

DEFINITION OF HIGH-QUALITY TEACHING AND LEARNING

Excellent teaching and learning takes place in a safe, supportive and challenging environment. Teachers guide learners to fulfil their individual potential, encouraging them to embrace their own independence.

Excellent teaching and learning at Renaissance:

- Gives opportunities for students to be creative, take risks and reflect
- Encourages students to be caring and open minded
- Creates confident communicators and collaborators
- Balances knowledge with inquiry Skills
- Fosters critical and principled thinking
- Inspires students to challenge themselves

Arts Year 7

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	<p>DRAMA</p> <p>'In the beginning'</p> <p>Effective form transcends through time.</p>	<ul style="list-style-type: none"> • Historical context of Ancient Greek Theatre. • The Role of a chorus. • Ensemble work and movement choreography. • Devising a scene 	<p>Communication Skills</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback. <p>Thinking Skills</p> <ul style="list-style-type: none"> • Practise observing carefully in order to recognise problems.
Unit 2	<p>MUSIC</p> <p>Building bricks</p> <p>Engaging in active music-making while exploring the elements of music allows students to develop foundational skills and vocabulary essential for further musical study.</p>	<p>Music: Exploration of the fundamental elements of music and their applications.</p> <ul style="list-style-type: none"> • Introduction to Graphic Notation and Graphic Scores • Pitch • Dynamics • Duration • Tempo • Texture • Timbre • Articulation • Silence 	<p>Communication Skills:</p> <ul style="list-style-type: none"> • Collaborating in group activities and sharing musical ideas. <p>Creative Skills:</p> <ul style="list-style-type: none"> • Composing music using graphic notation and responding to established works.
Unit 3	<p>ART: The Formal Elements of Art.</p>	<ul style="list-style-type: none"> • Skill-based workshops covering various artistic 	<p>Communication skills</p> <ul style="list-style-type: none"> • Give and receive

	<p>‘Personal and cultural expression can be enriched through aesthetic interpretation of the formal elements of art.’</p>	<p>techniques and materials. These include drawing, painting and colour theory</p> <ul style="list-style-type: none"> • Understanding and decoding artworks with the use of visual analysis • Students will maintain digital journals and sketchbooks, documenting their artistic journey throughout the project • Showcase their practical skills, artistic growth, and evolving understanding of the formal elements 	<p>meaningful feedback</p> <p>Organization skills</p> <ul style="list-style-type: none"> • Plan short- and long-term assignments; meet deadlines <p>Reflection skills</p> <ul style="list-style-type: none"> • Keep a journal to record reflections
Unit 4	<p>ART Collaborative Arts Unit.</p> <p>Art restores connection</p>	<ul style="list-style-type: none"> • Students research and explore the role art has towards social change • Students explore concepts and themes which are important and personal to them • Students will work in a range of media to produce poster and campaign artworks which communicate their themes. • Students will work with a range of print media such as lino printing 	<p>Collaboration Skills</p> <ul style="list-style-type: none"> • Help others to succeed • Take responsibility for one’s own actions • Listen actively to other perspectives and ideas <p>Communication Skills</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback

Arts Year 8

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	<p>ART: Art and Science</p> <p>Science/Technological innovations impact on Art production.</p>	<ul style="list-style-type: none"> Students inquire into the connections between science and art. Simultaneously nurturing their artistic talents The project examines how art can be influenced by scientific ideas and emerging technologies. As students' progress they will refine their artistic skills, learning advanced techniques in drawing, printmaking, and tonal application to create 3D form Students will analyse and compare a range of artists' works such as Leonardo Da Vinci and Dorthea Chubb 	<p>Reflection skills</p> <ul style="list-style-type: none"> Develop new skills, techniques and strategies for effective learning Identify strengths and weaknesses of personal learning strategies (self-assessment) Keep a journal to record reflections <p>Creative-thinking skills</p> <ul style="list-style-type: none"> Use brainstorming and visual diagrams to generate new ideas and inquiries
Unit 2	<p>DRAMA The Hill We Climb: Space, Movement, Time & Sound</p> <p>Creativity and conflict are essential to create an effective devised piece.</p>	<ul style="list-style-type: none"> Creating a performance from a stimuli Monologues Developing performance skills Devising a piece of original theatre 	<p>Collaboration Skills</p> <ul style="list-style-type: none"> Help others to succeed Listen actively to other perspectives and ideas <p>Thinking Skills</p> <ul style="list-style-type: none"> Practise observing carefully in order to recognise problems
Unit 3	<p>MUSIC Effective Keyboard Performance Techniques</p> <p>Mastering keyboard performance techniques and basic notation enables students to enhance their musical skills and express creativity through individual and ensemble playing.</p>	<p>Focus on keyboard performance and notation.</p> <p>Topics:</p> <ul style="list-style-type: none"> Introduction to keyboard instruments Basic treble clef notation, Playing position and posture Keyboard warm up exercises Fingering techniques and exercises (scales and melodies in C Major) Layout of the keyboard (white and black keys, sharps and flats) Reading music from treble clef notation Basic chord accompaniment with the left hand 	<p>Thinking Skills:</p> <ul style="list-style-type: none"> Analyzing and troubleshooting technical problems during performance. <p>Self-Management Skills:</p> <ul style="list-style-type: none"> Taking responsibility for independent practice and learning.

<p>Unit 4</p>	<p>ART Collaborative Arts Unit.</p> <p>Art restores connection</p>	<ul style="list-style-type: none"> • Students research and explore the role art has towards social change • Students explore concepts and themes which are important and personal to them • Students will work in a range of media to produce poster and campaign artworks which communicate their themes. • Students will work with a range of print media such as lino printing 	<p>Collaboration Skills</p> <ul style="list-style-type: none"> • Help others to succeed • Take responsibility for one's own actions • Listen actively to other perspectives and ideas <p>Communication Skills</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback <p>Reflection Skills</p> <ul style="list-style-type: none"> • Keep a journal to record reflections
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Arts Year 9

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	<p>MUSIC What makes a good song?</p> <p>Understanding the fundamental elements of popular music, such as hooks, structure, and melody, allows musicians to analyze and create engaging musical arrangements.</p>	<p>Exploration of musical elements in popular songs.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Hooks and riffs • song structure (verse, chorus, bridge) • melodic motion (conjunct and disjunct) • Lyrics and their emotional impact • Lead Sheet notation 	<p>Thinking Skills:</p> <ul style="list-style-type: none"> • Analyzing musical elements and their impact on song quality. <p>Communication Skills:</p> <ul style="list-style-type: none"> • Collaborating during performances and presentations of arrangements.
Unit 2	<p>ART Characters in a Landscape</p> <p>Stories can be presented visually in a variety of different ways.</p>	<ul style="list-style-type: none"> • Explore how stories are told visually through different artistic genres and cultural traditions, focusing on landscapes and character design. • Research and compare how Eastern and Western artists represent narratives and symbolism in art. • Develop skills in drawing and painting. • Apply creativity to design original characters and settings inspired by a chosen story. • Reflect on personal growth as an artist and learn to give and receive constructive peer feedback. 	<p>Communication skills</p> <ul style="list-style-type: none"> • Use a variety of visual art techniques to communicate with an audience. • Give and receive feedback • Organization skills • Plan short- and long-term assignments; meet deadlines • Keep an organized and logical system of information in Art Journal
Unit 3	<p>DRAMA Epic Theatre</p> <p>The power to influence an audience is dependent on the method and style of communication</p>	<ul style="list-style-type: none"> • Theatre Practitioner Inquiry into Brecht and his style Epic Theatre. • Devising a piece of theatre in the style of Bertolt Brecht • Application of performance skills in the style of Epic Theatre • Creating a final piece for an audience 	<p>Communication Skills</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback <p>Collaboration Skills</p> <ul style="list-style-type: none"> • Manage and resolve conflict and work collaboratively in teams • Listen actively to other perspectives and ideas
Unit 4	<p>ART Collaborative Arts Unit</p>	<ul style="list-style-type: none"> • Students research and explore the role art has towards social change • Students explore concepts and 	<p>Collaboration Skills</p> <ul style="list-style-type: none"> • Help others to succeed

	Art restores connection	<p>themes which are important and personal to them</p> <ul style="list-style-type: none">• Students will work in a range of media to produce posters and campaign artworks which communicate their themes.• Students will work with a range of print media such as lino printing	<ul style="list-style-type: none">• Take responsibility for one's own actions• Listen actively to other perspectives and ideas <p>Communication Skills</p> <ul style="list-style-type: none">• Give and receive meaningful feedback• Reflection Skills
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Design Year 7

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Design Cycle Introduction Through Cardboard Problem Solving SOI: Creative inventions can lead to exciting and useful solutions.	<ul style="list-style-type: none"> • Understanding and applying the design cycle. • Identifying problems in daily life and crafting solutions. • Hands-on crafting using cardboard to create practical solutions. • Planning and evaluating design solutions. • Developing skills in measurements, calculations, and fabrication. 	Thinking Skills: <ul style="list-style-type: none"> • Analyze the main features of existing products to inspire solutions. Communication Skills: <ul style="list-style-type: none"> • Work collaboratively to design and create a functional cardboard product that solves a meaningful problem for the students.
Unit 2	Animations for a Cause SOI: Sustainable development means considering ethical small- and large-scale solutions	<ul style="list-style-type: none"> • Concepts of Tweening and Frame-by-Frame animation. • Research sustainable needs within various communities. • Exploration of animation styles to convey messages effectively. • Coding fundamentals for creating digital animations in Scratch. • Environmental considerations and ethical decision-making in project development. 	Information Literacy Skills: <ul style="list-style-type: none"> • Collect and evaluate programming techniques to inform design decisions. Creative-thinking Skills: <ul style="list-style-type: none"> • Generate and develop original ideas for animations.
Unit 3	Lego Sumo: Can you win? SOI: Collaboration and reflection support the creation	<ul style="list-style-type: none"> • Principles of designing and programming a Sumo Robot using Lego Mindstorms. • Understanding the role of 	Research Skills: <ul style="list-style-type: none"> • Plan and conduct focused research to gather necessary information for

	of new and better products.	<p>sensors, motors, and form in robot functionality.</p> <ul style="list-style-type: none"> • Methods of inquiring and analyzing for effective robot design. • Developing detailed designs and defining success criteria for competitive performance. 	<p>robot design.</p> <ul style="list-style-type: none"> • Summarize and prioritize findings to inform design decisions. <p>Critical-thinking Skills:</p> <ul style="list-style-type: none"> • Break down goals into specific outcomes. • Develop detailed plans and drawings for the robot's features and characteristics.
Unit 4	<p>Efficiency and Precision with Air-Powered Cars.</p> <p>SOI: Sustainable technology demands careful consideration of systems and functions.</p>	<ul style="list-style-type: none"> • Principles of aerodynamics, resistance, drag, and inertia. • Investigating the impact of friction and resistance on a moving object. • Practical experimentation with balloon-powered car designs. • Utilizing 3D modeling using Tinkercad. • Fabrication skills for building efficient prototypes. <p>Environmental and ethical considerations in sustainable technology.</p>	<p>Research Skills:</p> <ul style="list-style-type: none"> • Conduct primary and secondary research on aerodynamics and resistance. • Develop a design brief guiding subsequent planning stages. <p>Critical-thinking Skills:</p> <ul style="list-style-type: none"> • Innovate design solutions to improve aerodynamics and efficiency. • Utilize 3D modeling for precision in designs. <p>Collaboration Skills:</p> <ul style="list-style-type: none"> • Work effectively in teams to produce a functional balloon-powered car.

