Texts** Hyginus	**Topic:** Virtus et gloria) **Knowledge & Skills Summary:** **Texts** Cornelius Nepos *Excellentium imperatorum vitae*

Subject	Term 1	Term 2	Term 3	Term 4
	Misc adapted texts from other intermediate readers **Grammar:** Future tense Future perfect tense Present passive infinitive Future passive tense **Cultural** Actors, the theatre The imperial household Role of the empress	Eutropius on "bad emperors" **Grammar** Indirect Speech Present Subjunctive Remaining passive forms (including subjunctive) **Cultural** Imperial power, tyranny	Short Ovid extracts Vulgate stories **Grammar** Subjunctives in main clauses Uses of the ablative Revision of all tenses **Cultural** Greco-Roman mythology and religion **HL Component** Introduction to Cicero Roman legal procedures (including Chapter 40 stories) English to Latin translation	Caesar's *Gallic Wars* **Grammar** Gerunds & Gerundives Supine Semi-deponents Revision of all tenses **Cultural** Roman military strategy Famous battles **HL Component** Cicero preparation Rhetorical devices Introduction to composition
Year 10 DPP Spanish ab initio	**Topic:** Greetings and Introductions **Knowledge & Skills Summary:** Identities, Nationalities & Relationships 1. Greetings & Introductions 2. Giving personal information 3. Talking about family, relationships and identity	**Topic:** My Life **Knowledge & Skills Summary:** Preferences, Food & Daily Routine 1. Expressing preferences and tastes 2. Talking about food and eating habits 3. Daily Routines	**Topic:** Housing and Lifestyle **Knowledge & Skills Summary:** Neighbourhood & Hobbies 1. Describing housing and furniture 2. Neighbourhood 3. Talking about hobbies and free time	**Topic:** Travel and the past **Knowledge & Skills Summary:** 1.Learning about holidays, countries and weather 2. Describing past events
Year 10 DPP Business Management (incl. STEM Futures Elective: Show me the Money)	**Topic:** Marketing a product **Knowledge & Skills Summary:** Consumers 4Ps of marketing: Price Product Case study: Water and packaging.	**Topic:** Marketing a product and entrepreneurial skills **Knowledge & Skills Summary:** Place Promotion Entrepreneurship/Ventures program Sales forecasting	**Topic:** Business objectives and measuring success of a product **Knowledge & Skills Summary:** Introduction to Business Key concepts: ethics, sustainability, change Organisational objectives Organisation external environment Business objectives Break-even Costs and revenues Profit and loss Dividends and retained profit	**Topic:** Measuring success of the product **Knowledge & Skills Summary:** Profit and loss Return on investment Sustainability •
Year 10 DPP Economics (incl. STEM Futures Elective: Tragedy of the Commons)	**Topic:** The economic problem and market failure - externalities **Knowledge & Skills Summary:** Economic problem Economic systems Competitive markets Allocative efficiency (optimal allocation) Market failure - externalities Government responses to externalities	**Topic:** Government response to the overuse of common access resources **Knowledge & Skills Summary:** Market failure – common access resources Government intervention: Inquiry into a contemporary issue relevant to students.	**Topic:** Introduction to Macroeconomics **Knowledge & Skills Summary:** The circular flow of income model PPC Business cycle AD/AS model (determinants and use for analysis) – SRAS only Macroeconomic objectives – unemployment, inflation, growth. Monetary policy	**Topic:** Free Trade & Protectionism **Knowledge & Skills Summary:** Benefits and costs of trade Absolute and comparative advantage Trade protectionism – tariff and subsidy Floating exchange rates Introduce commentary article, planning document, key concept and evaluation Application and analysis Synthesis and evaluation

Subject	Term 1	Term 2	Term 3	Term 4
				Use and application of appropriate skills
Year 10 DPP Digital Society (incl. STEM Futures Elective: Living in a Digital Society)	**Topic:** Being a Data Scientist & AI in your mobile phone **Knowledge & Skills Summary:** How might past events, patterns or trends help us to forecast future developments? • Systems • Environmental • Business • Characteristics of big data and data analytics Does the AI in our mobile phone enhance our lives? What are unintended consequences of having AI in our mobile devices? • Changes within a system of interdependent connections may generate intended and unintended consequences • Power is not evenly distributed • Uses of mobile phones in everyday lives • Smart/mobile devices: hardware, software, interfaces • AI	**Topic:** Cybersecurity **Knowledge & Skills Summary:** Why do cyber-attacks happen and what are the consequences? • Power: Investigate the role of cyber security in modern politics and power systems. How is power shifting due to cybersecurity? • Values and ethics: Function of ethical hackers, cyber criminals and cyber-crime in digital society. Do hackers share values or ethical code? • Networks and the internet: How transfer of data packets across networks and the internet can be hacked? • Algorithms: How does algorithm design impact on cybersecurity? Does data bias impact on the safety of systems? How do hackers exploit algorithms? • Economic • Political	**Topic:** Digital Expression: Our Socal Media Lives; Introduction to robotics **Knowledge & Skills Summary:** How can media influence our perceptions? Expression: • The role of media for expressing identity • How different aspects of an identity is expressed in different media Media: • Types of digital media • Characteristics of digital media • Media authenticity, copyright, creative commons and ownership • Addiction and psychological concerns of multimedia Cultural: • Art, entertainment and popular culture • Home, leisure and tourism Exploring microbits, sensors and TinyBit robots	**Topic:** On the Road to Driverless Cars; Relational Databases **Knowledge & Skills Summary:** Global well-being; The future of work Automation and employment To what extent should autonomous vehicles fully replace human-controlled vehicles in the workplace? Autonomous vehicles used for commuting can reduce traffic deaths caused by human error, decrease travel time and increase worker productivity. Change: • What is a technological revolution? • How might past events, patterns or trends help us to forecast future developments? Robots and Autonomous Technologies: • Types of autonomous technologies • Characteristics of autonomous technologies • Evolution and dilemmas of autonomous technologies Cultural: • Business - Employment and labour • Political - Laws, regulations and policies Flat file vs relational databases Advantages of relational databases Terminology: field, record, table, data types Validation and verification Forms for user input Queries and reports
Year 10 DPP Psychology (incl. STEM Futures Elective: Inside Your Head)	**Topic:** Attachment; Personality and **Knowledge & Skills Summary:** Attachment and Imprinting Explanations of attachment: Harlow's monkeys, Cupboard love theory, Bowlby Schaffer and Emerson's Stages of Attachment Types of attachment: Ainsworth's Strange Situation Disruptions of attachments	**Topic:** Learning; Intelligence **Knowledge & Skills Summary:** Behaviourism Social Learning Theory Animals and language Theories of intelligence Intelligence testing Issues in intelligence testing Neurodiversity	**Topic:** Research Methods (at HL) **Knowledge & Skills Summary:** Research Methods in Psychology through the lens of famous and controversial research. • Lab experiments • Field experiments • Quasi experiments • Natural experiments • Case studies	**Topic:** Introduction to Debates (at HL) **Knowledge & Skills Summary:** Introduction to Debates in Psychology • Free will versus Determinism • Nature versus Nurture • Reductionism versus Holism • Nomothetic versus Idiographic • Socially sensitive research

Subject	Term 1	Term 2	Term 3	Term 4
	Failure to form attachments and disruptions in attachment Effect of early attachment on later relationships Personality disorders Research into personality types • Personality testing		• Observations • Interviews • Questionnaires and Surveys • Correlations	• Independent Inquiry Project exploring debates through the lens of Abnormal Psychology • Situational versus Dispositional explanations of behaviour
Year 10 DPP Biology (incl. STEM Futures Elective: Medical Biotechnology)	**Topic:** Cells and Genes in Research **Knowledge & Skills Summary:** Cells and Genes • DNA structure and replication • The genetic code - from DNA to proteins • Genes and patterns of inheritance • Types and causes of gene mutations Cells in Research • Enzyme restriction • Polymerase chain reaction (PCR) • Gel electrophoresis • Gene therapies	**Topic:** Cell Culture & Stem Cells, Immunity & Pandemics **Knowledge & Skills Summary:** Cell Culture and Stem Cells: • Uses of stem cells • Therapeutic cloning • Ethical issues in medical biotechnology research Immunity and Pandemics: • Pathogens and infectious disease • Disease Vectors • Immunity, antibodies and vaccinations • Antibiotics and antibiotic resistance • Bioinformatics and the use of databases • Sterile techniques and bacterial handling • Keeping safe in laboratory research	**Topic:** Cell Membranes, Genetics and Ecology **Knowledge & Skills Summary:** Cell membranes • Structure and function of the plasma membrane • Fluid mosaic model • Passive and active transport across membranes. Genetics • Overview of meiosis and the production of gametes • Inheritance through monohybrid crosses including autosomal genes and codominance • Analysis of pedigree charts. Ecology • Abiotic and biotic factors in ecosystems • Types of organisms based on modes of nutrition • Transfer of energy in ecosystems • Practical skills: quadrat sampling • Nutrient sampling and the carbon cycle At HL Genetics - Inheritance through dihybrid crosses including sex linked genes and multiple alleles.	**Topic:** Human Physiology **Knowledge & Skills Summary:** Evolution • Evidence for evolution • The theory of natural selection. • Practical skills: evidence for human evolution. • Speciation and cladistics. Human physiology • Structure and function of the digestive system. • Action of digestive enzymes. • Structure and function of neurons and synapses • Practical skills: rat dissection At HL Evolution - Practical skills - analysis of gene sequences to produce phylogenetic trees; Human physiology - Structure and function of the kidney; Plant biology - Structure and function of xylem and phloem, Plant reproduction
Year 10 DPP Chemistry (incl. STEM Futures Elective: Future Materials)	**Topic:** Metals and Alloys **Knowledge & Skills Summary:** • Inquiry – research an application of a specific metal • Atomic structure • Periodicity - atomic and ionic radii, first ionisation energy • Electron arrangement • Metallic bonding and structure • Crystalline structures • Properties of metals	**Topic:** Biomaterials **Knowledge & Skills Summary:** • Periodicity and atomic structure review – effective nuclear charge and electronegativity • Simple covalent molecules - bonding, structure • Simple geometry and VSEPR theory • Bond and molecular polarity • Intermolecular forces	**Topic:** Stoichiometry **Knowledge & Skills Summary:** • Ionic and covalent bonding and naming review • Balancing chemical equations • Introducing the mole concept • Stoichiometry - mass-mass, solution concentration calculations • Limiting and excess reagent • Calculating molar mass and solution concentration	**Topic:** Reactions **Knowledge & Skills Summary:** • Reaction types - acid reactions, single & double displacement, synthesis, decomposition, combustion (predicting products, writing balanced equations, stoichiometry calculations) • Precipitation reactions, predicting products, solubility rules • Collision theory and rate of reaction

Subject	Term 1	Term 2	Term 3	Term 4
	• Examples of alloys and their properties	• Properties of simple covalent molecules • Giant covalent structures - carbon allotropes • Polymers – linking structure and evaluating properties • Natural and synthetic polymers • Biomaterials and biopolymers • Research an innovation in biomaterials	• Manipulative skills – making a standard solution, using a colorimeter, using a spectrophotometer • Data analysis skills – using Capstone, graphing in Excel • Introduction to error propagation • Gas laws and gas stoichiometry • HL only - Empirical and molecular formula	• HL only - Equilibrium
Year 10 DPP Computer Science (incl. STEM Futures Elective: Computational Thinking)	**Topic:** What is a Computer Scientist? & Algorithmic Thinking **Knowledge & Skills Summary:** • Introduction to Computer Science • Investigation into the value and purpose of a Computer Scientist • Introduction to Computational Thinking • Introduction to Algorithms • Algorithm Design Unplugged • Algorithms in Practice	**Topic:** Algorithmic Thinking & Database Design **Knowledge & Skills Summary:** • Algorithms in Practice • Algorithms using Arduino • Algorithms using JavaScript (Digital design of Algorithms) • Introduction to Databases • Introduction to SQL • Data Types • Queries/Forms/Reports	**Topic:** 5 Introduction to Programming in Java **Knowledge & Skills Summary:** • Introduction to IDEs • Primitive Data types and Objects • Boolean Expressions • Branching Statements • Strings • Looping Statements • Methods	**Topic:** Introduction to Programming in Java & Case Study **Knowledge & Skills Summary:** The case study will focus on a current topic that is relevant and in the news. Students will study the computer science of IT system and discuss the challenges of implementing the system in the context provided.
Year 10 DPP Environmental Systems & Societies (incl. STEM Futures Elective: Blue Planet)	**Topic:** Life Under Water **Knowledge & Skills Summary:** UN SDG #14 Ocean as a system • Types of systems – open, closed, isolated • Transfer and transformations • Feedback systems Aquatic Environments • Freshwater - lakes, rivers, creeks • Brackish - mangroves, rivers • Salt - oceans, lakes Marine ecosystems • Intertidal – rocky shore, coastal • Ocean zones – pelagic, benthic abyssal • Abiotic factors – light, depth, turbidity, oxygen, temperature, water flow, pH Marine biodiversity • Measuring biodiversity – Simpson's diversity index • Species interactions – ecological succession Impacts on Marine Environement	**Topic:** Human Impact **Knowledge & Skills Summary:** Marine fieldwork • Excursion – MBEEC; ocean data collection (on the Inspiration) Marine Conservation – Assessing the Impact • Environmental legislation - Environment Protection and Biodiversity Conservation Act, RAMSAR • Marine Parks Human Impacts to Marine systems • Pollution • Urbanisation • Tourism • Fisheries • Future of our oceans Case study – Toondah Harbour Case study – Impact of the Olympic Games 2032 Sailing	**Topic:** Our diverse Earth **Knowledge & Skills Summary:** Earth's spheres Biosphere Speciation • Evidence for evolution • Natural selection • Biological species concept • Genetic drift • Founder effect • Allopatric speciation • Sympatric speciation Biodiversity • Genetic • Species • Ecosystem Hydrosphere Water as a resource • Dams • Water reservoirs • Water treatment stations Water quality testing	**Topic:** Earth's resources **Knowledge & Skills Summary:** Geosphere Soil as a resource • Soil cycling • Soil properties • Soil for food production • Land availability • Farming practices Atmosphere Climate change • Biogeochemical cycles • Carbon sequestering • Atmospheric composition Global warming

