

Subject Overview — Quatrième

2026-2027 Academic Year

French

Brigitte Vidal

Overview of the French Course — Year 9

The aim of Year 9 is to consolidate and deepen what pupils have learnt in previous years. Pupils will progressively gain in independence, develop their critical thinking and strengthen their command of the French language so that they can express themselves precisely, both in writing and orally.

The course is built around several aims.

1. Consolidating command of the language

Command of the language relies on regular practice of grammar, spelling, conjugation and vocabulary.

Each grammar point is studied in class through practical exercises. Once a point has been understood and mastered, the lesson is copied into the exercise book and must be learnt for the following session. It is then assessed both on recall of knowledge and through exercises similar to those done in class.

Regular dictations help to consolidate spelling skills. The aim is for pupils to acquire solid reflexes so that they can better understand texts, analyse information and express themselves with greater rigour.

Language must become a genuine object of observation and reflection. Understanding how it works helps to solve problems of reading, writing and communication. Mastering the language is an essential skill in every subject and in everyday life.

2. Discovering literature and developing critical thinking

The study of literature invites pupils to reflect on their relationship with the world, with others and with themselves.

We will work on extracts from literary works as well as complete works belonging to different periods and different literary genres.

Using these texts, pupils will learn to practise close reading, that is, an attentive reading that involves understanding the meaning of a text, examining its construction and style, and the effects it has on the reader.

They will discover that every work conveys a vision of the world, carries a message and sheds light on major human questions, whatever period it comes from.

These studies will regularly give rise to discussions and debates in class. Pupils will thus learn to speak with confidence, organise their thinking, argue a case and listen to others' opinions with respect for everyone.

With this in mind, each pupil will choose a novel to present orally to the class. This exercise will develop skills in summarising, oral expression and argumentation.

3. An introduction to the arts and culture

The texts studied will sometimes be linked to works of art, to show that literature is in dialogue with painting, music, film and comic strips.

This approach will allow pupils to broaden their general knowledge and to better understand how the different art forms represent the world and echo one another.

4. Developing writing skills

Throughout the year, written composition work will be set following a precise methodology.

In particular, pupils will produce reading logs enabling them to present a work concisely, identify the main characters, draw out the key themes and express a reasoned personal opinion. The methodology will be explained at the start of the year.

Composition exercises will complement these activities: writing a letter, drafting a newspaper article, constructing an argumentative text, writing a description or inventing a story.

Pupils will also have the opportunity to develop their creativity by writing tales, short stories or other personal pieces, which they may illustrate or present, for example in the form of a journal.

Final aim

Beyond the expected knowledge and skills, the French course aims to give pupils a taste for reading, writing and reflecting.

Every book studied opens a window onto the world. It helps pupils to better understand others, to develop their critical thinking and to gradually build a solid personal culture that will stay with them throughout their schooling.

This should teach us about the world around us and about ourselves. The aim is to sharpen curiosity and instil a love of reading and writing, and above all to ensure that everyone, little by little, adds to their cultural knowledge.

History-Geography / Civic and Moral Education (European group)

Ange Schneider

The Year 9 history-geography syllabus follows on from that of Year 8. Pupils have 3 hours of lessons per week. As throughout the secondary syllabus, lessons will be accompanied by teaching on civic and moral education.

History: from the French Revolution to Colonisation

In Year 9, the syllabus focuses on French History in the 18th and 19th centuries. Discovering the Age of Enlightenment allows a link to be made between Europe's opening up to the world and the changes it underwent in the 18th century. This period also saw major political upheaval, notably the French Revolution.

Pupils go on to study Europe and the Industrial Revolution. The dynamism of the economy, technology and science are now considered within the context of the contemporary world. Pupils are also encouraged to take a more critical view of the effects of European domination, through the study of a colonial society.

Finally, society, culture and politics in 19th-century France complete this History syllabus. Pupils address the question of the country's democratisation during the 19th century and, in particular, the republican project of uniting the country around the values of 1789. The question of women's demands for equality with men is also addressed.

