



LA GARENNE
INTERNATIONAL SCHOOL

MIDDLE SCHOOL CURRICULUM HANDBOOK

CONTINUOUS GROWTH

2024-2025



INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

LA GARENNE INTERNATIONAL SCHOOL MISSION STATEMENT

The Mission of La Garenne International School is to educate children from around the world, in a warm family atmosphere in which we promote traditional Swiss values of openness, responsibility, organisation, honesty, politeness and respect.

The school strives to nurture the talents of each child, meeting their individual needs and aspirations and preparing them to be responsible global citizens.



WELCOME TO THE MYP AT LA GARENNE

We are delighted to welcome you to the IB Middle Years Programme at La Garenne International School. The Middle Years Programme is an innovative global curriculum with a rigorous approach to academics, which also places key importance on developing the personal skills central to future success. We have seen at first hand the International Baccalaureate's power to produce internationally-minded and curious young people who are socially able and academically driven.

The IB programmes are a perfect fit for La Garenne where nurturing the talents of each child ensures that through personalised support, they can graduate to become open-minded and principled global citizens. Furthermore, the IB programmes match our belief in celebrating our differences and encouraging internationalism, respect and understanding. Our school community represents over 30 different countries and by living and working together, and learning from each other, students' preconceptions are constantly challenged.

Through the MYP, our students are also challenged to excel in their personal development. We offer a broad and rich curriculum beyond the classroom that makes the most of our unique environment in the stunning Swiss Alps. Expeditions, Outdoor Education, a diverse sports programme, clubs and charity events very much reflect the values of the IB.

Your child will benefit from a high quality education which is strictly quality assured by the IB organisation and recognised across the world, enabling students to progress to pre university programmes wherever they choose to study..

If you have any questions please do not hesitate to get in touch and find out how La Garenne can support your child in achieving their full potential.

Mischa-Lara Beccaro Mortley

MYP Coordinator





THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who help to create a better and more peaceful world. Within the Middle Years Programme (MYP), this is considered through the IB Learner Profile. At La Garenne, we aim to provide an educational environment where our students with their wide range of backgrounds and abilities all aspire to develop the following characteristics:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



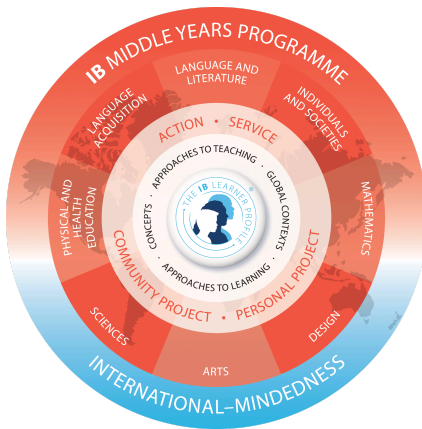


THE LA GARENNE CURRICULUM MODEL

Our vibrant international curriculum addresses the variety of needs and interests of our students. It is carefully constructed to ensure students progress throughout each of the age ranges and programmes.

The International Primary Years Curriculum	The IB Middle Years Programme	The IB Diploma Programme
Ages 5-11	Ages 11-16	Ages 16-18
International Mindedness		
IPC Mission Statement	IB Mission Statement	
Inquiry based learning		
IPC personal goals: <i>Cooperation, Communication, Thoughtfulness, Respect, Resilience & Morality</i>	IB Approaches to Learning: <i>Communication skills, Social skills, Self-management skills, Research skills, Thinking skills</i>	
Themed units of learning		
Learning goals	Subject aims and objectives	
Reflection		
Formative & Summative Assessment		
Exit Point	Secondary Learning Showcase/Personal Project	The Extended Essay

THE MIDDLE YEARS PROGRAMME



The MYP curriculum puts the learner at the heart of their own learning and encourages them to make practical connections between all parts of their studies as well as making links to the world around them.

APPROACHES TO TEACHING AND LEARNING (ATLs)

ATLs are a guiding framework which ensure that students not only acquire knowledge, but also acquire the skills needed to be effective learners who can regulate their own learning. The ATLs comprise the following:

- Thinking Skills
- Communication Skills
- Social Skills
- Self-Management Skills
- Research Skills

We encourage students to reflect on each unit and complete a self-assessment of how well they feel they have developed these skills, and what they believe they can do to improve. These reflections are summarised on assessment cards.

