



Engaging Minds,
Changing Futures



Grades 6-8
Lower
Secondary
School
Curriculum
2025-2026

CONTENT



SUBJECT	PAGE NO
WELCOME NOTE	1
LOWER SECONDARY CURRICULUM	2
CAMBRIDGE LEARNERS	3
SUBJECT ORGANISATION	5
ENGLISH	6
MATHEMATICS	8
SCIENCES - BIOLOGY, CHEMISTRY AND PHYSICS	12
GEOGRAPHY	20
GLOBAL PERSPECTIVES INTEGRATED WITH GEOGRAPHY	25
HISTORY	29
LANGUAGES	35
PERFORMING ARTS - DANCE	54
PERFORMING ARTS - MUSIC	58
PERFORMING ARTS - DRAMA	63
ART & DESIGN	65
PHYSICAL EDUCATION	68
COMPUTING AND CODING	71
PERSONAL, SOCIAL, HEALTH AND CAREERS EDUCATION (PSHCE)	74

WELCOME TO THE SECONDARY SCHOOL



Ms. Priya Mehta

Deputy Head of Secondary
& Head of Middle School



Dear Parents,

This guide aims to inform you about the curriculum offered to your child in Grades 6, 7, and 8, and to provide an overview of the Lower Secondary school.

The first three years of secondary education marks the beginning of a crucial journey that will shape your child's education and bring them closer to realize their future aspirations.

At GICLM, we follow the Cambridge Lower Secondary Checkpoint Curriculum in Grades 6,7, and 8. Our curriculum is adapted in certain areas to reflect the needs of our local community. This guide serves as an introduction to the curriculum and how we at GICLM interpret and adapt it to optimize learning.

In the Secondary School, students may experience a different teaching approach compared to their previous experiences. They will no longer have a single classroom and one teacher; instead, they will be taught by various subject experts and move between classrooms throughout the day.

We believe that strong partnerships with parents are essential to the success of any school. By working together, we can ensure that your child receives the best guidance and support during their time at GICLM.

We look forward to collaborating with you and your child, and we hope this booklet provides all the necessary information about the Lower Secondary School Curriculum.

Your faithfully,

Ms. Priya Mehta
Deputy Head of Secondary &
Head of Middle School

THE LOWER SCHOOL SECONDARY CURRICULUM



The Lower School Secondary Curriculum provides a broad and balanced range of subjects. We believe it is important that students experience a wide range of subjects to see what they like when taught as separate courses by specialist teachers who have real enthusiasm for their own subject areas.

In the language programme we offer an element of choice. Most students will have already started a language in our Primary School. We offer a choice of German, French, Hindi. Mandarin in the Secondary School is compulsory to grade 8. Marathi is compulsory to Grade 10.

Students are all taught in mixed ability groups, currently this involves them being taught as form groups. In this way all students experience a high degree of challenge in all their classes and have the opportunity to see and demonstrate what success looks like. Through our approach to raising achievement for all we hope to instill motivation for learning, reflection and improvement in all of our students.





The purpose of the Cambridge learner is to support the development of five powerful and highly desirable learning habits that will inspire students to love learning and help them to lead fulfilled and successful lives. Students who demonstrate the attributes habitually approach learning by being confident, responsible, reflective, innovative and engaged. They are able to skillfully employ a broad range of cognitive skills, noncognitive skills (including a range of social skills, personality traits such as resilience and self-awareness) towards effectively managing their performance.

Cambridge learners

We approach uncertainty with forethought and determination we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

1. Confident

Confident in working with information and ideas – their own and those of others. Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.

2. Responsible

Responsible for themselves, responsive to and respectful of others. Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

3. Reflective

Reflective as learners, developing their ability to learn. Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be life-long learners.

4. Innovative

Innovative and equipped for new and future challenges. Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.



5. Engaged

Engaged intellectually and socially, ready to make a difference. Cambridge learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.



SUBJECT ORGANISATION



The information on this page outlines the subjects offered in the Lower Secondary. In all years the subjects are mandatory with the exception of Modern Foreign Languages where students have an option to choose from German, French or Hindi.

We operate a fortnightly (10 day) timetable of 60 lessons. The duration of each lesson is 55 minutes with a 5 minute transition time between each class. The number of lessons indicated below is for each two-week cycle.

SUBJECT	Lessons per 2 - week cycle		
	GRADE 6	GRADE 7	GRADE 8
ENGLISH	9	9	8
MATHEMATICS	9	9	8
SCIENCES – BIOLOGY + CHEMISTRY + PHYSICS	12	12	12
GEOGRAPHY	3	3	
GLOBAL PERSPECTIVES INTEGRATED WITH GEOGRAPHY			5
HISTORY	3	3	3
LANGUAGES – GERMAN / FRENCH / HINDI	3	3	3
MANDARIN	3	3	3
MARATHI	2	2	2
COMPUTING / CODING	2	2	2
MUSIC	2	2	2
ART & DESIGN	3	3	3
PE/DANCE	6	6	6
DRAMA	1	1	1
PSHCE	2	2	2
Total	60	60	60



Cambridge Lower Secondary English curriculum empowers learners in their application of English, and encourages life-long enthusiasm for reading, writing and spoken communication. It develops communication skills in English that learners can apply in everyday situations and in study. It also equips them with transferable language skills for interrogating and producing spoken and written texts, and working collaboratively. Together the reading, writing, speaking and listening skills acquired through Cambridge Lower Secondary English support learners' overall intellectual, creative and social development.

Cambridge Lower Secondary English is designed for learners who speak English as a first language: those who either speak English at home or have other significant experience of communicating in English or have English as the primary medium of instruction.

Cambridge Lower Secondary English objectives:

- developing skilled communicators for a range of different purposes and audiences
- developing competent readers who appreciate a wide range of different texts, including those from different periods and cultures
- developing skills in evaluating and analysing written and spoken language
- developing a solid foundation for the further study of English Language, English Literature and Drama.

How is the curriculum content organised?

Cambridge Lower Secondary English learning objectives are organised into three strands:

- Reading
- Writing
- Speaking and Listening

(Grammar is embedded within the Reading and Writing strands.)

At GICLM we enrol learners for the following Cambridge Lower Secondary Checkpoint assessments:

Cambridge Lower Secondary English:

- Paper 1 Reading and Writing (non-fiction)
- Paper 2 Reading and Writing (fiction)

(Grammar is assessed within both papers. Speaking and listening skills are also developed within the course learning and not taken as a separate assessment at GICLM.)

Texts types explored at GICLM for lower Secondary English curriculum:

Fiction

- Fiction, including novels and short stories, from a range of different genres
- Contemporary and classic fiction from different social, cultural and historical contexts, including texts with unfamiliar language
- A range of pre-20th century and contemporary fiction.



Poetry

- Different poetic forms, including: o narrative and non-narrative poetry o sonnets from different times and cultures (e.g. Shakespearean and Petrarchan)
- Thematic poetry from different times and cultures, and in a range of forms
- Poetry focusing on how structure and language are used together to support meaning .
- A selection of poetry from one poet (comparing poems from their oeuvre, considering their voice and thematic choices).

Playscripts

- Drama from different social, cultural and historical contexts, including texts with unfamiliar language
- A range of pre-20th century and contemporary drama. Non-fiction Texts to persuade, argue, advise, inform, explain, describe, analyse, review, discuss, narrate, entertain.

These should also include: texts with political language, texts from different cultures and texts exploring biases.

This is not an exhaustive list and learners will experience a broad range of texts in every stage, including texts in print and digital formats.

Learners appear for Lower Secondary Checkpoint examination in Grade 8 at GICLM. Teaching and learning experiences are articulated according to the Cambridge syllabus expectations of the exam, so no additional preparation is expected apart from the school studies. Learners prepare as per Cambridge syllabus for foundation studies for IGCSE and IBDP courses in senior school.

<https://lowersecondary.cambridgeinternational.org/english-0861>

[file:///D:/Downloads/0861%20Lower%20Secondary%20English%20Curriculum%20Framework%202020_tcm143-592623%20\(4\).pdf](file:///D:/Downloads/0861%20Lower%20Secondary%20English%20Curriculum%20Framework%202020_tcm143-592623%20(4).pdf)





Modern Society with its dependence on technology demands that students leave school equipped with a wide range of mathematical knowledge and skills.

Many areas of further education especially the natural, Applied and Social Science, Business and Computing require an understanding of and skill with logic problem solving and mathematical process.

Aims and Objectives

The aims of the Mathematics course at the end of Grade 8 are to engender an appreciation of Mathematics and to pique student's curiosity to develop problem solving skills and to promote logic thinking and organization of work all of which provide them with a good foundation for success at IGCSE and beyond.

Equipment

Students must come prepared to all Mathematics lessons with the following equipment: Pen, pencil, ruler, rubber, protractor, compass, calculator and their exercise and text book. The exercise book and text book will be provided by the school. All other equipment must be purchased

Course Content

Each year all students study each of the main areas of Mathematics: Number & Algebra, Geometry and Mensuration. Each year all students study each of the main areas of Mathematics: Number & Algebra, Geometry and Mensuration. And Probability and Statistics with the emphasis moving over the three years from numeric to algebraic skills and their application to problems in other areas. Students will also develop note taking, written presentation and revision skills and habits in preparation for their IGCSE.

Grade 6

- Unit 1 Addition, subtraction, multiplication and division
- Unit 2 Properties of two-dimensional shapes
- Unit 3 Data collection and sampling
- Unit 4 Area of a triangle
- Unit 5 Order of operations
- Unit 6 Algebra beginnings – using letters for unknown numbers
- Unit 7 Organising and presenting data
- Unit 8 Properties of three-dimensional shapes
- Unit 9 Multiples and factors
- Unit 10 Probability and the likelihood of events



- Unit 11 Rounding and estimation – calculations with decimals
- Unit 12 Mode, mean, median and range
- Unit 13 Transformations of two-dimensional shapes
- Unit 14 Manipulating algebraic expressions
- Unit 15 Fractions, decimals and percentages
- Unit 16 Probability and outcomes
- Unit 17 Angle properties
- Unit 18 Algebraic expressions and formulae
- Unit 19 Probability experiments
- Unit 20 Introduction to equations and inequalities

- Unit 21 Sequences
- Unit 22 Percentages of whole numbers
- Unit 23 Visualising three-dimensional shapes
- Unit 24 Introduction to functions
- Unit 25 Coordinates and two-dimensional shapes

- Unit 26 Squares, square roots, cubes and cube roots
- Unit 27 Linear functions
- Unit 28 Converting units and scale drawings
- Unit 29 Ratio
- Unit 30 Graphs and rates of change

Grade 7

- Unit 1 Multiplication and division
- Unit 2 Hierarchy of quadrilaterals
- Unit 3 Data collection and sampling methods
- Unit 4 Parallelograms, trapezia and circles
- Unit 5 Order of operations
- Unit 6 Expressions, formulae and equations
- Unit 7 Recording, organising and representing data
- Unit 8 Properties of three-dimensional shapes
- Unit 9 Factors and multiples
- Unit 10 Complementary events

- Unit 11 Decimals and place value
- Unit 12 Comparing and interpreting data
- Unit 13 Transformation of 2D shapes
- Unit 14 Fractions and decimals
- Unit 15 Manipulating algebraic expressions
- Unit 16 Combined events
- Unit 17 Constructions, lines and angles