Design Year 8

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	<p>Persuasive Media through Programmatic Animations</p> <p>SOI: Media can persuade and influence our belief systems and personal values.</p>	<ul style="list-style-type: none"> • Understanding persuasive techniques in media (advertisements, speeches, etc.). • Exploring the creation and analysis of persuasive messages through media. • Introduction to programming basics (functions, loops, variables) for creating digital animation. • Practical application using Khan Academy's platform for JavaScript animations. 	<p>Research Skills:</p> <ul style="list-style-type: none"> • Conduct primary and secondary research to build the skills necessary to write a computer program in JavaScript. • Analyze similar existing media products to inspire the creation of a solution. <p>Communication Skills:</p> <ul style="list-style-type: none"> • Create an effective programmatically defined animation which conveys

			a persuasive message to the intended audience.
Unit 2	3D Modeling to Develop Assistive Technology SOI: Ergonomic design promotes the fairness and usability of products, making them accessible for all users.	<ul style="list-style-type: none"> Design principles focusing on ergonomic needs. Use of Blender 3D modeling software. Additive and Boolean 3D modeling techniques. Analysis of existing assistive technology. Hands-on creation and evaluation of assistive devices. Ethical and societal impacts of assistive technology. 	Planning Skills: <ul style="list-style-type: none"> Create and present feasible design ideas and technical diagrams. Making Skills: <ul style="list-style-type: none"> Utilize Blender for 3D modeling, focusing on creating functional designs. Assemble physical models using 3D printing techniques.
Unit 3	Innovative Solutions for our Natural World SOI: The conservation and sustainability of natural environments require adaptation to modern needs.	<ul style="list-style-type: none"> Planning with measurements in mind. Inkscape vector modeling and laser cutting. Strategic use of different types of glues and fasteners. Hands-on experience with wood shop tools such as saws, hammers, nails, and screws. Designing and developing a wooden project that promotes a sustainable message or meets a sustainable need. 	Making Skills: <ul style="list-style-type: none"> Develop detailed technical diagrams and precise plans using Inkscape and other tools. Execute designs using wood shop tools, including sawing, laser cutting, and assembling with glues and fasteners. Evaluation Skills: Evaluate the broader impact of the project on promoting sustainability and protecting the natural environment.
Unit 4	Simple Circuits and Model Boats SOI: Understanding and applying the principles of circuitry can lead to innovative product designs that captivate and engage consumers	<ul style="list-style-type: none"> Introduction to basic circuit concepts: flow of electricity, components like resistors, capacitors, switches, and small DC motors. Practical application by creating model boats powered by small DC motors. Exploration of adding LEDs and other motors to enhance the circuit without using smart technology. Understanding the real-world application of circuits in products such as toys and models. 	Research Skills: <ul style="list-style-type: none"> Conduct research on basic circuits and their applications in model-making. Creative-thinking Skills: <ul style="list-style-type: none"> Use iterative design strategies to improve the model boat and increase performance, such that the model boat may successfully compete in a class-wide race in the swimming pool at the end of the unit.

Design Year 9

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Sustainable City Building SOI: <i>Sustainable design shapes urban systems and drives scientific and technical innovation to meet human needs while protecting environmental resources.</i>	<ul style="list-style-type: none"> Qualities and infrastructure of sustainable cities Environmental considerations in urban planning and construction Safe operation of fabrication tools (saws, sanders, laser cutter) Vector modeling using Inkscape for precision cutting Laser cutting techniques and parameters Assembly methods including finger joints, adhesives, and finishing processes Collaborative integration of multiple structures into a cohesive model city Communication of design concepts through diagrams, renderings, and presentations 	Research Skills: <ul style="list-style-type: none"> Collect and analyse information on sustainable infrastructure and eco-friendly building methods. Self-Management Skills: <ul style="list-style-type: none"> Plan short- and long-term tasks to meet deadlines within a collaborative project. Practical Skills: <ul style="list-style-type: none"> Operate wood shop and laser cutting equipment safely and efficiently, assembling components to a high standard.
Unit 2	Micro:bit for Sustainable Action SOI: <i>By evaluating the systems of how we engage with the world, we can design innovative microcontroller-based solutions that promote sustainable alternatives.</i>	<ul style="list-style-type: none"> Understanding systems thinking and sustainability in design. Introduction to Micro:bit hardware, sensors, and outputs. Programming Micro:bit using MakeCode or Python. Designing interactive devices that encourage or enforce sustainable user behaviour. Prototyping with Micro:bit, integrating sensors, actuators, and external components. Applying design thinking to develop, test, and refine a functional sustainability-focused device. Evaluating the effectiveness of devices against sustainability goals and user needs. 	Thinking Skills: <ul style="list-style-type: none"> Generate innovative ideas by considering multiple alternatives, including unconventional approaches. Research Skills: <ul style="list-style-type: none"> Identify and evaluate sustainable practices, technologies, and relevant microcontroller applications. Technical Skills: <ul style="list-style-type: none"> Program and integrate Micro:bit with external components to create functional prototypes.
Unit 3	Student-led Project SOI: <i>By applying the design process to a problem of personal relevance, students can create innovative</i>	<ul style="list-style-type: none"> Identification of local or school-based problems and opportunities for positive change Application of the full MYP Design Cycle: research, ideation, prototyping, testing, and evaluation 	Creative Thinking Skills: <ul style="list-style-type: none"> Generate and refine original ideas for solutions that address authentic community needs. Self-Management Skills:

	<p><i>solutions that make a positive impact on their local community.</i></p>	<ul style="list-style-type: none"> • Selection and safe use of any relevant technologies learned in previous units (e.g., fabrication, coding, microcontrollers, 3D printing, web design) • Project management, including time planning, resource allocation, and documentation of progress • Reflection on process and evaluation of the solution's impact 	<ul style="list-style-type: none"> • Organise tasks, manage time effectively, and work independently to achieve project milestones. <p>Research Skills:</p> <ul style="list-style-type: none"> • Investigate and analyse real-world problems, evaluating potential solutions based on evidence and feasibility.
Unit 4	<p>Casual Games Design</p> <p>SOI: <i>The form of media influences how themes and ideas are perceived, and different technologies provide unique opportunities for creative expression.</i></p>	<ul style="list-style-type: none"> • Exploration of how media form affects communication of themes and messages • Comparative design of two games: <ul style="list-style-type: none"> ○ A simple, text-based adventure using Python ○ A more complex modern game built in Godot • Application of the MYP Design Cycle to both projects • Basic programming concepts: functions, loops, variables, conditionals • Game design fundamentals: narrative structure, user experience, and visual presentation • Analysis of how differing platforms and tools influence gameplay and message delivery 	<p>Creative Thinking Skills:</p> <ul style="list-style-type: none"> • Develop and adapt ideas to express the same theme across multiple game formats. <p>Technical Skills:</p> <ul style="list-style-type: none"> • Use coding (Python) and game development software (Godot) to create functional prototypes. <p>Media Literacy Skills:</p> <ul style="list-style-type: none"> • Evaluate how different media forms influence the effectiveness of a message.

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English Language and Literature Year 7

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Creative use of writing styles and structures can deepen the readers understanding of the writer's identity	Reading: Inference, Explaining Effects Style Analysis Language: Register/Style, Sentence Structuring Description: Descriptive Structure Text (structure): Structuring Narrative: Setting Atmosphere	Reflection skills <ul style="list-style-type: none"> • Focus on the process of creating by imitating the work of others
Unit 2	Through a characters' relationships in a text we can explore the connection between them and their role models	Reading: inference Writing: informing / instructing language: register / style Text Structure: Structuring Narrative: Character Speaking & Listening: class discussion / Group Discussion	Affective skills <ul style="list-style-type: none"> • Practise strategies to reduce stress and anxiety • Practise managing self-talk • Practise "bouncing back" after adversity, mistakes and failures
Unit 3	The context of your place in the world can change depending on your setting	Reading: explaining effects, Inference Language: vocabulary / sentence, structuring	Collaboration skills <ul style="list-style-type: none"> • Practise empathy Creative-thinking skills

		<p>Description: Descriptive structure Narrative: plot / pace, setting / atmosphere</p> <p>Narrative Dialogue</p>	<ul style="list-style-type: none"> Consider multiple alternatives, including those that might be unlikely or impossible
Unit 4	Propaganda, across multiple levels, communicates specific points of view to interact with their targeted audiences.	<p>Reading: inference, paraphrasing</p> <p>Writing: informing, persuading, discussing</p> <p>Language: register and style, Speaking and listening, answering questions, delivering a speech, assessing a speech, scripting a speech, group discussion</p>	<p>Communication skills</p> <ul style="list-style-type: none"> Interpret and use effectively modes of non-verbal communication <p>Media literacy skills</p> <ul style="list-style-type: none"> Understand the impact of media representations and modes of presentation

English Language and Literature Year 8

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Short stories embody universal connections by sharing common themes and characters.	<p>Reading: Read and discuss a short stories from a variety of cultures. Evaluating, explaining effects, style analysis.</p> <p>Writing: planning narratives, engaging the reader, narrative dialogue</p> <p>Language: Vocabulary</p> <p>Speaking/Listening: Partner, small group and class discussion, role play</p>	<p>Creative-thinking skills</p> <ul style="list-style-type: none"> Use brainstorming and visual diagrams to generate new ideas and inquiries Create original works and ideas; use existing works and ideas in new ways
Unit 2	A more just and equitable future can be created through careful research, considered thinking about information and thoughtful communication in our communities.	<p>Reading: Evaluating</p> <p>Writing: Explaining</p> <p>Language: Sentence structuring</p> <p>Speaking/Listening: Delivering a speech, addressing a speech and scripting a speech</p>	<p>Information literacy skills</p> <ul style="list-style-type: none"> Access information to be informed and inform others Present information in a variety of formats and platforms
Unit 3	A film's purpose and themes can be created through a director's artistic use of stylistic devices.	<p>Reading: Explaining effects, style analysis, inference</p> <p>Writing: Explaining, informing, discussing</p> <p>Language: Vocabulary</p>	<p>Affective skills</p> <ul style="list-style-type: none"> Practice focus and concentration Practice strategies to overcome distractions <p>Critical thinking skills</p>

