



## **Europa School UK**

### **The International Baccalaureate Middle Years Programme (IB MYP)**

*Europa School UK is pursuing authorization as an IB World School, offering the Middle Years Programme (MYP) as well as the Diploma. IB World Schools share a common philosophy; a commitment to high quality, challenging, international education. Europa School UK believes this is at the core of learning for our students.*

For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)

#### **Europa School Mission Statement**

The mission of the Europa School UK is to provide a multilingual and multicultural education for primary and secondary pupils using a broad, balanced and challenging curriculum, which includes the study of mathematics, sciences and humanities up to the age of 18.

Our students experience the joy of learning and develop learning skills which equip them for further studies. Our school community strives to provide our pupils with an enriched cultural life and a global perspective, to help create a more sustainable and peaceful world.

Europa School UK is a free school offering a unique multilingual curriculum.

#### **Why the IB MYP?**

The International Baccalaureate Middle Years Programme (IB MYP) reflects the Europa School philosophy. The IB programme aims to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The MYP is a programme founded on three main principles: holistic learning, communication and intercultural awareness. Intellectually stimulating and enriching, the curriculum demands creativity, interdisciplinary understanding and develops young people as independent, reflective learners.

[MYP 10 Reasons Why](#)

#### **MYP e-Assessments**

The IB offers schools the option to receive IB-validated grades at the end of the Middle Years Programme (S5 at Europa School UK). These external grades are awarded to students who have completed external assessments in the form of electronic portfolios and on-screen examinations, which are known as e-Assessments. Students who undertake these external assessments are eligible for IB Course Results

and the IB MYP Certificate. The e-Assessment qualifications are Level 1/Level 2 OFQUAL-registered qualifications (the UK Office of Qualifications and Examinations Regulation) equivalent to GCSEs.

### What is the MYP?

Read the parents' guide to the MYP here:

[MYP Factsheet for parents](#)

### Europa School Curriculum Offer, S1-S3

At ESUK students in S1, S2 and S3 study all eight MYP subject areas:

<b>Language &amp; Literature</b>	English
<b>Language Acquisition</b>	Stream Language (French, German, Spanish) Third Language (Spanish, Italian, French and German) Latin S2-3
<b>Mathematics</b>	
<b>Integrated Sciences</b>	
<b>Individuals &amp; Societies</b>	History & Geography taught in stream language (French, German, Spanish)
<b>Arts</b>	Art & Music
<b>Physical &amp; Health Education</b>	Health taught through Personal & Cultural Education (PCD) and in PE
<b>Design</b>	Digital and Product design (English)

In addition:

<b>Religious Education (RE) or Moral</b>	RE is a UK statutory subject. At ESUK students can opt out of this and take what is called Moral (non-religious ethics).
<b>Interdisciplinary Unit</b>	Organised through project weeks
<b>Community Project (S3)</b>	Group projects internally assessed.

## Europa School Curriculum Offer, S4-S5

In S4 and S5 students work towards the MYP e-Assessments in the subject areas listed below.

In order to gain the MYP Certificate students sit e-Assessments (on-screen examinations) or submit e-Portfolios in each subject at the end of S5. Students who submit the Personal Project or who sit an on-screen examination in Individuals & Societies in their stream language will be awarded the MYP Bilingual Certificate.

<b>Language &amp; Literature</b>	English	On screen e-Assessment
<b>Language Acquisition</b>	Stream Language (French, German, Spanish) Third Language (Spanish, Italian, French and German)	On screen e-Assessment and Individual Speaking Assessment
<b>Mathematics</b>	Standard or Extended	On screen e-Assessment
<b>Sciences</b>	Discrete courses in Biology, Chemistry & Physics	On screen e-Assessment in each Science
<b>Individuals &amp; Societies</b>	History, Geography (taught in stream language in S4) & Economics (taught in English)	On screen e-Assessment in Integrated Individuals & Societies. e-Assessment may be taken in French and Spanish.
<b>Arts</b>	Art & Music (one option)	Submission of e-Portfolio
<b>Physical &amp; Health Education</b>	Health taught through Personal & Cultural Education (PCD) and PE	Not currently examined

Additional subjects that are compulsory in order to gain the MYP Certificate:

<b>Interdisciplinary Unit</b>	On screen e-Assessment
<b>Personal Project</b>	Submission of e-Portfolio Can be completed in stream language (French, German or Spanish)
<b>Religious Education (RE) or Moral (non-religious ethics).</b>	Non-examined.

