



Curriculum Overview

You are not born for yourself but for the world



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Secondary Curriculum Overview

Across all year groups, we provide a broad and balanced curriculum with access to as many subject areas as possible.

Key Stage 3 - Years 7, 8 and 9

English (Language & Literature)

We study both Language and Literature in our English lessons. We are building on foundations that were taught in Primary and ultimately working towards the IGCSE English as a Second Language exam in Year 10 and both the English Literature and English as a First Language exams in Year 11.

Through English at VISP, we intend our learners to develop skills and understanding in four areas: reading, writing, speaking and listening. They will learn how to communicate effectively and respond to a range of information, media and texts to:

- become confident communicators, able to apply all four skills effectively in everyday situations.
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures.
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes.

Mathematics

Through Mathematics at VISP, we intend to:

- develop students' competency, confidence, and fluency in their use of techniques with and without the use of a calculator, cultivating mathematical understanding.
- equip students with the reasoning skills to approach unfamiliar problems, make deductions, and draw conclusions, particularly in real-life contexts.
- give all students the opportunity to develop their love of learning Mathematics by providing consistent support and challenge throughout their time at VISP.

In KS3, Mathematics is taught as a year group class. We follow the White Rose Maths curriculum, a comprehensive scheme which ensures that all students have a strong foundation of numerical skills and the ability to solve problems effectively. This is also used in Primary, so students are familiar with the format and feel confident in attempting new mathematical concepts. From the beginning of KS3 we use the solid numerical foundations established in Primary (such as fluency in times tables, written methods for the four operations, and a basic understanding of fractions) to progress through our topics in a cyclical manner year on year.



Science

At VISP in KS3, we follow the Cambridge International Lower Secondary Science curriculum. In this curriculum, students will think scientifically and develop practical skills alongside knowledge and understanding, which is vital for explaining the world around us. Improving learners' awareness of science in the world around them develops their sense that 'science is for me', helping to connect themselves to the subject.

This approach provides them with the knowledge and skills they require to excel at science in later stages of education and to make informed choices, including considering sustainability issues and meeting the challenges facing our environment.

This curriculum covers six main areas called 'strands' that work together so that you can teach science holistically:

- Biology – living things and how they interact.
- Chemistry – the study of matter.
- Physics – the interaction of matter and energy.
- Earth and Space – planet Earth, the wider Solar System and beyond.
- Thinking and Working Scientifically – develops understanding and skills of scientific models and representations, scientific enquiry and practical work.
- Science in Context – helps teachers demonstrate the relevance of science to learners and unique to our science curriculum.

When our students reach the final term of Year 9, they will start to embark upon the IGCSE content of their Science course to support them working towards their IGCSE exams in Year 11.

French

We study both written and oral language in our French lessons. We are building on foundations that were taught in Primary and ultimately working towards the IGCSE French as a Second Language exam in Year 11.

Through French at VISP, we aim to develop skills and understanding in four areas: reading, writing, speaking and listening. They will learn how to communicate effectively and respond to a range of information, media and texts to:

- become confident communicators, able to apply all four skills effectively in everyday situations.
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures.
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes.



Geography

At VISP in Geography, there is an emphasis on locational and place knowledge, human and physical processes and some technical procedures, such as using grid references. Fieldwork, the use of maps and written communication are key skills required.

Through Geography at VISP, we intend to:

- provide students experience and understanding of the way the environment is formed and changes over time, including human influence.
- develop students' competency, confidence, and fluency in their world knowledge and natural wonders, cultivating environmental awareness.
- equip students with the technical skills to read maps and understand locational information, make deductions, and draw conclusions, particularly within the environment and climate change.
- give all students the opportunity to develop their understanding of populations, world economics, weather systems and international issues by providing consistent support and challenge throughout their time at VISP.