- Unit 18 Algebraic expressions and formulae
- Unit 19 Probability experiments
- Unit 20 Equations and inequalities
-
- Unit 21 Describing sequences
- Unit 22 Percentage increases and decreases
- Unit 23 2D representations of 3D shapes
- Unit 24 Functions
- Unit 25 Geometry and translations
- Unit 26 Squares, square roots, cubes and cube roots
- Unit 27 Graphs and equations of straight lines
- Unit 28 Distances and bearings
- Unit 29 Ratio
- Unit 30 Read and interpret graphs
- Unit 19 Probability experiments
- Unit 20 Equations and inequalities
- Unit 21 Describing sequences
- Unit 22 Percentage increases and decreases
- Unit 23 2D representations of 3D shapes
- Unit 24 Functions
- Unit 25 Geometry and translations
- Unit 26 Squares, square roots, cubes and cube roots
- Unit 27 Graphs and equations of straight lines
- Unit 28 Distances and bearings
- Unit 29 Ratio
- Unit 30 Read and interpret graphs

Grade 8

- Unit 1 Indices and standard form
- Unit 2 Pythagoras' Theorem
- Unit 3 Data collection and sampling
- Unit 4 Area and circumference of a circle
- Unit 5 Order of operations with algebra
- Unit 6 Large and small units
- Unit 7 Record, organise and represent data
- Unit 8 Surface area and volume of prisms
- Unit 9 Rational and irrational numbers
- Unit 10 Mutually exclusive events
- Unit 11 Rounding and estimating numbers
- Unit 12 Further data interpretation
- Unit 13 Further transformations
- Unit 14 Further fractions and decimals
- Unit 15 Manipulating algebraic expressions
- Unit 16 Combined events
- Unit 17 Further constructions, lines and angles



- Unit 18 Further algebraic expressions and formulae
- Unit 19 Probability – expected and relative frequency experiments
- Unit 20 Further algebraic equations and inequalities
- Unit 21 Linear and quadratic sequences
- Unit 22 Compound percentages
- Unit 23 Scale and area factors of enlargement
- Unit 24 Functions and their representation
- Unit 25 Coordinates and straight line segments
- Unit 26 Estimating surds
- Unit 27 Linear functions and solving simultaneous linear equations
- Unit 28 Bearings and scale drawings
- Unit 29 Direct and inverse proportion
- Unit 30 Compound measures and graphs

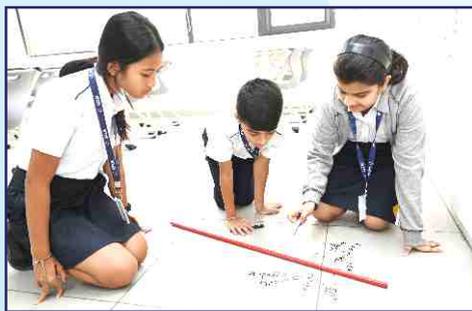
Assessment

There will be continuous assessment of students' skills throughout the Key Stage in the two core areas of:

- Understanding (Fluency)
- Process & application (Problem solving, Communication & Mathematical thinking)

Students' progress is assessed through participation in lessons, completion of home and class exercises, and performance on quizzes and tests.

Students are often engaged in problem solving, but several times each year they will complete a more formal tests where the emphasis is on process and communication. In addition to quizzes on individual topics, students will sit a cumulative test at the end of the year.



SCIENCES - BIOLOGY , CHEMISTRY AND PHYSICS



Science is taught through a practical based platform over 3 years. The programme introduces the student to a detailed and broad study of the world around us, through the interdisciplinary areas of Biology, Chemistry and Physics.

From this study each student will have an appreciation of the scientific fundamentals that govern all aspects of our lives, as well as an understanding of their application in a technological framework, thereby making them confident, informed and able citizens in an ever changing and evolving world.

Aims and Objectives

By completing this course, students will have a body of scientific knowledge which in itself will provide them with an important and comprehensive insight into the world around them. By applying this knowledge and using it to solve realistic problems, they will be able to understand the importance of science within their everyday lives, as it is manifested through technology.

Alongside this knowledge, the student will gain a set of essential practical and intellectual skills. Through the extensive use of experimental work in the classroom, students will become grounded in the scientific method of planning, investigating, concluding and evaluating.

They will learn to think critically; to generalise; deduce; connect; justify and to think flexibly and with creativity. It is the aim of all of the work within these topics to promote a genuine interest, enthusiasm and curiosity in the Sciences, as well as enabling our students to gain some of the skills needed to become lifelong learners who have the confidence to live and work in a predominantly scientific world.

The courses are all taught in a modular fashion, thereby making them accessible and manageable, as well as offering a variety of topics in each subject in each year group. In the each student's ability and background, allowing all students to aim for and achieve their best academically.

Running throughout the course there is a strong emphasis on experimental work, so that the student can experience Science individually for him or herself. Audio-visual resources, simulations, problem-solving and data-handling tasks are all essential elements in making the courses enjoyable and motivating for all our students.



Course Content: Biology

Grade 6

1. Plants

- 1.1 Leaves, stems, and roots
- 1.2 Enquiry: Questions, evidence, and explanations
- 1.3 Review

2. Humans

- 2.1 The human skeleton
- 2.2 Muscles and movement
- 2.3 Organ systems
- 2.4 The circulatory system
- 2.5 Studying the human body
- 2.6 Extension: Extending lives
- 2.7 Review

3. Cells and organisms

- 3.1 The characteristics of living things
- 3.2 Microbes
- 3.3 Louis Pasteur
- 3.4 Enquiry: Testing predictions
- 3.5 Useful micro-organisms
- 3.6 Enquiry: Planning investigations
- 3.7 Harmful micro-organisms
- 3.8 Plant and animal cells
- 3.9 Specialised cells
- 3.10 Extension: Nerves
- 3.11 Tissues and organs
- 3.12 Review

4. Living things in their environment

- 4.1 Habitats
- 4.2 Food chains
- 4.3 Feeding ourselves
- 4.4 Changing the planet
- 4.5 Preventing extinction
- 4.6 Obtaining energy
- 4.7 Extension: Growing fuels
- 4.8 Review

5. Variation and classification

- 5.1 Variation
- 5.2 Extension: Causes of variation
- 5.3 Species
- 5.4 Classification
- 5.5 Vertebrates
- 5.6 Classification of plants
- 5.7 Review

Grade 7

6. Plants

- 6.1 Why we need plants
- 6.2 Enquiry: Asking scientific questions
- 6.3 Water and minerals
- 6.4 Review

7. Diet

- 7.1 Food
- 7.2 Enquiry: Managing variables
- 7.3 A balanced diet
- 7.4 Deficiencies
- 7.5 Extension: Choosing foods
- 7.6 Review

8. Digestion

- 8.1 The digestive system
- 8.2 Enzymes
- 8.3 Extension: Using enzymes
- 8.4 Review

9. Circulation

- 9.1 Blood
- 9.2 cell
- 9.3 The circulatory system
- 9.4 Enquiry: Identifying trends



9.5 Diet and fitness

9.6 Review

10. Respiration and breathing

10.1 Lungs

10.2 Respiration and gas exchange

10.3 Extension: Anaerobic respiration

10.4 Smoking and lung damage

10.5 Enquiry: Communicating findings

10.6 Review

11. Reproduction and fetal development

11.1 Reproduction

11.2 Fetal development

11.3 Extension: Twins

11.4 Adolescence

11.5 Review

12. Drugs and disease

12.1 Drugs

12.2 Disease

12.3 Extension: Defence against disease

12.4 Extension: Boosting your immunity

12.5 Review

Grade 8

13. Plants

13.1 Photosynthesis

13.2 Enquiry: Preliminary tests

13.3 Plant growth

13.4 Extension: Phytoextraction

13.5 Flowers

13.6 Seed dispersal

13.7 Review

14. Adaptation and survival

14.1 Adaptation

14.2 Extreme adaptations

14.3 Extension: Survival

14.4 Enquiry: Sampling techniques

14.5 Studying the natural world

14.6 Review

15. Energy flow

15.1 Food webs

15.2 Energy flow

15.3 Decomposers

15.4 Changing populations

15.5 Facing extinction

15.6 Extension: Maintaining biodiversity

15.7 Review

16. Human influences

16.1 Air pollution

16.2 Enquiry: How scientists work

16.3 Water pollution

16.4 Saving rainforests

16.5 Review

17. Variation and classification

17.1 Using keys

17.2 What makes us different?

17.3 Extension: Chromosomes

17.4 Extension: Investigating inheritance

17.5 Selective breeding

17.6 Enquiry: Developing a theory

17.7 Darwin's theory of evolution

17.8 Extension: Moving genes

17.9 Extension: Using genes

17.10 Review



Course Content: Chemistry

Grade 6

1. The particle model

- 1.1 The particle model
- 1.2 The states of matter
- 1.3 Using the particle model
- 1.4 Changes of state - evaporating, boiling, and condensing
- 1.5 Investigating boiling points
- 1.6 Changes of state - melting and freezing
- 1.7 Models in science
- 1.8 Review

2. Elements, compounds, and mixtures

- 2.1 Elements and the periodic table
- 2.2 Discovering the elements
- 2.3 Chemical symbols
- 2.4 Atoms
- 2.5 Organising the elements
- 2.6 Compounds
- 2.7 What's in a name?
- 2.8 Chemical formulae
- 2.9 What's in a mixture?
- 2.10 What's in a solution?
- 2.11 Comparing elements, mixtures, and compounds
- 2.12 What are you made of?
- 2.13 Review

3. Metals and non-metals

- 3.1 Magnificent metals
- 3.2 Comparing conductors
- 3.3 Amazing alloys
- 3.4 Non-metal elements
- 3.5 Explaining metal and non-metal properties
- 3.6 Better bicycles
- 3.7 Review

4. Chemical reactions

- 4.1 What are chemical reactions?
- 4.2 Atoms in chemical reactions
- 4.3 Investigating a chemical reaction
- 4.4 Precipitation reactions
- 4.5 Corrosion reactions
- 4.6 Review

5. Acids and alkalis

- 5.1 Acids and alkalis
- 5.2 The pH scale
- 5.3 Neutralisation reactions
- 5.4 investigating neutralisation
- 5.5 Acid rain
- 5.6 Gas products of acid reactions
- 5.7 Review

6. Models of the Earth

- 6.1 Models of the Earth
- 6.2 Plate tectonics
- 6.3 The restless Earth
- 6.4 Volcanoes
- 6.5 Review





Grade 7

1. Inside atoms

- 1.1 Inside atoms
- 1.2 Discovering electrons
- 1.3 Finding the nucleus
- 1.4 Inside sub-atomic particles
- 1.5 Proton and nucleon numbers
- 1.6 Review

2. Pure substances and solutions

- 2.1 Pure substances
- 2.2 Drinking seawater
- 2.3 Chromatography
- 2.4 Solutions and concentration
- 2.5 How much salt is in the sea?
- 2.6 Chlorine and water
- 2.7 Solubility
- 2.8 Investigating solubility and temperature
- 2.9 Investigating temperature and solubility
- 2.10 Review

3. Chemical reactions 2

- 3.1 More chemical reactions
- 3.2 Word equations
- 3.3 Energy changes
- 3.4 Investigating fuels
- 3.5 Investigating food energy
- 3.6 Metals and oxygen
- 3.7 Metals and water
- 3.8 Metals and acids
- 3.9 The reactivity series
- 3.10 Lead in the reactivity series
- 3.11 Review

