

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



IBDP Core

Creativity, Action, Service Curriculum Intent

CAS is at the heart of the IB Diploma Programme and consequently a key component of sixth form life at Dane Court, enabling students to demonstrate attributes of the IB learner profile in real and practical ways as they undertake an individualised journey of discovery of self and others, to grow as unique individuals with new possibilities, new challenges, and new roles, and to understand they are members of local and global communities with responsibilities towards each other and the environment.

Extended Essay Curriculum Intent

The EE is at the heart of the IB Diploma Programme and consequently a key component of sixth form life at Dane Court, enabling students to demonstrate attributes of the IB learner profile in an applied manner as they undertake the opportunity to investigate a topic of individual special interest, promoting high-level research and writing skills, intellectual discovery, and creativity, whilst encouraging personal reflection on abilities and growth throughout the process.

Theory of Knowledge Curriculum Intent

In the Theory of Knowledge, you will learn how to make connections between a conceptual approach to the construction of knowledge, the academic disciplines and the wider world. You will explore the difference between questions of knowledge and questions about knowledge. Through this you will develop an awareness of how individuals and communities construct knowledge and how this is fundamentally examined. You will critically reflect on your own beliefs and assumptions and through this, it will enable you to live more thoughtfully, responsibly and purposefully

CAS and EE Curriculum Overview

Year 12	Enquiry Statement/Aim	Knowledge and Skills
Term 1	<p>What is the Core of the IBDP?</p> <p>What is CAS and how do I undertake this element of the DP?</p> <p>How do I build my CAS portfolio?</p>	<p>Developing skills through individually organised and undertaken creativity, activity, and service experiences, discovering more about themselves and the people they work alongside. Reflecting upon personal strengths, areas for development, ethical actions, and global issues.</p>
Term 2	<p>How can I conduct research using academic databases?</p> <p>What skills and techniques can I develop to improve the research I gather?</p> <p>How can I think critically about the world around me?</p>	<p>Developing academic skills of research, reliability, credibility, and critical thinking.</p> <p>Developing skills through individually organised and undertaken creativity, activity, and service experiences, discovering more about themselves and the people they work alongside. Reflecting upon personal strengths, areas for development, ethical actions, and global issues.</p>

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Term 3	<p>What is the EE and how do I undertake this element of the DP?</p> <p>What are the requirements of the different subjects for undertaking an EE?</p> <p>What is required to undertake a research project?</p>	<p>Developing academic skills of research, reliability, credibility, critical thinking, and formal writing styles.</p> <p>Developing skills through individually organised and undertaken creativity, activity, and service experiences, discovering more about themselves and the people they work alongside. Reflecting upon personal strengths, areas for development, ethical actions, and global issues.</p>
Term 4	<p>How can I gather research relevant to my EE?</p> <p>How can I develop an argument within my EE?</p> <p>How do I build my CAS portfolio?</p>	<p>Developing academic skills of research, reliability, credibility, critical thinking, and formal writing styles.</p> <p>Developing skills through individually organised and undertaken creativity, activity, and service experiences, discovering more about themselves and the people they work alongside. Reflecting upon personal strengths, areas for development, ethical actions, and global issues.</p>
Term 5	<p>How can I gather research relevant to my EE?</p> <p>How can I develop an argument within my EE?</p> <p>How do I build my CAS portfolio?</p>	<p>Developing academic skills of research, reliability, credibility, critical thinking, and formal writing styles.</p> <p>Developing skills through individually organised and undertaken creativity, activity, and service experiences, discovering more about themselves and the people they work alongside. Reflecting upon personal strengths, areas for development, ethical actions, and global issues.</p>
Term 6	<p>How can I draft my EE?</p>	<p>Developing academic skills of research, reliability, credibility, critical thinking, and formal writing styles.</p> <p>Developing skills through individually organised and undertaken creativity, activity, and service experiences, discovering more about themselves and the people they work alongside. Reflecting upon personal strengths, areas for development, ethical actions, and global issues.</p>

Year 13	Enquiry Statement/Aim	Knowledge and Skills
Term 1	<p>How can I draft my EE?</p> <p>How am I making progress in the EE?</p> <p>How do I finalise my CAS portfolio?</p> <p>How can I respond to feedback to redraft and improve my EE?</p>	<p>Developing academic skills of research, reliability, credibility, critical thinking, and formal writing styles.</p> <p>Developing skills through individually organised and undertaken creativity, activity, and service experiences, discovering more about themselves and the people they work alongside. Reflecting upon personal strengths, areas for development, ethical actions, and global issues.</p>