In Geography, urbanisation and integration into globalisation lie at the heart of the syllabus. Urbanisation profoundly changes spaces, territories and societies. On a global scale, cities play a structuring role, even though they are unevenly connected to global networks.

Pupils will then examine transnational human mobility, a major component of contemporary globalisation. It contributes to transforming territories, economies and societies. Pupils will study two main aspects of human mobility in depth: migration and tourism.

Finally, pupils are invited to reflect on the effects of globalisation dynamics on territories and their spatial implications. They will see that seas and oceans are spaces of development, of conflict and of geopolitical stakes.

This syllabus will help develop numerous skills:

- orientating oneself in time: building historical reference points;
- orientating oneself in space: building geographical reference points;
- reasoning, and justifying an approach and the choices made;
- finding information in the digital world;
- analysing and understanding a document;
- using different forms of expression in history and geography;
- cooperating and sharing (classroom, shared documents, etc.).

Civic and Moral Education

This year's work focuses on the question of law and its relationship with ethics. The notions of rights and duties for an individual in their relationship with others are examined in depth.

Three main strands will be covered in connection with the history syllabus:

- respecting others;
- acquiring and sharing the values of the Republic;
- building civic awareness.

History / Geography / Civic and Moral Education (Bilingual group)

Helen Thirtle-Leotard, Head of Languages Department

I am delighted to announce that I will be the History/Geography teacher this year, 2026/2027, for the bilingual Year 9 class.

This class has 3 hours per week of History/Geography/Civic Education taught in English. The purpose of teaching these lessons in English is to learn both subjects and take on board important information in a foreign language for some pupils, or in their mother tongue for others. However, there are several main aims in teaching History/Geography in English:

- pupils will have an additional weekly contact with an English-speaking teacher;
- being able to express themselves in English;
- communicating in English about the topics presented in class.

Of course, using a good level of English matters. Grammatical mistakes will not be corrected in class except in urgent cases, to clarify something for the whole group. We will learn and take on board the new vocabulary associated with each topic (for example 'The Enlightenment' in History or 'International Trade' in Geography), learn the facts, and be able to read, speak, write and express an opinion in English. Activities will be enjoyable and engaging during lessons. Reading will be done in class as well as at home as homework to go back over the lesson. I will set homework every week (reading at home and/or answering questions on a text linked to the lessons). Pupils will work alone or in small groups during lessons and will give presentations in class.

The Year 9 History and Geography syllabuses are rich and exciting:

The History syllabus begins with the 18th century in Europe, the Enlightenment, the Triangular Trade, the French Revolution, Napoleon, the beginnings of nationalism and imperialism, and ends at the start of the 20th century.

The Geography syllabus will cover maritime trade, human migration, ports and cities worldwide, the United States, emerging countries, Brazil, India and China.

The Civic and Moral Education syllabus will cover the following themes:

- the rule of law and freedoms;
- defending the democratic framework: security and national defence.

Each term, there will be 3 tests (or Supervised Assignments) to check that lessons have been well learnt and understood. Regular tests will also help me adapt my teaching approach to the dynamics and needs of the class. The tests will assess topics recently covered in class. Pupils will be well prepared, and revision and fun activities before each test will be carried out in class with me. Revision notes and explanations for each test will be given to pupils a week before the test. Pupils will not be penalised for mistakes in English, but I will encourage them individually to correct and understand their mistakes.

At EPBI, every teacher uses Google Suite for Education and has created a 'Classroom' for each subject/class. In the Year 9 Bilingual History-Geography classroom for 2026/2027, you will find:

- a Lesson Documents File, with all lesson summaries and additional resources (internet links, etc.) that we have used during lessons;
- a Homework File, with homework to be done and corrections;
- a DS File, with tests and corrections.

This classroom will be explained clearly to pupils at the start of the school year.

I would therefore like to welcome your child to my bilingual Year 9 History/Geography class. I hope this academic year will be a productive one for the pupils, for their English and, of course, for their knowledge of History and Geography.