Grade 8

1. Structure, bonding, and properties

- 1.1 Proton number and the periodic table
- 1.2 Electrons in atoms
- 1.3 Making ions
- 1.4 Inside ionic compounds
- 1.5 Covalent bonding
- 1.6 Covalent structures
- 1.7 More about structures
- 1.8 Life-saving compounds
- 1.9 Review

2. Patterns in the periodic table

- 2.1 Calculating density
- 2.2 Explaining density
- 2.3 Using density
- 2.4 The periodic table: Group 1
- 2.5 More about Group 1
- 2.6 The periodic table: Group 2
- 2.7 Review

3. Chemical reactions 3

- 3.1 Mass and energy in chemical reactions
- 3.2 Writing symbol equations
- 3.3 Metal displacement reactions
- 3.4 Extracting metals
- 3.5 Extracting copper
- 3.6 Making salts from acids and metals
- 3.7 More about salts
- 3.8 Making salts from acids and carbonates
- 3.9 Rates of reaction
- 3.10 Concentration and reaction rate
- 3.11 Temperature and reaction rate
- 3.12 Surface area and reaction rate
- 3.13 Review



4. Planet Earth

- 4.1 Continental drift
- 4.2 Evidence from fossils
- 4.3 Evidence from seafloor spreading
- 4.4 Review



Course Content: Physics

Grade 6

Thinking and working scientifically

- 1 Asking questions 8
- 2 Planning & carrying out investigations 10
- 3 Collecting and recording data 12
- 4 Drawing graphs 14
- 5 Analysis 16



1. Energy

- 1.1 What is energy? 20
- 1.2 Asking questions: Energy 22
- 1.3 Energy stores and transfers 24
- 1.4 Energy transfer diagrams and dissipation 26
- 1.5 Gravitational potential energy and kinetic energy 28
- 1.6 Planning: pendulum motion 30
- 1.7 Elastic potential energy
- 1.8 Review 34

2. Forces

- 2.1 Introduction to forces 36
- 2.2 Gravity 38
- 2.3 How 'old' is gravity? 40
- 2.4 Air resistance 42
- 2.5 Planning fair tests: streamlining 44
- 2.6 Round in circles 46
- 2.7 Review 48

3. Sound

- 3.1 Sound waves and how they travel 50
- 3.2 Detecting sounds 52
- 3.3 Echoes 54
- 3.4 Review

4. Electricity

- 4.1 Charging up 58
- 4.2 Electric circuits 60
- 4.3 Electric current 62
- 4.4 Modelling electric circuits 64
- 4.5 Dangers of electricity

5. The Earth in space

- 5.1 Our planet: Day and night 70
- 5.2 Our planet: Seasons 72
- 5.3 The night sky 74
- 5.4 Our Solar System 76
- 5.5 The Moon 78
- 5.6 Changing ideas 1: Ancient ideas about the Universe 80

- 5.7 Changing ideas 2: The geocentric model 82
- 5.8 Changing ideas 3: Modern ideas about the Universe 84
- 5.9 Using planetary data

Grade 7

6. Forces

- 6.1 Speed 92
- 6.2 Precision and accuracy: What's the difference? 94
- 6.3 Distance-time graphs 96
- 6.4 Acceleration and speed-time graphs 98
- 6.5 Presenting data from racing 100
- 6.6 Balanced and unbalanced forces 102
- 6.7 Friction 104
- 6.8 Changing ideas about motion 106
- 6.9 Tension and upthrust 108
- 6.10 Presenting data from springs 110
- 6.11 Levers 112
- 6.12 Calculating moments 114
- 6.13 Centre of mass and stability 116
- 6.14 Pressure 118
- 6.15 Using pressure 120
- 6.16 Pressure in liquids 122
- 6.17 Pressure in gases 124
- 6.18 Diffusion in liquids and gases

7. Light

- 7.1 Seeing things 130
- 7.2 The Law of reflection 132
- 7.3 Reflection and images 134
- 7.4 Refraction 136
- 7.5 Refraction and total internal reflection 138
- 7.6 The speed of light 140
- 7.7 Dispersion 142
- 7.8 Colour 144
- 7.9 Looking at coloured objects 146
- 7.10 Changing ideas: Light 148
- 7.11 The eye and the camera 150
- 7.12 Review 152



8. Magnetism

- 8.1 The properties of magnets 154
- 8.2 Magnetic fields 156
- 8.3 Electromagnets 158
- 8.4 Using electromagnets 160
- 8.5 Risk, variables, and tables:
Investigating electromagnets

9. Energy

- 9.1 The world's energy needs 166
- 9.2 Generating electricity 168
- 9.3 Non-renewable resources: Fossil fuels 170
- 9.4 Renewable resources: Solar and geothermal 172
- 9.5 Renewable resources: Water and wind 174
- 9.6 Renewable resources: Biofuels and bioplastics 176
- 9.7 Review 178

10. The Earth in space

- 10.1 Galaxies 180
- 10.2 Asteroids 182
- 10.3 Magnetic Earth

Grade 8

11. Forces

- 11.1 Floating and sinking 190
- 11.2 Using ideas about density 192
- 11.3 Review 194

12. Energy

- 12.1 Hot and cold 196
- 12.2 Conservation of energy 198
- 12.3 Energy transfer: conduction 200
- 12.4 Energy transfer: convection 202
- 12.5 Energy transfer: radiation 204
- 12.6 Cooling by evaporation 206

12.7 Review 208

13. Sound

- 13.1 Loudness and amplitude 210
- 13.2 Pitch and frequency 212
- 13.3 Hearing, decibels, and risk 214
- 13.4 Adding up and cancelling out

14. Electricity

- 14.1 Current in series and parallel circuits 220
- 14.2 Voltage in series and parallel circuits 222
- 14.3 Resistance 224
- 14.4 Planning investigations: resistance of a wire 226
- 14.5 Energy and power 228
- 14.6 Review 230

15. The Earth in space

- 15.1 The origin of the Universe 232
- 15.2 Collisions, asteroids, and mass extinctions 234
- 15.3 Collisions and the Moon 236
- 15.4 The life cycle of stars

Assessment

There will be continuous assessment of students' skills throughout the programme in the two core areas of

- Knowledge and Understanding
- Investigation Skills through Scientific Enquiry



The study of Geography at GICLM helps to stimulate an interest in the world around us, and to develop a sense of wonder about places. It helps our students make sense of a complex and changing world.

It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected.

It builds on our students' own experiences to investigate places at all scales, from the personal to the global.

Aims and Objectives

The Geography curriculum aims to introduce students to a wide range of cross-curricular skills; including data collection, analysis, report writing, mapping, graphicacy, discussion, public speaking and enquiry.

Students can then apply these skills to a range of situations and subjects. We learn these skills whilst focusing on a variety of topics, designed to challenge and broaden student thinking and increase awareness of world issues and processes.

All our schemes of work and assessments are designed to assess these key skill areas.

Knowledge and Understanding

The students are able to draw on an increasing awareness of locations, places and geographical features, from a local to a global scale. The students make greater sense of the world through the study of processes, conditions, features, interactions and changes. The students learn to connect information to better understand the world around them and the people within it.

Geographical Enquiry

The students develop the core investigative skills of observing, collecting, collating, analysing, evaluating and communicating geographical information.



Course Content

The students develop the core investigative skills of observing, collecting, collating, analysing, evaluating and communicating geographical information.

Grade 6:

Exploring Our World – Connecting People, Places, and Environments

Aims:

- Spark curiosity about the world by exploring people, places, environments, and the relationships between them.
- Foster inquiry-based learning to develop geographical understanding, critical thinking, and problem-solving skills.
- Equip students with practical map skills, data interpretation abilities, and field observation techniques.
- Encourage students to analyze human-environment interactions and their influence on culture, economy, and settlement.
- Lay a foundation for advanced geographical study by building core competencies in research, observation, and presentation.

Objectives:

Students will

- Understand the tools and techniques geographers use to investigate and represent the world.
- Learn to interpret and create maps using symbols, coordinates, compass directions, and scales.
- Compare global regions by analyzing their physical and human geography, climate, and economic systems.
- Develop collaborative and individual inquiry skills through hands-on projects and field experiences.
- Reflect on sustainable use of resources and propose solutions to geographical and environmental challenges.

Syllabus Overview:

Unit 1: What is Geographical Inquiry?

Focus:

Understanding how geographers ask questions, collect data, and analyze information to explain geographical patterns and relationships.

**Skills:**

- Research and investigation
- Critical thinking and analysis
- Data collection and interpretation
- Fieldwork and inquiry methods

Unit 2: Map Skills**Focus:**

Understanding different types of maps, symbols, coordinates, and tools geographers use to represent spatial relationships and navigate the Earth.

Skills:

- Map reading and interpretation
- Use of latitude, longitude, and grid references
- Understanding scale and distance
- Compass and orientation skills
- Creating thematic maps

Unit 3: Geography of India vs. Russia**Focus:**

Comparing the physical and human geography of India and Russia to understand their impact on human settlement, resources, and development.

Skills:

- Geographical comparison and contrast
- Visual representation through mapping
- Analysis of climate and resources
- Understanding development through geographical factors
- Critical thinking and argument formation

Unit 4: Europe and Africa**Focus:**

Exploring the resource distribution, economic systems, trade, and sustainability challenges in Europe and Africa.

Skills:

- Resource mapping and analysis
- Understanding global economic interdependence
- Sustainable development concepts
- Independent research and presentation
- Data interpretation in economic geography



Grade 7:

Interconnected Earth — Exploring Geography, Resources and Human Impact

Aims:

- Deepen understanding of Earth's interconnected physical systems and human activities.
- Enable students to investigate landforms, natural resources, and environmental challenges using geographical tools and methods.
- Foster awareness of sustainable development and human impact on different ecosystems.
- Encourage comparison between regions to understand cultural, historical, and economic diversity.
- Strengthen analytical, map-reading, and research skills for exploring real-world geographical issues.

Objectives:

Students will:

- Explore physical processes like erosion, deposition, and landform development.
- Understand global development indicators and their implications for sustainability.
- Analyze how natural and human factors influence coastlines, rivers, and ecosystems.
- Compare the geographical and cultural characteristics of global regions and continents.
- Apply critical thinking and data interpretation to propose real-world environmental solutions.

Syllabus Overview:

Unit 1: The Rivers

Focus:

Understanding river systems, the water cycle, erosion and deposition, and human impact on freshwater environments.

Skills:

- Environmental analysis and reporting
- Data collection and interpretation
- Mapping and field investigation
- Critical thinking and inquiry methods

Unit 2: Development

Focus:

Exploring the resource distribution, economic systems, trade, and sustainability challenges in Europe and Africa.

**Skills:**

- Data analysis using development indicators (HDI, GDP, etc.)
- Evaluating sustainability models
- Geographic mapping and interpretation
- Research and comparative analysis

Unit 3: Coastal Processes and Landforms**Focus:**

Investigating the natural and human-influenced shaping of coastlines through erosion, deposition, and management strategies.

Skills:

- Interpreting coastal features through maps and satellite images
- Field-based observation and data collection
- Evaluating coastal protection strategies
- Creative problem-solving for environmental challenges

Unit 4: Asia vs. North and South America**Focus:**

Comparing continents in terms of physical geography, climate, natural resources, cultures, and economies.