CONCEPTS

Concept-based learning is at the heart of the MYP Programme and effective education generally. By encouraging learners to develop conceptual understanding, we are helping to ensure that learners develop a holistic view of knowledge and go beyond memorising facts to be able to draw on links between topics and subjects and further their understanding. Each unit of work explores one overarching Key Concept which frames the inquiry, in addition to two or more Related Concepts rooted in the subject discipline.

GLOBAL CONTEXTS

The six Global Contexts form a framework to ensure that learning is always relevant to our students. They link across the subject areas and connect what the student is learning in class to what is happening in the real world. Each unit is rooted in one of these Global Contexts:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalisation and sustainability
- Fairness and development



Using the **UN Sustainable Development Goals**, we reinforce the Global Contexts with real-world examples and are able to make a natural link with the Service as Action component.

SERVICE AS ACTION

One of the most exciting features of the MYP is the compulsory Service as Action component. This is designed to enable pupils to develop a stronger sense of the importance of community. They become



responsible citizens, with a deepening understanding of the world around them. Service as Action provides wonderful opportunities for experiential learning through real-world interactions. The emphasis is on:

1. Developing community awareness and concern
2. Learning to balance social, academic, and recreational avenues whilst maintaining a healthy lifestyle.
3. Becoming independent.
4. Developing skills to make an effective contribution to society including personal reflection, resilience and working collaboratively.

Service as Action ranges from direct service such as providing one-to-one support for others, to indirect service such as supporting a cause, charity fundraising or raising awareness of an issue.

Service as Action projects could include:

- Helping out once a week on the La Garenne farm;
- Taking part in a charity fun-run;
- Making posters promoting healthy eating habits;
- Travelling to a foreign country to help build a school;
- Organising a campaign to reduce the amount of plastics used in the school;
- Volunteering to teach English at a retirement home;
- Reading to groups of the children in the Primary School.

Good projects improve interpersonal skills and self esteem, increase confidence, develop leadership skills, allow a student to reflect on their strengths and weaknesses, discover new talents and interests and help prepare them for the Creativity, Activity, Service component of their future Diploma studies. Students' progress is recorded so that staff can see what the students are engaged with and how they are progressing.

For further information, see the La Garenne International School [Service and Action Handbook](#).

THE SECONDARY LEARNING SHOWCASE

MYP students take part in the Secondary Learning Showcase at the end of Terms 1 and 2. These collaborative projects are an opportunity to learn teamwork and media skills, at the same time as demonstrating the depth of understanding and engagement with the topics students have studied. These events are a celebration of learning and an excellent opportunity to practise speaking in front of the whole school and parents.



Examples of Secondary Learning Showcases:

- Organising a social media campaign;
- Creating and presenting an interactive booth;
- Pitching solutions to support UN Sustainable Development Goals;
- Curating an art/design/information exhibition;
- Showcasing competition entries in science, technology and engineering;
- Sharing reflections from Service as Action experiences.

THE PERSONAL PROJECT

MYP5 students complete a compulsory assignment which reflects and summarises their learning throughout the five years of the MYP programme. Learners conduct a sustained investigation, based on sound research, and communicate their findings clearly to their target audience. The Personal Project is an opportunity for students to showcase the development of the five key skills areas outlined in the Approaches to Learning section above.

Examples of Personal Projects:

- Inventing, designing and building a new object or system;
- Devising, conducting and reporting an original science experiment;
- A piece of extended creative writing;
- An extended research project into an original area of study;
- Setting up a small business idea;
- Starting a charity.



ASSESSMENT IN THE MYP

We aim to produce reflective and self-regulating learners who can identify personal goals and plan strategies for growth. Assessment varies between subjects and age ranges.

