



Europa School UK Secondary MYP Curriculum Guide 2025-26

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.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP).

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:

Language & Literature	English
Language Acquisition	Stream Language (French, German, Spanish) Third Language (Spanish, Italian, French and German) Latin S3 option (S2 after school club)
Mathematics	
Integrated Sciences	
Individuals & Societies	History & Geography taught in stream language (French, German, Spanish)
Arts	Art & Music
Physical & Health Education	Health taught through Personal & Cultural Education (PCD) and in PE
Design	Digital and Product design (English)

In addition:

Religious Education (RE) and Ethics	RE is a UK statutory subject.
Interdisciplinary Unit	Organised with different subjects
Community Project (S3)	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.

Language & Literature	English	On screen e-Assessment
Language Acquisition	Stream Language (French, German, Spanish) Third Language (Spanish, Italian, French and German)	On screen e-Assessment and Individual Speaking Assessment
Mathematics	Standard or Extended	On screen e-Assessment
Sciences	Discrete courses in Biology, Chemistry & Physics	On screen e-Assessment in each Science
Individuals & Societies	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.
Arts	Option subjects: Art & Music	Submission of e-Portfolio
Design	Option subject	Submission of e-Portfolio
Physical & Health Education	Option subject Health taught through Personal & Cultural Education (PCD) and PE	Submission of e-Portfolio

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

Interdisciplinary Unit	On screen e-Assessment
Personal Project	Submission of e-Portfolio Can be completed in stream language (French, German or Spanish)
Religious Education (RE) and Ethics	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 20th 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.

Religion and Ethics (R & E)

The Religion and Ethics course at Europa School reflects the commitment of the Oxfordshire RE Agreed Syllabus to teaching about world religions and non-faith perspectives while developing more broadly a deep understanding of philosophical method and personal reflection. Its aim is to help students explore big questions while critically reflecting on the resources provided by people of faith and people of good faith in order to continue a lifelong habit of critical reflection and tolerance for diversity of experience and opinion.

This is a new curriculum that we are developing over the next three years in collaboration with the students themselves.

Broadly we are developing the curriculum with these themes:

- S1 Abrahamic Faiths and Introduction to Philosophy.
- S2 Abrahamic Faiths and Social Science.
- S3 Christianity, Buddhism, Atheism/Secularism, and Human Rights.
- S4 Theories of Social Change and Religion and Society.
- S5 Arguments for and Against the existence of God, Ethics and Identity.

In S4 students will be introduced to case studies of historical figures and communities who inspired change, for example, Bayard Rustin, Mark Ashton, Dorothy Day in order to reflect on and develop their own theory of change and understanding of how to engage in public life. S5 is being developed as an

introduction to the IB subjects 'Theory of Knowledge' and 'Philosophy' and provide useful tools for critical thinking.

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.

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. Students in S1 and S2 work on a range of smaller projects, some interdisciplinary and some with a community focus.

- **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.

The chart below shows how learning behaviours are commented on: Exp+ / Exp / Exp- with reference to the IB Approaches to Learning skills.

ATL Grade	Participation	Organisation	Application
Expected + (Exp +) (Above)	Actively participates in and contributes to lessons for the benefit	Brings the correct equipment to all lessons or practical sessions.	Effort put into work consistently reflects high levels of engagement and

Expectations)	of all. Expects to be challenged and shows resilience when faced with problems.	Consistently meets all deadlines. Care is taken over the presentation of work.	motivation in the subject. Continuously seeks, reflects and acts on all feedback. Homework is always completed by the deadline.
Expected (Exp) (Meeting Expectations)	Can usually be relied upon to contribute constructively in class. Is generally actively involved in pair and group work. Is prepared to face challenges and works hard to overcome any difficulties.	Brings the correct equipment to lessons or practical sessions. Generally meets deadlines set. Care is taken over the presentation of work.	Effort put into work usually reflects high levels of engagement and motivation in the subject. Works hard and regularly responds to feedback in order to pursue their goals. Homework is completed regularly.
Expected - (Exp-) (Approaching / Below Expectations)	Sometimes contributes in class, despite being able to do so. Is rarely adequately involved in pair or group work. Is not always prepared to be challenged and will often give up too quickly.	The correct equipment is not always brought to lessons or practical sessions. Deadlines are not always met. Care is not always taken over the presentation of work.	The quality and quantity of work is sometimes unsatisfactory and demonstrates work either having been rushed or a lack of effort having been put into it. Shows little determination in pursuit of goals. Limited reflection on and response to feedback. Completion of homework is sporadic.

MYP Assessment

Subject-Specific Assessment Criteria

For each subject group there is an achievement level breakdown (graded from 1-8) for each of the four subject-specific assessment criteria (A B C D - see below). The subject-specific criterion headings are included in the report and links to the full assessment criterion will be made accessible for parents.

Subject	A	B	C	D
Language & literature	Analysing	Organising	Producing text	Using Language
Language Acquisition	Comprehending spoken text	Comprehending written and visual text	Oral communication	Written communication
Maths	Knowing & understanding	Investigating patterns	Communicating	Applying mathematics in

				real-life contexts
Sciences	Knowing & understanding	Inquiring & designing	Processing & evaluating	Reflecting on the impacts of science
I&S	Knowing & understanding	Investigating	Communicating	Thinking Critically
Design	Inquiring & analysing	Developing ideas	Creating the solution	Evaluating
Arts	Knowing & understanding	Developing Skills	Thinking Creatively	Responding
PE	Knowing & understanding	Planning for performance	Applying & performing	Reflecting & improving performance

MYP General Grade Descriptors

At the end of the year each student is awarded an MYP Final Grade in each subject. This is a grade 1-7 reflecting the MYP General Grade Descriptors (see below).

To arrive at a criterion level total for each student out of 32, teachers add together the student's final achievement levels in all criteria of the subject group, then convert this to the grade boundary as on the table below. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

1	1-5	Produces work of a very limited quality. Lacks understanding of concepts. Rarely demonstrates critical or creative thinking. Rarely uses knowledge or skills.
2	6-9	Produces work of a limited quality. Gaps in understanding of concepts. Does not often demonstrate critical or creative thinking. Does not often use knowledge or skills.
3	10-14	Produces work of an acceptable quality. Basic understanding of concepts but with many significant gaps. Begins to demonstrate basic critical and creative thinking. Uses knowledge and skills in familiar situations but requires support in unfamiliar situations.
4	15-18	Produces good quality work. Basic understanding of concepts with some significant gaps. Often demonstrates basic critical thinking and creativity. Uses knowledge and skills with some flexibility but requires support in unfamiliar situations.

5	19-23	Produces generally high quality work. Secure understanding of concepts. Demonstrates critical and creative thinking sometimes with sophistication. Uses knowledge and skills in familiar situations but sometimes needs support in unfamiliar real-world situations.
6	24-27	Produces high quality, occasionally innovative work. Extensive understanding of concepts. Demonstrates critical and creative thinking frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar situations, often with independence.
7	28-32	Produces high quality, frequently innovative work. Communicates comprehensive understanding of concepts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex situations.

GLOSSARY

Formative assessment	Ongoing assessment aimed at providing information to guide teaching and improve student performance.
Grading of Summative Assessments	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.
Global Contexts	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.
IB MYP Coordinator	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.
IB Diploma Programme	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.