Skills:

- Comparative research and analysis
- Mapping of continents, features, and trade/resource patterns
- Understanding economic and cultural interactions
- Independent and collaborative presentations



Aims and Objectives

The aims are to enable students to:

- Empower students to take their place in a connected world, fostering independent thought and self-assurance.
- Equip students to critically analyze and evaluate global issues, their causes, and consequences, while suggesting evidence-based solutions.
- Encourage students to assess global issues through the lens of sustainability and propose viable, long-term solutions.
- Promote active engagement with global issues, encouraging reflection on multiple perspectives, both individually and in collaboration with others.
- Develop students' ability to communicate effectively by supporting their arguments with reasoning and evidence, and presenting their conclusions clearly.

Syllabus Overview

Component 1

1hr 25 minutes

Written Exam – 35% of IGCSE

70 Marks - Externally assessed

Written examination consisting of four compulsory questions, based on a range of sources provided with the question paper.

Component 2

Individual Report – 30% of IGCSE

60 marks - Internally set and externally marked

Candidates devise their own title and write a report. The report must be 1500–2000 words and be written in continuous text

Component 3

Team Project – 35% of IGCSE

70 marks - Internally assessed and externally moderated

Candidates work in teams to choose from the topic list and identify a local issue. They devise and develop a collaborative project on an aspect of the issue considered from a range of perspectives.



Assessment

1. Written Exam - 70 marks

Written examination consisting of four compulsory questions, based on a range of sources provided with the question paper. Sources will present an issue of global significance from a range of different perspectives – personal, local and/or national, global.

2. Team Project - 70 marks

Candidates work in teams to choose from the topic list and identify a local issue. They devise and develop a collaborative project on an aspect of the issue considered from a range of perspectives.

Syllabus Overview:

Unit 1: Climate Change, Energy, and Resources

Focus:

Understanding how climate change impacts different regions; analyzing geography's influence on renewable energy, resource availability, and global trade routes.

Skills:

- Climate data mapping
- Spatial pattern analysis
- Geographical reasoning in energy use
- Interpretation of physical and human geography interactions

Unit 2: Law and Criminality

Focus:

Exploring how location, city design, and borders affect crime patterns, justice systems, and international cooperation.

Skills:

- Crime mapping and spatial data interpretation
- Geographic evaluation of law enforcement and urban design
- Analysis of transnational geography (borders, trafficking routes)

Unit 3: Health and Wellbeing

Focus:

Investigating how geography affects physical and mental health, disease spread, and access to healthcare, with emphasis on regional inequalities.

**Skills:**

- Mapping disease and population data
- Understanding environmental health geography
- Analyzing urban vs rural health disparities
- Case study evaluation

Unit 4: Transport, Travel and Tourism**Focus:**

Examining the influence of geography on global tourism, infrastructure development, and sustainable travel practices.

Skills:

- Spatial analysis of tourism hubs
- Interpreting physical and cultural geography
- Studying environmental and economic tourism impacts
- Mapping transport networks and migration patterns

Focus Areas (Student Choice):

- Poverty and Inequality
- Migration and Urbanisation
- Water, Food, and Agriculture

Skills:

- Real-world community impact planning
- Problem-solving and project execution
- Cross-topic integration and reflection

Unit 5: Technology, Industry, and Innovation**Focus:**

Understanding how geography shapes technological growth, supply chains, industrial hubs, and access to innovation

Skills:

- Mapping industrial and tech clusters
- Analyzing geographic logistics in global trade
- Studying the digital divide and infrastructure
- Critical thinking on sustainable innovation by region



Team Project (Global Perspectives)

Focus Areas:

- Arts in Societies
- Education for All
- Employment
- Environment, Pollution and Conservation
- Sport and Recreation

Skills:

- Collaborative research
- Issue-based inquiry
- Presentation and reflection
- Global and local problem analysis

MIDDLE SCHOOL CURRICULUM HANDBOOK



At GICLM students will develop their understanding of the nature of historical study. Passionate teaching of History will trigger students' inquisitiveness and imagination and lead them to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgments they make. We aim to prepare students for the future, equipping them with knowledge and skills that are prized in adult life whilst enhancing employability. Our students' learning is enhanced by visits to historical sites; castles, museums, galleries and other significant places.

Aims and Objectives

Over the three year programme students' will develop knowledge of 'international history' and an awareness of how the past has shaped the present day. There are six key concepts that underpin the study of History. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding. These six concepts are:

- Chronological understanding
- Cultural, ethnic and religious diversity
- Change and continuity
- Cause and consequence
- Significance
- Interpretation

Course Outline

Grade 6: The Foundations of Civilizations

Aims:

- Introduce students to the foundations of historical inquiry and evidence-based understanding.
- Explore early civilizations and their contributions to society, culture, technology, and governance.
- Encourage critical thinking through the analysis of sources, geography, and comparative civilizational structures.
- Help students connect past events and systems with modern societal institutions and cultural practices.
- Foster a curiosity for how human societies develop, evolve, and influence one another across time.



Unit 4: Greek and Roman Civilizations — Foundations of the Western World

Focus:

Investigating the governance, culture, philosophy, and geography of Ancient Greece and Rome, and their lasting impact.

Skills:

- Comparative historical analysis
- Constructing historical arguments
- Cultural interpretation through mythology and philosophy
- Mapping and modeling classical cities
- Presentation and research on influential historical figures

Grade 7: The Notion of Revolution

Aims:

- Explore key revolutions in science, society, and industry that shaped the modern world.
- Develop critical historical thinking by evaluating change, evidence, and ideology.
- Understand how revolutions across different cultures and time periods influence one another.
- Encourage students to examine the roots of social, political, and technological transformation.
- Connect historical revolutions with global movements, including the Indian context.

Objectives:

Students will:

- Investigate the causes, processes, and consequences of major revolutions.
- Compare and contrast revolutionaries, ideologies, and impacts across time and place.
- Analyze the role of Enlightenment, science, and innovation in societal change.
- Evaluate historical events through primary sources, debates, and structured inquiry.
- Reflect on how global revolutions influenced Indian thinkers and reform movements.

Syllabus Overview:

Unit 1: The Scientific Revolution

Focus:

Transformation in worldviews through observation, rationalism, and evidence-based inquiry; comparing European and Indian scientific developments.



Objectives:

Students will:

- Understand the difference between primary and secondary sources and learn how to evaluate evidence.
- Study key early civilizations, including the Indus Valley, Ancient Egypt, Greece, and Rome.
- Analyze the influence of geography, religion, trade, and leadership on the rise of civilizations.
- Develop historical arguments using comparisons, source analysis, and debates.
- Explore mythologies, philosophies, and cultural legacies that shape the modern world.

Syllabus Overview:

Unit 1: Introduction to Archaeology

Focus:

Understanding what history is, how historians work with evidence, and the tools of archaeological and historical inquiry.

Skills:

- Analyzing primary and secondary sources
- Developing historical arguments
- Evaluating bias and perspective
- Critical thinking

Unit 2: Early Civilizations – Indus Valley

Focus:

Exploring the urban planning, trade systems, and societal structures of the Indus Valley Civilization.

Skills:

- Research and investigation
- Cultural comparison
- Summarizing key civilizational features
- Collaborative discussion

Unit 3: Early Civilizations – Ancient Egypt

Focus:

Analyzing the role of the Nile, the Pharaohs, and religious governance in shaping Ancient Egyptian civilization.

Skills:

- Map analysis and geographical inference
- Evaluating leadership and religion
- Structured debate and presentation
- Interpreting political-religious influence

**Skills:**

- Interpreting historical change
- Understanding the role of evidence
- Comparing worldviews
- Connecting science with societal shifts

Unit 2: The American Revolution and Slavery**Focus:**

Causes and outcomes of the American Revolution; influence of Enlightenment; connections to slavery and early democratic ideals; influence on Indian reformists.

Skills:

- Debate and argumentation
- Understanding political philosophy
- Sequencing historical events
- Comparative analysis of revolutions

Unit 3: The French Revolution**Focus:**

Social, political, and ideological causes and effects of the French Revolution; Enlightenment influence; global legacy including impact on India.

Skills:

- Cause-effect analysis
- Evaluating perspectives
- Historical argument development
- Comparative understanding of reform movements

Unit 4: The Industrial Revolution**Focus:**

Technological, economic, and social change; impact on labor, class structure, and urban life; British industrialization and its effects on India.

Skills:

- Interpreting historical data
- Analyzing social inequality
- Evaluating industrial impacts
- Comparative study of global economics

Student-Led Inquiry:

Theme: *Medicines Through the Ages*

An interdisciplinary exploration where students research medical advancements in ancient, revolutionary, and modern contexts.



Grade 8: The Notion of the Modern World

Aims:

- Understand the political, social, and ideological shifts that defined the 20th century and shaped the modern world.
- Explore key global conflicts and movements for freedom and equality.
- Analyze India's evolving role in major world events including both World Wars, independence, and the Cold War.
- Develop skills in historical inquiry, empathy, argumentation, and global awareness.
- Encourage reflection on the legacy of colonialism, revolutions, and ideological divides in shaping the contemporary era.

Objectives:

Students will:

- Investigate the causes and effects of global conflicts such as WWI and WWII.
- Evaluate the ideologies and atrocities of the 20th century, including fascism, totalitarianism, and genocide.
- Explore the history and legacy of decolonization with a focus on Indian independence.
- Understand the Cold War's global reach and India's non-aligned diplomatic stance.
- Synthesize historical knowledge through debates, source analysis, and creative presentations.

Syllabus Overview:

Unit 1: Origins of World War I

Focus:

Transformation in worldviews through observation, rationalism, and evidence-based inquiry; comparing European and Indian scientific developments.

Skills:

- Cause-effect analysis
- Political interpretation
- Evaluating historical perspectives

Unit 2: World War II and the Holocaust

Focus:

Exploring the rise of totalitarian regimes, the ideology behind WWII, and the global and moral impact of the Holocaust.

Skills:

- Interpreting propaganda
- Understanding ideology and ethical reasoning
- Empathy and reflection



Unit 3: End of Empires & Indian Independence

Focus:

Analyzing the decline of European empires after WWII and the rise of nationalist movements, with India's path to independence as a central case study.

Skills:

- Chronological reasoning
- Analyzing primary sources
- Understanding political transitions

Unit 4: The Cold War

Focus:

Examining ideological conflict between capitalism and communism, proxy wars, and India's role in founding the Non-Aligned Movement (NAM).

Skills:

- Comparative analysis of ideologies
- Understanding global diplomacy
- Interpreting Cold War events and alliances

Student-Led Inquiry:

Theme: *From Trench Warfare to Space Race*

A comparative timeline and interactive presentation tracing technological innovation from WWI through the Cold War.



The syllabus offers students an insight into the culture of Chinese, German and French-speaking countries. It encourages a positive attitude towards learning a foreign language by teaching through topics and interactive activities. The emphasis is on developing the ability to communicate effectively in practical situations in all countries where these languages are spoken around the world. The four linked skills of listening, reading, speaking and writing are developed step by step throughout the course.

Aims and Objectives

The students will be able to:

Listening

In listening and responding, progress is characterised by:

- Increased speed of response and greater depth of understanding
- Growing competence in dealing with complex texts, tasks and unpredictable elements.
- Increased confidence in deducing meaning from grammatical context.

Reading

In reading and responding, progress is characterised by:

- Increased speed of response and greater depth of understanding.
- Growing competence and confidence in dealing with a range of texts and tasks.
- Increasing independence in language learning and use.