		Speaking/Listening: Giving a talk, group discussion, class discussion	<ul style="list-style-type: none"> Gather and organize relevant information to formulate an argument
Unit 4	Changes in setting may lead to the expression of different perspectives.	<p>Reading: read nonfiction and fictional novels of refugees and migrants; inference, comparing, evaluating, paraphrasing</p> <p>Writing: voice/viewpoint, character</p> <p>Language: register/style, structure</p> <p>Speaking/Listening: group discussions, class discussion</p>	<p>Collaboration skills</p> <ul style="list-style-type: none"> Listen actively to other perspectives and ideas Encourage others to contribute Exercise leadership and take on a variety of roles within groups Practice empathy <p>Communication skills</p> <ul style="list-style-type: none"> Read a variety of sources for information and for pleasure

English Language and Literature Year 9

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	One's sense of identity and strength of character may be strongly influenced by the communities to which they belong.	<p>Reading: read and discuss a whole class novel The Outsiders; evaluating, explaining effects</p> <p>Writing: Informing, explaining, discussing</p> <p>Language: vocabulary</p> <p>Speaking/Listening: Partner, small group and class discussion, role play</p>	<p>Collaboration skills</p> <ul style="list-style-type: none"> Listen actively to other perspectives and ideas Encourage others to contribute <p>Creative-thinking skills</p> <ul style="list-style-type: none"> Consider multiple alternatives, including those that might be unlikely or impossible
Unit 2	Stylized language and structure can allow me to creatively communicate important ideas about myself and the world.	<p>Reading: read and analyze poetry (explain effects on the audience, purpose of the poem and overall message)</p> <p>Text Structure: Structure (different poetry formats, how to use white space), openings/endings</p> <p>Description: Descriptive structure, figurative language</p> <p>Writing: Write poems based on different formats, figurative language, and styles</p> <p>Speaking: Perform a poem after an in depth analysis; portray the intended and</p>	<p>Creative-thinking skills</p> <ul style="list-style-type: none"> Create original works and ideas; use existing works and ideas in new ways Generate metaphors and analogies

		interpreted meaning of a poem using the appropriate movement, voice volume, and timing	
Unit 3	Critical readers understand that historical context and an author's perspective affect a reader's interpretation of a literary text and its characters.	<p>Reading: inference, evaluating, paraphrasing An Inspector Calls</p> <p>Writing: persuading</p> <p>Language: vocabulary</p> <p>Speaking/Listening: interview, giving a talk, group and class discussions, role play</p>	<p>Critical-thinking skills</p> <ul style="list-style-type: none"> • Gather and organize relevant information to formulate an argument • Revise understanding based on new information and evidence •
Unit 4	The genre of science fiction challenges our perspectives on scientific and technical innovation	<p>Reading: style analysis, explaining effects Narrative: setting/atmosphere, plot, narrative dialogue</p> <p>Speaking/Listening: Giving a talk, Group Discussion, Class Discussion</p>	<p>Information literacy skills</p> <ul style="list-style-type: none"> • Access information to be informed and inform others • Present information in a variety of formats and platforms

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Individuals and Societies Year 7

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Maps and stories of our world reveal perspectives on time, place, and space showing how people, culture and the environment connect.	<ul style="list-style-type: none"> • Maps and Map Projections • Our Amazing World • Global issues and their impact on the environment. 	<p>Organization Skills</p> <ul style="list-style-type: none"> • Create a plan to prepare for summative assessments <p>Information Literacy</p> <ul style="list-style-type: none"> • Present information in a variety of formats and platform
Unit 2	The identity of settlements changes due to a variety of processes and their sustainability	<ul style="list-style-type: none"> • Push and pull factors of migrations • Globalization • Sustainability 	<p>Media Literacy</p> <ul style="list-style-type: none"> • Understand the impact of media representations and the modes of presentation <p>Critical Thinking</p> <ul style="list-style-type: none"> • Revise understanding based on new information and evidence
Unit 3	Religions of belief systems that shape identity and culture and can cause conflict	<ul style="list-style-type: none"> • Origins of the 5 major religions • Does religion cause more peace or conflict? 	<p>Affective skills</p> <ul style="list-style-type: none"> • Perseverance <p>Reflection skills</p> <ul style="list-style-type: none"> • Keep a journal to record reflections
Unit 4	The earth is in a state of constant change by natural and human forces, which affect the way in which we live	<ul style="list-style-type: none"> • Causes of natural disasters • The human impact of natural disasters 	<p>Collaboration skills</p> <ul style="list-style-type: none"> • Encourage others to contribute <p>Transfer skills</p> <ul style="list-style-type: none"> • Making connections between subject groups and disciplines

Individuals and Societies Year 8

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Unit 1	Different forms of government affect countries and the lives of their citizens in many ways	<ul style="list-style-type: none"> Define and describe democracy, communism, theocracy, monarchy, autocracy, and anarchy Why or why not do citizens need systems 	Communication skills <ul style="list-style-type: none"> Write for different purposes Organizational skills <ul style="list-style-type: none"> Use appropriate strategies for organizing complex information
Unit 2	Differing interpretations of equity, justice, and rights and around the world can lead to conflict	<ul style="list-style-type: none"> Discover the Declaration of Human Rights Why is it a suggestion and not a rule 	Media Literacy skills <ul style="list-style-type: none"> Communicate information and ideas effectively to multiple audiences using a variety of media and platforms Transfer skills <ul style="list-style-type: none"> Combine knowledge understanding and skills to create products or solutions
Unit 3	Empires rose in certain places where plenty of resources supported innovation	<ul style="list-style-type: none"> Explore the ancient civilizations of Ancient Rome, the Han Dynasty, Persian Empire, and the Inca Empire 	Information Literacy <ul style="list-style-type: none"> Identify primary and secondary sources Affective skills <ul style="list-style-type: none"> Resilience
Unit 4	Personal choices and global interactions interact	<ul style="list-style-type: none"> Push and pull factors of migration International law 	Creative thinking skills <ul style="list-style-type: none"> Practice flexible thinking-develop multiple opposing, contradicting, and complementative arguments Critical thinking skills <ul style="list-style-type: none"> Consider ideas from multiple perspectives

Individuals and Societies Year 9

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Imperialism's unbalances of power lead to lasting consequences for nations around the world.	Imperialism impacted <ul style="list-style-type: none"> Foreign affairs Identity/culture Modern advances Scarcity of natural resources 	Collaborative skills <ul style="list-style-type: none"> Encourage others to contribute Information Literacy <ul style="list-style-type: none"> Present information in a variety of formats and platforms
Unit 2	People's interaction with the physical environment can lead to changes in global climate systems.	Climate change: <ul style="list-style-type: none"> Causes Potential Impacts Controversies and connection to global politics 	Research <ul style="list-style-type: none"> Identify different perspectives and validity of sources Communication <ul style="list-style-type: none"> Present case study research
Unit	Globalization and Business Ethics - Globalization causes	How globalization impacts	Organizational skills

3	change towards commonality, diversity and sustainability	<ul style="list-style-type: none"> • food security and food scarcity • communication • Business/ the fashion industry • culture 	<ul style="list-style-type: none"> • Keep an organized and logical system of information files/ notebooks. <p>Critical thinking</p> <ul style="list-style-type: none"> • Gather and organize relevant information to formulate an argument.
Unit 4	Scientific innovations develop understanding of behavior and cognition through the world of psychology	<p>How the brain works</p> <ul style="list-style-type: none"> • What dictates behavior • Responsibility in causality • Stages of cognitive develop 	<p>Critical thinking</p> <ul style="list-style-type: none"> • Recognize unstated assumptions and bias

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Korean language and literature Year 7

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	<p>We and the world we live in</p> <p>People build their community interacting with one another within the community.</p>	<ul style="list-style-type: none"> • Students will read fables • Identify the characteristics of a play • Of these different genres of literature; how the interaction among characters influences their community 	<p>Thinking skills</p> <ul style="list-style-type: none"> • Create original works and ideas; use existing works and ideas in new ways. • Draw reasonable conclusions and generalizations. <p>Communication skills</p> <ul style="list-style-type: none"> • Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
Unit 2	<p>Self Intro</p> <p>Identity is formed by experience throughout life</p>	<ul style="list-style-type: none"> • To learn to bring in the Learner Profile and select some aspects e.g. Balanced, Caring, Inquirers as we are here for a purpose and a family • To develop the student's ability to express themselves verbally and linguistically 	<p>Communication</p> <ul style="list-style-type: none"> • Exchanging thoughts, messages, and information effectively through interaction • Use a variety of speaking • Use appropriate forms of writing for different purposes and audiences
Unit 4	<p>Using words effectively</p> <p>We can communicate with each other in a better way</p>	<ul style="list-style-type: none"> • Students use full sentences with connectives and speak fluently without repetition for several sentences 	<p>Communication Skills</p> <ul style="list-style-type: none"> • Use a variety of speaking techniques to communicate with a variety of audiences.

<p>through explanation and discussion</p>	<ul style="list-style-type: none"> Students can select precise language and idiom to suit different audiences, formulate opinions perceptively, expressing them using textual evidence to support their opinions 	<ul style="list-style-type: none"> Exchanging thoughts, messages and information effectively through interaction <p>Self-Management Skills</p> <ul style="list-style-type: none"> Managing time and tasks effectively
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Korean language and literature Year 8

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	<p>From me to you</p> <p>Our relationship with other people can be influenced by a lot of factors including political and ideological differences.</p>	<ul style="list-style-type: none"> Frameworks for analyzing literature: Plot, Theme, Motif, Symbol Meaning and characteristics of Humanism novels The short story, bicycle thief 	<p>Communication Skills</p> <ul style="list-style-type: none"> Use appropriate forms of writing for different purposes and audiences. Collaborate with peers and experts using a variety of digital environments and media Read critically and for comprehension.
Unit 2	<p>A day in the life</p> <p>Identity is an expression of oneself influenced by their various experiences.</p>	<ul style="list-style-type: none"> Non- fiction texts (memoirs, autobiographies essays) and study some model essay 	<p>Social skills</p> <ul style="list-style-type: none"> Listen actively to other perspectives and ideas <p>Communication skills</p> <ul style="list-style-type: none"> Use intercultural understanding to interpret communication.
Unit 3	<p>Reading for information</p> <p>Ideas and information that are well-structured and logical lead to effective communication.</p>	<ul style="list-style-type: none"> Students will read different forms of writing analyzing the way in which ideas and information are framed Students will learn how to use transition words and phrases effectively 	<p>Organisation Skills</p> <ul style="list-style-type: none"> Create plans to prepare for summative assessments (examinations and performances) Select and use technology effectively and productively <p>Social skills</p> <ul style="list-style-type: none"> Exercise leadership and take on a variety of roles within groups
Unit 4	<p>Movie Review – Media Literacy</p>	<ul style="list-style-type: none"> Students watch and study the movie, "Shik-geak" Investigate the history of the 	<p>Research Skills</p> <ul style="list-style-type: none"> Collect, record and verify data

	Things can be interpreted differently depending on our perspectives and cultural backgrounds	last King of Chosun dynasty and the food of the time	Communication Skills <ul style="list-style-type: none"> Use a variety of speaking techniques to communicate with a variety of audiences. Use appropriate forms of writing for different purposes and audiences
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Korean language and literature Year 9