In addition, in each year of the programme students must be engaged in **Service as Action** and in order to meet the requirements of the MYP Certificate must demonstrate their engagement in some form of Service as Action.

## **Europa School MYP Curriculum: Subject Outlines**

### **Language & Literature (English)**

The English Language and Literature programme offers an exciting opportunity for students to explore a range of literary works and language texts. We cover a variety of genres (prose, poetry and drama but also film and song lyrics) and periods in literature, focusing on English literature but also exploring texts from other cultures and texts in translation. Students have the opportunity to write in different forms, from playscripts to magazine articles, and for a variety of audiences and purposes. They will also take part in performances, such as devised drama, debates, presentations and pitches. In addition, they are asked to consider how the texts that they encounter in everyday life construct meaning and influence; for example, they might explore the language of advertising, political campaigns or influential speeches.

The course is academically rigorous and wide-ranging, asking students to debate issues such as the ethics of scientific investigation when studying 'Frankenstein'; the nature of comedy and the relevance of Shakespeare to a modern audience; or how justice and conflict management are explored in action and adventure film. What is most exciting, however, is the focus on investigative learning and independent thinking; every student is encouraged to experiment with ideas in an environment which encourages self-expression and reflection. They will develop their creative and critical thinking skills, their media literacy and will consider important global issues via the English curriculum, such as migration, gender and racial representation and the environment.

One of the 5 lessons in S1 and S2 is a Drama lesson.

### **Language Acquisition**

In this subject, students will be able to build their knowledge and understanding of their second and third language as they explore topics such as friendship, the environment, gastronomy, technology and social media, among others. The use of concepts (such as "communication", "accent" or "audience") and inquiry questions (such as "to which extent social conventions determine how we communicate with each other?") to examine the different topics is essential to make sure Language Acquisition students become inquirers, open-minded, reflective, communicators and autonomous learners.

Language Acquisition will enable students to develop the different language skills of speaking, listening, reading and writing as they explore the above-mentioned topics. Students will work with multimodal texts from authentic sources and will show their understanding and progress through a wide range of practical tasks and summative assessments.

In order to make sure all students achieve their full potential and are offered the support that they need to flourish, the subject of Language Acquisition is divided into phases:

- Phases 1 and 2: Emergent
- Phases 3 and 4: Capable
- Phases 5 and 6: Proficient

The e-Assessment at the end of the MYP course, as well as the formative and summative tasks completed during the 5 years of the programme, will enable students to succeed in the International Baccalaureate, should they wish to study Language B, Language and Literature, or the Self Taught Literature course.

## Mathematics

In the MYP, mathematics promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world beyond school.

The MYP mathematics framework encompasses number, algebra, geometry and trigonometry, statistics and probability. Students learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems. These are skills that are useful in a wide range of areas, including social sciences and the arts.

The mathematics course is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

In S4 and S5 mathematics is organised in two levels of challenge:

- **Standard mathematics:** which aims to give all students a sound knowledge of basic mathematical principles while allowing them to develop the skills needed to meet the objectives of MYP mathematics
- **Extended mathematics:** in which the standard mathematics framework is supplemented by additional topics and skills, providing greater breadth and depth.

Extended mathematics provides the foundation for students who wish to pursue further studies in mathematics, such as mathematics higher level (HL) at the IB Diploma Programme (DP).

## Sciences

MYP Science is delivered through Integrated Science in S1-S3, where the 3 sciences are taught together through themed units, and the separate sciences of Biology, Chemistry and Physics in S4 and S5. The MYP course is based around developing students' skills as a scientist, with an emphasis on learning through inquiry.

Learning science gives students the opportunity to develop scientific ways of knowing and learning. By working scientifically, students acquire both the practical and intellectual skills that will enable them to understand the main scientific ideas and the way science and scientists work.

In S1-S3 some of the key ideas that we will look at include:

- How forces affect the movement of objects
- What the building blocks of living and non-living things are
- How scientific ideas have changed over time

Some of the inquiry questions we will address are

- How is the design of a supercar influenced by the forces that act on it?
- What is the relationship between an object's structure and its properties?
- How has the work of past scientists influenced the world we live in now?