Speaking

In speaking, progress is characterised by:

- Improved pronunciation and intonation.
- Increased speed and fluency of response.
- Increased readiness and ability to use the target language routinely in the classroom
- Greater confidence when dealing with unpredictable elements
- Increased ability to vary language, using a range of structures and vocabulary in different topics areas.
- Greater understanding and correct application of language rules..
- Increased readiness to use complex language when appropriate



Writing

In writing, progress is characterised by:

- Increased speed and fluency of response.
- Improved accuracy and precision in the use of written language.
- Readiness to experiment with new language.
- Increased ability to vary and adapt language to suit the purpose.
- Greater understanding and application of language rules.
- Increased use of range of structures vocabulary in different topic areas.

Mandarin (Standard)

Grade 6: Amazing Chinese Textbook 1

Unit 1: Myself and my family (Review from grade 5)

- Introduce yourself; with name/surname and differentiation of Chinese and English names
- Talk about the date and year, our birthdate and telling age
- Understand Chinese family structure, describe family members
- Use of measure words and simple sentence structure

Unit 2: Personal Background

- Ask a person about their nationality and provide your own
- Ask a person where they live and tell them where you live
- Vocabulary of cities around the world
- Telling someone where you grew up and where you were born
- Vocabulary of different languages, talking about what languages we speak and describing our overall language skills
- Sentence structure using location particle

Unit 3: My daily routine and hobbies

- Describing a school timetable and school subjects
- Days of the week
- Talking about preferences and using superlative
- Telling and asking the time
- Daily routine activities
- The sequence of events during the day
- Sports and other hobbies
- Sentence structure involving time and location



Grade 7: Amazing Chinese Textbook 1

Unit 3: My daily routine and hobbies

- Describing a school timetable and school subjects
- Days of the week
- Talking about preferences and using superlatives
- Telling and asking the time
- Daily routine activities
- The sequence of events during the day
- Sports and other hobbies
- Sentence structure involving time and location
- Speak about your sport and hobby preferences and what you do in your free time

Unit 4: Food and Drink

- Learn the names of different cuisines and tell about the foods that you like and dislike
- Have a conversation about the food we eat daily
- Learn the taste vocabulary of different foods and drinks
- Vocabulary of fruits
- Express food preferences and frequency of eating
- Use of frequency adverbs
- Interrogative question words and sentence structures for questions

HSK 1 Curriculum:

- Talking about various everyday expressions
- Shopping and buying expressions
- Ordering food and talking about favourite food
- Asking permission
- Talking about weather
- Transportation
- Sentence structures of completed actions, ongoing actions
- Workplace and basic professions

Grade 8: Amazing Chinese Textbook 1

Unit 4: Food and Drink

- Learn the names of different cuisines and tell about the foods that you like and dislike
- Have a conversation about the food we eat daily
- Learn the taste vocabulary of different foods and drinks
- Vocabulary of fruits
- Express food preferences and frequency of eating
- Use of frequency adverbs
- Interrogative question words and sentence structures for questions



HSK 2 Curriculum:

- Talking about past experiences
- Numbers, dates, and time
- Food and drink
- Weather
- Health and the body
- Hobbies and sports
- Shopping and prices
- Locations and directions
- Transportation and travel
- Basic work/school-related vocabulary
- Use of common measure words (like 个, 本, 件)
- Basic question forms (using 吗, 怎么, 为什么, etc.)
- Use of time expressions and sentence word order with time (e.g., 我昨天去学校。)
- Use of comparatives (e.g., 更, 比)
- Introduction to aspect particles like 了 (indicates past/completion)
- Simple use of modals (like 会– can, 要– want, 能– able to)
- Use of directional complements (e.g., 回来, 进去)
- Basic negation patterns using 不 and 没

Grade 8 (Beginner level):

HSK 2 Curriculum (only pinyin):

- Talking about past experiences
- Numbers, dates, and time
- Food and drink
- Weather
- Health and the body
- Hobbies and sports
- Shopping and prices
- Locations and directions
- Transportation and travel
- Basic work/school-related vocabulary
- Use of common measure words (like 个, 本, 件)
- Basic question forms (using 吗, 怎么, 为什么, etc.)
- Use of time expressions and sentence word order with time (e.g., 我昨天去学校。)
- Use of comparatives (e.g., 更, 比)
- Introduction to aspect particles like 了 (indicates past/completion)
- Simple use of modals (like 会– can, 要– want, 能– able to)
- Use of directional complements (e.g., 回来, 进去)
- Basic negation patterns using 不 and 没



French

Grade 6: (Tricolore Total-1)

Unité 1 Bonjour!

- Greet someone and say goodbye
- Talk about name and age
- Ask how someone is; say how you are
- Talk about school and classroom items
- Simple classroom instructions

Unité 2 J'habite ici

- Say where you live
- Talk about where others live days of the week
- use the French alphabet

Unité 3 Chez moi

- Talk about family and home
- Talk about other people's homes and families
- Say who things belong to say where things are

Unité 4 Les animaux

- Talk about animals, especially pets describe animals and other things talk about preferences give opinions

Unité 5 Des fêtes et des festivals

- Ask for and give the date
- Festivals and other events
- greetings for special days
- Birthdays and presents
- Discuss prices
- Talk about clothes
- Describe yourself and other people



Grade 7: (Tricolore Total-1)

Unité 6 Qu'est-ce que tu fais?

- Talk about the weather
- Say what the temperature is
- Talk about months and seasons
- Talk about sport
- Talk about family activities
- Say what you do at weekends

Unité 7 En ville

- Talk about places in a town ask for and understand directions understand and say how far away places are
- Talk about your own town and area
- Understand tourist information

Unité 8 Une journée scolaire

- Ask about and tell the time
- Arrange a time to meet
- Talk about daily routine
- Talk about school subjects
- Say what you think of school
- Subjects
- Find out about Senegal, a French - speaking country in Africa

Unité 9 C'est bon, ça!

- Meals in France
- Talk about food and drink fruit and vegetables
- Healthy eating
- Discuss what you like to eat and drink having a meal with a French family
- Plan some meals and picnics
- Festival foods



Unité 10 Amuse-toi bien!

- Talk about sport and music
- Discuss leisure activities in general give opinions
- Talk about weekend/week
- Find out about the Parc Astérix
- Use the 24-hour clock
- Write about a special day
- Use some phrases in the past tense

Grade 8: (Tricolore Total-2)

Unité 1 En ville

- Identify some French shops and what they sell
- Shop for food and other items
- Say how much of something you want to buy
- Talk about money and prices

Unité 2 On fait des projets

- Talk about countries in Europe
- Talk about means of transport
- Say what you are (not) going to do say what you can and can't do
- Ask permission to do something read and write holiday postcards
- Describe places
- Find out about the Tour de France

Unité 3 De jour en jour

- find out about school life in France
- talk about your school (facilities, uniforms and clubs)
- make comparisons
- describe morning and evening routine
- find about Louis XIV
- say what you (don't) want to do
- talk more about school (technology)
- discuss homework



Unité 6 En voyage

- talk about travel plans
- understand information about train journeys
- ask for information and tickets find out about air travel
- describe a journey
- describe a day out
- discuss what you did recently find out about William the Conqueror

Unité 4 En famille

- describe yourself and others greet and introduce people
- ask and answer questions when staying with a French family
- talk about helping at home
- talk about the past and the present
- say what you have done recently
- talk about presents and souvenirs
- say goodbye and thank you

Unité 5 Bon appétit!

- find out about cafés in France
- say what drinks you like
- buy drinks, snacks and ice creams
- describe food and recent meals understand a short story
- discuss what you like to eat and drink
- order a meal in a restaurant





German

Grade 6 – Reference to sources: Magnet neu A1

School and Items in school

- Naming school items
- Making a request
- Describe one's school
- Definite and indefinite articles
- Personal pronouns
- Plural
- Deklination – Nominativ and Akkusativ
- Imperativ (Singular)

Food and Meals

- Breakfast habits
- Naming food items, groceries
- Placing order for food items
- Recommendations
- Irregular verbs 'essen' and 'nehmen'
- Deklination – Nominativ and Akkusativ
- Verbs 'mögen' and 'möchten'
- Negation 'nicht/kein'

Daily Routine

- Reading the time
- Describing one's daily routine
- Talking about weekly plan
- Irregular verbs 'fahren' and 'schlafen'
- Separable verbs
- Sentences with 'um/am'
- Past tense of 'sein' and 'haben' (1.-3. Person singular)

Sport, Sport, Sport

- Naming different types of sports
- Talking about sport activities preferences
- Talking about sports facilities and activities



- Making suggestions
- Describing a sportsperson, statistic
- Modalverb 'können'/'wollen'/'müssen'
- W-Questions 'wo', 'wohin'
- Preposition in+Dativ/Akkusativ

Clothes

- Naming clothes
- Expressing like, dislike
- Talk about shopping
- Discuss clothes
- Plurals
- The verb 'gefallen'
- Personal pronouns (3. Person singular, Nominative and Akkusativ)
- Verbs in Perfekt-Form

Grade 7 – Core Text: Beste Freunde A 1.2

Hobbies

- Hobbies, collections
- Places in the city (Part 1), say where one is going
- Express preferences
- Making a request to do something
- Use of Verb conjugations 'basteln, sammeln, lesen, fernsehen, laufen, fahren, treffen, tanzen', Imperative form 'du', Preposition in + Akkusative.

Body and Health

- Parts of the Body, health and sickness
- Express pain, wish speedy recovery
- Describe what happened yesterday
- Give reasons
- Use of Personal pronoun Dative 'mir, dir', Präteritum 'hatten, waren', Conjunction 'deshalb'.

Appointments and in the city

- Ask and give telephone number and address
- Means of transport
- Places in the city (Part 2)
- Describe the way
- Frequency of activities
- Give complements



- Use of the Dative preposition 'mit, zu (place)', Personal pronoun in Akkusative 'mich, dich, ihn/es/sie'.
- Travel
- Travel to.... (Person, Place)
- Travel by train
- Time (official)
- Addressing one in a formal and polite way
- Professional Portrait
- Use of the Dative preposition 'zu' (person), adjective 'nächst', Preposition 'nach, in+City/Country', Possessive article 'Ihr/Ihre'.

Free-time programme

- Clothes - Express, what one likes/does not like
- Give gift and thanking for the same
- Describe a location and event
- Use of Dative 'gefallen', Akkusative preposition 'für', 'Es gibt' +Akkusative, Indefinite pronoun 'man', Dative prepositions 'in, an, auf'.

House

- Time (unofficial)
- Describe own house
- Pets
- Make a request
- Frequency and duration
- Use of Dative preposition 'vor, nach', Akkusative/Dative preposition 'in'.

Grade 8 – Core Text Beste Freunde A 2.1

Sports and Technology

- Vocabulary around Football, Robots, various Nationalities
- Seeking permissions
- Comparisons, Rejections
- Use of the Modal verb 'dürfen', Komparativ, Comparison with 'als' and 'so....wie'.

In the City

- Asking for directions
- Describing the way
- Comparing and assessing something
- Prohibitions
- Use of the Modal verb 'dürfen'+ Negation, Preposition 'bis zu'+Dative, Superlative



Homework, Food Items

- School homework, boarding school, Internet school
- Table sets, utensils and food items
- Express opinions
- Justify something
- Use of the Modal verb 'sollen', Preposition verbs legen+stellen+hängen+Preposition+Akkusative, Konjunktion 'denn'

Computer and Media

- Computer and Internet-related vocabulary
- Negate and contradict something
- Describe a place
- Give an example, assign a task
- Use of Possessive article 'ihr' (plural), sein, Wechsel Prepositions 'in, an, auf, über, unter, hinter, vor, neben, zwischen'.