Mathematics

Daniel Guy

In my view, Year 9 is a pivotal year in the study of mathematics at secondary school. Pupils will deepen their knowledge of many essential numerical topics: fractions, negative numbers, powers and algebra. In geometry, they will discover, among other things, the famous Pythagorean theorem.

Working method

Lessons will be presented in class over several sessions depending on their difficulty. They will be projected onto the interactive whiteboard and must be learnt for the following lesson.

Once a topic has been understood, pupils will put it into practice through various exercises, corrected either by myself or with pupils' participation.

It is strongly recommended that pupils do additional exercises to consolidate what they have learnt. These exercises may be corrected by parents or by myself.

Calculator

Pupils must always have their calculator with them (the model requested). However, its use will remain limited, as the main aim is to develop mental arithmetic and reasoning skills rather than systematic reliance on the calculator.

Equipment

Geometry equipment is essential: a ruler, a set square, a protractor, a compass, a pencil and an eraser. Any pupil without their equipment will not be able to take part in the lesson.

Tests

Pupils will be assessed through supervised assignments as well as written tests, whether planned or not. Tests include, as far as possible, both algebra and geometry exercises so that everyone can showcase their strengths.

Supervised assignments will generally cover the last two chapters studied. Revision will always be indicated at least a week in advance on Pronote.

Syllabus

Year 9 holds an important place in the Mathematics syllabus, particularly with the study of the Pythagorean theorem.

The syllabus is organised around five main themes:

- numbers and calculations;
- organising data and functions;
- quantities and measurements;
- geometry in space;
- an introduction to computer programming using Scratch, which will enable pupils to create simple games.

Aims

By the end of the year, pupils should have mastered calculations involving negative numbers and fractions (the four operations), as well as powers and algebra.

In geometry, we will study new transformations of the plane, such as rotations and translations, and we will deepen our work on calculating lengths.

Kangaroo Maths Competition

Pupils will also take part in the Kangaroo Maths Competition, an original and enjoyable way of discovering mathematics.

Website

<https://sites.google.com/site/danielepbi34670/>

There, pupils will find all the lessons as well as links to various additional educational resources.

Physics and Chemistry

Daniel Guy

This year, we will cover fundamental concepts for the pupils' continued schooling.

In Chemistry, we will study atoms, molecules and chemical reactions. In Physics, we will focus in particular on the principles governing electrical circuits.

With over twenty years' experience teaching physics and chemistry, I have put in place a working method along with a set of rules designed to help pupils succeed. Here are the main points:

Working method

Lessons will be presented in class over several sessions depending on their complexity. They will be projected onto the interactive whiteboard and must be learnt for the following lesson.

Once a topic has been understood, pupils will apply it through various exercises. All exercises will be corrected in class, either by myself or with pupils' participation.

It is strongly recommended that pupils do additional exercises to consolidate what they have learnt. These may be corrected by parents or by myself.

Tests

Pupils will be assessed through supervised assignments as well as written tests, whether announced or not.

Syllabus

The syllabus is organised around four main themes:

- the organisation and transformation of matter;
- movement and interactions;
- energy and its conversions;
- using signals to communicate.

Practical work

Wherever possible, and depending on the syllabus, practical sessions will be organised to allow pupils to carry out experiments illustrating the concepts studied in class and to better understand the phenomena observed.

Life and Earth Sciences — Year 9

European / Bilingual Group — Stéphanie Badaroux

Welcome to Life and Earth Sciences!

Year 9 is an important step in Cycle 4. The concepts discovered in Year 8 are explored further, and pupils progressively develop more complex scientific skills in preparation for Year 10.

The aim is to train pupils who are able to observe, reason, argue and explain natural phenomena using a rigorous scientific approach. Life and Earth Sciences also help to develop a better understanding of major current issues: health, the environment, biodiversity, sustainable development and the management of natural resources.

Aims of the course

Throughout the year, pupils will be encouraged to develop:

- a solid scientific culture;
- critical thinking based on observation and analysis;
- reasoning and argumentation skills;
- an efficient and rigorous working method;
- greater independence in learning.