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Term 2	How do I finalise my CAS portfolio?	Developing academic skills of research, reliability, credibility, critical thinking, and formal writing styles.
	How can I respond to feedback to redraft and improve my EE?	Developing skills through individually organised and undertaken creativity, activity, and service experiences, discovering more about themselves and the people they work alongside. Reflecting upon personal strengths, areas for development, ethical actions, and global issues.
	How do I finalise and submit my EE?	
Term 3	How have I changed as a result of undertaking the EE?	Reflecting upon the academic and personal growth as a result of completing the EE project.
	How can I prepare for completing my IB experience?	Applying personal understanding of strengths, limitations, and academic skills to prepare for examinations and the conclusion of the IB experience.
Term 4	How can I prepare for completing my IB experience?	Applying personal understanding of strengths, limitations, and academic skills to prepare for examinations and the conclusion of the IB experience.
Term 5		
Term 6		

TOK Curriculum Overview

NB: Units are approx 10-12 lessons each so are slightly longer than a term which are approx. 7 wks long as TOK classes have three lessons every fortnight

Y E A R 1 2		
Unit	Unit theme	Knowledge/concepts/skills
1	Knowledge and the Knower FOUNDATIONS BQ1: What is the theory of knowledge and why do we study it?	<ul style="list-style-type: none"> • The aims of TOK - critical thinking, communication, creativity and collaboration • The way TOK is assessed - first and second order questions • Assessment practice 1: Tweet • How we know vs what we know - AOKs and WOKs • How to write reflectively about the world - reflectivity, RLS and TOK • Assessment practice 2: TOK journal • Testing for 'truth' - coherence, pragmatism, correspondence and consensus • Assessing Plato (knowledge as 'justified true belief') • Rationalism vs empiricism - Descartes and Locke • The importance of context - semantics, sense perception and a priori knowledge • The implications of memory - collective vs reconstructive

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2	Knowledge and the Knower VALUES BQ2: How does our knowledge about the world inform the way we construct our values?	<ul style="list-style-type: none"> • The basis of knowledge - objectivity vs subjectivity, RLS vs hypothetical • Relativism - epistemology, moral relativism and moral rules • Assessment practice 3: the exhibition (practice commentary 1) • Building moral frameworks - empathy deficit, warm glow vs effective altruism • The role of the Arts in understanding ethics - deontology vs consequentialism • Art vs the artist - separating product from person • Value free or value laden - can and should you produce value free knowledge in Maths and Natural sciences? • Social norms in constructing moral boundaries - indigenous knowledge societies, biopiracy vs bispropsecting
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Y E A R 1 2

Unit	Unit theme	Knowledge/concepts/skills
4	Knowledge and Language SPIN BQ3: How is our understanding of the world influenced by the way knowledge is communicated?	<ul style="list-style-type: none"> • Comparing and contrasting areas of knowledge - truth misleading more than lives (Blake) • Social media - unreliable knowledge and Swift on 'falsehood flies' • Assessment practice 4: essay plan • 'Newspeak' - linguistic determinism vs linguistic relativism • Linguistic representations - map projections and 'alternative' maps • Causation vs correlation - definition and measurement • Trustworthiness - faith vs representation, jargon testing and pseudoscience • Confirmation bias, cold reading and the Barnum Effect • Neurobunk - the use of scientific claims for commercial gain, the value of ECREE
5	Knowledge and the Knower PERSPECTIVES BQ4: How do our perspectives and biases shape our knowledge of the world?	<ul style="list-style-type: none"> • Identifying biases and how to exploit/reduce influence of them in AOKs • Assessment practice 5: the exhibition (practice commentary 2) • Antagonism and 'mental walls' • Anti-establishmentism, nuanced thinking and a 'post truth landscape' • The dangers of single historical perspectives vs multiple perspectives and misuses of history • The battle of history and the implications of power in perspective • Present day lenses for viewing past events • Academic traditions and the limitations on understanding

Y E A R 1 3

Unit	Unit theme	Knowledge/concepts/skills
5	Knowledge and technology Knowledge and language CREATIVITY	<ul style="list-style-type: none"> • Bending, breaking and blending - derivation and extrapolation • ASSESSMENT: Developing and completing the final exhibition and commentary • Paradigm shifts and the art world • Linguistic integrity - denotations, connotations and context • Language as a living thing - protection, prescription and description • Dumbing down - the use of emojis

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	BQ5: How is new knowledge about the world created?	<ul style="list-style-type: none"> ● New science via the scientific method? - conscious ignorance, a 'prepared mind' - scientific methods revisited ● The development of scientific and mathematical knowledge over time - Kuhn, Einstein and Newton ● New forms of communication and scientific ideas - challenges for a new age
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Y E A R 1 3

Unit	Unit theme	Knowledge/concepts/skills
6 and 7	Knowledge and the Knower EXPERTS BQ6: How do we become discerning knowers?	<ul style="list-style-type: none"> ● Reasoning - induction vs deduction, syllogisms and logical fallacies ● ASSESSMENT: Developing and completing the final essay ● The relationship between emotion and reason ● Knowledge and intuition - thinking fast and slow ● Falsification and scepticism, doubt and uncertainty ● The myth of national identities - being 'multi local' ● Humility as a requisite for learning - challenging pre-prepared narratives