Formative Assessment

The primary purpose of Formative Assessment is to explain how students can advance their learning. Strategies may include:

- Peer reviews
- Self-assessment
- Quizzes or tests
- Venn diagrams
- Drawings
- Group discussions
- Visualisation of understanding
- Spontaneous responses

Summative Assessment

Summative assessment takes place at the end of each unit of work and indicates how well students progressed. The grade a student obtains is reported to parents in the half-term and end-of-term reports. Summative assessment includes:

- Investigations
- Research projects
- Creating podcasts
- Developing a website
- Verbal presentations to peers
- Writing a song
- Making a documentary

Each assessment encourages students to apply their learning to a real-world situation. This helps to ensure that students can see the purpose of their learning as well as allowing us to assess how well they have progressed according to the five key ATL skills.



ASSESSMENT PROCESS & CALCULATION OF GRADES

Each MYP subject has four specific grading criteria:

Subject Area	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World Contexts
Arts (Visual and Music)	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Design	Inquiring and Analysing	Developing Ideas	Creating the Solution	Evaluating

Essentially, students are graded on what they actually know and are able to do. This is an example for assessing Criterion A - 'Knowing and Understanding':



Achievement Level	Level Descriptor
0	The student does not reach any of the standards given below
1 - 2	The student: i. recognises some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3 - 4	The student: i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples
5 - 6	The student: i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7 - 8	The student: i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.



MYP SUBJECT CRITERION TO GRADE CONVERSION

Teachers add together the student's achievement levels in criteria A, B, C and D to arrive at a final grade of one to seven. Grade 7 is the highest level.

MYP Grade	Boundary Guidelines	Descriptors
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.



EXAMINATIONS AND ASSESSMENTS

All MYP levels are continuously assessed. MYP4 and MYP5 have mock examinations in March, while MYP5 also have formal, final exams in June. These exams are internally assessed. The grades obtained in the final MYP5 exams are used to recommend study options for the Diploma programmes. Students who successfully complete both the MYP and the Personal Project are awarded a Certificate of Participation. Students in MYP1-MYP3 are assessed by end-of-unit assessments throughout the year.

ACADEMIC HONESTY

We expect students to uphold academically honest conduct at all times. It is important that students understand our [Academic Honesty Policy](#) and always follow its guidance:

- Students should always hand in work that is their own. Any help from friends, tutors, secondary literature, the internet or other sources, must be stated.
- Students should not present ideas taken from other sources as their own.
- Copying in any form is not permitted.

Work that does not meet these standards cannot be assessed and must be repeated, with sanctions applied if necessary. If a student has knowingly allowed their work to be copied, sanctions may be taken against both.

Students who breach these standards when preparing work for external examination or moderation seriously jeopardise their success in their chosen qualification.

Suspected cases of academic dishonesty, plagiarism or copied work may result in disqualification from all examinations.

INDEPENDENT STUDY

Independent study is an essential part of the learning process. It enables students to consolidate and review ideas, prepare for further studies and develop organisational skills. It also gives students the opportunity to work independently of the teacher and to self-motivate. Independent study is set every week for all academic subjects. MYP4 and MYP5 may have up to three supervised, independent study sessions a week. In addition, boarding students are expected to attend evening supervised study. If a student displays an excellent work ethic, they may be allowed to study independently in their rooms.



Monday	Tuesday	Wednesday	Thursday	Friday
27 9AM Devoirs de français ⓘ 9AM ESL Home fun booklet ⓘ 4PM Cover work ⓘ	28 8AM Compounds & Mixtures ⓘ 9AM JSEB OFF, please follow the instructions below ⓘ 10:30AM devoirs de français ⓘ	29 9AM Graph - top ten cities 2016 and 2030. ⓘ 9AM Homework: complete your information for the advertisements. ⓘ	30	31 9AM Sheep fields ⓘ 2PM Complete the last picture ⓘ
3	4 9AM Carpet Bargain Hunt ⓘ 9AM Solvents, Solute & Solutions ⓘ	5 8AM Finish your buddies image analysis ⓘ 9AM Homework - Reading and Listening to stories ⓘ 12:30PM SWOT Analysis - cities ⓘ 4PM Informal Email on the subject of Volunteering ⓘ	6	7 2PM french test ⓘ 5PM Thursday Cover ⓘ
10 9AM Devoirs de français ⓘ	11 9AM Friday Cover & Homework ⓘ 9AM Devoirs de français ⓘ 10:30AM devoirs de français ⓘ +2 more	12 9AM The megacities of the world (Video) ⓘ	13 2:35PM Sentences Game ⓘ	14 11AM The Megacities of the World ⓘ