Science teaching and assessment is focused on four areas of equal importance: knowing and understanding; inquiring and designing; processing and evaluating; and reflecting on the impacts of science. Examples of assessment tasks include designing an experiment to test the biodegradability of bioplastics, and planning, carrying out and evaluating an investigation into the solubility of different chemicals.

In S4-S5 some of the big ideas we will think about are

- How evolution is central to the story of life on earth and how it gives us a sense of our orientation in time and space.
- How the understanding of electromagnetism as one of the fundamental forces of the universe has changed human history and transformed individual lives.
- How significant damage is done to natural and human environments by the chemical changes fuels and acids undergo.

Some of the inquiry questions students will address are:

- How did the periodic table develop?
- How can we understand the universe in terms of just three fundamental forces?
- In what different ways have medical advancements changed the world in which we live?

## **Individuals & Societies**

MYP Individuals & Societies (I&S) is delivered as a combined course of history and geography throughout S1-S3. In S4-5 students study history, geography and economics as separate subjects leading up to the MYP e-Assessment in Integrated Individuals & Societies.

Across all humanities subjects students actively engage in investigations into real-world examples, covering a rich and diverse choice of topics. The topic ‘exploring our common humanity in local and global contexts, both past and present’, summarises our common cause in history, geography and economy: a journey through human history from its very beginnings to the Cold War of the 20<sup>th</sup> century is complemented by a thorough study of our immediate and broader environment, planet Earth, and enriched by vital insights into economic interactions in production and trade.

In student-focused and sometimes student-led activities, students acquire the necessary skills to retrieve, critically assess and interpret increasingly complex information – skills that will help them to succeed in all their further studies and beyond.

Both teaching and assessment focus on four aspects in particular: knowing & understanding, investigating, communicating and thinking critically. Acquiring and honing these skills by way of exploring particular examples are the centrepiece of MYP Individuals & Societies. Since individual topics are explicitly related to personally relevant questions of fairness and development, globalisation and sustainability or identity and relationships, students can experience their learning as a meaningful endeavour.

### **Arts - Visual Arts:**

Joseph Beuys famously said “Everyone is an artist,” referring to his belief in a universal human creativity and the power of art to bring about revolutionary change.

Arts education aims to provide students with the skills to communicate their ideas and to appreciate various forms of visual art and music. All students study both Visual Art and Music in S1 to S3; in S4-5 students choose a single Arts subject.

In S1- S3 students begin to use process journals to cultivate their artistic ideas and bring them to fruition. Examples of units studied are: Mystery and Morality Plays, Tudor Music and an Artist’s Influence.

Examples of assessment tasks include: dramatic performance, a thriller musical composition and observational studies in pencil and watercolour.

In Visual Art in S1-S3 students learn about all of the formal elements of art: composition, light, form, space and depth, colour, texture, materials and process. They learn about many artists and art movements and carry out critical investigations which will help them to understand the work of other artists and allow them to be inspired by their work.

In Music students in S1-S3 consider the aesthetics of orchestral music and the role of different instruments and families/sections of instruments, not only their identity as a solo instrument, but their relationship when performing together as a collective; how rhythm is communicated through the language of a structured regular beat or pulse in music which is influenced by space and time and how music is structured in terms of order, organisation and convention which gives the listener a sense of orientation in space and time.

In S4-5 the course involves working towards the MYP Arts e-Portfolio, exploring a theme provided by the IB through the lense of Visual Art or Music. Throughout the course students are encouraged to develop their independent learning skills, reflecting on their work and methodology and thinking about how they can expand their learning and develop forms of expression - particularly through their process journal. The courses in S4-5 also give a secure foundation for the IB Diploma course in Visual Art and Music.

### **Physical & Health Education**

MYP Physical and Health Education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, our physical and health education course fosters the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle.

To achieve this we have chosen to run a range of activities throughout each year to allow time for progression and promote a holistic approach. Activities include both team and individual activities such as; football, fitness, basketball, volleyball, dance, gymnastics, badminton, athletics, softball or rounders and is further enhanced by our extra-curricular offer.