In Year 9, greater involvement is expected. Pupils will need to learn to research information, compare different sources, analyse scientific data and construct well-argued responses.

I also encourage them to take an interest in scientific and environmental current affairs in order to develop their curiosity and broaden their knowledge.

The main themes of Cycle 4

The Life and Earth Sciences syllabus is organised over the three years of Cycle 4 (Years 8, 9 and 10). Concepts are gradually explored in greater depth around three main themes:

- Planet Earth, the environment and human action
- Living organisms and their evolution
- The human body and health

In Year 9, pupils will study, in particular:

- the internal and external dynamics of the Earth;
- natural hazards and their consequences;
- the impact of human activity on natural resources and ecosystems;
- the nutrition of living organisms at cell level;
- reproduction and the transmission of life;
- the nervous system, health and responsible behaviour;
- diet and the body's needs.

A scientific approach

Each chapter begins with a scientific question developed together with pupils. Starting from this question, they will learn to:

- observe and describe;
- propose hypotheses;
- carry out experiments;
- analyse results;
- interpret scientific documents;
- construct logical reasoning;
- communicate their conclusions.

Learning will be based on a range of resources:

- practical work;
- experiments;
- document analysis;
- scientific videos and animations;
- research projects;
- case studies;

- oral presentations and group work.

The key concepts will be summarised in the exercise book to provide a clear and effective revision resource.

All resources, homework and additional documents will be available on Google Classroom, our working platform throughout the year.

My expectations

In order to progress and succeed in Life and Earth Sciences, every pupil is asked to:

- arrive in class with their equipment;
- take an active part in lessons and practical work;
- take notes in an organised way;
- complete set work on time;
- follow safety instructions during practical activities;
- show curiosity, independence and perseverance;
- work regularly in order to understand concepts rather than simply memorising them.

Making mistakes is part of the scientific process. It is an essential step in learning, making progress and developing critical thinking.

Assessment

Knowledge and skills will be assessed throughout the year using various methods:

- supervised assignments;
- practical work;
- document analysis;
- scientific reasoning exercises;
- oral presentations;
- individual or group projects.

Assessments will cover both knowledge and skills: reasoning, experimenting, communicating, collaborating and applying knowledge to new situations.

A living subject

Life and Earth Sciences is an experimental subject in which observation, hands-on work and enquiry play an essential role. Practical work will allow pupils to develop their scientific curiosity, independence and ability to solve real problems.

My ambition is for every pupil to acquire a solid working method, develop a genuine scientific mindset and take pleasure in understanding the world around them, while preparing effectively for the demands of Year 10.

English —Bilingual Group

Madiana Rose

This year, the Year 9 bilingual class will be joined with the Year 8 bilingual class, and pupils will have 3 hours of English per week.

We will work from several resources, including the book *Insight Intermediate* by Oxford and the grammar book *Grammar In Use*.

We will consolidate what has been learnt so far in order to progress towards B2 level.

This year will allow pupils to gain even more skills in English, both spoken and written, so that they can understand written or spoken material, respond to it and interact with other speakers.

Assessment will take the following forms: in-class assessments and those set by the school (DS).

In class, with varying weightings

- regular homework to be handed in, which may either be marked or given feedback on;
- oral production: presentations or similar;
- regular vocabulary and grammar tests;
- larger assessments on what has been covered together, either orally or in writing.

I will naturally be more demanding of Year 9 pupils; I will expect greater depth, complexity, cultural knowledge and command of the language.

English —European Group

Vanessa Baker

Class organisation

The European stream in English continues to be taught as a mixed-ability class. This arrangement encourages independence, concentration and greater efficiency in work.

Ability groups

The class is organised into two levels (Level 1 and Level 2) to allow for appropriate differentiated teaching, while working towards common progress over time.

Resources and teaching

Teaching is based on the *Harmonize* textbook, its *Workbook*, and digital resources. Activities develop comprehension, expression and interaction skills, both spoken and written.

