

Reference number	C1	Policy name	Curriculum Policy
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Person responsible	JLU	Date of next review	November 2024
Policy links			

Vision, mission and values	<ul style="list-style-type: none"> • We are ambitious for all • Be better tomorrow than we are today in all that we do • Provide an inspiring school experience • Innovative teaching strategies to inspire, motivate and engage learners
Rationale	<p>The International Baccalaureate (IB) program aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.</p> <p>The IB program has high standards of teaching and pedagogical leadership, working with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.</p> <p>At UIS, we are an International Baccalaureate World School, fully certified to offer three IB programmes: The Primary Years Programme (PYP, The Middle Years Programme (MYP) and The Diploma Programme (DP).</p>

WSLT sign off		Date	November 2023
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IB BACKGROUND

How does the IB define “International education”?

The International Baccalaureate® (IB) chooses to define “International education” according to the following criteria:

- Developing citizens of the World in relation to culture, language and learning to live together.
- Building and reinforcing students’ sense of identity and cultural awareness.
- Fostering students’ recognition and development of Universal human values.
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning.
- Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas.
- Providing International content while responding to local requirements and interests.
- Encouraging diversity and flexibility in teaching methods.
- Providing appropriate forms of assessment and International benchmarking.

All programmes are committed to the development of students according to the IB learner profile. The International Baccalaureate® learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the World around them.

The profile aims to develop learners who are:

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

Visit www.ibo.org for more information.

Early Years:

Uptown International School offers a well-defined curriculum transition for young learners. In Nursery through to Rising 3s, we follow the Early Years Foundation Stage (EYFS), encompassing the seven areas of learning, including the three prime areas:

- communication and language,
- physical development,
- personal, social, and emotional development,

As well as the four remaining specific areas:

- literacy,
- mathematics,
- understanding the world,
- expressive arts and design.

In Pre-KG through to KG1, we continue to utilize the EYFS framework to enrich and support the IB curriculum. This approach ensures a strong foundation for IB education while monitoring age-appropriate milestones in the early years. Our curriculum places a significant emphasis on play and experiential learning, fostering active and hands-on experiences. Encouraging children's natural curiosity supports the children's development in all aspects of the curriculum, ensuring a well-rounded early years education.

Primary Years Programme

The International Baccalaureate's Primary Years Programme (PYP) is designed to build upon the natural curiosity of the child. Intended for children ages 3 through 12, the programme focuses on the development of the whole child as an inquirer, both in the classroom and in the World outside. Students participate in four to six 'Units of Inquiry' per year.

Students participate in four to six 'Units of Inquiry' per year, developed under six 'organising themes':

Who we are

Where we are in place and time

How the World works

How we organise ourselves

How we express ourselves

Sharing the planet

The six subject areas of Language, Social Studies, Personal, Social and Physical Education, Mathematics, Science and Technology and the Arts are woven into the Units of Inquiry to provide a trans-disciplinary approach to learning. In the last year of the PYP, students participate in the PYP Exhibition showcasing their development through their engagement with the PYP.

Benefits of the IB Primary Years Programme:

addresses students' academic, social and emotional well-being

encourages students to develop independence and to take responsibility for their own learning

supports students to gain an understanding of the world and to function comfortably within it

helps students establish personal values as a foundation upon which International mindedness develops and flourishes.

The PYP focuses on the development of the whole child as an inquirer, both in the classroom and in the World outside.

The PYP is the first of the IB programmes of education. It gives students an excellent foundation for the IB's other programmes, the MYP, DP and IBCP.

MIDDLE YEARS PROGRAMME

Having completed the IB Primary Years Programme (PYP), students at UIS enter the IB Middle Years Programme (MYP), which prepares them for the IB Diploma. The MYP is offered from Grade 6 through to Grade 10 (students aged 11 to 16).

The MYP aims to help students develop their personal understanding, their emerging sense of self, and responsibility to their community. MYP teachers organise the curriculum with appropriate attention to:

- **Teaching and learning in context.**
Using global contexts, MYP students explore human identity, global challenges and what it means to be Internationally minded.
- **Conceptual understanding.**
Students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- **Approaches to learning.**
Provides students with the foundation for independent learning and encourages the application of knowledge and skills in unfamiliar contexts.
- **Service as action.**
Learning by doing. Students learn to be caring members of the community –making a positive difference to the lives of others and to the environment.
- **Language and identity.** MYP students are required to learn at least two languages (language of instruction and additional language of choice). Learning to communicate in a variety of ways is fundamental to the development of intercultural understanding.