Film and Competition

- Describe a person
- School projects
- Justify something
- Addressing an email to someone and taking leave
- Make a suggestion, reject or accept
- Use of the conjunction 'weil', 'in die' +Ordinalzahl+Klasse

Trip to Salzburg

- Jugendhaus in Salzburg
- Express importance of something
- Make a request to someone
- Greet someone
- Describe a process
- Use of the conjunction 'dass', Imperative in the ihr-form.



Marathi

इयत्ता ६वी (Grade-6) Beginner

धडे (Chapter)

- १) सँडविच (कविता)
ह्या कवितेच्या माध्यमातून मुलांना चवीविषयी अधिक माहिती देण्याचा प्रयत्न केला आहे.
- २) माझा वाढदिवस
ह्या पाठाच्या माध्यमातून एक लहान मुलगा आपल्या वाढदिवसाच्या दिवशी काय -काय मज्जा करतो, काय - काय तयारी करतो. ह्याचे चित्रण केले आहे.
- ३) मनीमाऊ (कविता)
ह्या कवितेच्या माध्यमातून मांजरीचे वर्णन केले आहे.
- ४) झेंडावंदन
झेंडावंदन ह्या पाठामधून शाळेत झेंडावंदन कसा साजरा केला जातो ह्या विषयी सांगितले आहे.
- ५) जिंकली आम्ही मॅच! (कविता)
जिंकली आम्ही मॅच ह्या पाठात काही मित्रांचे वर्णन केले आहे. सर्व मित्र मिळून क्रिकेट कसे खेळतात, आणि कशी मॅच जिंकतात, हे सांगितले आहे.
- ६) फुले (कविता)
ह्या कवितेमध्ये विविध कवितांची ओळख करून दिली आहे.
- ७) थोर पुरुष
ह्या पाठामधून समाजातल्या काही थोर पुरुषांचे वर्णन केले आहे. त्यांची ओळख करून दिली आहे.
- ८) मळा
ह्या पाठामधून ऊस, द्राक्ष, बाजरीच्या शेतीबद्दल सांगितले आहे.
- ९) मधली सुट्टी
ह्या पाठामध्ये मधल्या सुट्टीमध्ये मुले काय काय मज्जा करतात, ह्याचे वर्णन दिले आहे.
- १०) रंगपंचमी (कविता)
ह्या कवितेमध्ये रंगपंचमी दिवशी लहान मुले काय आणि कशी मज्जा करतात हे सांगितले आहे.
- ११) आकाश
ह्या पाठात निसर्गात होणाऱ्या बदलाचे स्पष्टीकरण दिले आहे. सूर्य उगवल्यावर कसे वातावरण असते, सूर्य मावळल्यावर कसे वातावरण असते, चंद्र आल्यावर आकाश कसे दिसते, महिन्यातील पौर्णिमा-अमावस्या असले तर आकाश कसे असते, ह्याचे वर्णन ह्या पाठात दिले आहे.
- १२) दसरा
ह्या पाठात दसरा सणाविषयी सांगितले आहे.



- १३) रेणूची बाहुली
ह्या पाठात एका लहान मुलीचे वर्णन केले आहे, तिची बाहुली हरवलेली असते, आणि ह्या मुले ती उदास असते. त्या वेळी निसर्गात असलेले तिचे काही मित्र तिला भेटायला येतात आणि तिला हसायचा प्रयत्न करतात. शेवटी तिला तिची बाहुली भेटते.
- १४) रस्ते साफ, घरे साफ
ह्या पाठात थोडक्यात आपण आपला परिसर कसा साफ ठेवला पाहिजे, हे सांगितले आहे.
- १५) इंजिनदादा, इंजिनदादा (कविता)
ह्या पाठात रेल्वेबद्दल सांगितले आहे, कि रेल्वे कशावर चालते, कशी चालते.
- १६) अभिनयगीत - छकुलीची बाहुली
हे गीत अभिनय करून सादर करून घ्यावे.
- १७) अभिनयातून गोष्ट सादर करा- तहानलेला कावळा
हि गोष्ट मुलांकडून अभिनय करून सादर करून घेणे.
- १८) कागदी मुखवटा बनवणे.
मुलांना कागदी मुखवटा बनवण्यास शिकवणे.
- १९) अंक ११ ते २०
मराठीतून अंक ओळख करून देऊन अंकामध्ये - अक्षरांमध्ये लिहिण्यास शिकवणे.
- २०) अंक २१ ते ३०
मराठीतून अंक ओळख करून देऊन अंकामध्ये - अक्षरांमध्ये लिहिण्यास शिकवणे.
- २१) आठवड्याचे वार
ह्या पाठामधून मुलांना इंग्रजी मधील आठवड्याचे वार मराठीत शिकवणे.
- २२) इंग्रजी महिने
ह्या पाठामधून मुलांना इंग्रजी मधील महिने मराठीत शिकवणे.
- २३) मराठी महिने
ह्या पाठामधून मुलांना मराठी महिन्यांची ओळख करून देणे.
- २४) ओळखा पाहू! - हा, तो (पुल्लिंग)
ह्या पाठामधून मुलांना विविध उदाहरण देऊन लिंग- पुल्लिंग ह्याची ओळखा करून देणे.
- २५) ओळखा पाहू! ही, ती (स्त्रीलिंग)
ह्या पाठामधून मुलांना विविध उदाहरण देऊन लिंग-स्त्रीलिंग ह्याची ओळखा करून देणे.
- २६) ओळखा पाहू! हे, ते (नपुंसकलिंग)
ह्या पाठामधून मुलांना विविध उदाहरण देऊन लिंग-नपुंसकलिंग ह्याची ओळखा करून देणे.



व्याकरण (Grammar)

वचन बदला.
वचन ओळखा.
लिंग ओळखा.
समानार्थी शब्द
विरुद्धार्थी शब्द

इयत्ता - ७वी (Grade - 7th)

मुळाक्षरे

१. 'अ' कार (दोन,तीन,चार अक्षरी शब्द)
२. 'आ,इ,ई,उ,ऊ,ऋ,ए,ऐ,ओ,औ,अं,अः' कार
३. जोडाक्षरे
४. बाराखडी
५. आपले शरीर
६. मुख्यदिशा व मुख्य ऋतू
७. पदार्थाच्या चावी ओळखा पाहू !
८. प्राणी व त्यांची पिल्ले
९. आपले मदतनीस
१०. अंक -१ ते ३०
११. फळे
१२. संवाद - बाजारहाट (वाचन)

इयत्ता ८ वी (Grade 8)

१. रोप लावूया !
२. मला 'काही नाही' द्या!
३. आसू आणि हसू
४. शेकोटी(नृत्य)
५. सिंह जिवंत झाला
६. हाल्लेमचे भूषण
७. चित्रावरून गोष्ट
८. शून्याचे महत्व
९. कवीसम्राट रवींद्र नाथ टागोर

व्याकरण

१. लिंग
२. काळ व काळाचे प्रकार
३. शब्दसमूहाबद्दल एक शब्द
४. वाक्यप्रचार व त्याचे अर्थ
५. विरामचिन्ह
६. निबंधलेखन
७. शुद्धलेखन

इयत्ता ८ वी (Grade 8) Beginner

मुळाक्षरे

१. 'अ' कार (दोन,तीन,चार अक्षरी शब्द)
२. 'आ,इ,ई,उ,ऊ,ऋ,ए,ऐ,ओ,औ,अं,अः' कार
३. जोडाक्षरे
४. बाराखडी
५. आपले शरीर
६. मुख्यदिशा व मुख्य ऋतू
७. पदार्थाच्या चावी ओळखा पाहू !
८. प्राणी व त्यांची पिल्ले
९. आपले मदतनीस
१०. अंक -१ ते ३०
११. फळे
१२. संवाद - बाजारहाट (वाचन)



Hindi

Grade 6

पाठ विषय – हिंदी (grade-6)

1)

1. संग देश हमारा चलता है

(व्याकरण – संज्ञा और संज्ञा के प्रकार)

2) भिक्षा पात्र

(व्याकरण – उपसर्ग – प्रत्यय)

3) वाद्य –यंत्रों की अनोखी दुनिया

(चार्ट- वाद्य यंत्र)

4) एक बूँद (कविता)

(व्याकरण- अपठित पद्यांश)

5) अफ्रीका का गांधी

6) अपना स्थान स्वयं बनाएँ

(व्याकरण-विशेषण और विशेषण के प्रकार,
क्रियाविशेषण)

7) क्रिकेट का खेल

8) पत्र लेखन

9) भारत की सांस्कृतिक विरासत (मूर्तिकला)

10) होनहार बालक चन्द्रगुप्त

11) रक्त की कहानी

12) दोहे

13) Reading

1.छोटा जादूगर

2.दानी पेड़



Grade 7- Level-1

स्वर (Vowels) – Introduction and correct pronunciation of all 13 swar.

व्यंजन (Consonants) – Recognition and writing of 37 vyanjan.

बिना मात्रा वाले शब्द (Simple Words Without Matras) – Reading and writing simple 2-3 letter words.

मूल शब्दावली (Basic Vocabulary) – Learning names of:

Colours (रंग)

Fruits (फल)

Vegetables (सब्ज़ियाँ)

Animals (जानवर)

Body Parts (शरीर के अंग)

Listening and Speaking Skills:

Simple greetings and short sentences in Hindi.

Hindi rhymes and stories to improve listening and pronunciation.

Reading and Writing Practice:

Formation of letters with correct strokes.

Tracing and independent writing of letters and simple words.

Grade 8

इकाई 1 (रोजमर्रा की गतिविधियाँ - भोजन और पेय)

पठन कौशल

1. मेरा प्रिय व्यंजन (भाग 1)
2. मेरा प्रिय व्यंजन (भाग 2)
3. गर्मियों में ठंडक दिलाए ये पेय
4. गर्मियों में खाएँ सलाद



लेखन कौशल

1. सारांश लेखन
श्रवण कौशल

1. सुबह खाली पेट कौन से फल खाने चाहिए?
2. सबसे ज़्यादा प्रोटीन किसमें



इकाई 2 (हमारे चारों ओर की दुनिया – प्रकृति और मानव निर्मित दुनिया)

पठन कौशल

1. पर्यावरण की रक्षा!
2. ध्वनि प्रदूषण
3. प्लास्टिक का खतरा
4. किचन वेस्ट नहीं 'काला सोना' कहिए!



लेखन कौशल

1. सूचना लेखन
श्रवण कौशल
1. संक्षिप्त सूचनाएँ
2. प्लास्टिक प्रदूषण: समुद्री जीवन पर बढ़ता खतरा



इकाई 3 (व्यक्तिगत और सामाजिक जीवन – स्वयं, परिवार और निजी संबंध)

पठन कौशल

1. जीवन में रिश्तों का महत्त्व
2. हमारी संस्कृति हमारी पहचान
3. संयुक्त परिवार: एक मजबूत संबंध की बुनियाद
4. संस्कृति और पहचान: अविभाज्य संबंध

लेखन कौशल

1. डायरी लेखन
श्रवण कौशल





श्रवण कौशल

1. सुविचार
2. जीवन की व्यस्तता का वर्णन

इकाई 4 (हमारे आस-पास की दुनिया – त्योहार और मनोरंजन)

पठन कौशल

1. खुशियों भरे त्योहार
2. त्योहार एक नाम अनेक

3. मनोरंजन

लेखन कौशल

1. पत्र लेखन
श्रवण कौशल
1. त्योहार और खरीदारी
2. संवाद



इकाई 5 (व्याकरण)

1. संज्ञा और सर्वनाम
2. क्रिया और काल
3. विराम चिह्न
4. कारक
5. मुहावरे और उनका प्रयोग

Assessment

There will be continuous assessment of students' skills in all Languages throughout Grade 6- 8 in the core areas of:

- Listening
- Reading
- Speaking
- Writing

Assessment will not only look at Knowledge of vocabulary and grammar, but also at how well the students are able to adapt language and structures they have learned to express themselves in an original and creative way. After each assessment, students should look closely at the Targets given to them by their teachers and complete a self-reflection of what they need to do to improve.