Subject	Term 1	Term 2	Term 3	Term 4
	• Invasive Species – Crown of Thorns case study • Weather Events – ocean currents, Australia's ENSO cycle			
Year 10 DPP Physics (incl. STEM Futures Elective: Journey to Earth X)	**Topic:** Leaving Earth; Travelling in Interstellar Space **Knowledge & Skills Summary:** • Mechanics of accelerated motion • Forces acting on a body • Energy transformation • Evidence for the Big Bang • Cosmology and fate of the Universe • Stellar Evolution and nuclear reactions • Observational technology and measurements	**Topic:** Landing on Exoplanet Proxima b **Knowledge & Skills Summary:** • Terminal velocity • Momentum and impulse • suvat equations and kinematics	**Topic:** Physics Tool Box **Knowledge & Skills Summary:** • Working with equations and right triangles. • SI units and metric prefixes. • Significant figures and scientific notation. • Errors and uncertainty, accuracy and precision. • Tables and graphs, linearising data. • Vector quantities - Horizontal and vertical components of vectors. • Mathematical skills including: • Working with equations • Problem solving strategies • Rearranging eg suvat and data booklet equations • Graphing • Spreadsheet skills • Model reading a variety of texts and summarising key points for development of Experimental Investigation background writing. • Practical investigations At HL • More maths details • More maths practice for fluency • Mathematical deviation of equations • Geometrical proof • Problems with unfamiliar contexts	**Topic:** Astronomy **Knowledge & Skills Summary:** • Electrostatics and electric charge - types and nature. • Conductors, insulators, field lines • Charging by contact and induction. • Interaction between electric charges and electric fields. • Electric current, DC circuits and resistance. • Investigating series and parallel circuits. DC circuits • Kirchhoff's Laws conceptually using bulbs. • Resistance, resistivity, Ohm's Law. • Building simple circuits. • Calculating total resistance for series and parallel resistor combinations. • Magnetic fields around current carrying conductors. At HL • Harder electrostatic vector question in 2D • Proving Kirchoff's laws mathematically • Deriving the total resistance formulae • Harder circuit questions • Complex problems and unfamiliar contexts
Year 10 DPP Sports, Exercise and Health Science (incl. STEM Futures Elective: Peak Performance)	**Topic:** Body and Movement **Knowledge & Skills Summary:** Sport Psychology • Talent identification and development • Individual difference and motivation (personality in sports) • Mental preparation for sport (inverted U/arousal and anxiety) • Psychological skills training	**Topic:** Measuring Performance **Knowledge & Skills Summary:** New Technologies in Sport Exercise and Health • UQ visit – Full day Measurement and Evaluation of Human Performance • Components of fitness and principles/training thresholds	**Topic:** Performance **Knowledge & Skills Summary:** Nervous System • Central and Peripheral • Motor units • Autonomic and somatic Neuromuscular Function • Sliding filament • Muscle fibres Fatigue	**Topic:** Skills **Knowledge & Skills Summary:** Classification • Characteristics of skills • Practical examples Principles of skill learning • Learning and performance • Learning curves Information processing • Models

Subject	Term 1	Term 2	Term 3	Term 4
	Exercise Physiology • Functional anatomy – muscle, bone and joint identification • Respiratory and cardiovascular systems • Energy systems and fuel Fundamentals of Biomechanics • Force and motion; Newtons laws • Projectile motion • Biomechanical analysis	• Field testing, data gathering, interpreting graphs • Statistical analysis • Clinical skills	• Central peripheral • Recovery • Case studies	• Memory • Feedback • Motor programs
Year 10 DPP Mathematics	**Topic:** Making Informed Decisions **Knowledge & Skills Summary:** • Matrices - Adding and subtracting, Multiplying, Applications • Linear Modelling – Simultaneous • equations, Coordinate Geometry, Linear Inequalities • Triangle Trigonometry - The Trigonometric Ratios – finding lengths and angles, Angles of Elevation and Depression, Area of triangle, Sine and Cosine Rules • Algebra: Expansion and Factorisation - Expanding brackets, Factorising using common factors, Binomial expansion, Factorising Quadratics • Surds – Simplifying Operations with surds, Rationalising the Denominator • •	**Topic:** Shaping the Future **Knowledge & Skills Summary:** • Algebraic Fractions – Operations, Solving Equations • Measurement – Area, Surface Area – all prisms and pyramids, Volume – all prisms and pyramids, Capacity, Applications • Statistics – Discrete vs Continuous, Distributions, Measures of Centre, Cumulative Frequency Curves, Box Plots, Standard Deviation • Graph Theory – Edges, Vertices, drawing a graph from a table • Quadratics - Solving Quadratic Equations by Factorising, Quadratic Equation • Advanced Trigonometry – Trigonometry with obtuse angles, The Unit Circle, Exact Angles, The Pythagorean Identity	**Topic:** Introduction to AI and AA I **Knowledge & Skills Summary:** • Sequence and Series - Arithmetic and Geometric sequences and series • Financial Mathematics - Simple interest, Compound interest: formula and applications, Depreciation • Functions and Relations - definition of a function and a relation, Function notation, Domain and range, Interval notation, Composite Functions, Intersection of Graphs • Exponents and logarithms - Index laws, including rational indices, Logarithms and introduction to logarithm laws In AA SL Functions and Relations – Inverse Functions; Polynomial Functions – Equations and Transformations, Sketching polynomials (GDC only), Using simultaneous equations to fit polynomial functions to data In AI SL Modelling (Quadratic Focus) – Non-linear graphs, transformations, usng graphing software, using simultaneous equations At AI HL Matrices – Determinant, Solving Simultaneous Equations; Non-Linear Graphs – Exponential Laws, Standard Form, Exponential functions and graphs, Growth and Decay, Logarithms (laws and solving exponential equations); Polynomials –	**Topic:** Introduction to AI and AA II **Knowledge & Skills Summary:** • Periodic Functions – Sketching, Solving using GDC, Trigonometric graphs (no y=tan x and no horizontal shift included) • Probability - Venn diagrams and sample space, Mutually exclusive events, Tree diagrams, Conditional statements, Dependent and independent events • Statistics - Scatter Plots, Time related data, Line of best fit, Statistics in the media, Standard deviation In AA SL Periodic Functions – Radian and Exact Values, Unit circle In AI SL/HL Statistics – Pearson's Product Moment Correlation, Linear regression At AI HL Probability – Sample space, theoretical and experimental probability, Laws of probability, expected value; Networking – Constructing graphs, Graph theory , adjacency matrices, transition matrices, minimum spanning trees At AA HL Periodic Functions – Pythagorean Identities, Trig equations, double angle identities Counting – Permutations, Combinations; Discrete Probability Distributions – Definition, Expected value

Subject	Term 1	Term 2	Term 3	Term 4
			Operations, zeroes, roots and factors, inequality, long division, remainder and factor theorems, graphing At AA HL Set Notation – Notation, Subset and compliment, Union and Intersection, Venn Diagrams; Functions and Relations - Modulus functions; Polynomials – Operations, Remainder and factor theorems, graphs of cubic and quartic polynomials	
		Year 11		
Year 11 English Language & Literature SL	**Topic:** How is identity explored through literary texts? **Knowledge & Skills Summary:** Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education	**Topic:** How is identity explored through non-literary texts? **Knowledge & Skills Summary:** Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education	**Topic:** What tensions exist between scientific progress and ethics? **Knowledge & Skills Summary:** Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Science, technology and the environment	**Topic:** How do authors use language to explore emotions, values and conflicts? **Knowledge & Skills Summary:** Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community
Year 11 English Language & Literature HL	**Topic:** How is identity explored through literary texts? **Knowledge & Skills Summary:** Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education	**Topic:** How is identity explored through non-literary texts? **Knowledge & Skills Summary:** Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education	**Topic:** What tensions exist between scientific progress and ethics? **Knowledge & Skills Summary:** Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Science, technology and the environment	**Topic:** How do authors use language to explore emotions, values and conflicts? **Knowledge & Skills Summary:** Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community
Year 11 Chinese B SL	**Lifestyles** • Receptive: exploration of different lifestyles • Productive and Interactive: describe and discuss how technology impact on lifestyles (Text type: diary, expository essay) **Language and Identity** • Receptive: impact of language on identity • Productive and Interactive: explain the relationship between the use of language and social norms (Text type: email) **Subcultures** • Receptive: explore the rise of social media, hikikomori and graffiti • Productive and Interactive: investigate and explain impact of subcultures on youth (Text type:	**Life Stories** • Receptive: understand and empathize with stories from different walks of life • Productive and Interactive: investigate and communicate life experiences (Text type: blog) **Rites of Passage** • Receptive: evolution of civil behaviours and social norms • Productive and Interactive: demonstrate and explain proper behaviours in different social contexts (Text type: booklet/brochure) **Customs and Traditions** • Receptive: appreciation and acceptance of festival traditions and cultural	**Communication and Media** • Receptive: evaluate the impact of new media platform on daily life • Productive and Interactive: discuss and debate the impact of new media platform on language learning and objectivity of news report (Text type: debate) **Artistic Expressions** • Receptive: access and appraise the personality of artists • Productive and Interactive: discuss and appraise the impact of traditional and modern art forms (Text type: interview) **Science and Technology**	**Social Relationships** • Receptive: awareness of the roles individuals played in the community • Productive and Interactive: process and effect of effective conflict resolution (Text type: commendation) **Education** • Receptive: analyse and appreciate the different perspectives on the purpose of education • Productive and Interactive: declaration of views on education and future plans (Text type: application letter) **The Working World** • Receptive: reflect on the impact of modern work structure on well-being and future occupations

Subject	Term 1	Term 2	Term 3	Term 4
	guide)	practices • Productive and Interactive: illustration and reporting of festival or cultural events (Text type: news report)	• Receptive: discover the implications of technology on lifestyle and humanity • Productive and Interactive: articulate the positives and negatives of technology (Text type: podcast)	• Productive and Interactive: investigate and report on job readiness and future job demand (Text type: formal report)
Year 11 Chinese B HL	**Lifestyles** • Receptive: exploration of different lifestyles • Productive and Interactive: describe and discuss how technology impact on lifestyles (Text type: diary, expository essay) **Language and Identity** • Receptive: impact of language on identity • Productive and Interactive: explain the relationship between the use of language and social norms (Text type: email) **Subcultures** • Receptive: explore the rise of social media, hikikomori and graffiti • Productive and Interactive: investigate and explain impact of subcultures on youth (Text type: guide) **HL** • 龙应台《目送》（散文集）	**Life Stories** • Receptive: understand and empathize with stories from different walks of life • Productive and Interactive: investigate and communicate life experiences (Text type: blog) **Rites of Passage** • Receptive: evolution of civil behaviours and social norms • Productive and Interactive: demonstrate and explain proper behaviours in different social contexts (Text type: booklet/brochure) **Customs and Traditions** • Receptive: appreciation and acceptance of festival traditions and cultural practices • Productive and Interactive: illustration and reporting of festival or cultural events (Text type: news report) **HL** 龙应台《目送》（散文集）	**Communication and Media** • Receptive: evaluate the impact of new media platform on daily life • Productive and Interactive: discuss and debate the impact of new media platform on language learning and objectivity of news report (Text type: debate) **Artistic Expressions** • Receptive: access and appraise the personality of artists • Productive and Interactive: discuss and appraise the impact of traditional and modern art forms (Text type: interview) **Science and Technology** • Receptive: discover the implications of technology on lifestyle and humanity • Productive and Interactive: articulate the positives and negatives of technology (Text type: podcast) **HL** • 龙应台《目送》（散文集） • 三毛《撒哈拉的故事》（散文与游记结合体）	**Social Relationships** • Receptive: awareness of the roles individuals played in the community • Productive and Interactive: process and effect of effective conflict resolution (Text type: commendation) **Education** • Receptive: analyse and appreciate the different perspectives on the purpose of education • Productive and Interactive: declaration of views on education and future plans (Text type: application letter) **The Working World** • Receptive: reflect on the impact of modern work structure on well-being and future occupations • Productive and Interactive: investigate and report on job readiness and future job demand (Text type: formal report) **HL** • 三毛《撒哈拉的故事》（散文与游记结合体）
Year 11 French ab initio SL	**Topic:** Welcome to French lifestyles **Knowledge & Skills Summary:** Physical geography, Climate, Neighbourhood Personal attributes, Personal relationships, Eating and drinking	**Topic:** French leisure and entertainment **Knowledge & Skills Summary:** Entertainment, Media, Leisure Holidays, Eating and drinking, Transport, Physical geography, Climate	**Topic:** French youth **Knowledge & Skills Summary:** Physical well-being, Eating and drinking Personal relationships, The workplace, Neighbourhood	**Topic:** French daily life **Knowledge & Skills Summary:** Holidays, Transport Employment, Education, Media