Why the MYP?

Research shows that students participating in the MYP:

Build confidence in managing their own learning.

Learn by doing, connecting the classroom to the larger World.

Outperform non-IB students in critical academic skills.

Consistently have greater success in IB Diploma Programme examinations

Thrive in positive school cultures where they are engaged and motivated to excel.

Develop an understanding of global challenges and a commitment to act as responsible citizens.

The MYP was revised in September 2014 to provide a more rigorous and highly flexible framework that powerfully integrates with local educational requirements.

The MYP comprises of 8 different subject groups and students in Grade 6, 7 and 8 all study and follow the same curriculum program.

- Language Acquisition
- Language and Literature
- Individuals and Societies
- Sciences
- Mathematics
- Arts
- Physical and Health Education
- Design

Students are also required to study throughout the MYP:

- Arabic – compulsory for all up to Grade 9. Compulsory for Arab passport holders in Grade 10 also.
- Islamic – compulsory for Muslim students.
- Moral, Social and Cultural Education.

During Grade 8 students will be given certain option choices about which subjects they wish to continue to study further and which ones they no longer wish to continue with and are also given the option to study International Btec qualifications. We offer extensive support to both students and families during Grade 8 to ensure that students are taking the correct subjects for both success and pathways into post 16 education both here at Uptown and at University level.

Students must continue to study the following subjects as part of the MYP requirements:

- English
- Maths
- 2 x Science
- Arabic
- PHE
- Language: Spanish or French
- Humanities: Geography or History
- Moral, Social, Cultural Education
- Islamic/Study

Students may also then choose three different options from the following:

Drama, Music, Art, Computer Science, Design, Psychology, 3rd Science (Physics), another language (Spanish), another Humanity (Geography), Btec in either Sport or, Business

DIPLOMA PROGRAMME

The IB Diploma Programme (DP) is a two-year academically challenging, rigorous and balanced programme of education, with final examinations, that prepares students aged 16 to 19 (Grade 11 and 12) for success at university and life beyond. View the latest research here (4 December 2018)

It has been designed to address the intellectual, social, emotional and physical well-being of young adults. Leading Universities World-wide recognize and respect the outstanding and varied qualities of IB Diploma students.

The IB Diploma Programme curriculum is made up of the DP Core and Six Subject Groups.

The Diploma Programme Core

The Extended Essay asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying.

The **Theory of Knowledge** develops a coherent approach to learning. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, Action, Service (CAS) involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service within the community offers a vehicle for a new learning with academic value.

The Six Subject Groups

- Studies in Language and Literature
- Language Acquisition
- Individuals and Societies

- Sciences
- Mathematics
- The Arts

Students must choose 1 subject from each of the first 5 groups and either an arts subject or a second subject from groups 1 to 5.

Assessment

Students take written examinations at the end of the DP, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and the Extended Essay. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Action, Service requirement. The highest total that a DP student can be awarded is 45 points.

Why the Diploma Programme?

The DP prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually and, emotionally.
- Acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups
- Develop the skills and a positive attitude toward learning that will prepare them for higher education
- Study at least two languages and increase the understanding of cultures, including their own

- Make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course
- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- Enhance their personal and interpersonal development through creativity, action and service

To find out more about the DP, please either visit www.ibo.org/dp or come and meet our DP Coordinator at UTS.

WHAT IS THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME?

The International Baccalaureate (IB) Diploma Programme (DP) is a rigorous academic qualification, respected by universities worldwide, that students at Uptown School can choose to follow in Grades 11 and 12. Studying for the IBDP ensures that students:

1. Have excellent breadth and depth of knowledge
2. Flourish physically, intellectually, emotionally and ethically
3. Study at least two languages
4. Excel in traditional academic subjects
5. Explore the nature of knowledge through the programme's unique theory of knowledge course

At the heart of the diagram is the IB Learner Profile. This is a student-centred approach that seeks to develop all students as learners who are: Principled, balanced, knowledgeable, communicators, risk takers, open minded, caring, inquirers and reflective thinkers.

