King's College UK
GURUGRAM INTERNATIONAL SCHOOL

MIDDLE YEARS CURRICULUM

For Children Aged 11 to 16

Building Foundations for Lifelong Learning and Success

The Middle Years Programme at King's

A Curriculum for Curious, Independent and Globally Minded Learners

The Middle Years Programme (MYP) at King's is designed to help students develop the knowledge, skills and confidence to become independent, reflective and engaged learners.

Learning goes beyond the acquisition of facts. Students explore important concepts, investigate meaningful questions and apply their understanding to authentic, real-world situations. Through inquiry, collaboration, reflection and purposeful action, they develop the skills and habits that will support them throughout their education and beyond.

How Learning Works

Concept-Based Learning and Global Contexts

Akey feature of the MYPis its emphasis on conceptual understanding. Rather than simply acquiring knowledge, students explore enduring ideas and develop a deeper understanding of concepts that can be applied across different disciplines and authentic, real-world situations.

At King's, learning is purposefully situated within meaningful contexts. Through the MYP framework, teaching and learning are framed by six global contexts:

- Identities and Relationships
- Orientation in Space and Time
- Personal and Cultural Expression
- Scientific and Technical Innovation
- Globalisation and Sustainability
- Fairness and Development

These contexts help students connect their learning to the world around them and explore issues from a range of perspectives.

Interdisciplinary Learning

Interdisciplinary learning enablesstudents to integrate knowledge, concepts and skills across subject areas, fostering holistic understanding and transferable thinking.

Units are collaboratively planned, with teachers identifying shared concepts, global contexts and interdisciplinary objectives. Teachers work across subject groups to design meaningful learning experiences grounded in real-world contexts.

Each year, students participate in at least one collaboratively planned interdisciplinary unit, with all strands of the MYP interdisciplinary learning objectives addressed annually.

Teaching and Learning

At King's, teachersactas facilitators of meaningful, student-centred learning experiences.

Teaching is intentionally differentiated to support individual strengths and needs. Collaboration is central, reflection is embedded and visible thinking strategies help make learning processes explicit. Purposeful feedback supports students as they develop their understanding and progress in their learning.

Students are encouraged to investigate, question, create, collaborate and reflect. Learning experiences are designed to help them develop both subject knowledge and the ability to apply that knowledge in meaningful ways.

Approaches to Learning

Approaches to Learning (ATL) skills are explicitly taught, intentionally embedded and progressively developed across all areas of school life.

Students develop:

Communication Skills

Students learn to express ideas clearly and confidently through oral, written and visual modes, while developing active listening, presentation and audience awareness.

Social and Collaboration Skills

Students learn to work effectively with others through respect, empathy, responsibility, teamwork, conflict resolution and leadership.

Self-Management Skills

Students develop the ability to manage time, tasks and emotions through organisation, goal-setting, perseverance and a balanced approach to learning and wellbeing.

Research Skills

Students learn to locate, evaluate and use information effectively, formulate questions, assess sources and apply ethical research practices.

Thinking Skills

Students develop critical and creative thinking by analysing information, evaluating perspectives, solving problems and generating innovative ideas.

As students progress through the MYP, these skills are deliberately scaffolded from supported practice in earlier years to greater independence and sophistication in later years.

Beyond the classroom, students apply these skills through co-curricular activities, service, projects, leadership roles and collaborative initiatives. They are encouraged to reflect on their development, set personal goals and track their progress over time.

Assessment and Reporting

Assessment at King's is an integral part of the learning process and includes assessment for learning, assessment as learning and assessment of learning.

Formative assessment may include:

- Exit tickets
- Student–teacher conferences
- Draft submissions
- Quizzes
- Learning journals
- Peer and self-assessment
- Criteria-linked practice tasks

Summative assessment provides opportunities for students to demonstrate their learning through projects, investigations, performances, presentations, essays, portfolios, design solutions and extended interdisciplinary or project-based learning tasks.

MYP assessment is criterion-related. Each subject is assessed against four criteria, with students' performance measured on a scale of 0–8. Teachers use best-fit professional judgement based on the relevant criteria descriptors.

Reporting includes criteria-based report cards, parent conferences, student-led conferences, ManageBac updates and ongoing communication.

Learning Beyond the Classroom

Service as Action

Service as Action is rooted in the belief that learning extends beyond the classroom, empowering students to take informed action based on inquiry and understanding.

Students take increasing ownership by initiating, planning and participating in service experiences, both individually and collaboratively. Ongoing reflection enables them to evaluate their experiences, recognise their growth and make meaningful connections to their learning.

Examples of Service as Action include:

- Sustainability initiatives
- Community partnerships
- Student-led campaigns
- Peer mentoring
- Charity projects

Experiential Learning

Learning extends beyond listening and remembering. Students investigate, create, collaborate and reflect through inquiry, hands-on learning, real-world challenges and opportunities to take action.