Subject	Term 1	Term 2	Term 3	Term 4
	Daily routine, Transport, Holidays	Education, The workplace, Neighbourhood	Entertainment, Technology Physical Geography, Climate, Global issues	
Year 11 French B SL	**Topic:** Health **Knowledge & Skills Summary:** Conceptual understandings: • Healthy lifestyle (food, sport, sleep, sustainability) • Positive & negative effects of technology on general health • Medical advancements, scientific discoveries (Benefits, but also controversy & debate) Skills: reading, listening, speaking and writing. Links to TOK: family links, origins, locations, languages and expression, memory, intuition, emotion, reason, faith, school.	**Topic:** Tourism **Knowledge & Skills Summary:** Conceptual understandings: • Holidays • What kind of tourist are you? • Influence of technology on travel • Influence of social media (influencers etc) • Environmental impact of tourism • Volunteering holidays Skills: reading, listening, speaking and writing. Links to TOK: social life, discrimination, laws, technology and learning a language.	**Topic:** French heritage **Knowledge & Skills Summary:** Conceptual understandings: • French cinema, history of cinema, influence of French innovations and styles • French art • French literature • L'exception culturelle Skills: reading, listening, speaking and writing. Links to TOK: human ingenuity, science, technology, society, art, cinema, books, media.	**Topic:** Strikes **Knowledge & Skills Summary:** Conceptual understandings: • Mai '68 • Mouvement « flower power », manifestations contre la guerre • Gilets jaunes • Grèves pour le climat Skills: reading, listening, speaking and writing. Links to TOK: can we believe everything we read/hear, reliability, environmental problems, industrial and consumer responsibility in managing the effects of climate change.
Year 11 French B HL	**Topic:** Health **Knowledge & Skills Summary:** Conceptual understandings: • Healthy lifestyle (food, sport, sleep, sustainability) • Positive & negative effects of technology on general health • Medical advancements, scientific discoveries (Benefits, but also controversy & debate) Skills: reading, listening, speaking and writing. Links to TOK: family links, origins, locations, languages and expression, memory, intuition, emotion, reason, faith, school. HL only: written and oral activity on *Les identités meurtrières* by Amin Maalouf (see Le Monde en Français, pp. 27-28)	**Topic:** Tourism **Knowledge & Skills Summary:** Conceptual understandings: • Holidays • What kind of tourist are you? • Influence of technology on travel • Influence of social media (influencers etc) • Environmental impact of tourism • Volunteering holidays Skills: reading, listening, speaking and writing. Links to TOK: social life, discrimination, laws, technology and learning a language. HL only: reading activity on *Kiffe Kiffe Demain* by Faïza Guène (see Le Monde en Français, pp 215)	**Topic:** French heritage **Knowledge & Skills Summary:** Conceptual understandings: • French cinema, history of cinema, influence of French innovations and styles • French art • French literature • L'exception culturelle Skills: reading, listening, speaking and writing. Links to TOK: human ingenuity, science, technology, society, art, cinema, books, media. HL only: reading activity on *Tarmac* by Nicolas Dickner (see Le Monde en Français, pp 154).	**Topic:** Strikes **Knowledge & Skills Summary:** Conceptual understandings: • Mai '68 • Mouvement « flower power », manifestations contre la guerre • Gilets jaunes • Grèves pour le climat Skills: reading, listening, speaking and writing. Links to TOK: can we believe everything we read/hear, reliability, environmental problems, industrial and consumer responsibility in managing the effects of climate change. HL only: reading, writing and speaking activities on *Le scaphandre et le papillon* by Jean-Dominique Bauby (see Le Monde en Français, pp 322-325)
Year 11 German ab initio SL	**Topic:** German in Daily Life **Knowledge & Skills Summary:** Furniture, Schoollife, Worklife, Technology	**Topic:** German Worldwide **Knowledge & Skills Summary:** Friends, Emergency, Food, Shopping, Party, Culture	**Topic:** German Together **Knowledge & Skills Summary:** Relationships, Swapping Items, Cooking and Diets, Environment	**Topic:** German Culture and Extension **Knowledge & Skills Summary:** Consolidation and extension of grammar and extending the knowledge

Subject	Term 1	Term 2	Term 3	Term 4
	Grammar: Prepositions, Adjectives, Two Way Prepositions, Modal Verbs, Sentence Structure, Indirect Questions	Grammar: Past Tense, Adjectives, Relative Sentences, Cases, Prepositions, Verbs with prepositions	Grammar: Verbs in past, present and future, prepositions, Adjectives, Conjunctive II	of German through texts, videos and audio.
Year 11 German B SL	**Topic:** Identities and Relationships **Knowledge & Skills Summary:** Deutsch im Einsatz Chapter 1 - Reflecting on who we are - Stereotypes - Healthy eating and fitness - Values and Religion - Globalisation Grammar: adjectives, modal verbs, connectives, pronouns, reflexive verbs and pronouns Links to TOK: In what ways can language be used to influence, persuade or manipulate people?	**Topic:** Identities and Relationships & Experiences **Knowledge & Skills Summary:** Deutsch im Einsatz Chapter 2 - Multiculturalism in Germany - German cuisine - Festivals and Traditions - Travel with Purpose Grammar: colloquialisms, sentence structure, present tense, opinions Skills: reading, listening, speaking and writing. Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of the impact of culture on what we believe or know?	**Topic:** Experiences **Knowledge & Skills Summary:** - Multiculturalism in Germany - German cuisine - Festivals and Traditions - Travel with Purpose Grammar: colloquialisms, sentence structure, present tense, opinions Skills: reading, listening, speaking and writing. Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of the impact of culture on what we believe or know?	**Topic:** Human Ingenuity **Knowledge & Skills Summary:** Deutsch im Einsatz Chapter 3 - Influence of the media - Film genres with close analysis - Music with Conscience - Influence of Advertising Grammar: sentence structure with relative pronouns, review writing, passive Skills: reading, listening, speaking and writing. Links to TOK: Is it possible to think without language? If people speak more than one language, is what they know different in each language?
Year 11 German B HL	**Topic:** Identities and Relationships **Knowledge & Skills Summary:** Deutsch im Einsatz Chapter 1 - Reflecting on who we are - Stereotypes - Healthy eating and fitness - Values and Religion - Globalisation Grammar: adjectives, modal verbs, connectives, pronouns, reflexive verbs and pronouns Links to TOK: In what ways can language be used to influence, persuade or manipulate people? HL only: written and oral activity on Tschick by Wolfgang Herrndorf	**Topic:** Identities and Relationships & Experiences **Knowledge & Skills Summary:** Deutsch im Einsatz Chapter 2 - Multiculturalism in Germany - German cuisine - Festivals and Traditions - Travel with Purpose Grammar: colloquialisms, sentence structure, present tense, opinions Skills: reading, listening, speaking and writing. Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of the impact of culture on what we believe or know? HL only: reading activity on Tschick by Wolfgang Herrndorf	**Topic:** Experiences **Knowledge & Skills Summary:** - Multiculturalism in Germany - German cuisine - Festivals and Traditions - Travel with Purpose Grammar: colloquialisms, sentence structure, present tense, opinions Skills: reading, listening, speaking and writing. Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of the impact of culture on what we believe or know? HL only: reading activity on Tschick by Wolfgang Herrndorf	**Topic:** Human Ingenuity **Knowledge & Skills Summary:** Deutsch im Einsatz Chapter 3 - Influence of the media - Film genres with close analysis - Music with Conscience - Influence of Advertising Grammar: sentence structure with relative pronouns, review writing, passive Skills: reading, listening, speaking and writing. Links to TOK: Is it possible to think without language? If people speak more than one language, is what they know different in each language? HL only: reading activity on Der Vorleser by Bernhard Schlink
Year 11 Japanese ab initio SL	**Topic:** My Everyday Life **Knowledge & Skills Summary:** Neighbourhood, Locations, Directions School related likes and dislikes Family life, Personal relationships, Personal attributes	**Topic:** Holidays and Celebrations **Knowledge & Skills Summary:** Holidays in Japan and Australia Celebrations in Japan, Special days in Japan, National holidays, Traditional activities, Festivals	**Topic:** Entertainment **Knowledge & Skills Summary:** Expressing feelings and opinions, Transport Hobbies, Sports, Leisure activities, Fitness, Health	**Topic:** Society **Knowledge & Skills Summary:** Education, School subjects, School timetable, Rules and expectations, School routines, Social issues about schooling, School uniforms,

Subject	Term 1	Term 2	Term 3	Term 4
		Daily routines, Weather/seasons, Climate	Environmental issues, Global issues	Jobs, Future/dreams, Media, Technology Shopping, Talking about preferences, Clothing
Year 11 Japanese B SL	**Topic:** International traditional food **Knowledge & Skills Summary:** • What ideas and images do we associate with a healthy lifestyle? • How would living in another country affect our worldview? • How do the development of technology affect our life? Text formats: review, instructions, speech, blog, website, critical writing	**Topic:** What is education for? **Knowledge & Skills Summary:** • What opportunities and challenges the 21st century workplace bring? • What role does language play? Text formats: blog, social media text, letter, interview	**Topic:** How do we express ourselves through art? **Knowledge & Skills Summary:** • What can we learn about a culture through its artistic expressions? • (What ethical and environmental issues arise from living in the modern world and how can we resolve them? Text formats: poetry, song lyric, poster, audio-visual text	**Topic:** Extreme travel **Knowledge & Skills Summary:** • How does travel broaden one's horizon? • What ideas and images do we associate with a healthy lifestyle? Text formats: blog, diary, brochure, news report, review, article
Year 11 Japanese B HL	**Topic:** International traditional food **Knowledge & Skills Summary:** • What ideas and images do we associate with a healthy lifestyle? • How would living in another country affect our worldview? • How do the development of technology affect our life? Text formats: review, instructions, speech, blog, website, critical writing HL: スパゲティーの年に　村上春樹 （注文の多い料理店　宮沢賢治）	**Topic:** What is education for? **Knowledge & Skills Summary:** • What opportunities and challenges the 21st century workplace bring? • What role does language play? Text formats: blog, social media text, letter, interview HL: 注文の多い料理店　宮沢賢治 はじめての文学　重松清(one of the short stories in this book)	**Topic:** How do we express ourselves through art? **Knowledge & Skills Summary:** • What can we learn about a culture through its artistic expressions? • (What ethical and environmental issues arise from living in the modern world and how can we resolve them? Text formats: poetry, song lyric, poster, audio-visual text HL: みどりご石田衣良	**Topic:** Extreme travel **Knowledge & Skills Summary:** • How does travel broaden one's horizon? • What ideas and images do we associate with a healthy lifestyle? Text formats: blog, diary, brochure, news report, review, article HL: 気まぐれロボット 星新一
Year 11 Latin B SL	**Topic:** Virtues & Vices **Knowledge & Skills Summary:** Introduction to authentic Latin texts Roman values	**Topic:** Power and Popularity Part 1 **Knowledge & Skills Summary:** Sallust *Bellum Jugurthum* Late republican politics: Marius & Sulla Historical writing	**Topic:** Power and Popularity Part 2 **Knowledge & Skills Summary:** Lucan *Bellum Civile* Cicero *Epistulae* Introduction to Roman poetry Civil war: Caesar & Pompey	**Topic:** Pax Augusta **Knowledge & Skills Summary:** Seneca *De Clementia* Cicero *Philippics* Virgil *Aeneid 6* Transition from republic to empire Roman philosophy Rhetorical devices
Year 11 Latin B HL	**Topic:** Virtues & Vices **Knowledge & Skills Summary:** Introduction to authentic Latin texts Roman values Introduction to prose composition	**Topic:** Power and Popularity Part 1 **Knowledge & Skills Summary:** Sallust *Bellum Jugurthum* Late republican politics: Marius & Sulla Historical writing Cicero *pro Caelio*	**Topic:** Power and Popularity Part 2 **Knowledge & Skills Summary:** Lucan *Bellum Civile* Cicero *Epistulae* Introduction to Roman poetry Civil war: Caesar & Pompey Cicero *pro Caelio*	**Topic:** Pax Augusta **Knowledge & Skills Summary:** Seneca *De Clementia* Cicero *Philippics* Virgil *Aeneid 6* Transition from republic to empire Roman philosophy Rhetorical devices Cicero *pro Caelio*
Year 11 Spanish ab initio SL	**Topic:** Welcome to Spanish lifestyles **Knowledge & Skills Summary:** Personal attributes	**Topic:** Spanish leisure and entertainment **Knowledge & Skills Summary:**	**Topic:** Spanish youth **Knowledge & Skills Summary:** Festivals and celebrations	**Topic:** Spanish daily life **Knowledge & Skills Summary:** Technology