In order to assess the objectives of the MYP course students are assessed in the following 4 strands; 1. knowledge and understanding, 2. planning for performance, 3. applying and performing and 4. reflecting and improving performance. Students will be informed as to which strands are being assessed in each activity.

### **Design**

In MYP Design we hope to encourage and enable students to enjoy the design process, develop an appreciation of the impact of design innovation for life, global society and environments and act with integrity and honesty, taking responsibility for their own actions.

Students will work through different units with the focus on both digital and product design. They will work in groups when developing ideas and learn how to collaborate with each other throughout the process, however their final product will be submitted individually. There are no limitations and students should feel free to express their ideas and creativity in their own way as in real life every designer may approach a problem in a different way.

As part of the Middle Years Programme (MYP), Design challenges all students to:

- apply practical and creative thinking skills to solve design problems
- explore the role of design in both historical and contemporary contexts
- consider their responsibilities when making design decisions and taking action.

MYP Design focuses on a holistic design process rather than final products and solutions.

MYP uses the design cycle as a way to structure:

- inquiry and analysis of design problems
- development and creation of feasible solutions
- testing and evaluation of students' models, prototypes, products or systems.

The MYP expects all students to become actively involved in, and to focus on, the whole design process rather than on the final product/solution.

Examples of units studied in S1 and S2 include: About You Poster (Google drawing), Write It-Then Adventure Story (Interactive PowerPoint Presentation), Pop-up Books (Product Design), Magazine Cover (Digital Design). Examples of assessment tasks include: creating a poster you can print with Google Drawing; creating an educational and interactive story for young people, where the reader acts as the main character and decides the plot of the story; creating a pop-up book or pages of a pop-up book which teaches younger children the alphabet; designing a magazine cover that can be based on an existing magazine, for example use the layout and name of Teen magazine, but design your own photos, titles and story lines, or create their own magazine totally from scratch, around an interest of the student.

### **Religious Education (RE)**

The Religious Education course at Europa School is based on the Oxfordshire Agreed Syllabus. Its aim is to encourage pupils to engage with issues of religion and spirituality in an open minded, systematic and academically rigorous way.

The pupils investigate the six main world religions during the first three years. In the case of each religion, a significant amount of time is allocated so that the pupils are able to learn about each faith in some depth.

Each year, two religions are studied:

- S1 Christianity and Buddhism
- S2 Judaism and Sikhism
- S3 Islam and Hinduism

Alongside this, there are several thematic studies which seek to make connections between different religious traditions; for example, religious rites of passage, forgiveness, and pilgrimage.

In S4 and S5 pupils are encouraged to draw on their knowledge of world faiths in order to discuss a wide range of ethical issues. These include wealth and poverty, war and peace, social justice and the stewardship of the earth. There is also an opportunity to study some Christian theology in greater depth, specifically addressing questions about the nature and existence of God, life after death and the problem



of evil and suffering. Earlier studies of Judaism are revisited and pupils are able to study in more detail the founding covenants of the faith and the diverse ways in which their guidance is interpreted and followed today.

Throughout the course, pupils are encouraged and enabled to build up their subject knowledge and understanding. The material covered in the course is thought-provoking, wide-ranging and relevant, representing both religious and non-religious worldviews. Structured questioning, discussions and practical classroom activities provide pupils with an opportunity to explore and evaluate questions of spirituality, morality, meaning and belief.

### **Moral**

As an alternative class to RE, the Moral or Ethics course is wide-ranging and focused on the interests, needs and development of the students. The classes are run in a communicative and engaging manner, where students have the opportunity to discuss ideas about their lives and experiences: the changes they go through, the expectations and responsibilities as they grow, the mechanisms of society and the basic philosophy of behaviour and consequence.

Students are encouraged to prepare presentations and research projects, either individually or in pairs, which form a basis for discovering new aspects on a range of topics, leading to wider discussions and building their personal confidence in public speaking. The syllabus is based on age-relevant topics from PSHE and Individuals & Societies resources; and it is based on studying current affairs and trends in contemporary society.

We also encourage the students to take up a charitable project, which brings awareness of local (or global) issues, and teaches them that positive action can make a difference in people's lives.

### **Interdisciplinary Unit**

One of the key features of the MYP is its emphasis on interdisciplinary teaching and learning.