Organisation of lessons

Three hours of English per week are devoted to the full range of language skills. English is used for the majority of the lesson.

Projects and spoken English

Pupils carry out themed projects with an oral presentation at the end of each chapter, without written notes, to strengthen memory and spoken expression.

Classroom interaction

After each presentation, time is set aside for discussion to work on listening comprehension and interaction.

Assessment

Assessment is based on several methods: written homework, oral presentations as part of projects, vocabulary and grammar tests, and supervised assignments.

Personal study

Regular work is expected at home, particularly for learning vocabulary and completing homework, which may be assessed in class.

Aims

The aim is to help pupils progress from level A1+ to level A2+ within a structured and immersive framework.

Monitoring pupils' progress

Lessons and homework are available on the Google Classroom platform.

Spanish

Sabrina Palamara

In Year 9, pupils continue to develop their comprehension, expression and communication skills. The aim is to make them increasingly independent in their use of the language, both spoken and written.

The aims of the course are as follows:

- developing spoken and written comprehension by learning to understand familiar words, common expressions and simple texts;
- strengthening communication skills by learning to ask and answer questions, describe one's surroundings, recount an experience, write short texts or complete different types of documents;
- consolidating what was learnt in previous years while deepening knowledge of vocabulary, grammar and conjugation, so that pupils can express themselves with greater fluency and precision.

To achieve these aims, we will use the class textbook, which will serve as a basis for discovering new concepts. These will then be put into practice through a range of activities: dialogues, role play, listening and reading comprehension, group work, written work and speaking in class.

Pupils' progress will be assessed regularly by means of:

- lesson tests;
- written and oral comprehension and production assessments;
- supervised assignments;
- participation and engagement in the activities set.

In line with the Common European Framework of Reference for Languages (CEFR), the aim by the end of Year 9 is for pupils to reach level A2+, for the most confident.

A class project

Throughout the year, a project may be carried out based on pupils' interests and the themes studied in class.

These projects allow pupils to apply what they have learnt to a real situation, while developing essential skills: teamwork, listening to others, taking initiative, organising themselves and gaining confidence when speaking a foreign language.

In previous years, for example, pupils have created a comic strip on the theme of the environment, prepared an exhibition on ecology, or organised a fictional festival presented orally to the class.

Beyond language learning, these projects help to develop creativity, independence and enjoyment of learning a modern language.

Physical Education and Sport

Antoine Haget

I am Antoine Haget, Physical Education and Sport teacher. This year, pupils will deepen their physical, technical and tactical skills through a range of sporting activities. The aim will be to develop their independence, commitment and ability to cooperate, while enjoying themselves.

First term: Athletics (middle-distance running & relay)

The first term will be devoted to athletics, with work on middle-distance running and relay racing.

Aims:

- developing endurance and learning to pace a run;
- improving speed and movement efficiency;
- improving baton changeovers in relay races;
- cooperating to build a collective performance.

Second term: Strength training

During this term, pupils will discover the principles of effective strength training, suited to their age and carried out safely.

Aims:

- developing strength, muscular endurance and core stability;
- learning correct posture and technique;
- understanding the principles of balanced training;
- becoming more independent when carrying out a strength circuit.

Third term: Rugby

The third term will be devoted to rugby, a team activity that calls on physical qualities as much as tactical thinking.

Aims:

- developing the technical fundamentals of rugby;
- organising as a team in both attack and defence;
- developing communication, initiative and decision-making;
- respecting the rules, teammates, opponents and referees in a spirit of fair play.

Assessment in PE

Assessment will take place throughout the year and will be based on several criteria:

- motor, technical and tactical skills;
- progress made over the course of the sessions;
- involvement and effort;
- respect for the rules, instructions and others;
- engagement in the different roles (player, referee, observer, coach, etc.).

A mid-way assessment will be carried out halfway through each term. It will focus mainly on each pupil's attitude, commitment and seriousness, in order to encourage their progress.