Dance has an important role to play in the development of our students. The skills and qualities developed in dance such as creativity, risk-taking, and leadership are assets that are extendable to all subjects and areas of life.

Students will explore a range of dance styles, exploring skills, techniques, and movement phrases within them.

Aims and Objectives

- To explore a variety of dance styles.
- To develop technical skills, musicality, and coordination skills.
- To learn about the origin, history, evolution, and pioneers of different dance styles.
- To gain confidence in performing for an audience.
- To develop a means of expression through movement.
- To develop critical thinking and creativity.
- To cooperate and collaborate with other students to create performances.
- To have the opportunity to participate in public performances.

Grade 6:

Term 1

Introduction

- Basic warm-up exercises and safety in dance
- Introduction to dance genres

Jazz dance

- Key techniques and stylistic elements
- Choreography and performance

Term 2

Modern Ballet & contemporary dance

- Introduction to modern ballet and contemporary
- Key Centre, floor and across Techniques
- Choreography and Performance

Musical rehearsals and preparation



Term 3

World dance studies

- Theory- Names of different dance forms in different countries
- Exploration of the range of stylistic elements in global dance
- Choreography and performance of any one dance form

Term 4

Hip Hop

- Basic Grooves and footwork
- Choreography and performance

Retrieval exercises

Introduction to Composition

Grade 7:

Term 1

Introduction

- Basic warm-up exercises and safety in dance
- Introduction to dance genres

Jazz dance

- Intermediate techniques and fusion elements
- Theory- History, evolution and vocabulary

Term 2

Modern and contemporary dance

- Intermediate techniques and stylistic elements
- Choreography and performance
- Theory- History and origin

Musical rehearsals and preparation

Term 3

World dance studies

- Exploration of the range of stylistic elements in global dance
- Choreography and performance of any one dance form



Term 4

House dance and Hip Hop

- Introduction to house
- Introduction to breaking, basic steps
- Choreography and performance

Composition

- Fundamental exercises, tools and scheme
- Group work and performance

Grade 8:

Term 1

Introduction

- Basic warm-up exercises and safety in dance
- Introduction to dance genres

Jazz dance

- Advanced techniques and compositional elements
- Theory- Types of Jazz dance, Pioneers

Term 2

Modern and contemporary dance

- Advanced techniques and compositional elements
- Theory- Types, Vocabulary, Pioneers

Musical rehearsals and preparation

Term 3

Indian dance

- Classical, semi-classical and folk dance
- Exploration of stylistic elements and gestures
- Choreography and performance of any one dance form



Term 4

House dance and Hip Hop

- Theory- History and evolution, Pioneers,
- Intermediate techniques and steps
- Choreography and performance

Composition

- Intermediate Compositional exercises, theme and ideas, group work and performance

Assessment

There will be continuous assessment of students' skills using our Julliard Creative Classroom throughout the Key Stage in the four core areas of:

- Elements of Dance - Body, Movement and Technique.
- Explores the dance element of space, including direction, facings, and pathways.
- Students create and perform solos and duets and experiment with partnering
- Analysing performance

After each assessment, students should look closely at the targets given to them by their teacher and complete self-reflection in their Dance Portfolios. Students are expected to know what they need to do to make improvements to their work and how to progress in Dance.

The final unit is designed to provide an overview and extended practical exploration acquired over the year, culmination in a piece which can be used for summative assessment of students' ability to make and present dance.



PERFORMING ARTS - MUSIC



Aims and Objectives

Comprehensive Musical Literacy and Skill Development:

To cultivate an understanding of musical concepts, notation, rhythm, and melody through hands-on experience with various instruments such as keyboards, guitars, drums, and percussions. The curriculum aims to build foundational skills, encouraging students to progress from introductory to advanced musical theory and practice.

Cultural Awareness and Global Perspective:

To foster an appreciation for diverse musical traditions worldwide, integrating instruments like djembes and maracas. The curriculum encourages students to explore, analyse, and perform music from various cultures, creating a global understanding and connecting them to different cultural expressions.

Technological Integration and Innovation: To equip students with contemporary skills in digital music production, composition, and sound design. The curriculum aims to provide exposure to modern music software and techniques, allowing students to blend traditional instruments with digital platforms.

Collaborative Learning and Ensemble Participation:

To enhance collaborative and ensemble skills through group projects, ensemble playing, and public performances. The curriculum emphasizes teamwork, communication, and collective musicianship, utilizing available instruments for cohesive group work, fostering creativity, and building community.

Personal Growth and Community Engagement:

To inspire personal and artistic growth through reflective practices, portfolio creation, and community outreach. The curriculum focuses on developing individual expression, critical thinking, and musical interpretation. Students are encouraged to engage with their community, create music that resonates with their surroundings and reflect on their musical journey, nurturing lifelong learning and appreciation for music.



Grade 6:

Term 1

Understanding the Basics

- Rhythm and Beat: Using claves, tambourines, and body percussion, students will practice basic rhythmic patterns and create their sequences.
- Melody: Exploring scales and intervals on keyboards and glockenspiels; students will play and recognize melodies.
- Introduction to Notation: Reading basic music notation; students will learn to read and write musical symbols using keyboards

Term 2

Exploring Instruments

- String and Percussion Discovery: Introduction to guitars, djembes, and cajóns; students will learn basic techniques and play simple rhythms.
- Melodic Exploration: Hands-on experience with keyboards and glockenspiels; students will play basic melodies and harmonies.
- Choral Singing: Group singing with attention to pitch and rhythm; students will sing accompanied by keyboards or guitars.

Term 3

Creative Expression

- Creating Simple Melodies: Composing short pieces using keyboards and glockenspiels; students will write and perform their melodies.
- Introduction to World Music: Exposure to world rhythms using djembes and maracas; students will play and discuss various cultural musical traditions.
- Basic Music Appreciation: Listening to various genres; students will use percussion like tambourines and castanets to respond to the music.

Term 4

Performance Fundamentals

- Beginning Ensemble Playing: Playing in small groups with available instruments; students will rehearse together, fostering listening and collaborative skills.
- Preparation for Concert: Rehearsing for a showcase using keyboards, guitars, and percussion; students will practice and perform a chosen piece.
- Music and Community: Exploring music in daily life; students will identify how music is part of their community using available instruments.



Grade 7:

Term 1

Building Musical Foundations

- **Intermediate Music Theory:** Expanding harmony and dynamics on keyboards; students will analyze and compose harmonizations.
- **Voice Training:** Breathing and pitch accuracy; students will sing accompanied by guitars or keyboards.
- **Instrumental Techniques:** Skills on chosen instruments (keyboards, guitars, drums); students will receive specialized instruction.

Term 2

Exploration and Experimentation

- **Basic Composition Techniques:** Create compositions using available instruments; students will compose a short piece with guidance from teachers.
- **Music Technology:** Introduction to music production; students will use music software for recording compositions using the available instruments.
- **Historical Music Context:** Exploring Western music; students will listen to, discuss, and perform pieces related to different musical periods.

Term 3

Connecting with World Music

- **World Music Study:** Non-Western forms using djembes, maracas, etc.; students will explore through playing and listening.
- **Collaborative Projects:** Partner or group projects; students will create musical presentations using the available instruments.
- **Intermediate Music Appreciation:** Analyzing music; students will play, listen to, and reflect on pieces using the instruments at hand.

Term 4

Ensemble and Performance Skills

- **Ensemble Participation:** Collaboration with available instruments; students will rehearse and perform in ensembles.
- **Concert and Performance Preparation:** Performance opportunities; students will prepare pieces for various audiences using keyboards, guitars, and percussion.
- **Reflection and Portfolio Creation:** Compilation of works; students will showcase their growth through recordings and written reflections.



Grade 8:

Term 1

Advanced Theory and Practice

- Advanced Music Theory: Complex rhythm and harmony on keyboards; students will create intricate compositions.
- Performance Techniques: Specialized instruction on guitars, drums, etc.; students will enhance technical and expressive skills.
- Compositional Techniques: Guided composition on available instruments; students will create original pieces.

Term 2

Music Technology and Innovation

- Digital Music Production: Working with DAWs; students will produce music using the available instruments.
- Sound Design and Multimedia Integration: Soundtracks with keyboards, guitars, etc.; students will create audio for media.
- Music in the Modern World: Contemporary trends; students will explore modern music through playing, listening, and composing.

Term 3

Cross-Cultural Musical Exploration

- In-depth World Music Study: Djembes, maracas, etc.; students will explore global traditions through playing and research.
- Cross-Cultural Collaboration: Collaborative projects; students will blend musical traditions using available instruments.
- Music Criticism: Evaluation and discussion; students will analyze and write about performances using their instrumental skills.

Term 4

Professional Development and Community Engagement

- Professional Performance Practice: Public performances with available instruments; students will receive feedback from professional musicians.
- Community Outreach: Community projects using keyboards, guitars, and drums; students will engage with the community through performances or educational projects.
- Final Portfolio and Project Presentation: Showcase of growth; students will present their musical journey through performances, recordings, and reflections.



Assessment

Students are assessed through a number of different formats :

- Class performances - either through group work or solo performance.
- Extra-curricular performances – including involvement in the school Orchestra or Choir.
- Formative written tests.
- Composition work which is recorded or performed.

After each assessment, students should look closely at the targets given to them by their teacher. Students are expected to know what they need to do to make Improvements to their work and how to progress from there. Staff are approachable and there are opportunities to complete extra work at break time and lunchtimes to improve musical skills and grades.



PERFORMING ARTS - DRAMA



Drama in middle school offers students a fun and creative space for students to explore storytelling, performance, and self-expression. Through various creative activities, improvisation, scene and ensemble, students develop self-confidence, collaboration skills, and a deeper understanding of dramatic techniques. From exploring characters and emotions to creating original skits and learning basic stagecraft, this course encourages risk-taking and imagination. Whether students are aspiring performers or just curious, drama provides a supportive environment to find their voice and work together to bring stories to life.

Aims

The Drama program for Grades 6–8 aims to:

- Foster creativity, imagination, and self-expression.
- Develop confidence and communication skills through performance.
- Encourage collaboration, empathy, and respect within an ensemble.
- Introduce students to key elements of drama and stage performances.
- Cultivate critical thinking through reflection on performance and storytelling.

Objectives

By the end of the course, students will be able to:

- Use voice, movement, and facial expression to portray a range of characters and emotions.
- Participate actively in group improvisation and short scripted scenes.
- Create and perform original dramatic work using basic elements of drama and character building exercises.
- Demonstrate teamwork, responsibility, and constructive feedback in rehearsal and performance.
- Reflect on their own and others' performances using drama vocabulary.