The amount of independent study increases as students progress through the school:

Independent Study Time per Subject per Week	
MYP1	45 minutes
MYP2	45 minutes
MYP3	1 Hour
MYP4	1.5 Hours
MYP5	2 Hours

In the Senior School, teachers set work in advance for the following week. Students should review their upcoming tasks and deadlines over the weekend to ensure that they can manage their time effectively: “don’t meet the deadline, beat the deadline!”

EXTRA-CURRICULAR ACTIVITIES

Because learning is about more than just traditional subjects and the classroom, La Garenne offers Extra-Curricular Activities (ECAs) every day between 16:30 and 18:00. MYP1-MYP5 students are expected to attend three ECAs a week.



ATTENDANCE & PUNCTUALITY

Attendance at lessons is compulsory and if a student's attendance falls below our expectations, we reserve the right to withhold registration for formal examinations and apply disciplinary sanctions. Attendance registers are taken at the start of the day by the Form Tutor, at the start of each lesson and during ECAs. Authorised absence may only be granted for illness or pre-approved appointments.

Learning begins at the stated start time of the lesson. Students should arrive before the lesson start time. If students are persistently late, sanctions will be applied.

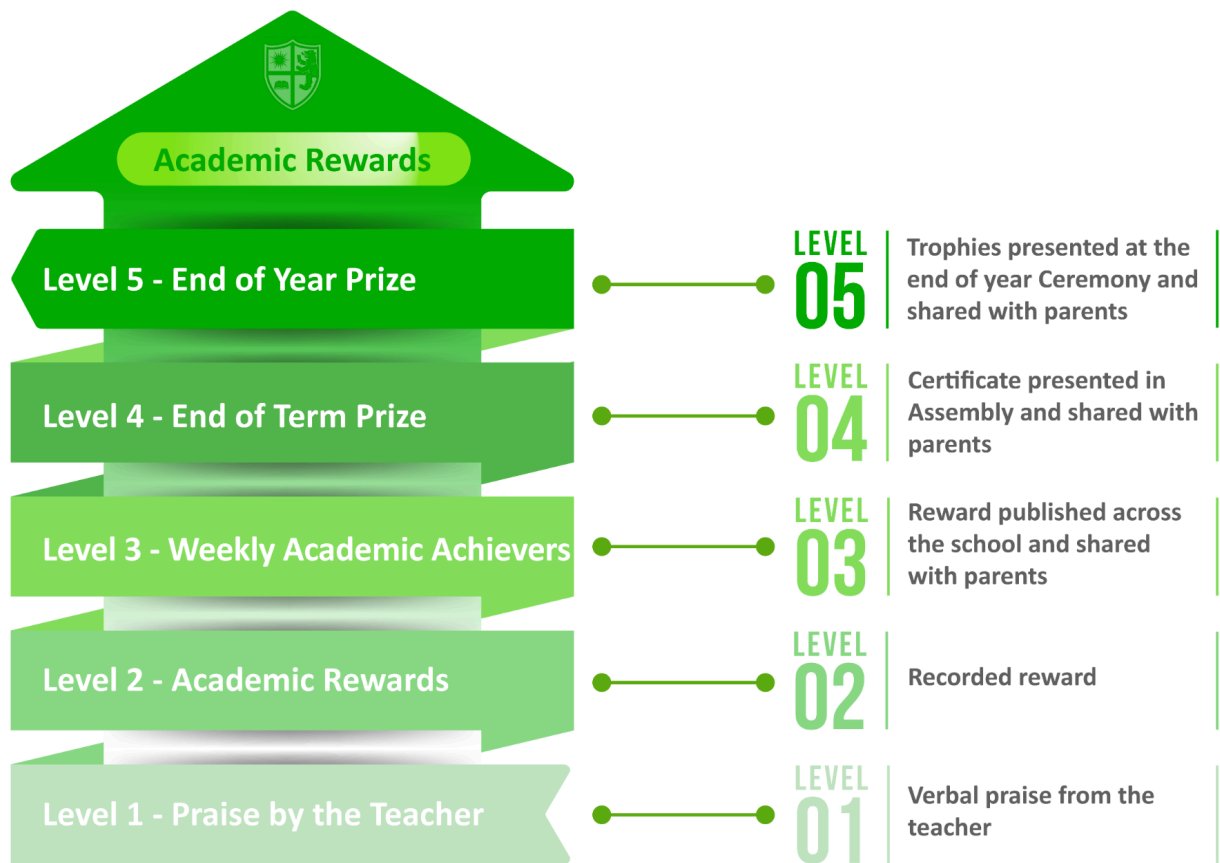
REWARDS AND SANCTIONS

General Rewards

- Students are rewarded for excellence, whether academic or behavioural.