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Literature as a mirror of society Literature is a mirror of society.	<ul style="list-style-type: none"> Students will read a novel and draw identifying each character's perspective from various angles based on the socio-cultural context reflected in the novel 	Communication Skills <ul style="list-style-type: none"> Read critically and for comprehension. Thinking Skills <ul style="list-style-type: none"> Create original works or ideas; use existing works and ideas in new ways
Unit 2	A world unfamiliar to us The critical reader uses the information given to him to understand the facts to be able to react reasonably	<ul style="list-style-type: none"> Students will analyze the impact of the cultural context of advertising (special effects, target audience) and be exposed to the conventions of advertising 	Research <ul style="list-style-type: none"> Interacting with media to use and create ideas and information Communication skills <ul style="list-style-type: none"> Read critically and for comprehension
Unit 3	Imagining the Future We make relationships by individual, social and global connection.	<ul style="list-style-type: none"> Students will study several realism poems of modern Korean poetry Knowledge and understanding of the elements of poetry: Speaker, Tone, Mood, Theme, Rhyme, Symbols, Metaphors, Imagery, etc. 	Thinking Skills <ul style="list-style-type: none"> Consider ideas from multiple perspectives Collaboration Skills <ul style="list-style-type: none"> Manage and resolve conflict, and work collaboratively in teams
Unit 4	What is the issue now? We have our own skills to read the world	<ul style="list-style-type: none"> Students will do research on the hot issues of the year through newspapers, TV news, magazine articles, blogs, and etc. 	Communication Skills <ul style="list-style-type: none"> Reading, writing, and using language to gather and communicate information

			<p>Collaboration Skills</p> <ul style="list-style-type: none">• Working effectively with others <p>Listen actively to other perspectives and ideas.</p>
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Chinese Language Acquisition Year 7

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Pronunciation and meaning play important roles in effective communication and in forming our identity and status.	Myself and my family	Communication skills <ul style="list-style-type: none"> • Use a variety of speaking techniques to communicate with a variety of audiences
Unit 2	Personal contexts and global experiences shape the ways individuals connect with one another.	Countries and city Nationality Languages	Communication skills <ul style="list-style-type: none"> • Use intercultural understanding to interpret communication
Unit 3	The choices we make about what we eat can be determined by our culture and the context in which we live, and they might send a message about who we are.	Foods and drinks	Collaborations skills <ul style="list-style-type: none"> • Use social media networks appropriately to build and develop relationships
Unit 4	Creativity in our daily routines and hobbies can convey unique messages to diverse audiences, influencing people's interactions over time and space.	Daily routines and hobbies	Creative-thinking skills <ul style="list-style-type: none"> • Consider multiple alternatives, including those that might be unlikely or impossible

Chinese Language Acquisition Year 8

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Understanding the function and context of various professions can enhance communication and shape personal and professional identities.	Jobs and workplaces	Communication skills <ul style="list-style-type: none"> Use appropriate forms of writing for different purposes and audiences
Unit 2	Word choices and messages on fashion and beauty can illuminate personal and cultural expression.	Fashion and beauty	Communication skills <ul style="list-style-type: none"> Use a variety of speaking techniques to communicate with a variety of audiences
Unit 3	Understanding the form and structure of house and home can reveal the connections between people and their orientations in space and time.	House and home	Creative-thinking skills <ul style="list-style-type: none"> Consider ideas from multiple perspectives
Unit 4	Audience and context may determine the creation and development of facilities in different places.	School facilities Student life	Communication skills <ul style="list-style-type: none"> Use a variety of media to communicate with a range of audiences

Chinese Language Acquisition Year 9

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Understanding the structure and purpose of our neighbourhood and community can enhance communication, contribute to sustainable development, and foster global connectivity.	Neighbourhood and community	Organization skills <ul style="list-style-type: none"> Use appropriate strategies for organizing complex information
Unit 2	Our knowledge of cultural diversity can be developed when we understand the meaning of cultural traditions and rituals in different contexts.	Festivals and customs	Media literacy skills <ul style="list-style-type: none"> Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media

Unit 3	Exploring the patterns in weather and climate allows us to reveal the connections between human activities and their impact on the environment.	Weather and human activities	Information literacy skills <ul style="list-style-type: none"> • Make connections between various sources of information
Unit 4	Conventions can be used to organize messages in travel-related creation.	Transportation and travel	Creative-thinking skills <ul style="list-style-type: none"> • Create original works and ideas; use existing works and ideas in new ways

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French Year 7

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	How do our individual identities shape the way we relate to others, and how does understanding and appreciating the diversity of identities contribute to fostering inclusive communities?	<ul style="list-style-type: none"> • I can talk about myself, introduce myself and others around me by telling them their age, nationalities, taste, etc. • I can use the basic grammar rules properly (masculine, feminine, singular, plural, to be and to have, verb from the 1st group) • I can tell what defines me and what makes me different from others by using comparative sentences. • I know the relationship between people and can name them (extended family's relation) • I can talk about different countries, daily life, diet and lifestyle. • I can ask questions to others about identities using different question types and identify if I can use the formal or informal question type. 	Communication Skills <ul style="list-style-type: none"> • Use intercultural understanding to interpret communication
Unit 2	How does cultural background shape food preference and consumption habits?	<ul style="list-style-type: none"> • I can talk about food, know the different food groups and can describe the taste of food. • I can use imperative tense to write and tell a recipe. • I can identify and compare food from different countries and tell recipe from my own country. 	Organization Skills <ul style="list-style-type: none"> • Keep an organized and logical system of information files/notebooks

		<ul style="list-style-type: none"> I know how to use vocabulary related to food and cooking (quantity, utensils, verbs) I can use present and imperative tense. 	
Unit 3	To what extent does the fashion industry's approach to recycling and sustainable practices influence the environmental impact of clothing, and how can individuals contribute to a more sustainable future through conscious consumer choices?	<ul style="list-style-type: none"> I can describe and talk about clothes. I can engage in conversation related to clothes, shopping, informal and formal conversation to ask for a piece of clothing. I can design and explain a piece of clothing. I know basic vocabulary related to patterns, fabrics etc. I can listen and understand authentic video related to the environmental impact of clothing I can express opinions with supported statement I can suggest advice and/or alternative solutions to solve a problem. 	<p>Information literacy Skills</p> <ul style="list-style-type: none"> Present information in a variety of formats and platforms
Unit 4	How do holidays serve as cultural markers and shape the passing of time through significant events throughout the year?	<ul style="list-style-type: none"> I can tell an event that has happened, express time and locate an event in a calendar. I can talk about my holidays using appropriate past tense or future tense. I know vocabulary related to hobbies, activities and holidays places. I can tell a souvenir, indicate chronological event and frequency I can give advice, instructions and express wishes and needs. I can use correctly the verb to go in the past, present and near future. 	<p>Communication skills</p> <ul style="list-style-type: none"> Use appropriate forms of writing for different purposes and audiences

French Year 8

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	To what extent do individuals' choices shape their personal identities and relationships, and how can understanding the impact of choices contribute to the development	<ul style="list-style-type: none"> I can talk about myself, introduce myself and others around me by telling them their age, nationalities, taste, etc. I can talk about choices I make in terms of healthy lifestyle, sports and diet. 	<p>Communication Skills</p> <ul style="list-style-type: none"> Use appropriate forms of writing for different purposes and audiences

	of a sense of self and meaningful connections with others?	<ul style="list-style-type: none"> I can use the future tense to make a better choice. Wellness and wellbeing: give advice, make hypothesis and set up goals, using the verb must, can, have I can explain the decision I take and make personal engagement. I understand and express cause and consequences. 	
Unit 2	Exploring the cultural and historical significance of diverse housing types across countries	<ul style="list-style-type: none"> I can understand, tell and write about different types of houses. I know vocabulary related to part of the houses as well as Furnitures. I can understand an advert about houses and write one. I can give itinary directions I can make choices and justify it I can compare different houses layouts as well as different types of houses across the world. I can use comparative and superlative sentences I can use present tense for the verbs of 1st and 2nd group. 	<p>Information literacy skills</p> <ul style="list-style-type: none"> Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
Unit 3	To what extent does our relationship with food and our efforts to reduce food waste contribute to sustainable practices and a more environmentally conscious society?	<ul style="list-style-type: none"> I can talk about food and recipes. Describe and compare them. I can give advice and propose solutions to a problem. I can listen and understand authentic content about food waste in the world I can express my opinion with a supported statement. I can use comparative grammar structure to compare food and food waste in different countries. I can use imperative tense with normal and reflexive verbs. I can form positive and negative sentences I can use the verbs to do, must, can and have to, correctly. I can express the cause and consequences as well as set up goals. I can take personal engagement, raise awareness and explain my decision regarding food waste. 	<p>Creative thinking skills</p> <ul style="list-style-type: none"> Consider multiple alternatives, including those that might be unlikely or impossible
Unit 4	To what extent have French scientists and their discoveries shaped scientific innovation,	<ul style="list-style-type: none"> I can describe a situation that happened in the past. 	<p>Organization skills</p> <ul style="list-style-type: none"> Select and use technology

	and how does exploring their contributions foster an understanding of scientific advancements and their impact on society?	<ul style="list-style-type: none"> • I can make a personal comment on an event that happened. • I can locate in time and space, indicate a chronology of event. • I can make a biography, tell what a person has done and the impact on nowadays. • I can make the difference and use the three different past tense “passé composé”, “imparfait” and “passé simple” • I can use a chronology structure before... after.... 	effectively and productively
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French Year 9

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Identities and relationships: What conventions, what message and which language structures should I use when I establish contact with an interlocutor?	<ul style="list-style-type: none"> • I can spell words and have an accurate pronunciation when I speak/read. • I can ask how someone is doing. • I can ask for designations and identify objects. • I can introduce people. • I can count, calculate, and tell the date 	Affective skills <ul style="list-style-type: none"> • Practice strategies to reduce frustration and anxiety. • Helping students realize that learning a foreign language is a step-by-step process and that frustration is part of it.
Unit 2	Orientation in space and time: How do I use language to delimit spaces and identify places?	<ul style="list-style-type: none"> • I can talk about likes and dislikes. • I can talk about professions and the professional world. • I can talk about family and relatives and describe someone's home. • I can locate objects. • I can describe cities and give directions 	Critical thinking skills <ul style="list-style-type: none"> • Practice observing carefully in order to identify grammatical problems.
Unit 3	Personal and cultural expressions: How do I highlight people and objects' relevant features?	<ul style="list-style-type: none"> • Describing an object. • Describing people's physical appearance • Describing a piece of artwork. • Expressing someone's opinion. • Talking about the weather. • Describing people's mood and temper. • Asking for permission. 	Communication skills <ul style="list-style-type: none"> • Use a variety of media to communicate with a range of audience's communication. • A variety of media is used as inputs to provide learners with the contexts, goals and forms of different

		<ul style="list-style-type: none"> Talking about personal plans. 	types of communication.
Unit 4	Fairness and development. How do I inform myself and communicate about general facts, daily routines, and plans?	<ul style="list-style-type: none"> Talking about daily routines. Telling the time. Understanding and expressing facts about personal life. Influencing people's behavior. Informing myself on social issues. 	<p>Collaboration skills</p> <ul style="list-style-type: none"> Help others to succeed. Helping each other, discussing grammar points, or playing roles together promotes language practice and fosters its appropriation.