History

The VISP aims for History are to help students to understand the processes of change and continuity, cause and consequence and the impact these have on society and the students themselves. We study World History, discussing world impact and impact on individual cultures. We also aim for students to understand the methods for historical enquiry, including how sources are used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

We approach our topics in chronological order, building and preparing for the IGCSE. This ensures knowledge is sequenced in a logical manner that supports students understanding. We use this approach to support students' learning and their understanding of the cause/consequence and change/continuity within social, economic, religious, and political history. The chronological order is important because the exact order in which events occur helps students grasp historical events.

Through History at VISP, we intend to:

- provide students with experience and understanding of the way historical events have impacted our society over time, including learning, understanding and changing our views on the world.
- develop students' competency, confidence, and comprehension of their historical knowledge and the reasons we are who we are today.
- equip students with the technical skills to research historical facts from several perspectives.
- support students to find the influencing factors for war, conflict or cultural change and the stimulus for intellectual and technological growth.



PE (Physical Education)

Physical Education is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health and there is growing evidence that it improves academic performance across the curriculum. Establishing good patterns of exercise in school provides learners with the foundation of an active and healthy lifestyle. All our students have a double period of practical PE each week on their timetable.

This subject is about learning to move and moving to learn. Learners develop skills through a wide variety of age-appropriate physical activities, including athletics, fitness, ball sports, competitive games and self-awareness. As individuals and team members, they will:

- increase confidence, moving with increasing control, fluency and variety.
- improve their understanding of concepts, rules, tactics, strategies and compositional ideas.
- participate in respectful and responsible ways, engaging appropriately and safely.
- improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle.
- develop transferable skills promoting physical, cognitive and social development and become independent, critical and reflective movers and thinkers.

Students develop creative skills that will help with many aspects of their future learning and development. The course supports progression to the next stage of the Cambridge Pathway – IGCSE PE is one of our offered option subjects in KS4.

PSHE (Personal, Social, Health Economic education)

Our PSHE programme is based on the objectives set out by the PSHE Association and adapted as needed to suit our culture in Seychelles - <https://pshe-association.org.uk/>.

At VISP, we want to prepare our students to be safe, healthy and prepared for life. We want to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.

This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. It also provides them with a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. Pupils with better health and wellbeing can achieve better academically and enjoy greater success.

Digital Literacy (Computing)

Students will develop the digital skills that will help with many aspects of their future learning and development. They will become familiar and more confident using computers as well as:

- understand their place, and the place of others, in an interconnected world and make educated decisions about the information that they encounter online.
- develop knowledge and understanding that will allow them to respond to and evaluate technology of the future.
- develop skills to create increasingly sophisticated documents and presentations.
- learn how to become positive contributors to the digital world.
- use digital technology safely and protect their own physical and emotional wellbeing.



Art

In KS3 at VISP, we follow the Cambridge International Lower Secondary Art and Design Curriculum. This course is intended to give our learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Students explore and push boundaries to become reflective, critical and decisive thinkers. They learn how to articulate personal responses to their experiences.

Students develop creative skills that will help with many aspects of their future learning and development.

They will:

- learn to see themselves as artists and become increasingly reflective and independent.
- develop the skills needed to express creative ideas and to communicate visually.
- understand their place and the place of others in a creative, innovative and interconnected world.

All our students have a double period of Art timetabled each week in KS3. This course supports progression to many other creative subjects. Art is one of our offered option subjects at KS4.

Accelerated Reader

At VISP, we have invested in this programme as we want to encourage a culture of reading through choice. Students who read more, perform better in all their academic coursework. You can access this programme at home and support your child to read by encouraging conversation about reading or engaging in one of their motivational, online quizzes.

Students all have their own login on the Renaissance website:

<https://ukhosted123.renlearn.co.uk/6604391/>



Key Stage 4 - Years 10 and 11

In Year 10, our students will continue to study the core subjects, alongside the option choices they make at the end of Year 9.