DP subjects are organised into six subject groups:

1. Studies in Language and Literature
2. Language Acquisition

3. Individuals and Societies
4. Sciences
5. Mathematics
6. The Arts.

Subjects are offered at Standard Level (SL) and Higher Level (HL).

Students must select three subjects at Higher Level, and three subjects at Standard Level. Full details concerning the content and assessment structure for individual subjects can be found later in this guide.

DIPLOMA PROGRAMME CORE

In order to be awarded the IB Diploma, students must also complete all three parts of the DP core:

1. The Extended Essay
2. Theory of Knowledge
- 3. Creativity, Activity, Service**

Together, these provide additional academic specialisation, a personal philosophical overview of each student's learning and a recognition of interests outside the classroom. Details of each element of the DP Core are given below:

The Extended Essay (EE)

The extended essay is 4000 word essay that the student complete. The extended essay offers the opportunity for DP students to investigate a topic of special interest, usually one of the student's six Diploma Programme subjects. Students carry out independent research in order to produce this extensive piece of work. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity, resulting in

approximately 40 hours of work. It provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

This leads to a major piece of formally presented, structured writing of no more than 4,000 words, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject.

Students are expected to develop and demonstrate the ability to do the following:

1. Plan and pursue a research project with intellectual initiative and insight
2. Gather and interpret material from sources appropriate to the research question
3. Structure a reasoned argument in response to the research question on the basis of the material gathered
4. Present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways
5. Use the terminology and language appropriate to the subject with skill and understanding Apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.
6. Extended essays are graded from A-E

Theory of Knowledge (TOK)

The Theory of Knowledge course is an attempt to examine critically the types, nature and limitations of different ways of knowing, and explore the concept of us as 'knowers'. There are two forms of assessment for TOK, the TOK exhibition and the TOK essay.

TOK assessments are also graded A-E, and once combined with the Extended Essay grade, provide the students with a point score out of three for the core element of the course, this is shown in the table below:

Creativity, Activity, Service (CAS)

Creativity, Activity, Service is one of the three essential elements that every student must complete as part of the Diploma Programme. Undertaken throughout the two years, CAS involves students in a range of activities alongside their academic studies. It is not formally assessed, however, students reflect on their CAS experiences as part of the DP and provide evidence of achieving varied learning outcomes for CAS.

The three strands of CAS, which are often interwoven with particular activities, are characterised as follows:

1. Creativity – arts and other experiences that involve creative thinking
2. Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP
3. Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected

In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to:

4. Show initiative
5. Demonstrate perseverance
6. Develop skills such as collaboration, problem solving and decision making

CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities

for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP. Examples of recent CAS experiences and projects designed and undertaken by students at Uptown School include:

Creativity

1. Desert Dance
2. Designing and building theatre set for school production • Participating in Model United Nations

Activity

1. Using training suite for fitness-training sessions once a week
2. Participating in a netball team, attending regular practices and taking part in matches

Service

1. Teaching labourers in labour camps to speak English
2. Writing curriculum books for students who speak Farsi • Annual trip to Tanzania to repair schools

DIPLOMA PROGRAMME PASSING REQUIREMENTS

IBDP subject courses are graded on a 7-1 scale, with 7 being the highest grade available. The maximum DP score is 45 points – 42 points from the six chosen subject courses plus a maximum of 3 points from the Extended Essay and Theory of Knowledge components.

In order to pass the IBDP, students must meet **all** of the following requirements:

1. Achieve a minimum of 24 points in total (out of 45)
2. Achieve a minimum of 12 points from the three Higher Level courses
3. Achieve a minimum of 9 points from the three Standard Level courses
4. Achieve a 2 or higher in each HL/SL subject course
5. Achieve a D grade or higher in *both* the Extended Essay and Theory of Knowledge components
6. Successfully complete Creativity, Activity, Service requirements

DIPLOMA PROGRAMME SUBJECT CHOICES

DP students are required to pick at least one subject from each of Groups 1-5. Their sixth choice can either be from Group 6 or a second choice from either Group 3 or Group 4. We endeavour to offer as many combinations of subjects as possible but practical considerations mean that we are unable to offer every single possible subject combination. We will review the initial choices made by our students before determining the final DP curriculum in Grade 11.