PE rules

To ensure lessons run effectively and safely:

- appropriate sports kit is compulsory for every lesson;
- a water bottle is essential;
- in hot weather, a cap and sun cream should be brought;
- safety instructions must be followed at all times;
- respect for classmates, adults, equipment and facilities is expected at every session.

I hope that this year will allow everyone to progress, gain confidence and develop a taste for effort in an atmosphere of hard work, respect and cooperation.

For any questions, you can contact me at: a.haget@epbi.net

Design and Technology

Wilfrid Scamaroni

In Year 9, Design and Technology lessons help pupils to better understand the technical world around them and the innovations that shape our daily lives. Pupils also develop their ability to solve problems, work as a team and carry out projects. This subject encourages independence, creativity, critical thinking and problem-solving, while helping to build the scientific, technical and digital knowledge essential for tomorrow's citizens.

The year is organised around three main themes.

Theme 1: Discovering and analysing technical objects and systems

Aims: pupils deepen their analysis of technical objects and systems by studying their structure, their components and the interactions between their various functions. They learn to compare several technical solutions, justify design choices and evaluate the performance of a system. This approach allows them to develop a critical view of technology and its environmental, economic and societal impact.

Theme 2: Understanding technical objects and systems

Aims: pupils study how technical systems work by looking at information and energy flows. Through programming and simulation, they understand how the different parts of a system interact to meet a need independently and efficiently.

Theme 3: Designing and creating technical objects and systems

Aims: pupils draw up a specification, propose several solutions, produce a digital model, build a prototype and test that it works. They learn to improve their creation by taking into account technical constraints, uses and the principles of eco-design, while also developing their ability to work as a team.

Assessment

Pupils' knowledge and skills are assessed throughout the school year, using several methods:

- supervised assignments (weighting: 2);
- work and tests carried out in class (weighting: 0.25).

Media and Information Literacy (EMI)

Karl Suir

Media and Information Literacy (EMI) in Year 9 is an essential part of pupils' development as citizens. It aims to give them the tools to understand, analyse and use the media and information freely and responsibly.

In a society marked by a flood of information and the growth of digital technology, this subject is more essential than ever.

The general aims of Media and Information Literacy in Cycle 4 (Years 8, 9 and 10)

Media and Information Literacy is taught across Cycle 4, covering Years 8, 9 and 10. Its aims are to prepare pupils to:

- become informed and responsible citizens by applying critical thinking to information;
- understand how the media works and its implications (economic, political and social);
- know how to find information by mastering research tools and assessing the reliability of sources;
- produce and share information ethically and responsibly.

The specific syllabus for Year 9

The Year 9 syllabus is built around three broad areas of skills, developed progressively over the three years of the cycle. Here is what is specifically expected in Year 9:

1. Finding one's bearings in the media and information landscape

In Year 9, pupils deepen their understanding of the media:

- reflecting on their own experience: they think about their own use of media and information;
- understanding how the media works: they analyse how information is produced, selected and distributed;
- understanding different forms of media language: they learn to decode the codes and formats used by the media (text, image, video, etc.).

2. Finding information

Pupils learn to master the key stages of researching information:

- knowing and using tools: they know how to use different tools and sources to find information;
- researching information: they refine their research methods to become more efficient;
- evaluating information: this is a crucial point — they learn to check the reliability of a piece of information, to distinguish between sources and to cross-reference data in order to form an informed opinion.

3. Sharing and producing information ethically and responsibly

Pupils take action by becoming producers of information themselves:

- developing and presenting information: they learn to construct a message and share it;
- producing content for a school media outlet: they may take part in creating a newspaper, a web radio station or a video, in keeping with a code of ethics;
- developing a critical and responsible outlook: they become aware of the impact of their output and of what they share on others.

In summary, Media and Information Literacy in Year 9 is not simply ‘media education’. It is a comprehensive course that prepares pupils to become active, informed and responsible citizens in a world where information is everywhere. It gives them the tools to make sense of the world, exercise critical thinking and take a full part in democratic life.