All our IGCSE exams are sat in the May/June exam series in Year 11 apart from:

- IGCSE English as a Second Language exam - May/June exam series in Year 10
- IGCSE Literature in English exam - October/November exam series in Year 11

Core Subjects

Cambridge IGCSE English as a Second Language (Count-in Speaking) (0511)

All our students work towards the Cambridge English as a Second Language IGCSE. It really supports our students in all curriculum areas as it is a transferable skill.

Cambridge IGCSE English as a Second Language is for learners who already have a working knowledge of the language.

The syllabus is aimed to:

- be suitable for learners whose first language is not English, but who study through the English-medium (but useful also for English speakers).
- develop learners' ability to understand and use English in a range of situations.
- builds learners' awareness of the nature of language and the four language-learning skills: reading, writing, listening and speaking.
- focus on practical communication for everyday use, which can also form the basis for further, more in-depth language study.
- develop transferable skills to complement other areas of the curriculum.

IGCSE exams for English as a Second Language:

Paper 1: Reading & Writing – 50%

Paper 2: Listening – 25%

Paper 3: Speaking – 25%

Note: This exam is administered in the May/June exam series in Year 10. There is an option to re-sit this exam in Year 11 if needed.



Cambridge IGCSE Literature in English (0475)

This syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied.

The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

IGCSE English in Literature exams:

Paper 1: Poetry in Prose – 50%

Paper 3: Drama (open text) – 25%

Coursework (two assignments on different texts) – 25%

Note: This exam is administered in the October/November exam series in Year 11.

Cambridge IGCSE English as a First Language (0500)

The Cambridge IGCSE English as a First Language course enables learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing.
- use a wide range of vocabulary, and the correct grammar, spelling and punctuation.
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used.

There are two papers for the English as a First Language exam:

Paper 1: Reading – 50%

Paper 2: Directed Writing and Composition – 50%



Cambridge IGCSE Mathematics (0580)

At the beginning of KS4, students are placed in either the Core or Extended Mathematics group, depending on which course they will follow, and subsequently which examination paper they will be undertaking at IGCSE level. The most appropriate course is chosen for each student, based on their mathematical ability demonstrated throughout the previous years and from their end of Year 9 exam results. There is some flexibility at the start of Year 10, with the option for students to move from Extended to Core in consultation with the teacher, Head of Section and the parents/guardians. It is not possible for a student to move from Core to Extended as they will have missed the additional content needed for the Extended exam.

The Core curriculum provides a full overview of the subject and is targeted at students expected to achieve grades C to G. The Extended curriculum, made up of the Core curriculum in greater depth plus additional topics, is targeted at those expected to achieve grades A* to C. For those who achieve an A or A* in this course, there is the option to study Mathematics and/or Physics at A Level.

We follow the Cambridge International Curriculum, which encourages learners to develop their mathematical ability as a key life skill, and as a strong basis for further study of Mathematics or to support skills in other subjects.

There are two papers for the IGCSE Mathematics exam:

Short answer questions – 35%

Structured answer questions – 65%

Cambridge IGCSE Science (0654)

Our students sit the IGCSE Co-ordinated Double Award Science exam (0654). Like Mathematics, our students will sit either the Core or Extended exam in Science. The most appropriate course is chosen for each student, based on their Science ability demonstrated throughout the previous years and from their end of Year 9 exam results. There is some flexibility as to which paper is undertaken due to the fact that both the Core and Extended sets are taught as one class. A final decision about which examination paper each student will be required to complete will be made after the Year 10 mock exams. This decision will be made in consultation with the teacher, Head of Section and the parents/guardians.

The Core curriculum provides a full overview of the subject and is targeted at students expected to achieve grades C to G. The Extended curriculum, made up of the Core curriculum in greater depth plus additional topics, is targeted at those expected to achieve grades A* to C. For those who achieve a B, A or A* on this course, there is the option to study Sciences at A Level. Students who sit the Core exam are not able to study the Sciences at our Sixth Form.