Subject	Term 1	Term 2	Term 3	Term 4
	Personal relationships Eating and drinking	Physical well-being Daily routine Leisure Holidays	Transport Entertainment	Neighbourhood Education
Year 11 Business Management HL	**Topic:** Unit 1: Introduction to business management **Knowledge & Skills Summary:** 1.1 What is a business? 1.2 Types of business entities 1.3 Business objectives 1.4 Stakeholders 1.5 Growth and evolution 1.6 Multinational companies (MNCs) Toolkit: SWOT analysis, STEEPLE analysis, Business plan, Circular business models, Decision Trees 3.1 Introduction to finance 3.2 Sources of finance	**Topic:** Unit 3: Finance and accounts **Knowledge & Skills Summary:** 3.3 Costs and revenues 5.5 Break-even analysis 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis 3.6 Efficiency ratio analysis 3.7 Cash flow 3.8 Investment appraisal 3.9 Budgets Toolkit: Business plan, contribution, Boston Consulting Group (BCG) matrix, Descriptive Statistics	**Topic:** Unit 4: Marketing **Knowledge & Skills Summary:** 4.1 Role of marketing 4.2 Market planning 4.3 Sales forecasting 4.4 Market research 4.5 Extended marketing mix of 7Ps 4.6 International marketing Toolkit: Ansoff Matrix, BCG, Gantt & Porter's, descriptive statistics, GANTT, Force Field Analysis (FFA), Decision Trees, Critical Path Analysis Launch Internal Assessment week 5.	**Topic:** Unit 2: Human Resource Management **Knowledge & Skills Summary:** 2.1 Introduction to human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation and demotivation (rewards only) Toolkit: Hofstede's Cultural Dimensions, FFA, STEEPLE, SWOT analysis, Decision Trees, Descriptive Statistics, Critical Path Analysis
Year 11 Digital Society HL	**Topic:** Introduction to Digital Society, Digital Fundamentals, Our Digital Economy **Knowledge & Skills Summary:** 1 What is digital society? 2 Introduction to Concepts 3 Content 3.1 Data 3.2 Algorithms 3.3 Computers (3.3A – C) 3.4 Networks and the internet (3.4A-D) 4.2 Economic 4.2A Business 4.2B Employment and labour	**Topic:** Our Digtial Economy, Looking after our Environment, Sustainable Development **Knowledge & Skills Summary:** Context: 4.2 Economic 4.2C Goods, services and currencies 4.2D Globalization 3 Content 3.4D Computing network providers and services 3.4E The world wide web 3.6A Types of AI 3.6B Types and uses of machine learning 5 Introduction to HL Inquiry Interventions *(The challenge and intervention framework)* 5.3B Responsible use of resources 4.3 Environmental Context to include: 4.3C Cities, infrastructures and built environments 4.3D Agriculture Content focus: 3.7 robots and autonomous technologies in context (3.7A-3.7B with appropriate aspects of 3.7C and 3.7D)	**Topic:** Digital Culture, The Inquiry Project **Knowledge & Skills Summary:** 3.5 Media Focus on 3.5A and 3.5B with focus on technical skills for Inquiry Project presentation Sustainable Development 5.3B Responsible use of resources with a focus on aspect of: 3.7 Robots and autonomous technologies (3.7A – 3.7B) 4.7 Social components of identity Building on 4.3C Introduction to the Inquiry Project *Research skills (OPVL revisited)* *Finding a research topic (week 9-10)* *Commencing research (week 10)*	**Topic:** The Inquiry Project, Governance and human rights **Knowledge & Skills Summary:** Inquiry Project Inquiry Project HL Interventions: Governance and human rights 5.2C Diversity and discrimination With focus on 4.1 Cultural and 4.7 Social (digital divide) and including aspects of: 3.5A Types of digital media (focus on eSports, synthetic digital media) 3.5D Digital media dilemmas 3.6 Artificial intelligence
Year 11 Economics HL	**Topic:** Introduction to Economics, Microeconomics, The global economy	**Topic:** Microeconomics, The global economy, Microeconomics	**Topic:** Microeconomics, Macroeconomics	**Topic:** Macroeconomics **Knowledge & Skills Summary:**

Subject	Term 1	Term 2	Term 3	Term 4
	Knowledge & Skills Summary: 1.1 What is economics? 4.1 Benefits of international trade (comparative/absolute advantage only) 1.2 How do economists approach the world? (HET – Classical School of 18th & 19th C only) 2.1 Demand 2.5 Elasticity of demand 2.2 Supply 2.6 Elasticity of supply 2.3 Competitive market equilibrium 4.5 Exchange rates (RLA Floating ER's Diagrams and Determinants Only)	**Knowledge & Skills Summary:** 2.7 Role of government in microeconomics 4.2 Types of trade protection (Standard Protection Diagrams Only) 4.5 Exchange rates (RLA in 2.7 Fixed ER's Diagrams Only) 2.8 Market failure—externalities and common pool or common access resources 2.9 Market failure—public goods 2.4 Critique of the maximizing behaviour of consumers (Rational Consumer Choice & Behavioural Economics Only). 1.2 HET – Behavioural Economics Only 2.10 Market failure—asymmetric information 2.4 Critique of the maximizing behaviour of producers 2.11 Market failure—market power (Up to PC/Monopoly)	**Knowledge & Skills Summary:** 2.11 Market failure—market power (Oligopoly, Monopolistic Competition, Market Power Evaluation & Government Intervention) 2.12 The market's inability to achieve equity 3.1 Measuring economic activity and illustrating its variations 3.2 Variations in economic activity—aggregate demand and aggregate supply 1.2 How do economists approach the world? (HET – Keynesian Vs Monetarism/New Classicals) 3.3 Macroeconomic objectives	3.5 Demand management (demand side policies)—monetary policy 3.6 Demand management—fiscal policy 3.7 Supply-side policies
Year 11 Psychology HL	**Topic: Concepts in Psychology, Research methods and data interpretation** **Knowledge and Skills Summary:** **Concepts in Psychology** • Perspective • Measurement • Causation • Bias • Responsibility • Change **HL Research Methods and Data Interpretation** • *Quantitative*- Experiments, correlations observations, survey • *Qualitative*-Observations, Interviews, Case studies • *Quantitative*- Surveys/questionnaires • Ethics and Research with animals • **Class Practical -Lab Exp**- *Loftus and Palmer*	**Topic:** Learnining and Cognition **Knowledge & Skills Summary:** **Context & Content** **Learning & Cognition** • Classical & Operant conditioning (Content - Cognitive Approach) • Schema Theory (Content Cognitive Approach) • Biological factors in Cognitive processing-FMB activation of amygdala emotional memories- (Content-Biological Approach) • Cognitive Models (Content Cognitive Approach) • Cognitive Load Theory (Content Cognitive Approach) • Cognitive biases (anchoring & Confirmation bias) and Dual Processing model of TDM. (Content Cognitive Approach) • Social Learning Theory (Content-Sociocultural Approach)	**Topic:** Human Development **Knowledge & Skills Summary:** **Context & Content** **Human Development** • Brain Development (Content-Biological Approach) • Staged theories & Continuous Models of human development. • Sociocultural factors in development (Content- Sociocultural Approach) • Enculturation (Content- Sociocultural Approach) • Peer Influence (Content- Sociocultural Approach) • Role of childhood experience	**Topic:** Human Relationships **Knowledge & Skills Summary:** **Context & Content** **Human Development** • Theory Of Mind (Content-Sociocultural Approach) • Attachment (Content- Sociocultural Approach) • **Class Practical**- **Observation** **Context & Content** **Human Relationships** • Social Identity Theory (Content-Sociocultural Approach) • Cultural Dimensions (Content-Sociocultural Approach) • Models of Acculturation (Content-Sociocultural Approach) • Enculturation (Content- Sociocultural Approach) • Conformity (Content- Sociocultural Approach)

Subject	Term 1	Term 2	Term 3	Term 4
	• Descriptive Stats • Plotting and Graphing • Inferential statistics • Analysing Qualitative data	• Cultural factors in cognitive process- *emic/etic* (Content- Sociocultural Approach) • Environmental influences on cognitive processes (Content- Sociocultural Approach) • Potential for improving cognitive processes (Content- Biological Approach)		• Compliance Techniques (Content- Sociocultural Approach) • Social Learning in Group behaviour (Content- Sociocultural Approach)
Year 11 Biology SL	**Topic:** Molecules of Life, Cells **Knowledge & Skills Summary:** Molecules A1.1 Water B1.2 Proteins C1.1 Enzymes and metabolism B1.1 Carbohydrates and Lipids A1.2 Nucleic acids Cells A2.2 Cell Structure B2.1 Membranes and membrane transport	**Topic:** Cells, Reactions and Processes of Life **Knowledge & Skills Summary:** Cells D2.3 Water potential B2.2 Organelles and compartmentalisation B2.3 Cell specialisation D2.1 Cell and nuclear division Molecules C1.2 Cell respiration C1.3 Photosynthesis D1.1 DNA Replication D1.2 Protein synthesis	**Topic:** Reactions and Processes of Life, Body systems and Homeostasis **Knowledge & Skills Summary:** Molecules D1.3 Mutations and gene editing Organisms D3.2 Inheritance C3.1 Integration of body systems Cells C2.2 Neural signalling B3.1 Gas exchange B3.2 Transport	**Topic:** Body systems and Homeostasis **Knowledge & Skills Summary:** Organisms C3.2 Defence against disease Final IA D3.1 Reproduction D3.3 Homeostasis
Year 11 Biology HL	**Topic:** Molecules of Life, Cells **Knowledge & Skills Summary:** Molecules A1.1 Water B1.2 Proteins C1.1 Enzymes and metabolism B1.1 Carbohydrates and Lipids A1.2 Nucleic Acids Cells A2.2 Cell Structure B2.1 Membranes and membrane transport A1.2 Nucleic acids Cells A2.2 Cell Structure B2.1 Membranes and membrane transport D2.3 Water potential B2.2 Organelles and compartmentalisation	**Topic:** Cells, Reactions and Processes of Life **Knowledge & Skills Summary:** Cells B2.3 Cell specialisation D2.1 Cell and nuclear division A2.1 Origins of cells Molecules C1.2 Cell respiration C1.3 Photosynthesis D1.1 DNA Replication D1.2 Protein Synthesis	**Topic:** Reactions and Processes of Life, Body systems and Homeostasis **Knowledge & Skills Summary:** Molecules D1.3 Mutations and gene editing Cells D2.2 Gene Expression Organisms D3.2 Inheritance C3.2 Integration of body systems Cells C2.1 Chemical signalling C2.2 Neural signalling	**Topic:** Body systems and Homeostasis **Knowledge & Skills Summary:** Organisms Final IA Organisms B3.1 Gas exchange B3.2 Transport C3.2 Defence against disease Cells A2.3 Viruses *(HL only)* Organisms B3.3 Muscle and motility *(HL only)*

Subject	Term 1	Term 2	Term 3	Term 4
Year 11 Chemistry SL	**Topic:** Atomic structure, Periodicity & Introduction to Stoichiometry **Knowledge & Skills Summary:** S1.1- The particulate nature of matter S1.2- The nuclear atom S1.3- Electron configurations S3.1- The periodic table R3.4- Complex ions S1.4- Counting particles by mass- The mole	**Topic:** Stoichiometry & Structure and bonding **Knowledge & Skills Summary:** R2.1- The amount of chemical change S1.5- Ideal gases S2.1- The ionic model S2.3- The metallic model	**Topic:** Practice IA, Structure and bonding & Introduction to Energetics **Knowledge & Skills Summary:** Practice IA S2.2- The covalent model S2.4- From models to materials R1.3- Energy from fuels	**Topic:** Energetics & Kinetics **Knowledge & Skills Summary:** R1.1- Measuring enthalpy changes R1.2- Energy cycles in reactions R2.2- The rate of chemical change R2.3- The extent of chemical change R3.1- Proton transfer reactions
Year 11 Chemistry HL	**Topic:** Atomic structure, Periodicity & Introduction to Stoichiometry **Knowledge & Skills Summary:** S1.1- The particulate nature of matter S1.2- The nuclear atom S1.3- Electron configurations S3.1- The periodic table R3.4- Complex ions S1.4- Counting particles by mass- The mole. R2.1- How much? The amount of chemical change S1.5- Ideal gases	**Topic:** Stoichiometry & Structure and bonding **Knowledge & Skills Summary:** S2.1- The ionic model S2.2- The covalent model S2.3- The metallic model S2.4- From models to materials R1.1- Measuring enthalpy changes R1.2- Energy cycles in reactions	**Topic:** Practice IA, Energetics & Kinetics **Knowledge & Skills Summary:** Practice IA R1.2- Energy cycles in reactions R1.4- Entropy & Spontaneity R2.2- How fast? The rate of chemical change R1.3- Energy from fuels	**Topic:** Equilibrium & Acids and bases **Knowledge & Skills Summary:** R2.3-How far? The extent of chemical change. R3.1- Proton transfer reactions
Year 11 Computer Science HL	**Topic:** Computer Fundamentals **Knowledge & Skills Summary:** □ **A1.1 Computer hardware and operation** □ **A1.1.1—A1.1.9** □ **A1.2 Data representation and computer logic** □ **A1.2.1—A1.2.5** □ **A1.3 Operating systems and control systems** □ **A1.3.1—A1.3.4** □ **B1.1 Approaches to computational thinking** □ **B1.1.1—B1.1.4** □ **B2.1 Programming fundamentals** □ **B2.1.1—B2.1.4** □ **B2.2 Data structures** □ **B2.2.1—B2.2.2** □ **B2.3 Programming constructs** □ **B2.3.1—B2.3.4**	**Topic:** Networks **Knowledge & Skills Summary:** □ **A2.1** Network fundamentals □ A2.1.1—A2.1.5 □ **A2.2** Network architecture □ A2.2.1—A2.2.4 □ **A2.3** Data transmissions □ A2.3.1—A2.3.4 □ **A2.4** Network security □ A2.4.1—A2.4.4 □ **B3.1** Fundamentals of OOP for a single class □ B3.1.1—B3.1.5	**Topic:** Databases and OOP **Knowledge & Skills Summary:** □ **A3.1** Database fundamentals □ A3.1.1 □ **A3.2** Database design □ A3.2.1—A3.2.7 □ **A3.3** Database programming □ A3.3.1—A3.3.6 □ **A3.4** Alternative databases and data warehouses (HL only) □ A3.4.1—A3.4.4 □ **B2.5** File processing □ B2.5.1 □ **B3.2** Fundamentals of OOP for multiple classes (HL only) □ B3.2.1—B3.2.5	**Topic:** Machine Learning Fundamentals **Knowledge & Skills Summary:** **A4.1** Machine learning fundamentals □ A4.1.1—A4.1.2 □ **A4.2** Data preprocessing (HL only) □ A4.2.1—A4.2.3 □ **A4.4** Ethical considerations □ A4.4.1—A4.4.2 □ **B2.2** Data structures □ B2.2.3—B2.2.4 □ **B2.4** Programming algorithms □ B2.4.1—B2.4.3 □ **Case study** □ Students will begin to make connections between Computer Science themes, topics and subtopics in relation to the case study.