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Vietnamese as an Additional Language Year 7

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Exploring how to introduce and greet people in a suitable way.	Students will develop the skills to: <ul style="list-style-type: none"> • Develop pronunciation using the correct tones and alphabet • Introduce themselves and state their address • Use the correct pronoun when introducing yourself and others 	Communication skills <ul style="list-style-type: none"> • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Take effective notes in class
Unit 2	Exploring how to introduce members of family Developing awareness about responsibility in future jobs	Students will develop the skills to: <ul style="list-style-type: none"> • Communicate effectively and be able to state their family members • Develop their social responsibility by learning about different jobs 	Communication skills <ul style="list-style-type: none"> • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences
Unit 3	Knowledge of how to orient yourself provides you with the opportunity to be creative in your environment.	Students will <ul style="list-style-type: none"> • search about places in the community and show the ways to those destinations • Students will explore the role of individually person in communication in daily life • Students will examine creating a map and discover the ways to help others to read it 	Communication Skills <ul style="list-style-type: none"> • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Write for different purposes • Take effective notes in class

		<ul style="list-style-type: none"> Students will research the situations and play a role in it for a real-life situation 	
Unit 4	<p>Connections can be successfully created in context to audiences in sharing about daily routine and hobbies</p> <p>Sharing personal and cultural expression also builds a healthy mind and life</p>	<p>Students will</p> <ul style="list-style-type: none"> explore how to effectively communicate their routines and hobbies Students will develop their awareness in prioritizing their tasks and habits every day Students will search and study ways to keep their body and mind healthy Students will discover solutions to problems in daily life 	<p>Communication Skills</p> <ul style="list-style-type: none"> Use a variety of speaking techniques to communicate with a variety of audiences. Use appropriate forms of writing for different purposes and audiences

Vietnamese as an Additional Language Year 8

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Exploring daily activities and hobbies of yourself and others Encouraging to build healthy and empathy lives for one and others	<p>Students will develop the skills to:</p> <ul style="list-style-type: none"> Support one another by recommending healthy habits to each other Effectively manage their time and avoid distractions 	<p>Communication skills</p> <ul style="list-style-type: none"> Give and receive meaningful feedback Use intercultural understanding to interpret communication Use a variety of speaking techniques to communicate with a variety of audiences <p>Social skills</p> <ul style="list-style-type: none"> Take responsibility for one's own actions Give and receive meaningful feedback
Unit 2	Developing the right attitude to build good friendships	<p>Students will develop the skills to:</p> <ul style="list-style-type: none"> Recognize bullying when it happens and support each other academically 	<p>Communication skills</p> <ul style="list-style-type: none"> Use a variety of speaking techniques to communicate with a variety of audiences Write for different purposes Take effective notes in class

Unit 3	Culture and language can be built up in school activities to a variety of audiences and this can be shown in personal and cultural expression in context.	Students will be able to" <ul style="list-style-type: none"> identify essential items to take on a school trip Students will discover different hazards and natural disasters and how to react to them Students will explore some useful tips on trips 	Communication Skills <ul style="list-style-type: none"> Use intercultural understanding to interpret communication Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences
Unit 4	Building connections to develop transportation can affect societal conditions and perceptions of fairness.	Students will: <ul style="list-style-type: none"> discover how they can purchase transport tickets Students will be able to give recommendations and warnings Students will describe how useful of using public transportation for a better environment 	Communication Skills <ul style="list-style-type: none"> Give and receive meaningful feedback Take effective notes in class

Vietnamese as an Additional Language Year 9

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Exploring physical health and how to live a healthy life	Students will: <ul style="list-style-type: none"> Identify different body parts Describe their physical state using adjectives 	Communication skills: <ul style="list-style-type: none"> Use a variety of speaking techniques to communicate with a variety of audiences Take effective notes in class
Unit 2	Exploring how to describe people's appearances and identifying them. Developing ways to purchase items based on their description.	Students will: <ul style="list-style-type: none"> Be able to purchase various items based on their description Recognize and identify different traits of people 	Communication skills <ul style="list-style-type: none"> Use a variety of speaking techniques to communicate with a variety of audiences Take effective notes in class
Unit 3	Communication can show personal and cultural expression, and this can transfer different messages in different contexts.	Students will: <ul style="list-style-type: none"> explore how to make reservations in hotels discover how to solve problems in real life when they are traveling 	Communication Skills <ul style="list-style-type: none"> Give and receive meaningful feedback Use intercultural understanding to interpret communication

		<ul style="list-style-type: none"> will search about the cultural differences in Viet Nam compared to their country 	<ul style="list-style-type: none"> Use a variety of speaking techniques to communicate with a variety of audiences Take effective notes in class
Unit 4	The connections between nature and humans can impact on the function and message of globalization and sustainability.	<p>Students will:</p> <ul style="list-style-type: none"> identify different weather forecast warnings and how to deal with the bad weather effectively explore the landscape of the local environment to strengthen their ties with nature discover the benefits of nature and the global connections between humans and nature 	<p>Reflection Skills</p> <ul style="list-style-type: none"> Demonstrate flexibility in the selection and use of learning strategies Consider personal learning strategies <p>Thinking Skills</p> <ul style="list-style-type: none"> Gather and organize relevant information to formulate an argument

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Maths Year 7

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Number & Equality: Understanding of systems and accurate calculations within them, helps us to maintain fairness in a diverse world.	<ul style="list-style-type: none"> • Researching, representing and comparing number systems • Reading, writing, simplifying and converting between different forms of numbers • Calculations with decimal and negative numbers • Using appropriate forms of rounding to estimate results • Defining and using the divisibility rules • Representing a number as an exponent, a square root, and as a product of its prime factors, in order to solve problems 	<p>Collaboration skills</p> <ul style="list-style-type: none"> • Delegate and share responsibility for decision-making • Take responsibility for one's own actions <p>Organization skills</p> <ul style="list-style-type: none"> • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/notebooks
Unit 2	Data for a Better World: Representing relationships effectively helps us to understand characteristics and trends in communities, justifying the need for change.	<ul style="list-style-type: none"> • Collecting, classifying and representing data • Constructing (by hand and using technology) and interpreting bar graphs, histograms, pie charts and line graphs • Determining the best type of graph to use to represent given data • Reading, interpreting and drawing conclusions from primary and secondary sources of data • Applying mathematical strategies to solve problems involving statistics 	<p>Communication skills</p> <ul style="list-style-type: none"> • Organize and depict information logically • Information literacy skills

	Algebra and Patterns in Nature: A logical process helps to model and generalise patterns in the natural world.	<ul style="list-style-type: none"> Using correct terminology when analyzing algebraic patterns and sequences Representing patterns in different forms –diagrams, sequences, tables, words Creating and simplifying basic algebraic expressions Generalizing a mathematical pattern using algebra, and solving applications involving algebraic patterns Solving single-step and basic two-step algebraic equations 	<p>Reflection skills</p> <ul style="list-style-type: none"> Develop new skills, techniques and strategies for effective learning <p>Consider content</p> <p>Creative-thinking skills</p> <ul style="list-style-type: none"> Consider multiple alternatives, including those that might be unlikely or impossible
Unit 3	Geometry & Measure in Art & Design: Artistry & Design are enhanced through an understanding of how shape and measurement define form.	<ul style="list-style-type: none"> Naming & classifying different geometric elements (rays, segments, lines) Naming & classifying angles <p>Constructing & measuring angles</p> <p>Solving problems using various angle properties (including quadrilaterals & triangles)</p> <ul style="list-style-type: none"> Naming & classifying different quadrilaterals & triangles <p>Calculations with 2D and 3D shapes</p> <p>Transformations of 2 D shapes</p>	<p>Communication skills</p> <ul style="list-style-type: none"> Structure information in summaries, essays and reports <p>Creative-thinking skills</p> <ul style="list-style-type: none"> Make unexpected or unusual connections between objects and/or ideas Create original works and ideas; use existing works and ideas in new ways

Maths Year 8

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	<p>Numbers: Ratios, rates, and proportions, percentages, and patterns in integers.</p> <p>Understanding numerical relationships, percentages, and integer patterns is crucial for informed decision-making in our communities and the world.</p>	<ul style="list-style-type: none"> Conversion between different forms of numbers—fractions, decimals and percentages Using the four number operations (addition, subtraction, multiplication and division) with fractions and decimals Transformation between different forms of numbers Representing a number as the product of its prime factors—find the greatest common divisor and least common multiple Percentage increase and decrease of simple percentages 	<p>Self-management Skills</p> <ul style="list-style-type: none"> Keep an organized and logical system of information (files/notebooks) Use appropriate strategies for organizing complex information <p>Thinking Skills</p> <ul style="list-style-type: none"> Inquire in different contexts to gain a different perspective of patterns in society

		<ul style="list-style-type: none"> • Converting between different units of measurement and between different currencies • Finding a constant of proportionality and setting up equation 	
Unit 2	<p>Algebra</p> <p>Logical processes that lead to solutions are often based on generalizations about patterns</p> <p>The relationships that reflect our ideas, feelings, nature, culture, beliefs, and values can often be represented by patterns</p>	<ul style="list-style-type: none"> • Expanding and simplifying algebraic expressions • Changing the subject of the formula • Using substitution to evaluate expressions • Solving equations using algebraic fractions • Finding and justifying a general rule for simple sequences 	<p>Thinking Skills</p> <ul style="list-style-type: none"> • Practise observing carefully in order to recognize problems • Gather and organize relevant information to formulate an argument • Draw reasonable conclusions and generalizations
Unit 3	<p>Geometry:</p> <p>Understanding patterns in forms and space can enhance creativity.</p>	<ul style="list-style-type: none"> • Understand units of measurement • Convert units of measurement • Read scales • Measure length • Calculate perimeter of shapes • Calculate area of shapes • Calculate area of composite shapes • Find volume of 3D shapes • Find capacity of objects 	<p>Thinking Skills</p> <ul style="list-style-type: none"> • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways • Combine knowledge, understanding and Skills to create products or solutions
Unit 4	<p>Data:</p> <p>Principles and discoveries often arise when patterns in the natural world are described as relationships.</p>	<ul style="list-style-type: none"> • Simple discrete data and classifications • Data collection and generation, including surveys • Limitations and context in statistical enquiry (reliability of data, bias in sampling and estimation in calculations) • Graphical representations, including pie, bar charts, stem and leaf plots, pictograms • Applying mathematical strategies to solve problems involving statistics 	<p>Thinking Skills</p> <ul style="list-style-type: none"> • Practise observing carefully in order to recognize problems • Draw reasonable conclusions and generalizations • Propose and evaluate a variety of solutions