There are three exams for IGCSE Science:

Multiple choice exam – 30%

Theory – 50%

Practical – 20%



Cambridge IGCSE French (0520)

All our students study French as a second language.

This syllabus is designed for students who are learning French as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture of countries where French is spoken, thus encouraging positive attitudes towards language learning and towards speakers of other languages.

IGCSE French exams:

Paper 1: Listening – 25%

Paper 2: Reading – 25%

Paper 3: Speaking – 25%

Paper 4: Writing – 25%

Physical Education

All students have PE on their timetable as a double session each week to aid in each student's social and emotional development and well-being. Our high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.



Option Subjects

Cambridge IGCSE PE (0413)

For students who choose PE as one of their options, they have additional PE lessons which focuses on the theory and assessment of the practical side of the IGCSE PE curriculum.

The syllabus provides learners with an opportunity to study both the practical and theoretical aspects of physical education. It is designed to encourage enjoyment in physical activity by providing learners with an opportunity to take part in a range of physical activities and develop an understanding of effective and safe physical performance. This helps learners to develop an appreciation of the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being.

IGCSE PE exams:

Paper 1: Theory – 50%

Component 2: Coursework (4 Sports) – 50%

Cambridge IGCSE History (0470)

Cambridge IGCSE History looks at some of the major international issues of the nineteenth and twentieth centuries and covers the history of particular regions and events in more depth.

The syllabus:

- enables learners to develop historical knowledge and the skills required for studying historical evidence.
- gives flexibility for teachers to develop a course that interests and stimulates their learners.
- provides a sound basis for further study and encourages a lifelong interest in the subject.

There is a coursework element to this subject which makes up 27% of the final exam grade. Preparations for this usually begin towards the end of Year 10 and is submitted in Year 11.

IGCSE History exams:

Paper 1: Structured Questions – 40%

Paper 2: Document Questions – 30%

Either, Component 3: Coursework (depth study) – 30%, or Paper 4: Alternative to Coursework – 30%



Cambridge IGCSE Geography (0460)

Through the Cambridge IGCSE Geography syllabus, learners will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Learners will examine a range of natural and man-made environments, and study some of the processes which affected their development. They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

The syllabus is divided into three themes:

1. Population and settlement
2. The natural environment
3. Economic development

The themes are designed to develop an understanding of natural and human environments.

IGCSE Geography Exams:

Paper 1: Geographical Themes – 45%

Paper 2: Geographical Skills – 27.5%

Either, Component 3: Coursework – 27.5%, or Paper 4: Alternative to Coursework – 27.5%

Cambridge IGCSE Business Studies (0450)

The Cambridge IGCSE Business Studies syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organisations are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence.

Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study at Cambridge International A Level and an ideal preparation for the world of work.

Further details about the aims of the course can be obtained from the Head of Section.

This subject has two exams at IGCSE:

Paper 1: Short answer & Date Response – 50%

Paper 2: Case Study – 50%



Cambridge IGCSE Art & Design (0400)

Cambridge IGCSE Art & Design encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills.

Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of abilities, materials and resources, and allows the different skills of the teaching staff to be fully used.

IGCSE Art Exam:

Coursework – 50%

Externally Set Assignment – 50%

Cambridge IGCSE Computer Science (0478)

Cambridge IGCSE Computer Science helps learners develop an interest in computational thinking and an understanding of the principles of problem-solving using computers. They apply this understanding to create computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, and the ability to effectively test and evaluate computing solutions.

Studying Cambridge IGCSE Computer Science helps learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks. It provides an ideal foundation for progression to Cambridge International AS & A Level and is valuable for other areas of study and everyday life.

Candidates study the following topics:

1. Computer systems
2. Algorithms, programming and logic

There is an exam on each of the above content areas:

Computer systems - 50%

Algorithms, programming and logic – 50%