- Excellent work or achievements are recognised in the weekly assembly.
- At the end of each academic year, selected students are awarded prizes for attainment, effort and progress.
- At the end of each academic year, one student who has excelled consistently is awarded the La Garenne Student of the Year prize.

Academic Rewards

- ★ Level 1: Praise by the teacher
- ★ Level 2: Academic rewards / Class Dojo points
- ★ Level 3: Weekly academic achievers / Star of the week
- ★ Level 4: End of Term Prize
- ★ Level 5: End of Year Prize



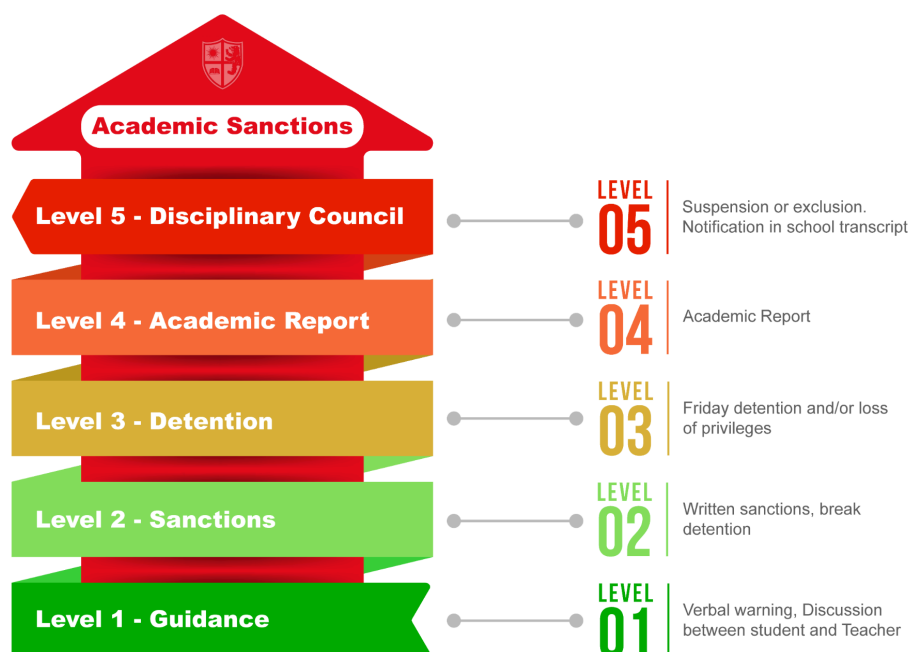
Sanctions

We believe that a positive, holistic approach can pre-empt behavioural issues. Our five-tier discipline system consists of reminders about positive behaviour, followed by sanctions and detentions, the Academic Report Card, and ultimately parental reference.

An Academic Report Card can be issued to students who display repeated inappropriate behaviour. Students must carry the card with them at all times and produce it on request. The card must be signed at the end of each lesson by the subject teacher with an indication of the student's behaviour during that lesson.

If negative behaviour persists, the following procedure for escalation of sanctions is followed:

1. A dialogue with the student regarding their behaviour.
2. The student receives a verbal warning.
3. Lunchtime or after school detention.
4. The student loses privileges and/or is issued with a report card.
5. The student is referred to the Disciplinary Council.