Experiential learning may include:

- Educational visits
- Outdoor learning
- STEAM challenges
- Guest workshops
- Service-learning initiatives
- Performances and exhibitions
- Competitions
- Student-led projects

These experiences provide opportunities for students to connect their learning with the wider world.

Student Wellbeing and Support

Students learn best when they feel safe, respected, connected and valued.

The pastoral programme supports personal development and wellbeing through regular advisory and pastoral learning experiences. Topics may include belonging, courage and voice, relationships, growth mindset and challenge, wellbeing and balance, gratitude and kindness, purpose and goals, digital citizenship, service, community and identity.

The school counselling service provides guidance and support for students' social and emotional development through individual guidance, small-group interventions, classroom wellbeing initiatives, consultation with teachers and families, and preventative programmes.

Inclusion and Student Support

King's provides proactive and responsive support that recognises each learner's individual strengths and needs.

The counselling programme promotes belonging and supports self-management, emotional resilience, positive relationships and confidence. The Counselling Department also facilitates staff wellbeing and professional learning sessions, alongside parent engagement workshops.

English as an Additional Language

The EAL programme supports students whose first or strongest language is not English and who require additional language support to access the curriculum successfully.

Support may include:

- Small-group language instruction
- Push-in classroom support
- Pull-out EAL sessions
- Listening, speaking, reading and writing development

- Academic vocabulary instruction
- Scaffolded classroom learning
- Collaborative planning between the EAL specialist and teachers

Assessment and progress monitoring include language profiling, formative assessment, classroom observation and collaborative review.

Student Voice and Leadership

At King's, leadership is viewed as an opportunity for service and positive contribution rather than simply holding a position of responsibility.

Students develop leadership through classroom responsibilities, student council, service opportunities, collaborative projects and wider school life.

Through Class Council, Student Council and student-led initiatives, students develop confidence, communication, initiative and ethical decision-making.

International-Mindedness and Digital Learning

International-Mindedness and the IB Learner Profile

International-mindedness is developed through an appreciation of different cultures, perspectives and ways of thinking.

Students explore multiple perspectives, intercultural understanding, global citizenship, ethical leadership, sustainability and multilingualism.

The IB Learner Profile provides a common language for learning, personal growth and wellbeing. The ten attributes are:

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

Technology, Library and Digital Learning

The library is a dynamic learning hub supporting the MYP through purposeful technology integration and inquiry-based learning.

Students develop information literacy, media literacy and critical thinking throughout the research process. They learn to evaluate sources, identify bias and misinformation, analyse multiple perspectives, organise evidence and communicate their findings effectively.

Academic integrity is explicitly taught, including the ethical use of information, paraphrasing, summarising, quoting and referencing.

Students are also taught the responsible and transparent use of AI as a learning tool while maintaining originality, critical thinking and academic honesty.

Study Skills and Academic Success

Studentsaresupportedindevelopingtheskillsandhabitsneededfor successful, independent learning.

These include:

- Organisation and planning
- Time management
- Note-taking
- Research skills
- Goal-setting
- Revision strategies
- Reflection and self-assessment
- Collaboration
- Academic integrity

As students progress through the MYP, they are encouraged to take increasing ownership of their learning and develop the confidence to manage academic challenges independently.

Parent Partnerships

Parents andfamilies playan important role in the learning journey.

Parents engage with learning through curriculum evenings, parent workshops, student-led conferences and parent–teacher conferences. ManageBac provides access to learning updates, unit overviews, announcements, reports and important school information.

The Parent Council works with the school to strengthen the community, support school initiatives and provide parent perspectives. Community events, celebrations, performances and exhibitions bring families together and provide opportunities to share in students' learning experiences.

Looking Ahead

Transition Through the IB Continuum

The school is developing a structured transition programme to help students feel confident, prepared and well supported as they begin the MYP.

Transition experiences may include orientation activities for students and families, opportunities to become familiar with MYP learning approaches and assessment, collaboration between PYP and MYP teachers, and student wellbeing and relationship-building activities.

Future Pathways

The MYP provides a foundation for future learning pathways, whether students continue into the IB Diploma Programme, another internationally recognised curriculum or other educational opportunities.

Academic and career guidance will support students in recognising their strengths and interests, exploring potential pathways, making informed subject choices and preparing for future study.

Grades 9 and 10 guidance will focus on connecting interests and abilities with academic and career pathways, while Grades 11 and 12 will receive more focused university planning and application support.

At King's, Learning is More Than Preparation for the Next Stage

The Middle Years Programme is a time of exploration, increasing independence and personal growth.

Through meaningful learning experiences, supportive relationships and opportunities to take action, students develop the knowledge, skills and confidence to understand themselves, engage with the world around them and shape their own future.