Maths Year 9

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	<p>Numbers: Ratios, rates, and proportions, percentages and patterns in integers. Standard form, rounding, exponents, set naming.</p> <p>Representing numbers in different forms can be used to make sense of, validate or change our lifestyle choices individually or as a society.</p>	<ul style="list-style-type: none"> Evaluating numbers with integer exponents Use basic operations with standard form Recognise numbers and their sets and their interrelationship Deriving and using the laws of exponents *accelerated, rules of logarithm *accelerated, simple and compound interest *accelerated, use the GDC to solve equations with one variable *accelerated, speed, distance time calculations 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Use representation of numbers to explore complex systems and issues. <p>Social Skills</p> <ul style="list-style-type: none"> Develop new skills, techniques and strategies for effective learning Demonstrate flexibility in the selection and use of learning strategies
Unit 2	<p>Algebra: Models Patterns and logic</p> <p>Solutions may be developed by using a logical process to model patterns</p> <p>Modelling changes in our community and environmental relationships can help us predict consequences in order to identify our responsibilities</p>	<ul style="list-style-type: none"> Solving basic equations involving algebraic fractions Factorising linear and quadratic expressions Finding and justifying general rules/formulae for sequences (accelerated, solving problem solving questions including simple sequences and series) *accelerated, using GDC to investigate graphs of quadratic, cubic, exponential functions *accelerated, domain and range of graphs of equations, including asymptotes *accelerated, solving more advanced equations using graphing and GDC 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding Use models and simulations to explore complex systems and issues <p>Social Skills</p> <ul style="list-style-type: none"> Delegate and share responsibility for decision-making Build consensus
Unit 3	<p>Geometry:</p> <p>Understanding patterns in forms and space can enhance creativity.</p>	<ul style="list-style-type: none"> Volume, surface area and nets of cubes, cuboids, cylinders and prisms $y = mx + c$, gradients and intercepts Coordinate geometry, including distance, midpoint and gradient formulae Symmetry and reflection 	<p>Thinking Skills</p> <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes Create original works and ideas; use existing works and ideas in new ways Practise visible thinking strategies and techniques

		<ul style="list-style-type: none"> • Triangle properties • Pythagoras' theorem • *accelerated, trigonometry including rules • *accelerated, 3D symmetry and transformations • *accelerated, special shapes and their properties 	
Unit 4	<p>Data:</p> <p>Principles and discoveries often arise when patterns in the natural world are described as relationships.</p>	<ul style="list-style-type: none"> • Graphical representations, including pie, bar charts, stem and leaf plots, pictograms • Data processing, including mean, median (measure of central tendency) and mode, for discrete and grouped data • Measures of dispersion, including range • Probability of simple events • Theoretical probability and experimental probability • Sample space • Applying mathematical strategies to solve problems involving statistics • *accelerated, use of GDC to find correlation equations, draw conclusions and interpret the data given • *accelerated, conditional probability • *accelerated, expansion of probability to four events 	<p>Thinking Skills</p> <ul style="list-style-type: none"> • Practise observing carefully in order to recognize problems • Draw reasonable conclusions and generalizations • Propose and evaluate a variety of solutions • Research Skills

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- Creates confident communicators and collaborators
- Balances knowledge with inquiry Skills
- Fosters critical and principled thinking
- Inspires students to challenge themselves

Physical Health Year 7

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	<p>Health Related Fitness & Aquatics</p> <p>Improvement in techniques and personal expression involves reflection and ongoing refinement.</p>	<p>This unit enables students to gain an understanding of the body, how to train it and how to test it.</p> <p>Students will learn how to conduct a fitness training session and learn how to apply the skills to test a specific type of fitness. Students will start their very own fitness log which they will keep throughout their journey in the PE MYP program.</p> <p>They will also start to learn the basic components of fitness and how to safely prepare themselves independently for physical activity.</p> <p>Finally, swimming will be linked into the concept of improving techniques to help us develop a healthy lifestyle.</p>	<p>Self- Management Skills</p> <ul style="list-style-type: none"> • Challenging oneself to achieve the best results • Being able to pace oneself to perform for long periods of time
Unit 2	<p>Invasion games</p> <p>What are physical skills and interpersonal skills and how can we identify and demonstrate them while playing sports to improve our performance?</p>	<p>During this unit, students will learn various skills associated with invasion games. This will be achieved through exploration, risk taking and independence.</p> <p>Students will be able to show case their knowledge and understanding of various strategies, rules and regulations of games</p>	<p>Thinking skills</p> <ul style="list-style-type: none"> • Applying knowledge of rules and regulations to participate fairly whilst being competitive • Applying technique and

		whilst taking on different roles that make up a team participating in an invasion game.	<p>strategy to manipulate and opponent/ defender</p> <p>Collaboration Skills</p> <ul style="list-style-type: none"> Working with a team effectively to score Understanding what role you play within a team
Unit 3	<p>Net Games</p> <p>How did communication, cooperation, and collaboration contribute to your team's success or challenges?</p>	<p>During this unit, students will learn the skills associated with net games. This will be achieved through exploration, inquiry and looking back into prior knowledge</p> <p>In addition, students will receive the opportunity to lead the delivery of a skill where they will gain an understanding and appreciation of the skills associated with coaching. Students will then apply such skills in a game setting and through communication and reflection.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> How to communicate effectively with a partner or in a team depending on the type of game being played <p>Reflection Skills</p> <ul style="list-style-type: none"> Analyzing self and peer performance and identifying areas of strength and improvement Providing constructive feedback to help improve performance
Unit 4	<p>Striking and fielding</p> <p>Is the development of a player more important than the team?</p>	<p>During this unit, students will explore striking & fielding and the different attributes and skills required to be successful in such sports.</p> <p>Students will be able to showcase their practical skills while applying their knowledge and understanding of various striking and fielding events. They will apply their thinking and communication skills to collaborate as a team.</p>	<p>Thinking Skills</p> <ul style="list-style-type: none"> Thinking strategically to when fielding to get the striker out or prevent them from scoring Being able to make quick decisions whilst being under pressure. <p>Communication Skills</p> <ul style="list-style-type: none"> Use verbal and non-verbal communication to make the correct decisions with the team.

Unit 5	<p>Aesthetic Movement</p> <p>How can I use my body to express simple ideas and feelings through movement?</p>	<p>During this unit, students will explore how they can link aesthetic movements to develop their health and fitness goals. The focus will be on building a foundation of self-expression through active movement. Students will experiment with basic patterns such as walking, skipping, turning, and rolling, while also exploring shapes, levels, and space to communicate simple ideas.</p> <p>Working in small groups, they will create short sequences that highlight creativity and teamwork. Alongside this, they will begin to understand how movement contributes to fitness, particularly in areas such as flexibility, coordination, and strength. Reflection will be encouraged to help students consider what it feels like to express themselves through movement and how they can use their bodies to show meaning.</p>	<p>Self-Management:</p> <ul style="list-style-type: none"> Begin to organize time during group tasks; use feedback to stay focused and improve sequences. <p>Social Skills:</p> <ul style="list-style-type: none"> Share ideas respectfully, take turns, and cooperate to build short group routines.
	<p>Swimming Safety</p> <p>How can I keep myself safe and confident in the water?</p>	<p>During this unit, students will review fundamental water safety skills to keep themselves safe in aquatic environments. The focus will be on developing personal confidence and comfort in the water, including floating, treading water, safe entries and exits, and basic rescue awareness. Students will begin to understand how these skills apply across different bodies of water, from pools to open environments.</p>	<p>Critical thinking:</p> <ul style="list-style-type: none"> Spot common hazards (slippery deck, depth changes) and explain why they're unsafe. Choose safe entries/exits based on depth and conditions (e.g., sit-and-slide vs. step-in).

Physical Health Year 8

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	<p>Health Related Fitness & Aquatics</p> <p>Analysis of current movement patterns can refine technique and maximise performance.</p>	<p>Students will deepen their understanding of the body, exploring more advanced training techniques and fitness assessments. They will further develop their ability to design and implement fitness training sessions, refining the skills needed to target and test different types of fitness.</p> <p>Students will continue to maintain and update their personal fitness log, tracking</p>	<p>Self- Management Skills</p> <ul style="list-style-type: none"> Challenging oneself to achieve the best results Being able to pace oneself to perform for long periods of time

		<p>progress and setting new goals throughout their PE journey in the MYP program.</p> <p>Students will expand their knowledge of the components of fitness, learning how to tailor warm-up and cool-down routines to their specific needs and prepare independently for a wider variety of physical activities in a safe and effective manner.</p>	
Unit 2	<p>Invasion Games</p> <p>Effective teamwork and communication to promote improved orientation and use of space to develop systems for success</p>	<p>Students will further develop their skills in invasion games, focusing on refining techniques and improving decision-making in more complex game situations. They will enhance their understanding of game strategies, rules, and regulations, while also learning to adapt and respond to dynamic gameplay.</p> <p>Students will take on a variety of roles within a team, including leadership and tactical positions, as they apply their knowledge to real-game scenarios.</p> <p>Emphasis will be placed on teamwork, communication, and the ability to make strategic choices under pressure, fostering independence and critical thinking in gameplay.</p>	<p>Thinking skills</p> <ul style="list-style-type: none"> Applying knowledge of rules and regulations to participate fairly whilst being competitive Applying technique and strategy to manipulate and opponent/defender <p>Collaboration Skills</p> <ul style="list-style-type: none"> Working with a team effectively to score Understanding what role you play within a team
Unit 3	<p>Net games</p> <p>If you train yourself to react in a certain way in different situations, your changes can affect the function of the whole group.</p>	<p>Students will build on their foundational skills in net games by exploring more advanced techniques and strategies. They will deepen their understanding through inquiry and collaboration, while reflecting on prior knowledge to improve their performance.</p> <p>Students will also have opportunities to take on leadership roles by delivering skill-focused sessions to peers, further developing their coaching abilities. Emphasis will be placed on applying these skills in competitive game settings, with a focus on communication, teamwork, and reflective practice to enhance overall gameplay.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> How to communicate effectively with a partner or in a team depending on the type of game being played <p>Reflection Skills</p> <ul style="list-style-type: none"> Analyzing self and peer performance and identifying areas of strength and improvement Providing constructive feedback to help

			improve performance
Unit 4	<p>Striking and fielding</p> <p>Is the development of a player more important than the team?</p>	<p>Students will deepen their skills and understanding of striking and fielding games by exploring more advanced techniques and strategies. They will work on improving both their individual skills and their ability to contribute to team success.</p> <p>Students will have the opportunity to apply their knowledge in more challenging game scenarios, showcasing their practical abilities while demonstrating a greater understanding of the rules, tactics, and roles in striking and fielding sports. Emphasis will be placed on enhancing thinking, communication, and collaboration skills.</p>	<p>Thinking Skills</p> <ul style="list-style-type: none"> Thinking strategically to when fielding to get the striker out or prevent them from scoring Being able to make quick decisions whilst being under pressure. <p>Communication Skills</p> <ul style="list-style-type: none"> Use verbal and non-verbal communication to make the correct decisions with the team.
Unit 5	<p>Aesthetic Movement</p> <p>How can I refine and structure movements to communicate meaning more clearly and effectively?</p>	<p>During this unit, students will deepen their understanding of aesthetic movement by exploring how expression can be shaped into more structured and refined performances. They will learn to add complexity to their movement sequences through timing, canon, unison, and contrast, while also developing greater fluency and control in their transitions.</p> <p>Small groups will work on thematic explorations, drawing inspiration from emotions, environments, or social issues. Students will consider how movement links to different aspects of fitness, such as balance, agility, and muscular endurance, and how these physical components affect performance quality. Reflection and feedback will play a larger role, as students learn to analyse their work and that of their peers to refine their creative choices.</p>	<p>Self-Management:</p> <ul style="list-style-type: none"> Set personal goals for improving fluency, balance, and control; manage stress when performing in front of peers. <p>Social Skills:</p> <ul style="list-style-type: none"> Contribute constructively to group planning, negotiate creative differences, and provide specific, supportive feedback.
Unit 6	<p>Swimming Safety</p> <p>How can I adapt my survival skills to stay safe in different aquatic situations?</p>	<p>In Year 8, students will extend their knowledge and application of water safety by practising more advanced personal survival techniques. They will refine skills such as sculling, survival floating, and efficient treading, while also learning how to adapt techniques in different aquatic situations. A focus will be placed on understanding risk, making safe decisions, and beginning to</p>	<p>Critical thinking:</p> <ul style="list-style-type: none"> Compare survival options (float vs. tread vs. scull) for energy conservation in different scenarios. Plan response

		support others through basic non-contact rescue techniques.	steps for common situations (cramp, lost footing, panic)—use a simple flowchart or checklist
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Physical Health Year 9