Level 1: Guidance

Guidance includes staff-student dialogue to help the student understand what is acceptable behaviour. These conversations are primarily confidential between the student and the member of staff.

Level 2: Sanctions

Depending on the severity or frequency of the incident, it may be necessary to issue a sanction to make the student aware of the seriousness of their behaviour and help them focus on how to improve.

Level 3: Detention

If a student's behaviour does not improve, they may be put into detention on Friday afternoon. They may also be temporarily denied the right to leave campus in their free time or lose other privileges.

Level 4: Academic Report

Restrictions are designed to allow staff to guide and oversee improvements in the student's behaviour while not impacting their continuing education. This may include putting the student on an academic report and/or being gated and losing privileges. Parents will be informed of these Restrictions.

Level 5: Disciplinary Council

A student whose behaviour may result in suspension or exclusion must attend a Disciplinary Council meeting with their Class tutor, Head of Section, Houseparent and the General Director. A student may ask to be supported by another student. The student's previous behaviour record and contributions to the school will be taken into consideration as well as their response to the Disciplinary Council. The result of the Discipline Council will be on the student's record and school transcript. If a student is excluded from school for



disciplinary reasons, the parents will be notified to make arrangements for the student to leave at the earliest opportunity. A student who has been excluded may not return to the campus without permission from the General Director.

LEARNING SUPPORT

La Garenne prides itself on supporting students with mild to moderate learning needs as well as those who are gifted and talented. Classroom teachers are sensitive to the needs of individual students and work closely with the Learning Support specialist to help identify, support and monitor students who may require additional support, or extension and challenge. We want our students to become independent learners, with enhanced self-esteem and self-image.

We aim to:

- enable students to become independent learners and to monitor their own progress
- develop self-esteem and positive attitudes about school and learning
- help students to participate in the appropriate curriculum for their age
- provide additional teaching and support
- involve parents in supporting their children through effective communication
- develop appropriate individual teaching programmes
- intervene at the appropriate time in order to enhance learning and reduce difficulties in learning
- support students' wellbeing through every aspect of school life
- engage and challenge our gifted and talented students

All students on the learning support register will be given an Individual Education Plan which is evaluated regularly by the SENDCO and the class teacher.

THE ROLE OF THE CLASS TUTOR

Morning Registration

- Meet their students and take the register.

Absence & Lateness

- Be aware of the reasons for absences, and record these in the register.
- Notify the Head of Section immediately if a student is absent without reason.
- Update the Head of Section about students who are persistently late.
- Collate work for students who are absent for extended periods of time.



Pastoral Issues

- Maintain an ongoing dialogue with the students regarding their lives inside and outside of the classroom.
- Get to know their class, and be alert to any changes in mood.
- Support, guide and help their students through any issues.
- As far as possible: speak to each member of their tutor group each week.
- Be aware of child protection issues.

Behaviour and Discipline

- Ensure that the correct school uniform is worn day to day.
- Tackle low-level behavioural issues.

Academic Monitoring

- Maintain an overall view of the academic progress of each student in their class.
- Monitor reports to see if there are any points of concern, or opportunities for praise.
- Write Tutor Reports about each of their students.



TIMETABLES

Structure of the Day - Monday to Friday	
Tutor Time: 08.30 - 08.45	
08.45 - 11.00: Lessons 1-3	
11.00 - 11.20: Break	
11.20 - 12.50: Lessons 4 & 5	
12.50 - 13.45: Lunch Break	
13.45 - 16.00: Lessons 6 - 8	
16.00 - 16.30: Break	
16.30-18:00: ECAs	

Typical MYP Academic Timetable:

	Mon	Tue	Wed	Thu	Fri
08:30 - 08:45	TUTOR TIME	TUTOR TIME	TUTOR TIME	TUTOR TIME	TUTOR TIME
08:45 - 09:30	Science Science Lab	French Room 2	French Sky Library	ECA	English Room 1
09:30 - 10:15	Integrated Humanities Room 2	English Room 1	Mathematics Room 3		Mathematics Room 3
10:15 - 11:00	Assembly Sky Library	Mathematics Room 3			
11:00 - 11:20	BREAK				
11:20 - 12:05	English Room 1	Science Science Lab	Design Art Room	Music Music Room	Design Music Room
12:05 - 12:50					Wellbeing Room 1
12:50 - 13:45	LUNCH				
13:45 - 14:30	Drama	French Room 1	Supervised Study Room 1	French J. Debouvry, L. Auque,	Science Science Lab
14:30 - 15:15	Visual Arts Art Room	PHE Sport	Integrated Humanities Room 2	Integrated Humanities Room 2	PHE Sport
15:15 - 16:00			Global Citizenship Room 2		
16:00 - 16:45				Mathematics Room 3	



MYP 1-3 SUBJECTS

In MYP 1 -3 students follow the following curriculum subjects.

English	Science	Integrated Humanities	French	Music
Maths	PHE	Design	Drama	Visual Art

MYP 4-5 SUBJECTS

At the start of MYP 4, students get to choose some of their subjects. They will follow these subject choices for 2 years. Students are supported and guided to help them make the right choices for them, to ensure they are fully prepared for their Diploma years. All students follow the subjects in the compulsory block which forms the foundation of their curriculum. Students then get to choose 2 Science subjects, 2 Humanities subjects and 1 Creative subject.

Compulsory	Sciences	Humanities	Creative
English Maths French Drama PHE EAL* <small>*if necessary</small>	Choose 2 Chemistry Biology Physics	Choose 2 Geography History Business	Choose 1 Design Music Visual Arts



LANGUAGE AND LITERATURE (ENGLISH)

Language and Literature is an academically rigorous study of language and literature which aims to equip students with linguistic, analytical and communicative skills. Students develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty.

Aims

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction;
- develop critical, creative and personal approaches to studying and analysing literary and non-literary works;
- develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

LANGUAGE ACQUISITION (ENGLISH AND FRENCH)

Language Acquisition studies are organised in six phases which represent a developmental continuum of additional language learning. Within each year group, three of these phases are provided to allow appropriate differentiation for each student.

Students may commence their Language Acquisition course at any phase of the continuum and may exit from any phase:

1. Students with no prior knowledge of the language should start in phase 1.
2. Students exiting from phase 4 should have had the equivalent of at least four years of Language Acquisition learning.
3. Phases 5 and 6 can be considered the step-over phase to MYP Language and Literature.

It is important to note that the phases are not organised in age groups or MYP years, rather the experience and language level of the individual student.

In order to give students the best possible chance for academic success in the IB MYP and IB DP, English acquisition is prioritised. Students in MYP1-4 with lower levels of English are required to take additional intensive English lessons. These replace some subject lessons. Students entering MYP5 or DP are required to have attained B2 English level (First Certificate).

Aims

- develop the student's communication skills necessary for study, work and leisure in a range of different contexts and for a range of audiences and purposes
- enable the student to develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication



- enable the student to develop an appreciation of a variety of texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognise and use language as a vehicle of thought, reflection and self expression, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, integrating linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- foster curiosity, inquiry and a lifelong interest and enjoyment in language learning

La Garenne goes beyond the normal MYP requirements by adding the rigour of internationally recognised language examinations and certificates from Cambridge English and DELF (Diplômes d'Etudes en Langue Française). These external examinations take place in May.





HUMANITIES

IB MYP Humanities encourages learners to respect and understand the world around them and equip them with skills appropriate for the 21st century. It involves inquiring into historical, contemporary, geographical, political, social, economic, religious, technological and cultural contexts that influence and have an impact on individuals, societies and environments. The MYP Individuals and Societies defines itself as incorporating disciplines traditionally found in the humanities, such as history and philosophy, as well as disciplines found in the social sciences, such as economics, geography, sociology and politics.

Aims

- appreciate the range of human and environmental commonalities and diversities
- understand the interactions and interdependence of individuals, societies and environments in different contexts
- understand how environmental and human systems operate and evolve over time
- identify and develop a concern for human and environmental well-being
- act upon opportunities to be a responsible global citizen
- develop effective inquiry skills to achieve conceptual understanding in humanities

SCIENCES

The IB MYP Sciences sets out to educate students for life in the twenty-first century. The course offers a way of learning through inquiry that can contribute to the development of an analytical and critical way of thinking. The Sciences provide students with opportunities to explore the role of science in historical and contemporary contexts. We aim to help students appreciate the links between science and everyday life as well as the dynamic interactions between science and society. The Sciences contribute to helping students broaden their understanding of themselves as individuals and as collective members of society and the natural environment.