Subject	Term 1	Term 2	Term 3	Term 4
Year 11 Environmental Systems & Societies HL	**Topic:** Foundation, human populations and urban systems **Knowledge & Skills Summary:** **1**.1 Perspectives HL.c Environmental ethics 1.2 Systems 1.3 Sustainability HL.a Environmental law HL.b Environmental economics 8.1 Human populations 8.2 Urban systems and urban planning 8.3 Urban air pollution HL.a Environmental law HL.b Environmental economics HL.c Environmental ethics	**Topic:** Natural resources **Knowledge & Skills Summary:** HL.b Environmental economics 7.1 Natural resources, uses and management 7.2 Energy resources, uses and management 7.3 Solid waste HL.a Environmental law HL.c Environmental ethics	**Topic:** *Ecology & Water* **Knowledge & Skills Summary:** 2.1 Individuals and populations, communities, and ecosystems 2.2 Energy and biomass in ecosystems 2.3 Biogeochemical cycles 4.1 Water systems 4.2 Water access, use and security	**Topic:** *Water & Ecology* **Knowledge & Skills Summary:** 4.3 Aquatic food production systems 4.4 Water pollution HL.a Environmental law HL.b Environmental economics HL.c Environmental ethics 2.4 Climate and biomass 2.5 Zonation, succession and change in ecosystems
Year 11 Physics SL	**Topic:** Particle Physics & Kinematics **Knowledge & Skills Summary:** B.1 Thermal energy transfers B.2 Greenhouse effect B.3 Gas laws A.1 Kinematics Motion practicals	**Topic:** Kinematics, Practice IA & Waves **Knowledge & Skills Summary:** A.1 Kinematics A.2 Forces and momentum A.3 Work, energy and power Practice Internal Assessment C.1 Simple harmonic motion	**Topic:** Waves & Electricity **Knowledge & Skills Summary:** C.2 Wave model C.3 Wave phenomena C.4 Standing waves and resonance D.2 Electric and magnetic fields B.5 Current and circuits	**Topic:** Internal Assessment & Fields **Knowledge & Skills Summary:** Internal Assessment D.1 Gravitational fields
Year 11 Physics HL	**Topic:** Particle Physics & Kinematics **Knowledge & Skills Summary:** B.1 Thermal energy transfers B.2 Greenhouse effect B.3 Gas laws A.1 Kinematics Motion practicals	**Topic:** Kinematics, Practice IA & Waves **Knowledge & Skills Summary:** A.1 Kinematics A.2 Forces and momentum A.3 Work, energy and power Practice Internal Assessment C.1 Simple harmonic motion	**Topic:** Waves & Electricity **Knowledge & Skills Summary:** C.2 Wave model C.3 Wave phenomena C.4 Standing waves and resonance D.2 Electric and magnetic fields	**Topic:** Internal Assessment, Electricity & Fields **Knowledge & Skills Summary:** Internal Assessment B.5 Currents and circuits D.1 Gravitational fields
Year 11 Sports, Exercise and Health Science HL	B.1.3 Muscular function (6 hours) B.1.2 Structure and function of connective tissues and joints (3 hours) B.1.4 Levers in movement and sport (2 hours) B.2.1 Newtons laws of motion (17 hours) B.1.1 Anatomical position, planes and movement (6 hours) B.1 Generating movement in the body B.2 Forces, motion and movement	A.2.3.1 (only) Energy systems (5 hours) A.1.1 Intersystem communication (not repro) (5 hours) A.1.2 Maintaining homeostasis (excluding A.1.2.2) (11 hours) A.1.3 Transport (7 hours) A.2.1 Water and electrolyte balance (3 hours) C.2.2 Attentional control (2 hours) C.4.1 Arousal and anxiety (3 hours)	A.2.2 Fuelling for health and performance (10 hours) A.2.3(.2&.3&.4 only) Energy systems (4 hours) A.3.1 Qualities of training (6 hours) B.2.3 Movement analysis and its application (3 hours) A.1.1.2 Body's response to environment (3 hours) Data Collection for Practice IA	C.2.1 Motor learning process (10 hours) C.1.1 Personality (4 hours) C.3.1 Achievement motivation (5 hours) C.3.3 Motivational climate (2 hours) C.5.2 Imagery (3 hours) B.2.2 Fluid mechanics (11 hours**)**
Year 11 Mathematics Applications & Interpretations SL	**Topic:** Interpreting Mathematics for Models **Knowledge & Skills Summary:**	**Topic:** Representing Space and Math Models **Knowledge & Skills Summary:**	**Topic:** Modelling Relationships and Irregular Areas **Knowledge & Skills Summary:**	**Topic:** Modelling Rates of Change and Validity **Knowledge & Skills Summary:**

Subject	Term 1	Term 2	Term 3	Term 4
	1.1, 1.6 Number and Algebra 2.1, 2.5 Coordinate Geometry 3.1 – 3.5 Geometry and Trigonometry 4.1 – 4.3 Statistics	1.8 Solving equations with technology 2.2 – 2.6 Functions 4.4 Statistics	1.5 Exponents and logarithms 2.3 – 2.6 Functions 5.1-5.5, 5.8 Differentiation	4.10, 4.11 Hypothesis Testing 5.6 – 5.7 Calculus
Year 11 Mathematics Applications & Interpretations HL	**Topic:** Interpreting Mathematics for Models **Knowledge & Skills Summary:** SL1.6 Number SL1.1, SL1.5 Exponents and logarithms AHL1.9, AHL1.10 Exponents and logarithms SL3.1-3.4, AHL3.7, AHL3.8 Geometry and Trigonometry SL4.1-4.3 Statistics SL2.2-2.4, AHL2.7 Functions	**Topic:** Applications of Mathematical Models **Knowledge & Skills Summary:** SL1.8, SL2.5, SL2.6 Mathematical Models SL4.4 Statistics SL4.10, SL4.11 Hypothesis Testing SL4.5, SL4.6 Probability SL2.1, SL3.1 Coordinate Geometry SL5.1-5.4 Differential Calculus	**Topic:** Representing Systems **Knowledge & Skills Summary:** SL5.6, SL5.7 Differential Calculus AHL 2.8 Transformations AHL5.9, AHL5.10 Differential Calculus SL2.5, AHL2.9, AHL2.10 Mathematical Models AHL4.13 Statistics SL5.5, SL5.8 Integral Calculus SL4.9 Probability Distributions SL4.11, AHL4.12 Hypothesis Testing	**Topic:** Quantifying Uncertainty **Knowledge & Skills Summary:** SL1.2, SL1.3, AHL1.11 Sequences and Series AHL1.14 Matrices AHL5.11, AHL5.12 Integral Calculus AHL3.10-3.13 Vectors SL1.4, SL1.7 Financial Mathematics SL4.7, SL4.8 Probability Distributions SL4.11, AHL4.16, AHL4.18 Hypothesis Testing AHL4.14, AHL4.15 Probability Distributions
Year 11 Mathematics Analysis & Approaches SL	**Topic:** Foundations of mathematical reasoning and functions **Knowledge & Skills Summary:** 1.6 Proof 1.9 Binomial theorem 2.2-2.5 Functions I 2.4,2.6,2.7 Quadratics 2.10 Equations 4.4,4.9-4.10 Statistics I	**Topic:** Exploring mathematical dimensions **Knowledge & Skills Summary:** 2.1,3.1 Coordinate geometry 3.2-3.3 Geometry and trigonometry 3.4-3.5 Geometry and trigonometry 1.1,1.5,1.7 Exponents and logarithms	**Topic:** Exploring rates in mathematics **Knowledge & Skills Summary:** 2.8-2.9,2.11 Functions II 5.1 – 5.4 Differentiation I 2.10 Equations	**Topic:** Modelling change **Knowledge & Skills Summary:** 1.2-1.4,1.8 Sequences and series 3.6-3.8 Trigonometry II 5.5 Integration I 5.6 Differentiation II
Year 11 Mathematics Analysis & Approaches HL	**Topic:** From patterns to generalisations; Relationships in Space **Knowledge & Skills Summary:** SL 2.2-2.5, HL 2.15-2.16* Functions I SL 1.2-1.4, 1.8 Sequences and Series SL 1.9, HL 1.10 Counting Principles and Binomial Expansion SL 1.9, HL1.15* Proof SL 2.1, 3.1 Geometry and Trigonometry HL 3.12 – 3.13 Vectors I SL 4.1-4.4, 4.10 Statistics I	**Topic:** Representing Relationships; Analysing Data and Quantifying Randomness **Knowledge & Skills Summary:** SL 1.1,1.5,1.7 Exponents and Logarithms SL 2.4,2.6-2.7 Quadratics SL 3.4-3.5 Trigonometry I SL 2.10, AHL 1.11, 1.16 Equations and Algebra AHL 2.12 Polynomials SL 2.8-2.9, 2.11 Functions II SL 3.6-3.8, AHL 3.9,3.10,3.11 Trigonometry II	**Topic:** Relationships in Space II; Exploring randomness; Measuring Change **Knowledge & Skills Summary:** SL 2.8-2.9, 2.11 Functions II SL 3.6-3.8, HL 3.9,3.10,3.11 Trigonometry II SL 4.5-4.6, 4.11, HL 4.13 Probability SL 5.1-5.8, AHL5.12 Differentiation SL3.2,3.3 Volume and surface area of three-dimensional solids	**Topic:** Expanding the number system; Measuring Change II; Modelling Randomness; Modelling 3D Space **Knowledge & Skills Summary:** SL 5.5, 5.9 – 5.11 Integration SL 4.7 – 4.12, HL 4.14 Probability and Statistics HL 3.14 – 3.15 Vectors II

Subject	Term 1	Term 2	Term 3	Term 4
Year 11 Theory of Knowledge	**Topic:** Knowledge and the knower – (Core); Area of Knowledge – Mathematics **Knowledge & Skills Summary:** Knowledge questions from the TOK guide to consider: • Scope • Perspectives • Methods and tools • Ethics	**Topic:** Area of Knowledge – The Arts; Knowledge and language – (Option 1) **Knowledge & Skills Summary:** Knowledge questions from the TOK guide to consider: • Scope • Perspectives • Methods and tools • Ethics	**Topic:** Knowledge and technology – (Option 2); Area of Knowledge – Natural Sciences **Knowledge & Skills Summary:** Knowledge questions from the TOK guide to consider: • Scope • Perspectives • Methods and tools • Ethics	**Topic:** Internal Assessment – Exhibition; Area of Knowledge – Human Sciences **Knowledge & Skills Summary:** Knowledge questions from the TOK guide to consider: • Scope • Perspectives • Methods and tools • Ethics
		Year 12		
Year 12 English Language & Literature SL	**Topic:** How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)? **Knowledge & Skills Summary:** Area of Exploration: Time and Space; Intertextuality Global Issue links: Politics, power and justice	**Topic:** How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)? **Knowledge & Skills Summary:** Area of Exploration: Readers, Writers, Texts; Time and Space; Intertextuality Global Issue links: Politics, power and justice	**Topic:** Revision program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 English Language & Literature HL	**Topic:** How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)? **Knowledge & Skills Summary:** Area of Exploration: Time and Space; Intertextuality Global Issue links: Politics, power and justice	**Topic:** How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)? **Knowledge & Skills Summary:** Area of Exploration: Readers, Writers, Texts; Time and Space; Intertextuality Global Issue links: Politics, power and justice	**Topic:** Revision program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Chinese B SL	**Globalisation** • Receptive: examine the impact of globalization on culture, poverty and trade • Productive and Interactive: consider the impact of globalization and anti-globalization movement on food culture and popular culture (Text type: formal complaint) **The Environment** • Receptive: becoming aware of the types and levels of environmental pollution Productive and Interactive: investigate and advocate for actions on environment that each member of the community can play a part (Text type: formal request/proposal)	**Peace and Conflict** • Receptive: comprehend the horror of terrorism and the actions we can take to stop it • Productive and Interactive: encourage discussion of actions on terrorism and participation in peace promotion events (Text type: formal invitation) **Ethics** • Receptive: exploration of ethical issues in various fields, including caring for the elders, internet usage, medical and scientific research Productive and Interactive: espouse beneficial ethical decisions in different fields in order to advance human well-being (Text type: formal application)	**Topic:** Revision Program **Knowledge & Skills Summary:**	

Subject	Term 1	Term 2	Term 3	Term 4
Year 12 Chinese B HL	**Globalisation** • Receptive: examine the impact of globalization on culture, poverty and trade • Productive and Interactive: consider the impact of globalization and anti-globalization movement on food culture and popular culture (Text type: formal complaint) **The Environment** • Receptive: becoming aware of the types and levels of environmental pollution • Productive and Interactive: investigate and advocate for actions on environment that each member of the community can play a part (Text type: formal request/proposal) **HL** • 三毛《撒哈拉的故事》（散文与游记结合体）	**Peace and Conflict** • Receptive: comprehend the horror of terrorism and the actions we can take to stop it • Productive and Interactive: encourage discussion of actions on terrorism and participation in peace promotion events (Text type: formal invitation) **Ethics** • Receptive: exploration of ethical issues in various fields, including caring for the elders, internet usage, medical and scientific research • Productive and Interactive: espouse beneficial ethical decisions in different fields in order to advance human well-being (Text type: formal application) **HL** 三毛《撒哈拉的故事》（散文与游记结合体）	**Topic:** Revision Program **Knowledge & Skills Summary:**	
Year 12 French ab initio SL	**Topic:** French in the world **Knowledge & Skills Summary:** Employment, Entertainment, Sport, Shopping Physical health, Environmental Concerns	**Topic:** Global Impact **Knowledge & Skills Summary:** Technology, Media, Relationships World concerns, Climate, Physical Geography, Environmental concerns	**Topic:** Revision Program **Knowledge & Skills Summary:**	
Year 12 French B SL	**Topic:** Cultural Identity **Knowledge & Skills Summary:** Conceptual understandings: • Migration stories, search for a better life • War & Refugees • Maintaining culture in a new country (customs, language, migrant communities) • Culture clash- values, religion Skills: reading, listening, speaking and writing. Links to TOK: travels, reality television, informative pieces on television and reliability of information, fake news, the internet, human knowledge.	**Topic:** Discrimination **Knowledge & Skills Summary:** Conceptual understandings: • l'islamophobie, la laïcité • equality in workplaces & schools • riots against police discrimination • les banlieues Skills: reading, listening, speaking and writing. Links to TOK: culture, mental and physical health, managing a balance, prejudices.	**Topic:** Revision Program **Knowledge & Skills Summary:**	