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	<p>Health Related Fitness & Aquatics</p> <p>An understanding of body systems and how body changes help develop physical fitness.</p>	<p>This unit encourages students to advance their understanding of the body's response to training and explore more sophisticated fitness concepts. Students will learn how to design personalized fitness programs, applying a deeper knowledge of training principles and fitness testing methods to enhance specific fitness components.</p> <p>Continuing with their personal fitness log, students will focus on monitoring progress with increased autonomy, setting more specific goals and adjusting their routines as they progress through the MYP program.</p> <p>Additionally, students will build on their knowledge of fitness components, developing the ability to create comprehensive warm-up, conditioning, and recovery plans that are both safe and effective, preparing them for more challenging physical activities.</p>	<p>Self- Management Skills</p> <ul style="list-style-type: none"> Challenging oneself to achieve the best results Being able to pace oneself to perform for long periods of time
Unit 2	<p>Invasion games</p> <p>Perspectives. Increase the choice options that when implemented may impact relationships.</p>	<p>In this unit, students will refine their skills and understanding of invasion games, with a focus on advanced techniques, tactical awareness, and strategic decision-making in high-pressure situations. They will be expected to analyze and apply more complex strategies and demonstrate a thorough knowledge of rules and regulations.</p> <p>Students will take on leadership roles within teams, coordinating play, and adapting tactics to overcome challenges</p>	<p>Thinking skills</p> <ul style="list-style-type: none"> Applying knowledge of rules and regulations to participate fairly whilst being competitive Applying technique and strategy to manipulate and opponent/defender <p>Collaboration Skills</p> <ul style="list-style-type: none"> Working with a team effectively to score

		in competitive gameplay. The unit will emphasize advanced teamwork, communication, and critical thinking, helping students develop a higher level of independence and tactical maturity in invasion games.	<ul style="list-style-type: none"> Understanding what role you play within a team
Unit 3	Net Games	<p>In this unit, students will refine and master advanced techniques and strategies in net games, with a focus on tactical decision-making and game-specific skills. Through self-directed inquiry and collaboration, students will build upon their previous knowledge to enhance their performance in more competitive environments.</p> <p>Students will take on greater responsibility by leading skill development sessions, honing their coaching and leadership abilities. They will apply these skills in complex game situations, emphasizing effective communication, strategic thinking, and reflective practice to improve both individual and team performance.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> How to communicate effectively with a partner or in a team depending on the type of game being played <p>Reflection Skills</p> <ul style="list-style-type: none"> Analyzing self and peer performance and identifying areas of strength and improvement Providing constructive feedback to help improve performance
Unit 4	<p>Striking and Fielding</p> <p>Is the development of a player more important than the team?</p>	<p>In this unit, students will focus on mastering advanced skills and tactical strategies in striking and fielding sports. They will refine their technical abilities while learning to analyze game situations and make strategic decisions to improve team performance.</p> <p>Students will demonstrate their knowledge through more complex game scenarios, applying advanced techniques and a deeper understanding of rules and tactics. The unit will emphasize leadership, critical thinking, and effective communication, as students collaborate to create and execute strategies that maximize both individual and team success.</p>	<p>Thinking Skills</p> <ul style="list-style-type: none"> Thinking strategically to when fielding to get the striker out or prevent them from scoring Being able to make quick decisions whilst being under pressure. <p>Communication Skills</p> <ul style="list-style-type: none"> Use verbal and non-verbal communication to make the correct decisions with the team.
Unit 5	<p>Aesthetic Movement</p> <p>How can aesthetic movement be used to explore identity, communicate complex ideas,</p>	In this unit, students will critically explore aesthetic movement as a means of performance, identity, and impact. They will be challenged to apply advanced movement principles, using choreographic devices such as motif	<p>Self-Management:</p> <ul style="list-style-type: none"> Reflect critically on strengths and areas for growth; independently plan rehearsal time and refine movement

	<p>and create impact for an audience?</p>	<p>development, accumulation, and fragmentation to create polished group performances that communicate complex ideas or perspectives.</p> <p>Students will draw on a range of movement influences, from dance and gymnastics to martial arts, to help shape their creative identity. At the same time, they will consider how aesthetic movement contributes not only to physical fitness, but also to mental wellbeing, resilience, and confidence. Performances will be refined with a focus on audience impact, expressive intent, and cultural context, with students engaging in both peer and self-assessment to push the precision and creativity of their work.</p>	<p>sequences.</p> <p>Social Skills:</p> <ul style="list-style-type: none"> Lead and support group roles effectively, collaborate to convey complex themes, and evaluate performances with empathy and accuracy.
<p>Unit 6</p>	<p>Swimming Safety</p> <p>How can I use my water safety knowledge and skills to protect both myself and others in aquatic environments?</p>	<p>By Year 9, students will critically apply their water safety skills to real-world contexts. They will focus on advanced personal survival strategies, decision-making in emergency scenarios, and effective rescue skills, including non-swimming rescues and teamwork in simulated situations. Students will also explore the importance of responsibility and leadership when keeping themselves and others safe in varied aquatic environments, considering how safety connects to lifelong health and wellbeing.</p>	<p>Critical thinking:</p> <ul style="list-style-type: none"> Perform dynamic risk assessments (conditions, distance, victim state) and justify actions using a rescue hierarchy. Weigh trade-offs (time, safety, resources) to choose the safest effective response.

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SCIENCE Year 7

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Cells, Life & Change The fundamental parts of a system determine its form and function.	<ul style="list-style-type: none"> • Cells: Understanding cell structure and function, cell types (plant vs. animal), and the hierarchical organization of multicellular organisms. • Reproduction (Plants): Flower structure, pollination (wind and insect), fertilization, seed and fruit formation, and dispersal mechanisms. • Change (Puberty & human reproductive system): Physical and chemical changes during puberty. 	Scientific Method <ul style="list-style-type: none"> • Plan short- and long-term assignments; meet deadlines • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/notebooks
Unit 2	From Atoms to Everything Exploring the dynamics of change deepens our understanding of how humans interact with the physical and chemical world.	<ul style="list-style-type: none"> • Atomic Structure: Dalton's atomic model, atoms, elements, and compounds. • States of Matter: Properties of solids, liquids, and gases; changes of state; conservation of mass; particle model; diffusion. 	Critical-thinking <ul style="list-style-type: none"> • Practice observing carefully in order to recognize problems • Gather and organize relevant information to formulate an argument • Interpret data
Unit 3	Body in Motion, Air in Action Through exploration of systems we can better understand how they	<ul style="list-style-type: none"> • Human Gas Exchange System: Structure, function, and impact of exercise, asthma, and smoking. 	Collaboration <ul style="list-style-type: none"> • Practice empathy

	interact to predict the consequences of stress and how we can sustain them.	<ul style="list-style-type: none"> • Human Skeleton and Muscles: Structure and function, biomechanics, and muscle interactions. 	<ul style="list-style-type: none"> • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own action
Unit 4	Newton's Playground-Exhibition Interactions between objects and forces create movement and change, allowing us to understand and harness energy in different ways.	<ul style="list-style-type: none"> • Forces: Types of forces (pushes, pulls, friction, gravity, etc.), force diagrams, Hooke's Law, non-contact forces, and equilibrium. • Energy: Work done, energy changes, simple machines, thermal equilibrium, and energy transfer. 	Communication <ul style="list-style-type: none"> • Use a variety of speaking techniques to communicate with a variety of audiences • Use a variety of media to communicate with a range of audiences

Science Year 8

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Biochemistry & Nutrition- You are what you eat Interactions within and between living organisms influence health, growth, development and sustain life.	<ul style="list-style-type: none"> • Chemistry & Reactions: Learn about the periodic table, types of chemical reactions, acids and alkalis, energy changes, and catalysts. • Biology & Health: Understand respiration, nutrition, digestion, effects of drugs, and how chemical processes support life. 	Organization skills <ul style="list-style-type: none"> • Use appropriate strategies for organizing complex information Affective skills <ul style="list-style-type: none"> • Practise focus and concentration
Unit 2	Earth Systems- Habitable Planet A balance within and between Earth's systems is necessary to sustain all processes and life.	<ul style="list-style-type: none"> • Photosynthesis & Plant Biology: Learn how plants use sunlight, water, and nutrients for photosynthesis, the role of stomata, and how this process supports life and balances atmospheric gases. • Earth & Environmental Cycles: Understand Earth's structure, rock and carbon cycles, atmosphere composition, human impact on climate, and the water cycle. 	Communication skills <ul style="list-style-type: none"> • Organize and depict information logically Collaboration skills <ul style="list-style-type: none"> • Delegate and share responsibility for decision-making
Unit 3	Energy in Motion: Understanding Graphs and Heat in Science	<ul style="list-style-type: none"> • Motion & Graphs: Understand speed, acceleration, relative motion, and how to interpret motion graphs like distance-time and velocity-time. 	Information literacy skills <ul style="list-style-type: none"> • Present information in a variety of formats and platforms Creative-thinking skills

	The interactions between substances and forces can lead to changes in matter, influencing the behavior of systems in our daily lives.	<ul style="list-style-type: none"> • Heat Transfer & Thermal Equilibrium: Learn how heat moves between objects via conduction and radiation, reaching thermal equilibrium, and how insulators reduce heat transfer. 	<ul style="list-style-type: none"> • Make unexpected or unusual connections between objects and/or ideas
Unit 4	Exhibition- Materials & Biomimicry Distribution and consumption of natural resources impacts the development of materials and technologies.	<ul style="list-style-type: none"> • Materials & Chemistry: Learn about metals, non-metals, their oxides, reactivity series, extraction methods, and properties of ceramics, polymers, composites, and bioplastics. • Earth's Resources & Sustainability: Understand Earth's limited resources, the importance of recycling, and the composition and properties of natural materials. 	Reflection skills <ul style="list-style-type: none"> • Develop new skills, techniques and strategies for effective learning Transfer skills <ul style="list-style-type: none"> • Apply skills and knowledge in unfamiliar situations