In MYP1-3, the sciences are integrated and taught together. In MYP4 and 5, students choose two options from Biology, Chemistry or Physics. The remaining three lessons a week are dedicated to supervised individual study. Ambitious students are able to take all three sciences, providing they have demonstrated scientific aptitude.

Aims

- develop inquiring minds and curiosity about science and the natural world
- acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts;
- develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions;



- communicate scientific ideas, arguments and practical experiences accurately in a variety of ways;
- think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts;
- appreciate the benefits and limitations of science and its application in technological developments;
- understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors;
- demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

MATHEMATICS

MYP Mathematics sets out to give students an appreciation of the usefulness, power and beauty of mathematics. Mathematics is considered both as a means of modelling systems using a universal language and in exploring that language for its own sake. This necessitates flexibility in methodology and so different approaches are adopted where appropriate, for example: practical work, projects, investigations, graphical calculator and computer work. Students are encouraged to investigate mathematics independently, to explore relationships within the subject and to recognise and exploit the interaction between mathematics and other subjects. Within each year group, there are two levels of mathematics provided to allow appropriate differentiation for each student.

Aims

- develop mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment
- apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them;
- develop an understanding of mathematical principles and flexible strategies for problems of which solutions are not obvious;
- develop an ability to apply mathematics in other subjects, particularly science and technology;
- develop the abilities to reason logically, to classify, to generalise and to prove;
- appreciate patterns and relationships in mathematics MYP Mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.



ART & MUSIC

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. MYP Arts value the process of creating artwork as much as the finished product.

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exploration and sensitive study. Music varies considerably from one culture to another; yet it may share similarities.

Visual Art is designed to develop the students' ability to express their ideas, personalities, and interpretations of the world alongside the pride that comes with mastering skills and producing unique work. Research, selection, learning media skills, and evaluation give the student tools to express themselves and a way of working. Students are given space to independently explore and extend projects. Students gain enormous self-confidence when they have produced an effective artwork and when the work is displayed and appreciated by peers and the learning community. Students are encouraged to study how other artists have used artistic techniques and explore these techniques in their own creative work.

Aims

- enjoy lifelong engagement with the arts;
- explore the arts across time, cultures and contexts;
- understand the relationship between art and its contexts;
- develop the skills necessary to create and to perform art;
- express ideas creatively;
- reflect on their own development as young artists.

DESIGN

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live. MYP Design aims to provide the means and the context to equip students with the knowledge, skills and understanding to become successful problem-solvers who can appreciate the impact of design in everyday life and society and who can solve real-life problems.

Aims

- enjoy the design process, develop an appreciation of its elegance and power;
- develop knowledge, understanding and skills from different disciplines to design and create solutions;



- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems;
- develop an appreciation of the impact of design innovations for life, global society and environments;
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts;
- develop a respect for others' viewpoints and appreciate alternative solutions to problems;
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

PHYSICAL AND HEALTH EDUCATION

MYP Physical and Health Education is concerned with more than just participating in sports and games. Its primary aims are to encourage the development of “intelligent performers” and to encourage students to understand the importance of a balanced, healthy lifestyle. MYP students should develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills. This in turn should encourage choices that will contribute to long-term healthy living.

Aims

- develop an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle;
- promotion of health and wellness;
- motivation to participate fully in all aspects of physical education;
- achieve an optimal level of physical fitness;
- learn effective communication strategies, verbal, non-verbal and written;
- acquire the skills and understanding to participate successfully in a variety of physical activities: learning, practising, refining, adapting, thinking, interacting;
- reflect critically on all aspects of physical education, including being a critical performer;
- understand international perspectives on physical activity, sport and health education;
- gain a lifelong interest in and enjoyment of physical activities as a participant.