As an English-medium school, it is an expectation that all our students are studying English through the selection of either English A or English B.

The DP Courses grid below consists of six option blocks:

1. Students **must** select six (and only six) courses in total
2. Students **must** select one course from each Option block
3. Students **must** select **at least** one Language A option

4. Students cannot select the same course more than once
5. Students must select three courses to be studied at Higher Level and three courses to be studied at Standard Level

Selecting language options at A, B or Ab initio level will largely be determined by the student's level of fluency and previous experience.

Entry onto Mathematics courses will be determined by potential future study/career pathways and current level of achievement.

Further to the above, students wishing to enrol in post-16 study at Uptown School must be able to demonstrate:

1. An excellent record of attendance and punctuality
2. A positive attitude to all schoolwork
3. Good relations with both peers and teachers
4. Contribution to the wider school community
5. The ability to work independently

The school has many factors to consider when deciding on what subject choices we offer. We have endeavoured to ensure that our DP curriculum allows students the opportunity to select the courses that they most wish to study within a framework that ensures access to a range of high-quality university courses and a broad and balanced curriculum for all.

Diploma Programme Options Grid 2023–2025

All students are required to make one selection from each option column below. Options selections will be completed digitally. Students will receive a link a link via Teams, an options confirmation will be emailed to parents after the selection process.

Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
English A: Language and Literature (HL/SL)	Arabic A: Language and Literature (HL/SL)	History (HL/SL)	Biology (HL/SL)	Mathematics : Application and Interpretatio n (SL)	Visual Arts (HL/SL)
English B (HL)	Arabic B (HL/SL)	Geography (HL/SL)	Chemistry (HL/SL)	Mathematics : Analysis and Approaches (SL)	Theatre Studies (SL/HL)
	French B (HL/SL)	Business Managemen t (HL/SL)	Physics (HL/SL)	Mathematics : Analysis and Approaches (HL)	Biology (HL/SL)
	Spanish Ab initio (SL)	Psychology (HL/SL)	Environmen tal Systems and Societies (SL)		Physics (HL/SL)
	School supported self-taught Language A (SL)	Economics (SL/HL)	Computer Science (HL/SL)		Chemistry (HL/SL)
			Sports Exercise and Health Science (SL/HL)		Business Management (HL/SL)
					Psychology (HL/SL)

Please note that the curriculum blocks outlined above are subject to availability and may need to be revised in the future.

IB: Diploma Programme	IB: Courses
<p>Students must select one course from each Option block. Students must select at least one Language A option Students cannot select the same course more than once</p> <ul style="list-style-type: none"> • Students must select three courses to be studied at Higher Level and three courses to be studied at Standard Level 	<ul style="list-style-type: none"> • Students must select one course from each Option block • DP Courses students take six subjects (no SL/HL restrictions) and do not have to do TOK/EE

Career Related Programme Options Grid 2023–2025

Career Programme students will first decide on which BTEC they would like to study, then add of on three additional subjects.

BTEC Option: Select one BTEC course.

Option 1: Select one subject.

Option 2: Select one subject.

Option 3 and Option 4: Students will select one final subject rom Option 3 OR Option 4. We will allow students to select one from each columns for the first term until they decide which subject to continue with.

BTEC Option	Option 1	Option 2	Option 3	Option 4
Construction and Built Environment Level 3 BTEC	English A: Language and Literature (HL/SL)	Arabic A: Language and Literature (HL/SL)	History (HL/SL)	Biology (HL/SL)
Business and Enterprise Level 3 BTEC	English B (HL)	Arabic B (HL/SL)	Geography (HL/SL)	Chemistry (HL/SL)
		French B (HL/SL)	Business Management (HL/SL)	Physics (HL/SL)
		Spanish Ab initio (SL)	Psychology (HL/SL)	Environmental Systems and Societies (SL)
		School supported self-taught Language A (SL)	Economics (SL/HL)	Computer Science (HL/SL)
				Sports Exercise and Health Science (SL/HL)

Please note that the curriculum blocks outlined above are subject to availability and may need to be revised in the future.