Course content

Grade 6:

- Introduction to Voice terms
- Expressions and emotions
- Character development - Verbal and non-verbal
- Stage fundamentals
- Drama genres

Grade 7:

- Voice terms
- Expressions and emotions
- Character development- verbal and non-verbal
- Monologue and dialogue
- Stage fundamentals
- Voice acting and podcast

Grade 8:

- Voice terms
- Expressions and emotions
- Character development - Verbal and non-verbal
- Monologue and dialogue
- Stage fundamentals
- Acting on Film



Aims

Through a study of the different arts disciplines, students will be able to :

- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts;
- demonstrate knowledge and understanding of the elements of the art form studied, including specialized concepts and processes;
- communicate a critical understanding of the art form studied in the context of their own artwork;
- develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions;
- apply skills, techniques and processes to create, perform and/or present art;
- reflect critically on their own artistic development and processes at different stages of their Work;
- evaluate and analyze artwork in the language of art
- explore , collaborate within the subjects;
- use feedback to inform their own artistic development and processes;
- demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks;
- be receptive to art practices and artworks from various cultures, including their own.

Objectives in a Visual Art Context

These are examples only of the type of content, skills and processes that can be addressed through the objectives.

What might students know and understand in visual art?

- Art styles, movements, artists' practices, and specific artworks
- The use of specialist terminology and principles required by the visual art form being developed, for example, the vocabulary of expressionist painting
- The language of visual communication



What skills might students develop in visual art?

- Technical skills, skills of observation and practical aspects of visual art that allow students to incorporate ideas into their own work
- Skills to investigate and respond to art styles, art movements, artists' practices and specific artworks
- Knowledge of existing visual art practice(s) to influence and shape their artwork.

How might students think creatively in visual art?

- Through creative approaches to art-making
- Through manipulation of medium and tool to influence the presentation of artworks
- By developing a series of visual images to document thought processes in the creation of art.

How might students respond to, or through, visual art?

- Use of stimuli or a personal concern that can be interpreted using an art form, style or genre
- By developing an artwork in response to the works of a particular genre, style or artist
- By deconstructing the elements of art in an artwork and reconstructing them differently

Course content

Grade 6:

Developing the skills

Art history, Perspective, Colour theory, Compare and contrast. Artists exploration, Shading, Tonal values. Self-portrait, Portraits, Artist reproduction, Identity and style, 2d- 3d, Proportions. Fashion, Advertisement posters, banners, Installations, Colour mediums, Relief works, Fabric painting

Grade 7:

Developing the skills

Study of Culture, Masks of the world, applied art, Design, Fashion and Media, Foreshortening, Proportion, Animation, Set design, Colour theory, Sustainable world, Art history, Artists

Grade 8:

Developing the skills

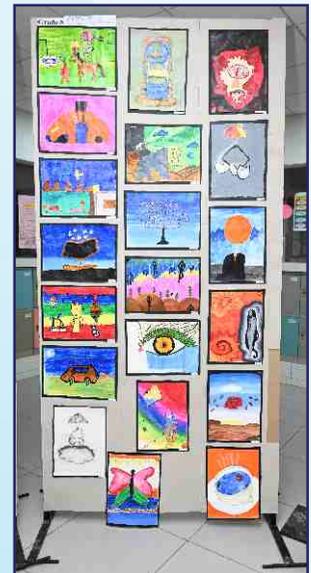
Interior design, Digital sketch up, various apps, Art history- Surrealism, Applied art, Fashion Design, Product design, Block print, Photography, Fashion accessories



Methods of Assessment

Classroom tasks will constitute formative assessments for learning, such as short documented tasks and process work in the Process Journal. The knowledge gained through the formative work will be demonstrated in the summative assessment.

Summative assessment of learning helps students judge their academic progress toward state standards, in addition to aims and objectives. Collectively, these assignments account for 100% of a student's quarterly grade.





Students in Grade 6 – 8 participate in weekly Physical Education lessons. Alongside the wide range of physical activities, the schemes of work for each year group have been designed to allow students to develop their individual character and explore key factors underpinning physical activity. As students' progress through the grades they have the opportunity to experience various physical activities on multiple occasions which allows them to build confidence in their ability whilst also encouraging them to work towards achieving mastery in various activities. As a department it would be great to offer a wider range of activities, some of which will need to be hosted offsite, such as climbing House

Course content

Grade 6:

Activities

- Basketball
- Football
- Swimming
- Cricket
- Hockey

Education Focus

- Foundational Skills of the sport
- General Fitness
- Social skills
- Rules & Regulations
- Small sided games

Factors Underpinning Physical Activity

- Warm up & Cool down Skills
- Lead up games
- Inter-House Competitions



Grade 7:

Activities

- Basketball
- Football
- Swimming
- Cricket
- Hockey

Education Focus

- Foundational Skills of the sport
- General Fitness
- Social skills
- Rules & Regulations
- Small sided games

Factors Underpinning Physical Activity

- Warm up & Cool down Skills
- Lead up games
- Inter-House Competitions



Grade 8:

Activities

- Basketball
- Football
- Swimming
- Cricket
- Hockey

Education Focus

- Foundational/complex Skills
- General Fitness
- Social skills
- Rules & Regulations
- Small sided games

Factors Underpinning Physical Activity

- Warm up & Cool down Skills
- Lead up games
- Inter-House Competitions





House Competitions

The house competition process plays a crucial part within Physical Education as participation within these events allow students to physically apply learning of the specific activities whilst also demonstrating their individual character traits by working as part of a team to achieve a common goal. Students participate in these events at the end of each half term, gaining points for their ability to lead an effective warm up and skill rehearsal activity, demonstrate respect, kindness and good sportsmanship, and also organising themselves and peers in addition to the sporting competition itself.

Assessment

There will be continuous assessment of students' skills throughout the Key Stage in the three core areas of:

- Performance (Skill & Technique)
- Decision Making (Tactics & Strategy)
- Fitness (Leading a Healthy Active Lifestyle)
- Sports Leadership

Assessment in Physical Education is conducted through:

- Classroom teacher observation.
- Peer and self-assessment.
- Critical analysis of filmed performance.

After each assessment, students should look closely at the targets given to them by their teacher and complete self-reflection in their Physical Education Portfolios. Students are expected to know what they need to do to make improvements to their work and how to progress in Physical Education.





In students develop their Computing capability, and also developing their skills in a cross curricular manner. Students are also introduced to the basic principles of computer science and digital literacy. Computing is concerned with how computers and computer systems work, how they are designed and programmed, how to apply computational thinking, and how to make best use of information technology. It aims to give students a broad education that encourages creativity and equips them with the knowledge and skills to understand and change the world.

Aims and objectives

The increasing use of technology in all aspects of society makes confident, creative and productive use of Computing an essential skill for life. Computing capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment. Computing capability is fundamental to participation and engagement in modern society.

Technology can be used to find, develop, analyze and present information, as well as to model situations and solve problems. Technology enables rapid access to ideas and experiences from a wide range of people, communities and cultures, and allows students to collaborate and exchange information on a wide scale. Computing and Digital Literacy acts as a powerful force for change in society and citizens should have an understanding of the social, ethical, legal and economic implications of its use, including how to use it safely and responsibly. Increased capability in the use of Computing supports initiative and independent learning, as students are able to make informed judgments about when and where to use it to enhance their learning and the quality of their work.

Key Concepts

There are a number of key concepts that underpin the study of computing:

- Languages, machines and computation
- Data and representation
- Communication and coordination
- Abstraction and design
- The wider context of computing

The key concepts are not discrete areas that are covered separately. They are taught as concepts in action through several examples.

Computer science is the scientific and practical study of computation: what can be computed, how to compute it, and how computation may be applied to the solution of problems.



Information technology is concerned with how computers and telecommunications equipment work, and how they may be applied to the storage, retrieval, transmission and manipulation of data.

Digital literacy is the ability to effectively, responsibly, safely and critically navigate, evaluate and create digital artefacts using a range of digital technologies. The creation of digital artefacts will be integral to much of the learning of computing. Digital artefacts can take many forms, including digital images, computer programs, spreadsheets, animations and film

Course content

Grade 6:

Computing

- Algorithms, flowcharts and sub-routines
- Networks
- Programming and System development
- Modelling and Databases
- Computer Systems
- End of stage projects

Digital Literacy

- Online interaction
- Creating and reviewing content
- File organization and storage
- Online collaboration

Grade 7:

Computing

- Algorithms and data
- Networks
- Programming
- Modelling and Databases
- Computer Systems
- End of unit projects

Digital Literacy

- Communicating with others using digital tools
- Understanding our online footprint
- Digital awareness
- Protecting online activity



Grade 8:

Computing

- Algorithms and data
- Computer Systems and networks
- Programming
- Modelling and Databases
- System development
- Projects

Digital Literacy

- Personal responsibility in the digital world
- My children's digital world
- That's entertainment

Assessment

There will be continuous assessment of students' skills throughout in the two core areas of:

- Theory
- Skills

After each assessment, students should look closely at the targets given to them by their teacher and complete self-reflection in their Computing Portfolios. Students are expected to know what they need to do to make improvements to their work and how to progress in Computing.



PERSONAL, SOCIAL, HEALTH AND CAREERS EDUCATION (PSHCE)



PSHCE refers to Personal, Social, Health and Careers Education. Our PSHCE program is a whole school approach in terms of enriching the total experience of wellbeing in school.

While all curriculum subjects are required to provide opportunities to promote students' spiritual, moral, social and cultural (SMSC) development a PSHCE curriculum provides an ideal starting point for supporting SMSC development and developing the health and wellbeing of students. Curriculum delivery within a school where every single person is supported to inspire and make a significant contribution to students' self- development and wellbeing creates a powerful, positive energy for growing and learning so that pupils can become thoughtful, caring and active citizens in school and wider society. This may include staff health and wellbeing; feeling welcomed; nurturing and supportive relationships; excitement for learning; staff modelling positive behaviours to students; feeling safe; having a sense of belonging and celebrating staff and pupils' achievements and successes.

We at GICLM aim to encompass the following overarching concepts through our PSHCE programme.

Overarching concepts developed through our PSHCE Programme.

1. Identity:

Recognising the personal qualities, attitudes, skills, attributes and achievements. Understanding and maintaining boundaries around their personal privacy, including online. Self- development through critical self- analysis.

2. Relationships:

Understanding relationships, including different types and in different settings of relationship, healthy and Unhealthy relationships, Including online.

3. A healthy balanced lifestyle:

Work—Life balance, exercise and sleep, Importance of balance diet. Spending and saving and lifestyle choices.



4. Safety:

Learning and understanding behaviours and strategies to employ in different settings, like Fire situations, some medical emergencies and first Aid training, also including online or Cyber safety. Understanding and maintaining boundaries around their personal privacy.

5. Diversity and equality:

Understanding concepts of individual differences, diversity, prejudice, stereotyping, respect and tolerance of different cultures.

6. Rights and responsibilities:

Rights and responsibilities that comes with age, Law of the Land, Consent in different settings, bullying etc.

7. Learning:

Retrieval skills, Memory enhancement techniques, Creative thinking, Critical thinking and developing problem solving skills.

8. Change and Resilience:

The skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.

9. Career:

Including enterprise skills, employability and economic understanding, budgeting skills. Exposure to various career options available. Preparing for the university application etc.

Reference: Adapted from the Health Education Partnership





Engaging Minds, Changing Futures

At GICLM, we believe that education is all about the possibilities of curiosity, learning, discovery and achievement.

Join us to create
endless possibilities
for your child's education