In the MYP, interdisciplinary teaching and learning is grounded in individual subject groups and disciplines but extends disciplinary understanding in ways that are integrative and purposeful. Interdisciplinary learning is oriented towards bringing together concepts, methods or modes of communication from two or more established areas of expertise to develop new perspectives. It connects disciplines to develop new understanding, create products or address real-world issues in ways that would have been unlikely through a single approach.

Each year of the MYP students will be engaged in an Interdisciplinary Unit of study involving two or more subjects and linked by a shared theme (or Global Issue), for example Individuals & Societies (History) and Art - a study of the Renaissance; Science and PHE - how can science enhance performance in sport?; Language & Literature and Music - a study of the Gothic in film; Design and Language Acquisition - research and create a vocabulary app.

Students in S4-S5 will work towards an e-Assessment in an Interdisciplinary Unit, which is a mandatory part of the award of the MYP Certificate.

### **MYP Projects**

MYP Projects include the Community Project, completed in S3, and the Personal Project, completed in S5.

- **Community Project (S3)**

The Community Project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The Community Project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the Community Project engages in a sustained, in-depth inquiry leading to service as action in the community. The Community Project may be completed individually or by groups of a maximum of three students.

- **Personal Project (S4-5)**

The Personal Project encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The Personal Project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

The Personal Project is mandatory for the completion of MYP Certificate. Students may complete it in their stream language (French, German or Spanish); as a result they will achieve a bilingual MYP Certificate.

## **MYP Service as Action**

Service as action is a foundational element of the International Baccalaureate (IB) Middle Years Programme (MYP). It seeks to develop caring members of the community who act to make a positive difference to the lives of others and their environment. Service as action requires students to engage with their local community through community or personal projects and provides opportunities for students to explore, design, implement, and reflect on their efforts to positively impact their local environment. Through service as action experiences, students learn the value of community participation and gain a deeper understanding of the issues facing their immediate surroundings.

### **Service as Action at Europa School**

Service as Action is at the heart of the Europa School UK philosophy. The school works hard to maintain open communication including all students, staff and parents. Our curriculum includes engaging with a breadth of cultures, from the local community to the wider world. We aim for our students to leave Europa School UK with a knowledge and understanding which is diverse in its perspectives and challenging in its thinking.

In each year there are various opportunities for students to engage in a range of activities; these range from Go Ecolo, an environmental awareness and active club, to participating in the school council and helping at the school reception, debating in the Model United Nations (MUN), and the hugely popular Duke of Edinburgh programme which runs from S3 to S5.

## Approaches to Learning (ATL) skills

The 5 ATL skills are embedded in teaching and learning in the MYP: Thinking Skills, Communication Skills, Social Skills, Self-Management Skills and Research Skills. In order to build these metacognitive skills, students are made aware of the skills they are using throughout their learning, and encouraged to reflect on these.

At Europa School we are also able to link these skills with the 8 skills students are benchmarking each year through the Skills Builder Programme: Listening, Speaking, Leadership, Teamworking, Aiming High, Problem Solving, Creativity, Staying Positive.

## GLOSSARY

<b>Formative assessment</b>	Ongoing assessment aimed at providing information to guide teaching and improve student performance.
<b>Grading of Summative Assessments</b>	MYP students are graded using the IB grading system, which is on a 1-7 scale, where 1 is the lowest grade and 7 is the highest. At the end of each semester, students are also given individual grades for each criterion they have been assessed on in each subject.
<b>Global Contexts</b>	Global contexts are used in each unit of work to give 'real world' relevance to students' learning. The MYP Global Contexts are: Identities and Relationships; Orientation in Space and Time; Personal and Cultural Expression; Scientific and Technical Innovation; Globalisation and Sustainability; and Fairness and Development.
<b>IB MYP Coordinator</b>	This is the supervisor of the International Baccalaureate Middle Years Programme including curriculum, assessment and moderation; the person responsible for keeping the school informed of updates and changes in the programme and distributing materials relevant to the programme; the contact person between the school and the IB.
<b>IB Diploma Programme</b>	IB programme that provides an academically challenging and balanced programme of education, preparing students, normally aged 16 to 19, for success at university and in life beyond. The programme is normally taught over two years and has gained recognition from the world's leading universities.