Science Year 9

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Vibrations, Light & Sound Systems respond to forces and interactions in ways that shape their behavior and outcomes	<ul style="list-style-type: none"> • Waves & Light: Understand sound and light waves, their properties, transmission, reflection, absorption, and how they transfer energy and information. • Pressure & Forces: Learn about pressure in gases and liquids, how it changes with depth or height, and how it affects floating, sinking, and surface forces. 	Communication skills <ul style="list-style-type: none"> • Use models and simulations to explore complex systems and issues
Unit 2	Life, Earth & Beyond Relationships between different factors influence the conditions needed for life to exist and thrive.	<ul style="list-style-type: none"> • Space & Astronomy: Learn about gravity, the solar system, stars, galaxies, seasons, satellites, telescopes, and what makes a planet habitable. • Ecosystems & Biodiversity: Understand ecosystems, energy flow, population dynamics, and human impact including pollution, climate change, and conservation. 	Communication skills <ul style="list-style-type: none"> • Recognize unstated assumptions and bias • Gather and organize relevant information to formulate an argument • Revise understanding based on new information and evidence

<p>Unit 3</p>	<p>Patterns of Life The transmission and variation of information drive the continuity and diversity of life.</p>	<ul style="list-style-type: none"> • Human Biology & Reproduction: Learn about human reproductive systems, fertilisation, birth, and how maternal lifestyle affects fetal development. • Genetics, Variation & Biodiversity: Understand heredity, DNA, variation within and between species, natural selection, extinction, and the importance of preserving biodiversity. 	<p>Communication skills</p> <ul style="list-style-type: none"> • Recognize unstated assumptions and bias • Gather and organize relevant information to formulate an argument • Revise understanding based on new information and evidence
<p>Unit 4</p>	<p>Exhibition- Energy & Sustainability Understanding how energy is transformed and utilized helps us develop sustainable solutions for powering the modern world.</p>	<ul style="list-style-type: none"> • Electricity & Magnetism: Learn about electric current, voltage, resistance, circuits, magnetism, electromagnets, and electric fields. • Energy & Forces: Understand energy transfers in various processes, power and energy units, fuel usage, and how forces relate to pressure and motion. 	<p>Collaboration skills</p> <ul style="list-style-type: none"> • Draw reasonable conclusions and generalizations • Test generalizations and conclusions

DEFINITION OF HIGH-QUALITY TEACHING AND LEARNING

Excellent teaching and learning takes place in a safe, supportive and challenging environment. Teachers guide learners to fulfil their individual potential, encouraging them to embrace their own independence.

Excellent teaching and learning at Renaissance:

- Gives opportunities for students to be creative, take risks and reflect
- Encourages students to be caring and open minded
- Creates confident communicators and collaborators
- Balances knowledge with inquiry Skills
- Fosters critical and principled thinking
- Inspires students to challenge themselves

Vietnamese language and literature Year 7

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Different settings influence characters' perspectives and shape the narratives, revealing the interplay between environment and cultural beliefs.	Students will: <ul style="list-style-type: none"> • Identify the traditions and values inherent in one's own culture and establish connections to corresponding myths and legends. • Identify and critically discuss the themes present in myths and legends. • Analyze how authors develop themes and characters to influence readers' perspectives and interpretations. • Comprehend the narrative structure and explore the significance of sequencing in crafting an engaging plot. 	Communication skills <ul style="list-style-type: none"> • Give and receive meaningful feedback
Unit 2	The conventions of storytelling facilitate communication of moral lessons and cultural values across generations.	Students will: <ul style="list-style-type: none"> • Investigate the traditional and cultural elements that are embedded within these narratives. • Identify and categorize five distinct types of characters commonly found 	Creative-thinking skills <ul style="list-style-type: none"> • Create novel solutions to authentic problems

		<p>in storytelling.</p> <ul style="list-style-type: none"> Assess the plot mountain structure utilized in the narratives under examination. Formulate and express informed opinions and evaluations regarding specific issues presented within the stories. Engage in the practice of constructing a plot mountain as a means of developing a creative narrative. 	
Unit 3	<p>Identity is shaped by personal experiences, relationships, and socio-cultural contexts, allowing readers to reflect on their own identities and the narratives that define them.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Examine how authors create and develop characters in children's literature. Identify and analyze the central themes and moral lessons conveyed in children's novels. Investigate the structure of the novel, including exposition, rising action, climax, falling action, and resolution. Understand the significance of plot development in engaging readers. Develop characters and plots that appeal to a young audience. 	<p>Collaboration skills</p> <ul style="list-style-type: none"> Encourage others to contribute
Unit 4	<p>The plot development influences themes and messages, helping us understand the people around us.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Explore the structure of the short story, including elements such as plot, setting, characters, and themes. They will analyze how these elements work together to convey the central messages of the narrative. Examine the growth and relationships of characters within the story, paying special attention to the interactions that shape their identities and choices. Analyze the narrative perspective in the novel and its impact on the reader's understanding of the characters' experiences. They will discuss how their point of view shapes the emotional resonance of the story. 	<p>Organization skills</p> <ul style="list-style-type: none"> Use appropriate strategies for organizing complex information

Vietnamese language and literature Year 8

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Diverse cultural narratives and genre conventions shape our understanding of human experiences and values.	<p>Students will:</p> <ul style="list-style-type: none"> Analyze various folklore poems to identify themes, motifs, and cultural significance. Evaluate how different perspectives influence the interpretation of folklore poetry. Examine how perspective shapes the voice and tone of folklore poetry. Analyze how genre conventions influence the structure and themes of folklore poems. 	<p>Reflection skills</p> <ul style="list-style-type: none"> Identify strengths and weaknesses of personal learning strategies (self-assessment)
Unit 2	The connection between traditional proverbs and contemporary life is illuminated through various points of view	<p>Students will:</p> <ul style="list-style-type: none"> Define proverbs and their role in folklore to convey wisdom and cultural values. Explore the characteristics of proverbs, including brevity, metaphorical language, and universal themes. Investigate how proverbs connect different cultures and communities through shared wisdom and experiences. Examine how the point of view influences the message and tone of proverbs. 	<p>Critical-thinking skills</p> <ul style="list-style-type: none"> Recognize unstated assumptions and bias
Unit 3	Effective communication of cultural themes in literary essays is shaped by the interplay of the creator's choices and the audience's perceptions	<p>Students will:</p> <ul style="list-style-type: none"> Define tradition and its significance in literature, exploring how it shapes cultural identity and societal values. Identify and analyze the central themes related to tradition in selected literary texts, such as conflict between tradition and modernity, the preservation of cultural heritage, and the impact of tradition on individual identity. Examine the literary devices used by authors to convey themes of tradition, including symbolism, imagery, and characterization. 	<p>Reflection skills</p> <ul style="list-style-type: none"> Consider ethical, cultural and environmental implications

		<ul style="list-style-type: none"> Analyze how these devices enhance the communication of the themes and engage the reader. Discuss how traditions vary across cultures and how these differences are reflected in literary works. 	
Unit 4	Creativity in cultural literary essays is expressed through the intentional use of structure, enabling writers to innovatively convey complex themes and ideas.	<p>Students will:</p> <ul style="list-style-type: none"> Introduce the novel "My Sweet Orange Tree" and its significance in literature, exploring its themes of childhood, innocence, and the complexities of growing up. Analyze how the structure enhances the storytelling and contributes to the reader's understanding of the protagonist's emotional journey. Identify and analyze central themes in the novel such as the loss of innocence, the importance of family, and the impact of imagination. Discuss how these themes are creatively expressed through the novel's structure and narrative techniques. Explore the development of key characters, particularly the protagonist, and how their experiences are shaped by the novel's structure. 	<p>Organization skills</p> <ul style="list-style-type: none"> Use appropriate strategies for organizing complex information

Vietnamese language and literature Year 9

	Statement of Inquiry / Unit name	Curriculum / topic area	Skills / ATL Focus
Unit 1	Communication in memoirs serves as a powerful tool for self-expression, allowing individuals to share their personal narratives and insights.	<p>Students will:</p> <ul style="list-style-type: none"> Introduce the memoir "My Childhood" and discuss its significance in Vietnamese literature, focusing on the themes of childhood, resilience, and the interplay between joys and sufferings. 	<p>Critical-thinking skills</p> <ul style="list-style-type: none"> Gather and organize relevant information to formulate an argument

		<ul style="list-style-type: none"> Explore the author's background and the cultural context of Vietnam, examining how these elements shape the narrative. Discuss how the themes relate to the concept of self-expression and how individuals communicate their experiences and emotions. Examine the literary devices used by the author, such as imagery, symbolism, and metaphor, and how they contribute to the communication of themes. 	
Unit 2	Through creative characterization, children's novels illustrate diverse perspectives and imaginative narratives.	<p>Students will:</p> <ul style="list-style-type: none"> Analyze character development throughout the narrative. Identify and discuss creative elements in the storytelling, such as imagery, symbolism, and metaphors. Analyze how creativity is depicted in the characters' experiences and their environment. Evaluate the motivations of different characters and how their backgrounds influence their actions. Discuss the societal and cultural contexts represented in the novel that affect character interactions and creativity. 	<p>Creative-thinking skills</p> <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes
Unit 3	Through the exploration of poetic forms and devices, we connect personal and collective experiences, engaging different audiences and highlighting the power of language to evoke emotions and inspire action.	<p>Students will:</p> <ul style="list-style-type: none"> Explore the significance of cultural heritage and its representation in poetry. Analyze how poems convey themes of traditional life and culture. 	<p>Transfer skills</p> <ul style="list-style-type: none"> Compare conceptual understanding across multiple subject groups and disciplines

		<ul style="list-style-type: none"> • Explore poetic devices (imagery, metaphor, simile, etc.) and how they connect with the audience. • Discuss how audience considerations (cultural context, historical background) shape the interpretation of the poems. • Explore diverse poetic voices from different cultures and time periods to compare thematic connections. 	
Unit 4	By examining diverse perspectives in opinion writing, we understand the purpose behind arguments and how effectively crafted messages can influence beliefs and drive public discourse.	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze Rousseau's perspective on education and child development as presented in "Emile." • Explore how different perspectives on education can influence societal norms and values • Interpreting key themes from "Emile" and their implications on modern education and individual development. • Identifying the purpose of the opinion essay and aligning argumentation strategies to fulfill that purpose. • Developing a strong introduction that engages the reader and clearly states the opinion. • Writing appropriate conclusions that summarize arguments and reiterate the significance of the viewpoint. 	<p>Critical-thinking skills</p> <ul style="list-style-type: none"> • Revise understanding based on new information and evidence