Subject	Term 1	Term 2	Term 3	Term 4
Year 12 French B HL	**Topic:** Cultural Identity **Knowledge & Skills Summary:** Conceptual understandings: • Migration stories, search for a better life • War & Refugees • Maintaining culture in a new country (customs, language, migrant communities) • Culture clash- values, religion Skills: reading, listening, speaking and writing. Links to TOK: travels, reality television, informative pieces on television and reliability of information, fake news, the internet, human knowledge. HL only: reading activity on *Voyages et autres déplacements* by Sylvie Massicotte (see Le Monde en Français, pp 93-94)	**Topic:** Discrimination **Knowledge & Skills Summary:** Conceptual understandings: • l'islamophobie, la laïcité • equality in workplaces & schools • riots against police discrimination • les banlieues Skills: reading, listening, speaking and writing. Links to TOK: culture, mental and physical health, managing a balance, prejudices. HL only: reading activity on *Biographie de la faim* by Amélie Nothomb (see Le Monde en Français, pp 54-55).	**Topic:** Revision Program **Knowledge & Skills Summary:**	
Year 12 German ab initio SL	**Topic:** Revision Program **Knowledge & Skills Summary:** Exam revision and preparation			
Year 12 German B SL	**Topic:** Social Organisation **Knowledge & Skills Summary:** Deutsch im Einsatz Chapter 4 - Influences of digital media - Problems with social media - Different social backgrounds and their importance on young people's lives - German school system - Role of the internet in schools today - German laws and society including punishments Grammar: modal verbs, prepositions, passive sentences Skills: reading, listening, speaking and writing. Links to TOK: To what extent is our perspective determined by our membership of a particular culture? How are metaphors used in the construction of knowledge?	**Topic:** Sharing the Planet **Knowledge & Skills Summary:** Deutsch im Einsatz Chapter 5 - Consequences of globalisation - Consumer society and fair trade - Influence of environmental concerns on daily life - Relationship between travel and environment - Global refugee situation - Consequences of Germany quitting nuclear energy Grammar: adverbs, conjunctions, emotive language, indirect speech, future tense Skills: reading, listening, speaking and writing. Links to TOK: What would be lost if the whole world shared one common language? Is there anything that is true for all cultures?	**Topic:** Revision Program **Knowledge & Skills Summary:** Exam revision and preparation	

Subject	Term 1	Term 2	Term 3	Term 4
Year 12 German B HL	**Topic:** Social Organisation **Knowledge & Skills Summary:** Deutsch im Einsatz Chapter 4 - Influences of digital media - Problems with social media - Different social backgrounds and their importance on young people's lives - German school system - Role of the internet in schools today - German laws and society including punishments Grammar: modal verbs, prepositions, passive sentences Skills: reading, listening, speaking and writing. Links to TOK: To what extent is our perspective determined by our membership of a particular culture? How are metaphors used in the construction of knowledge? HL only: reading activity on Der Vorleser by Bernhard Schlink	**Topic:** Sharing the Planet **Knowledge & Skills Summary:** Deutsch im Einsatz Chapter 5 - Consequences of globalisation - Consumer society and fair trade - Influence of environmental concerns on daily life - Relationship between travel and environment - Global refugee situation - Consequences of Germany quitting nuclear energy Grammar: adverbs, conjunctions, emotive language, indirect speech, future tense Skills: reading, listening, speaking and writing. Links to TOK: What would be lost if the whole world shared one common language? Is there anything that is true for all cultures? HL only: reading activity on Selected Poems	**Topic:** Revision Program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Japanese ab initio SL	**Topic:** Healthy Living **Knowledge & Skills Summary:** Physical health, Education, Leisure, Social issues, Weather, Seasons, Holidays, Festivals, Celebrations	**Topic:** The world around us **Knowledge & Skills Summary:** Diet, Dining etiquette, Holidays, Transport, Physical geography, Physical health, Technology, Media, Social issues, Education, Personal relationships, The workplace	**Topic:** Revision Program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Japanese B SL	**Topic:** What's your identity? **Knowledge & Skills Summary:** • What constitutes identity? • How do you express identity? • What ethical challenges arise from living in the modern world? And how do we resolve them? Text formats: diary, interview, essay, email, blog, opinion column	**Topic:** For our peaceful future **Knowledge & Skills Summary:** • What environmental and social issues present challenges to the world? and how can these challenges be overcome? • How do the development in science and technology influence our lives? Text formats: Article, news report, opinion column, report, debateText formats: Article, news report, opinion column, report, debate	**Topic:** Revision Program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Japanese B HL	**Topic:** What's your identity? **Knowledge & Skills Summary:**	**Topic:** For our peaceful future **Knowledge & Skills Summary:**	**Topic:** Revision Program **Knowledge & Skills Summary:**	

Subject	Term 1	Term 2	Term 3	Term 4
	• What constitutes identity? • How do you express identity? • What ethical challenges arise from living in the modern world? And how do we resolve them? Text formats: diary, interview, essay, email, blog, opinion column HL: 蜘蛛の糸 / よだかの星宮沢賢治	• What environmental and social issues present challenges to the world? and how can these challenges be overcome? • How do the development in science and technology influence our lives? Text formats: Article, news report, opinion column, report, debate	Exam revision and preparation	
Year 12 Latin B SL	**Topic:** Fate and Fortune **Knowledge & Skills Summary:** Vergil *Aeneid 2* Latin epic poetry Scansion Poetic devices	**Topic:** Fate and Fortune **Knowledge & Skills Summary:** Vergil *Aeneid 2* Latin epic poetry Scansion Poetic devices	**Topic:** Revision Program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Latin B HL	**Topic:** Fate and Fortune **Knowledge & Skills Summary:** Vergil *Aeneid 2* Latin epic poetry Scansion Poetic devices	**Topic:** Fate and Fortune **Knowledge & Skills Summary:** Vergil *Aeneid 2* Latin epic poetry Scansion Poetic devices	**Topic:** Revision Program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Spanish ab initio SL	**Topic:** Spanish in the world **Knowledge & Skills Summary:** The workplace, Social Issues, Physical geography	**Topic:** Global Impact **Knowledge & Skills Summary:** The environment Global issues	**Topic:** Revision Program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Business Management HL	**Topic:** Unit 5: Operations management **Knowledge & Skills Summary:** 2.4 Motivation and demotivation 2.5 Organizational (corporate) culture 2.6 Communication 2.7 Industrial/employee relations 5.1 Introduction to operations management Tool kit: Ansoff, BCG, GANTT & Porter's FFA, Decision tree, Hofstede's CD, SWOT analysis	**Topic:** Unit 5: Operations Management **Knowledge & Skills Summary:** 5.2 Operations methods 5.3 Lean production and quality management 5.4 Location 5.5 Break-even analysis 5.6 Production planning 5.7 Crisis management and contingency planning 5.8 Research and development 5.9 Management information systems Tool kit: Circular business, FFA, Critical path analysis, Linear regression, Descriptive statistics, Decision trees, Circular business models, Contribution	**Topic:** Revision Program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Digital Society HL	**Topic:** Our Political World, Governance and Human Rights, Digital Health **Knowledge & Skills Summary:** Inquiry Project Focus on presentation 4.6 Political Context	**Topic:** Pre-release, Human Knowledge including the future of work **Knowledge & Skills Summary:** HL Pre-release 4.3 Environmental	**Topic:** Revision Program **Knowledge & Skills Summary:** Exam revision and preparation	

Subject	Term 1	Term 2	Term 3	Term 4
	4.6A Political processes 4.6B Governing bodies 4.6C Conflicts and war 4.6D Laws, regulations and policies 5.3 Governance and human rights *HL interventions around:* 5.2A Conflict, peace and security 5.2B Participation and representation 4.5 Health 4.4A Medicine and health 4.4B The human body 4.4C Mental health HL Intervention focus on 5.1A Local and global inequalities: Access to health care and medicine	4.3A Natural resources and ecosystems 4.3B Pollution and Waste 5.3 Sustainable Development 5.3A Climate change and action 5.3C Managing pollution and waste 4.5 Human knowledge 4.5A Learning and education 4.5B Science and technology innovation 5.1 Global well-being 5.1C The future of work		
Year 12 Economics HL	**Topic:** The global economy **Knowledge & Skills Summary:** 4.1 Benefits of international trade (Detailed) 4.2 Types of trade protection (Refresher) 4.3 Arguments for and against trade control/protection 4.4 Economic integration 4.4 Exchange rates (refresher & evaluation) 4.6 Balance of payments	**Topic:** Macroeconomics, The global economy **Knowledge & Skills Summary:** 3.4 Economics of inequality and poverty 4.7 Sustainable development 4.8 Measuring development 4.9 Barriers to economic growth and/or economic development 4.10 Economic growth and/or economic development strategies	**Topic:** Revision program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Psychology HL	**Topic:** Option: The Psychology of human relationships **Knowledge & Skills Summary:** Determinants of health Bystanderism Pro social behaviour Promoting Pro Social behavior Research Methods Ethical considerations	**Topic:** Option: Abnormal Psychology **Knowledge & Skills Summary:** Factors influencing diagnosis • Normality versus abnormality • Classification systems • The role of clinical biases in diagnosis • Validity and reliability of diagnosis Etiology of abnormal psychology • Explanations for disorders (MDD) • Prevalence rates and disorders Treatment of disorders • Biological treatments • Psychological treatments • The role of culture in treatment • Assessing the effectiveness of	**Topic:** Revision program **Knowledge & Skills Summary:** Exam revision and preparation	

Subject	Term 1	Term 2	Term 3	Term 4
		treatment(s) Approaches to research Ethical considerations		
Year 12 Biology SL	**Topic:** Body systems and Homeostasis, Biodiversity and Evolution **Knowledge & Skills Summary:** Organisms A3.1 Diversity of organisms Ecosystems A4.2 Conservation of Biodiversity A4.1 Evolution and Speciation D4.1 Natural Selection C4.2 Transfers of energy and matter C4.1 Populations and communities	**Topic:** Biodiversity and Evolution, Ecosystems and Climate Change **Knowledge & Skills Summary:** Ecosystems B4.1 Adaptation to environment B4.2 Ecological niches D4.2 Stability and change D4.3 Climate change Exam revision and preparation	**Topic:** Revision **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Biology HL	**Topic:** Body systems and Homeostasis, Biodiversity and Evolution **Knowledge & Skills Summary:** D3.1 Reproduction D3.3 Homeostasis A3.1 Diversity of organisms A3.2 Classification and cladistics Ecosystems A4.2 Conservation of biodiversity A4.1 Evolution and speciation D4.1 Natural selection	**Topic:** Biodiversity and Evolution, Ecosystems and Climate Change **Knowledge & Skills Summary:** Organisms C4.2 Transfers of energy and matter C4.1 Populations and communities B4.1 Adaptation to environment B4.2 Ecological niches D4.2 Stability and change D4.3 Climate change Exam revision and preparation	**Topic:** Revision **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Chemistry SL	**Topic:** Final IA, Equilibrium & Acids and bases **Knowledge & Skills Summary:** Data collection S3.1- Classification of elements R3.2- Electron transfer reactions S3.2- Classification of organic compounds	**Topic:** Redox & Organic Chemistry **Knowledge & Skills Summary:** R3.3- Electron sharing reactions R3.4- Electron-pair sharing reactions S2.4- Polymers (2.4.4-2.4.5)	**Topic:** Organic Chemistry & Revision **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Chemistry HL	**Topic:** Final IA, Redox Chemistry **Knowledge & Skills Summary:** Data collection S3.1- Classification of elements R3.2- Electron transfer reactions S3.2- Classification of organic compounds	**Topic:** Organic Chemistry **Knowledge & Skills Summary:** R3.3- Electron sharing reactions R3.4- Electron-pair sharing reactions S3.2- Classification of organic compounds (MS/IR and ^{1}H-NMR)	**Topic:** Analytical Chemistry & Revision **Knowledge & Skills Summary:** Exam revision and preparation	

Subject	Term 1	Term 2	Term 3	Term 4
Year 12 Computer Science HL	**Topic:** Biodiversity and Conservation & Land **Knowledge & Skills Summary:** 3.1 Biodiversity and evolution 3.2 Human impact on biodiversity 3.3 Conservation and regeneration HL.c Environmental ethics 5.1 Soil	**Topic:** Abstract data structures II **Knowledge & Skills Summary:** 5.1 Abstract data structures D.3 Program development Case Study Criterion D – Functionality and extensibility of product Criterion E – Evaluation	**Topic:** Revision program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Environmental Systems & Societies SL	**Topic:** Anthropocene **Knowledge & Skills Summary:** Internal Assessment (Data collection and draft) 8.1 Human population dynamics 8.2 Resource use in society 8.3 Solid domestic waste 6.1 Introduction to the atmosphere 7.2 Climate change – causes and impacts 6.1 Resource management 6.2 Stratospheric ozone	**Topic:** Land & Atmosphere and climate change **Knowledge & Skills Summary:** 5.2 Agriculture and food HL.b Environmental economics 6.1 Introduction to the atmosphere 6.2 Climate change – causes and impacts 6.3 Climate change – mitigation and adaptation 6.4 Stratospheric ozone HL.a Environmental law HL.b Environmental economics	**Topic:** Revision program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Physics SL	**Topic:** Fields & Nuclear Physics **Knowledge & Skills Summary:** D.3 Motion in electromagnetic fields E.1 Structure of the atom E.3 Radioactive decay	**Topic:** Nuclear Physics & Doppler Effect **Knowledge & Skills Summary:** E.4 Fission E.5 Fusion and stars C.5 Doppler effect	**Topic:** Revision program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Physics HL	**Topic:** Kinematics, Fields & Nuclear Physics **Knowledge & Skills Summary:** A.4 Rigid body mechanics D.3 Motion in electromagnetic fields D.4 Induction E.1 Structure of the atom E.2 Quantum physics	**Topic:** Nuclear Physics, Relativity & Doppler Effect **Knowledge & Skills Summary:** E.3 Radioactive decay E.4 Fission E.5 Fusion and stars A.5 Galilean and special relativity C.5 Doppler effect	**Topic:** Revision program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Sports, Exercise and Health Science HL	C.1.2 Mental toughness (6 hours) C.3.2 Self-determination (9 hours) C.5.1 Goal setting (6 hours) A.1.1.2 Endocrine system (repro hormones only) (2 hours) Final IA data collection	A.3.3 Fatigue and recovery (AHL) (9 hours) B.3 Injury (9 hours) A.3.2 Benefits to health of being active (4 hours) C.4.2 Coping (4 hours) Final IA	**Topic:** Revision program **Knowledge & Skills Summary:** Exam revision and preparation	

Subject	Term 1	Term 2	Term 3	Term 4
Year 12 Mathematics Applications & Interpretations SL	**Topic:** Representing Situations using Mathematics **Knowledge & Skills Summary:** 1.2 – 1.4 Sequences 1.7 Number and Finance 3.5, 3.6 Geometry	**Topic:** Quantifying Uncertainty and Validity **Knowledge & Skills Summary:** 4.5, 4.6 Probability 4.7 – 4.9 Probability distributions 4.11 Hypothesis Testing	**Topic:** Revision program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Mathematics Applications & Interpretations HL	**Topic:** Representing Space **Knowledge & Skills Summary:** SL3.5-3.6 Geometry AHL1.12, AHL1.13 Complex Numbers AHL 3.9 Geometry AHL1.15, AHL4.19 Matrices AHL3.14-3.16 Graph Theory	AHL4.17 Probability Distributions AHL4.18 Hypothesis Testing AHL5.13-5.18 Applications of Calculus	**Topic:** Revision program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Mathematics Analysis & Approaches SL	**Topic:** Modelling uncertainty 4.5,4.6,4.11 Probability 5.10,5.11 Integration II 4.1-4.4 Statistics II	**Topic:** Optimising outcomes **Knowledge & Skills Summary:** 55.6-5.11 Differentiation III 4.7-4.9,4.12 Probability distributions	**Topic:** Revision program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Mathematics Analysis & Approaches HL	**Topic:** Equivalent Systems of representation; Relationship in Space III; Modelling Change **Knowledge & Skills Summary:** HL 1.14* Complex Numbers II HL 2.13 - 2.14, 2.16 Functions III HL 5.12 – 5.15* Further Calculus	**Topic:** Modelling Space and Change **Knowledge & Skills Summary:** HL 3.14 – 3.18 HL 1.15* Proof Revisited HL 5.18 – 5.19 Series and Differential Equations	**Topic:** Revision program **Knowledge & Skills Summary:** Exam revision and preparation	
Year 12 Theory of Knowledge	**Topic:** Area of Knowledge – History; Essay preparation; External Assessment **Knowledge & Skills Summary:** Students are required to plan an essay based on a previous prescribed title. Students are required to plan an essay in response to one of six prescribed titles that are issued by the IB for each examination session.	**Topic:** External Assessment – Essay **Knowledge & Skills Summary:** Students are required to write an essay in response to one of six prescribed titles that are issued by the IB for each examination session.	**Topic:** Revision program **Knowledge & Skills Summary:** Exam revision and preparation	

Assessment Map – Vertical Alignment

Subject	Term 1	Term 2	Term 3	Term 4
English Language and Literature				

Subject	Term 1	Term 2	Term 3	Term 4
Year 7 English Language and Literature	Biography	Character Speech	Picture Book	Poetry Anthology
Year 8 English Language and Literature	Group Documentary Proposal	Written Analysis	Genre Short Story	Persuasive Speech
Year 9 English Language and Literature	Poetry podcast	Novel Creative Response	Group Campaign	Written Analysis
Year 10 DPP English Language and Literature	CAR Log Assignment Oral Presentation	Analytical Essay Exam	Analytical Essay Exam	Oral Presentation HL Essay (HL only)
Year 11 English Language and Literature SL	Exam	Mini-Individual Oral #1 Exam	Mini-Individual Oral #2	Final Individual Oral Exam
Year 11 English Language and Literature HL	Exam	Mini-Individual Oral #1 Exam	Mini-Individual Oral #2	Final Individual Oral Exam
Year 12 English Language and Literature SL	Exam	Exam	Mock Exams	Final IB Exams
Year 12 English Language and Literature HL	HL Essay Exam	Exam	Mock Exams	Final IB Exams
Language Acquisition				
Year 7 Language Acquisition – all	Listening Exam Speaking Exam	Reading Exam Writing Exam	Listening Exam Speaking Exam	Reading Exam Writing Exam
Year 8 Language Acquisition – all	Listening Exam Speaking Exam	Reading Exam Writing Exam	Listening Exam Speaking Exam	Reading Exam Writing Exam
Year 9 Language Acquisition – all	Listening Exam Speaking Exam	Reading Exam Writing Exam	Listening Exam Speaking Exam	Reading Exam Writing Exam
Year 7 Language Acquisition – Latin	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment
Year 8 Language Acquisition – Latin	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam
Year 9 Language Acquisition – Latin	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment
Year 10 DPP Chinese	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 Chinese B SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 Chinese B HL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam

Subject	Term 1	Term 2	Term 3	Term 4
Year 12 Chinese B SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 Chinese B HL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 10 DPP French	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 French ab initio SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 French B SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 French B HL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 12 French ab initio SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 French B SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 French B HL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 10 DPP German	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 German ab initio SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 German B SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 German B HL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 12 German ab initio SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 German B SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 German B HL	Mock Individual Oral Reading Exam	Individual Oral Listening Exam	Mock Exams	Final IB Exams
Year 10 DPP Japanese	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 Japanese ab initio SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 Japanese B SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 Japanese B HL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 12 Japanese ab initio SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 Japanese B SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 Japanese B HL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams

Subject	Term 1	Term 2	Term 3	Term 4
Year 10 DPP Latin	Term Exam Research Dossier	Term Exam	Term Exam Research Dossier	Term Exam HL only composition
Year 11 Latin B SL	Exam	Exam	Exam Research Dossier	Exam
Year 11 Latin B HL	Exam	Exam	Exam Research Dossier	Exam
Year 12 Latin B SL	Exam	Exam Research Dossier	Mock Exams	Final IB Exams
Year 12 Latin B HL	Exam HL Composition	Exam Research Dossier	Mock Exams	Final IB Exams
Year 10 DPP Spanish	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 Spanish ab initio SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 12 Spanish ab initio SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Individuals and Societies				
Year 7 Individuals and Societies	Geography Report	Civics Infographic	Economics Exam	Historical Inquiry
Year 8 Individuals and Societies	Source Analysis Exam	Historical Inquiry Civics Exam	Economics Research	IDU - multi-modal campaign
Year 9 I&S STEM Futures Elective: Forensic Psychology	Unit 1 Case Study	Unit 2 Crime Scene Practical Investigation Unit 3 Exam		
Year 9 I&S STEM Futures Elective: Cultural Revolution	Unit 1 Research supported reflections	Unit 2 Presentation Unit 3 Exam		
Year 9 I&S STEM Futures Elective: The World in Your Pocket	Unit 1 Infographic	Unit 2 Presentation Unit 3 Exam		
Year 9 I&S STEM Futures Elective: Future of Global Cooperation	Unit 1 Exam	Unit 2 Report Unit 3 Exam		
Year 10 DPP Business Management (incl. STEM Futures Elective: Show Me the Money)	Exam	Exam	Exam	Exam
Year 11 Business Management HL	Exam	Exam	Exam	Exam
Year 12 Business Management HL	Exam Internal Assessment	Exam	Mock Exams	Final IB Exams

Subject	Term 1	Term 2	Term 3	Term 4
Year 10 DPP Economics (incl. STEM Futures Elective: Tragedy of the Commons)	Exam	Exam	Exam	Commentary
Year 11 Economics HL	Class Test Exam	Class Test Exam	Internal Assessment 1 Exam	Exam
Year 12 Economics HL	Internal Assessment 2 Exam	Internal Assessment 3	Mock Exams Internal Assessment Portfolio	Final IB Exams
DPP Digital Society HL (incl. STEM Futures Elective: Living in a Digital Society)	Exam	Exam	Project Exam	Exam
Year 11 Digital Society HL	Exam	Exam	Exam	Exam
Year 12 Digital Society HL	Inquiry Project Exam	Exam	Mock Exams	Final IB Exams
Year 10 DPP Psychology (incl. STEM Futures Elective: Inside Your Head)	Exam	Exam	Exam	Exam
Year 11 Psychology HL	Exam	Practice IA Exam	Exam	Exam
Year 12 Psychology HL	Internal Assessment Exam	Exam	Mock Exams	Final IB Exams
Sciences				
Year 7 Sciences	Case Study Exam	Exam IDU Assignment	Scientific Investigation	Project
Year 8 Sciences	Exam	Scientific Investigation	Exam	Project
Year 9 STEM Futures Elective: Biochemical Solutions	Unit 1 Knowledge and data test	Unit 2 In class independent scientific investigation Exam (assessing Unit 1 and 2)		
Year 9 STEM Futures Elective: World of Reactions	Unit 1 Knowledge and data test In class independent scientific investigation	Unit 2 Exam (assessing Unit 1 and 2)		
Year 9 STEM Futures Elective: Medical Physics	Unit 1	Unit 2 In class independent scientific investigation Exam (assessing Unit 1 and 2)		
Year 9 STEM Futures Elective: Sustainable Futures	Unit 1 Field Studies Investigation	Unit 2 Assignment Exam (assessing Unit 1 and 2)		
Year 9 STEM Futures Elective: Fuelling the Planet	Unit 1 In class individual scientific investigation	Unit 2 Research Project Exam (assessing Unit 1 and 2)		
Year 10 DPP Biology (incl. STEM Futures	Exam	Exam Practice IA	Exam	Experimental Investigation Exam

Subject	Term 1	Term 2	Term 3	Term 4
Elective: Medical Biotechnology)				
Year 11 Biology SL & HL	Internal Assessment Practice Exam	Internal Assessment Practice Exam	Exam	Exam
Year 12 Biology SL & HL	Internal Assessment Exam	Exam	Mock Exams	Final IB Exams
Year 10 DPP Chemistry (incl. STEM Futures Elective: Future Materials)	Exam	Research Assignment Exam	Experimental Investigation Exam	Exam
Year 11 Chemistry SL & HL	Exam	Exam	Internal Assessment Practice Exam	Exam
Year 12 Chemistry SL & HL	Exam	Internal Assessment Exam	Mock Exams	Final IB Exams
Year 10 DPP Computer Science (incl. STEM Futures Elective: Computational Thinking)	Exam	Project Exam	Exam	Project Exam
Year 11 Computer Science HL	Exam	Exam	Internal Assessment Practice Exam	Exam
Year 12 Computer Science HL	Exam	Internal Assessment Exam	Mock Exams	Final IB Exams
Year 10 DPP Environmental Systems & Societies (incl. STEM Futures Elective: Blue Planet)	Exam	Field Studies Booklet Exam	Exam	Experimental Investigation Exam
Year 11 ESS HL	Exam	Exam	Exam Internal Assessment Practice	Exam
Year 12 ESS SL	Exam	Exam Internal Assessment	Mock Exams	Final IB Exams
Year 10 DPP Physics (incl. STEM Futures Elective: Journey to Earth X)	Data Report Exam	Experimental Investigation Exam	Experimental Investigation Exam	Exam
Year 11 Physics SL & HL	Exam	Internal Assessment Practice Exam	Exam	Exam
Year 12 Physics SL & HL	Internal Assessment Exam	Exam	Mock Exams	Final IB Exams
DPP Sports, Exercise and Health Science (incl. STEM Futures Elective: Peak Performance)	Exam	Project Exam	Exam	Exam

Subject	Term 1	Term 2	Term 3	Term 4
Year 11 Sports, Exercise and Health Science HL	Exam	Exam	Exam	Internal Assessment Practice Exam
Year 12 Sports, Exercise and Health Science HL	Exam	Internal Assessment Exam	Mock Exams	Final IB Exams
Mathematics				
Year 7 Mathematics	Test 1 Test 2	Test 2- Investigation: how can we bring things together?	Investigation: How can we travel between dimensions? Test 1 Assignment – Interdisciplinary Unit	Test - How do we measure up? Test 2
Year 8 Mathematics	Investigation – A little bit f history repeating.	Test 1 Money, Money, Money - Project	Investigation – You Better Shape Up (Criterion B) Test 1	Assignment – Take a Chance on Me Test 2 Test 3
Year 9 Mathematics	Investigation - How does it work? Test 1	Assignment – Howzat? Test 2	Assignment – How much? Test 1	Investigation – How likely? Test 2
Year 10 DPP Mathematics	Investigation Exam	Exam	Exam	Exploration Exam
Year 11 Mathematics AI & AA SL & HL	Internal Assessment Portfolio task Exam	Internal Assessment Portfolio task Exam	Internal Assessment Portfolio task Exam	In class exam End of term Exam
Year 12 Mathematics AI & AA SL & HL	Internal Assessment (AI SL only) Exam	Internal Assessment (AA SL, AI & AA HL) Exam	Mock Exams	Final IB Exams
Arts				
Year 7 Arts: Visual Arts	Unit 1 – Responding Making	Unit 2 – Responding Making		
Year 7 Arts: Music	Unit 1 – Theory & Listening Test Skills Portfolio	Unit 2 – Composition Skills Folio		
Year 8 Arts: Visual Arts	Unit 1 – Responding Making	Unit 2 – Responding Making		
Year 8 Arts: Music	Unit 1 – Composition Skills Folio	Unit 2 – Composition Skills Folio		
Year 9 Arts STEM Futures Elective: Artists as Changemakers	Unit 1 Responding Making	Unit 2 Responding Making		
Year 9 Arts STEM Futures Elective: Soundtrack	Unit 1 Composition Skills Folio	Unit 2 Composition Skills Folio		
Design				
Year 7 Design	Portfolio	Portfolio		
Year 8 Design	Portfolio	Portfolio		
Year 9 Design STEM Futures Elective: Disrupting the Market	Report and Product	Report and Product		
Year 9 Design STEM Futures Elective: Biomedical Engineering	Report and Product	Report and Product Exam		

Subject	Term 1	Term 2	Term 3	Term 4
Year 9 Design STEM Futures Elective: Future of Automation	Report and Product	Report and Product		
Physical and Health Education				
Year 7 Physical and Health Education	Reflective Journal Practical	Biomechanics analysis project	Practical Cultural Presentation	Planning a fitness routine Analysis and evaluation of a fitness routine
Year 8 Physical and Health Education	Food Diary Analysis Practical	Training program design	Short response to first aid stimulus Practical	Exam Dance performance
Year 9 PHE STEM Futures Elective: Healthy Future	Unit 1 – Exam Unit 2 – Team training plan and evaluation, Practical skills assessment	Unit 3 Health promotion, Practical skills assessment		
Year 9 Arts STEM Futures Elective: Soundtrack	Unit 1 Composition Skills Folio	Unit 2 Composition Skills Folio		
Theory of Knowledge				
Year 11 TOK	Reflection	Reflection	Reflection	Reflections x 3 Exhibition (Internal Assessment)
Year 12 TOK	Group Practice Essay	Final Essay Draft	Essay (External Assessment)	

Assessment Map – Horizontal Alignment

Subject	Term 1	Term 2	Term 3	Term 4
		Year 7		
Year 7 English Language and Literature	Biography	Character Speech	Picture Book	Poetry Anthology
Year 7 Language Acquisition – all	Listening Exam Speaking Exam	Reading Exam Writing Exam	Listening Exam Speaking Exam	Reading Exam Writing Exam
Year 7 Language Acquisition – Latin	Grammar and Reading Comprehension Exam Culture and Test Analysis Exam	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment
Year 7 Individuals and Societies	Civics Infographic	Geography Report	Economics Exam	Historical Inquiry
Year 7 Sciences	Case Study Exam	Exam IDU Assignment	Scientific Investigation	Project
Year 7 Mathematics	Test 1 Test 2	Assignment - Interdisciplinary Test - Investigation	Investigation Test 1 Assignment – Interdisciplinary Unit	Project Test 2
Year 7 Design	Report Report	Report Report		
Year 7 Physical and Health Education	Reflective Journal Practical	Biomechanics analysis project	Practical Cultural Presentation Assignment – Interdisciplinary Unit	Planning a fitness routine Analysis and evaluation of a fitness routine
Year 7 Arts: Visual Arts	Unit 1 – Responding Making	Unit 2 – Responding Making		
Year 7 Arts: Music	Unit 1 Theory & Listening Test Skills Portfolio	Unit 2 Composition Skills Folio		
		Year 8		
Year 8 English Language and Literature	Group Documentary Proposal	Written Analysis	Genre Short Story	Persuasive Speech
Year 8 Language Acquisition – all	Listening Exam Speaking Exam	Reading Exam Writing Exam	Listening Exam Speaking Exam	Reading Exam Writing Exam
Year 8 Language Acquisition – Latin	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam
Year 8 Individuals and Societies	Source Analysis Exam	Historical Inquiry Civics Exam	Economics Research	Geography Pamphlet Assignment – Interdisciplinary Unit
Year 8 Sciences	Exam	Scientific Investigation	Exam	Project Assignment – Interdisciplinary Unit
Year 8 Mathematics	Investigation Test 1	Project	Inquiry Test 2	Project Test 3

Subject	Term 1	Term 2	Term 3	Term 4
Year 8 Design	Report Report	Report Report		
Year 8 Physical and Health Education	Food Diary Analysis Practical	Training program design	Short response to first aid stimulus Practical	Exam Dance performance
Year 8 Arts: Visual Arts	Unit 1 – Responding Making	Unit 2 – Responding Making		
Year 8 Arts: Music	Unit 1 – Composition Skills Folio	Unit 2 – Composition Skills Folio		
Year 9				
Year 9 English Language and Literature	Poetry podcast	Novel Creative Response	Group Campaign - IDU	Written Analysis
Year 9 Language Acquisition – all	Listening Exam Speaking Exam	Reading Exam Writing Exam	Listening Exam Speaking Exam Assignment – Interdisciplinary Unit	Reading Exam Writing Exam
Year 9 Language Acquisition – Latin	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam Assignment – Interdisciplinary Unit	Grammar and Translation Exam Assignment
Year 9 I&S STEM Futures Elective: Forensic Psychology	Unit 1 Case Study	Unit 2 Crime Scene Practical Investigation Exam		
Year 9 I&S STEM Futures Elective: Cultural Revolution	Unit 1 Research supported reflections	Unit 2 Presentation Unit 3 Exam		
Year 9 I&S STEM Futures Elective: The World in Your Pocket	Unit 1 Exam	Unit 2 Infographic Unit 3 Presentation		
Year 9 I&S STEM Futures Elective: Future of Global Cooperation	Unit 1 Exam	Unit 2 Inquiry Essay Unit 3 Exam		
Year 9 STEM Futures Elective: Biochemical Solutions	Unit 1 Knowledge and data test	Unit 2 In class independent scientific investigation Exam (assessing Unit 1 and 2)		
Year 9 STEM Futures Elective: World of Reactions	Unit 1 Knowledge and data test In class independent scientific investigation	Unit 2 Exam (assessing Unit 1 and 2)		
Year 9 STEM Futures Elective: Medical Physics	Unit 1	Unit 2 In class independent scientific investigation Exam (assessing Unit 1 and 2)		

Subject	Term 1	Term 2	Term 3	Term 4
Year 9 STEM Futures Elective: Sustainable Futures	Unit 1 Field Studies Investigation	Unit 2 Assignment Exam (assessing Unit 1 and 2)		
Year 9 STEM Futures Elective: Fuelling the Planet	Unit 1 In class individual scientific investigation	Unit 2 Research Project Exam (assessing Unit 1 and 2)		
Year 9 Mathematics	Inquiry Test 1	Exploration Test 2	Exploration Test 1	Inquiry Test 2
Year 9 Design STEM Futures Elective: Disrupting the Market	Unit 1 Report Report	Unit 2 Report Exam		
Year 9 Design STEM Futures Elective: Biomedical Engineering	Unit 1 Report Report	Unit 2 Report Exam		
Year 9 Design STEM Futures Elective: Future of Automation	Unit 1 Report Report	Unit 2 Report Exam		
Year 9 PHE STEM Futures Elective: Healthy Future	Unit 1 – Exam Unit 2 – Team training plan and evaluation Practical skills assessment	Unit 3 Health promotion Practical skills assessment		
Year 9 Arts STEM Futures Elective: Artists as Changemakers	Unit 1 Responding Making	Unit 2 Responding Making		
Year 9 Arts STEM Futures Elective: Soundtrack	Unit 1 – Composition Skills Folio	Unit 2 – Composition Skills Folio		
Year 10				
Year 10 DPP English Language and Literature	CAR Log Assignment Oral Presentation	Analytical Essay Exam	Analytical Essay Exam	Oral Presentation HL Essay (HL only)
Year 10 DPP Chinese	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 10 DPP French	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 10 DPP German	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 10 DPP Japanese ab initio	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 10 DPP Japanese	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 10 DPP Latin	Term Exam Research Dossier	Term Exam	Term Exam Research Dossier	Term Exam HL only composition
Year 10 DPP Spanish	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam

Subject	Term 1	Term 2	Term 3	Term 4
Year 10 DPP Business Management (incl. STEM Futures Elective: Show Me the Money)	Exam	Exam	Exam	Exam
Year 10 DPP Economics (incl. STEM Futures Elective: Tragedy of the Commons)	Exam	Exam	Exam	Commentary
Year 10 DPP Digital Society (incl. STEM Futures Elective: Living in a Digital Society)	Exam	Exam	Project Exam	Exam
Year 10 DPP Psychology (incl. STEM Futures Elective: Inside Your Head)	Exam	Exam	Exam	Exam
Year 10 DPP Biology (incl. STEM Futures Elective: Medical Biotechnology)	Exam	Exam Practice IA	Exam	Experimental Investigation Exam
Year 10 DPP Chemistry (incl. STEM Futures Elective: Future Materials)	Exam	Research Assignment Exam	Experimental Investigation Exam	Exam
Year 10 DPP Computer Science (incl. STEM Futures Elective: Computational Thinking)	Exam	Project Exam	Exam	Project Exam
Year 10 DPP Environmental Systems & Societies (incl. STEM Futures Elective: Blue Planet)	Exam	Field Studies Booklet Exam	Exam	Experimental Investigation Exam
Year 10 DPP Physics (incl. STEM Futures Elective: Journey to Earth X)	Data Report Exam	Experimental Investigation Exam	Experimental Investigation Exam	Exam
DPP Sports, Exercise and Health Science (incl. STEM Futures Elective: Peak Performance)	Exam	Project Exam	Exam	Exam
Year 10 DPP Mathematics	Investigation Exam	Exam	Exam	Exploration Exam
Year 11				

Subject	Term 1	Term 2	Term 3	Term 4
Year 11 English Language and Literature SL	Exam	Mini-Individual Oral #1 Exam	Mini-Individual Oral #2	Final Individual Oral Exam
Year 11 English Language and Literature HL	Exam	Mini-Individual Oral #1 Exam	Mini-Individual Oral #2	Final Individual Oral Exam
Year 11 Chinese B SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 Chinese B HL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 French ab initio SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 French B SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 French B HL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 German ab initio SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 German B SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 German B HL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 Japanese ab initio SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 Japanese B SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 Japanese B HL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 Latin B SL	Exam	Exam	Research Dossier	Exam
Year 11 Latin B HL	Exam	Exam	Research Dossier	Exam
Year 11 Spanish ab initio SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 Business Management HL	Exam	Exam	Exam	Exam
Year 11 Digital Society HL	Exam	Exam	Exam	Exam
Year 11 Economics HL	Class Test Exam	Class Test Exam	Internal Assessment 1 Exam	Exam
Year 11 Psychology HL	Exam	Practice IA Exam	Exam	Exam
Year 11 Biology SL & HL	Internal Assessment Practice Exam	Internal Assessment Practice Exam	Exam	Exam
Year 11 Chemistry SL & HL	Exam	Exam	Internal Assessment Practice Exam	Exam
Year 11 Computer Science HL	Exam	Exam	Internal Assessment Practice Exam	Exam

Subject	Term 1	Term 2	Term 3	Term 4
Year 11 ESS HL	Exam	Exam	Exam Internal Assessment Practice	Exam
Year 11 Physics SL & HL	Exam	Internal Assessment Practice Exam	Exam	Exam
Year 11 Sports, Exercise and Health Science HL	Exam	Exam	Exam	Internal Assessment Practice Exam
Year 11 Mathematics AI & AA SL & HL	Internal Assessment Portfolio task Exam	Internal Assessment Portfolio task Exam	Internal Assessment Portfolio task Exam	In class exam End of term Exam
Year 11 TOK	Reflection	Reflection	Reflection	Reflections x 3 Exhibition (Internal Assessment)
Year 12				
Year 12 English Language and Literature SL	Exam	Exam	Mock Exams	Final IB Exams
Year 12 English Language and Literature HL	HL Essay Exam	Exam	Mock Exams	Final IB Exams
Year 12 Chinese B SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 Chinese B HL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 French ab initio SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 French B SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 French B HL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 German ab initio SL	Mock Exams	Final IB Exams		
Year 12 German B SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 German B HL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 Japanese ab initio SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 Japanese B SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 Japanese B HL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 Latin B SL	Exam	Exam Research Dossier	Mock Exams	Final IB Exams
Year 12 Latin HL	Exam HL Composition	Exam Research Dossier	Mock Exams	Final IB Exams
Year 12 Spanish ab initio SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
Year 12 Business Management HL	Internal Assessment Exam	Exam	Mock Exams	Final IB Exams

Subject	Term 1	Term 2	Term 3	Term 4
Year 12 Economics HL	Internal Assessment 2 Exam	Internal Assessment 3	Mock Exams Internal Assessment Portfolio	Final IB Exams
Year 12 Digital Society HL	Inquiry Project Exam	Exam	Mock Exams	Final IB Exams
Year 12 Psychology HL	Internal Assessment Exam	Exam	Mock Exams	Final IB Exams
Year 12 Biology SL & HL	Internal Assessment Exam	Exam	Mock Exams	Final IB Exams
Year 12 Chemistry SL & HL	Exam	Internal Assessment Exam	Mock Exams	Final IB Exams
Year 12 Computer Science HL	Exam	Internal Assessment Exam	Mock Exams	Final IB Exams
Year 12 ESS SL	Exam	Exam Internal Assessment	Mock Exams	Final IB Exams
Year 12 Physics SL & HL	Internal Assessment Exam	Exam	Mock Exams	Final IB Exams
Year 12 Sports, Exercise and Health Science HL	Exam	Internal Assessment Exam	Mock Exams	Final IB Exams
Year 12 Mathematics AI & AA SL & HL	Internal Assessment (AI SL only) Exam	Internal Assessment (AA SL, AI & AA HL) Exam	Mock Exams	Final IB Exams
Year 12 TOK	Group practice essay	Final Essay Draft	Essay (External Assessment)	-