RYGAARDS SCHOOL
INTERNATIONAL AND
DANISH DEPARTMENTS

Bernstoffsvej 54
DK 2900 Hellerup
Tlf +45 / 39621053
email admin@rygaards.com
www.rygaards.com

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Rygaards International Secondary School Curriculum and Danish Fællesmål

Art (Key Stage 3)

Competence Area (Fælles Mål)	How Rygaards Curriculum Meets the Goals
Billedfremstilling (Danish 6. kl.) –Eleven kan eksperimentere med og udtrykke sig i billeder med vægt på tematisering. uvm.dk	The Year 9 Art syllabus at Rygaards includes units such as "Drawing 4 – Applied One-Point Perspective: Focus Creating space on two dimensions", "Sculpting 4 – Trophies… Focus: Application of appropriate building techniques and development of ideas (clay)". Rygaards Skole Also includes "Painting 4 – Reflection – Art history, Focus: Composition, Material: Watercolour" and "Drawing 5 – Advanced Figure Drawing… Focus: combining figure drawing and space, creating composition". Rygaards Skole These demonstrate experimentation with media (drawing, clay, painting) and thematic focus (space/composition).
Billedanalyse (Danish 6. kl.) – Eleven kan vurdere billeders anvendelse inden for forskellige kultur- og fagområder. uvm.dk	The Rygaards syllabus includes "Artist study: free choice" in drawing, sculpting and painting modules—this implies investigation of artists, their techniques, and context. For example "Reflection – Art history" in the painting unit. Rygaards Skole The syllabus thus engages students in analysing artworks and placing them in context. Rygaards Year 7–8 curriculum fully addresses this competence through sustained analytical and practical engagement with images in cultural, environmental, and digital contexts. Year 7 Landscape Project: Pupils explore landscape painting as a cultural construct, discussing how nature is idealised in art, tourism, and environmental media. They photograph their own local landscapes and use these as painting references, analysing how framing and viewpoint influence perception. Year 7 "People in Focus" Unit: Pupils learn basic photography and editing skills—light, composition, framing—and apply them to portrait and action shots, learning how photographs communicate information and emotion. They also document and edit images of their artwork for digital presentation. Year 8 Portrait Project: Pupils analyse portraits by various artists, exploring how identity, gender, and culture are represented. They take and edit digital photographs of themselves or people they know, reflecting on how portrait imagery functions in social and media contexts before translating it into painting. Theme-Week Projects (Years 7–9): Clay *trophy* and *invented-sport medal* projects extend analysis to object-based imagery, examining how visual design communicates societal values and recognition.

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	Together these units enable pupils to evaluate how images are used and understood across artistic, social, environmental, and digital domains, fully satisfying the Danish *billedanalyse* goal.
Billedkommunikation (Danish 6. kl.) – Eleven kan udtrykke idéer og betydninger visuelt. uvm.dk	The Rygaards curriculum emphasises visual outcome creation: drawing, painting, sculpting units ask students to develop ideas and make outcomes (e.g., "Advanced Figure Drawing… combining figure drawing and space", "Sculpting… development of ideas"). Rygaards Skole This directly supports the student's ability to express meanings visually.
Fagligt bredde- og mediekompetence – (Implied in Danish faghæfte: plane, rumlige og digitale billeder) uvm.dk	The Rygaards curriculum includes 2-D (drawing, painting), 3-D (sculpting), and also text indicates "Material: free choice" for some units, suggesting media freedom. While the table extract does not explicitly list digital media, the broad choice of media suggests favourable breadth. Rygaards Skole Pupils work across a broad range of media including drawing, painting, collage, sculpture, and digital photography/editing, ensuring coverage of planar, spatial, and digital image-making. They also create and curate digital portfolios in Canva or PowerPoint, developing media literacy and presentation skills. Together these practices provide strong technical and expressive breadth, fully meeting the Danish *mediekompetence* goal.
Kulturel og visuel dannelse – (Implied in Danish faghæfte: kunstens og mediekulturens billedformer i lokale og globale kulturer) uvm.dk	The Rygaards syllabus mentions "Artist study: free choice" and "Art history" in the Painting unit, which suggests historical and cultural contexts are referenced. The one-point perspective drawing links to Western art conventions; the sculpting unit trophy may implicitly link to cultural artefacts (though not explicit). Rygaards Skole The Rygaards curriculum promotes cultural and visual literacy through observation, contextual study, and artistic reflection. Pupils photograph and document people, nature, and architecture in their surroundings and begin each project with observational studies to build visual understanding of the local environment. They research and interpret artists from different times and cultures, integrating themes of identity and representation across multiple projects such as portraits, landscapes, and sculptural work. These practices ensure pupils engage with local and global visual cultures and understand how imagery reflects social and cultural viewpoints, fully meeting the Danish *kulturel og visuel dannelse* goal.

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Craft and Design (Key Stage 3)

Competence Area (Fælles Mål) (fællesmål — nøglepunkt, efter Danish 6. kl.)	**How Rygaards Curriculum Meets the Goals**
Håndværk – forarbejdning (Danish 6. kl.): Eleven kan anvende værktøjer, redskaber og maskiner forsvarligt til forarbejdning af materialer	Rygaards introduces students to basic and intermediate art tools, including scissors, craft knives, printing tools, and digital fabrication (KS3 syllabus pp.7–9). Safety instructions and supervised use of equipment such as lino cutters and blades are included in studio sessions.
Håndværk – materialer (Danish 6. kl.): Eleven kan forarbejde materialer i forhold til produktets form, funktion og udtryk	Curriculum covers textile, paper, clay, and basic wood materials; students experiment with color, texture, and form to communicate ideas (pp.7–12).
Design (Danish 6. kl.): Eleven kan arbejde med enkle designprocesser knyttet til egen produktfremstilling	Students engage in design thinking, sketching, model making, and iterative processes for personal projects and group collaborations (pp.8–11). Also covered in Year 8 C&C
Æstetik og produktvurdering (Danish 6. kl.): Eleven kan vurdere eget og andres produkt i forhold til form, funktion og æstetik	Curriculum includes critique sessions and peer feedback, evaluating projects for creativity, composition, and functional aspects (pp.10–12). Also covered in Year 8 C&C
Kreativitet og innovation (Danish 6. kl.): Eleven kan anvende kreative metoder til problemløsning	Curriculum emphasizes experimentation, improvisation, and innovative solutions in project-based learning (pp.8–11). Also covered in Year 8 C&C
Kulturel forståelse og materialkendskab (Danish 6. kl.): Eleven kan forstå materiel kultur i hverdagen og historisk	Some coverage of historical and cultural art forms in KS3 units (pp.5–6), but primarily focused on Western art traditions.canvas Also covered in Year 8 C&C, includes sustainability awareness and relevant African and Asian cultural references.

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DT and Science (Key Stage 3)

Competence Area (Fælles Mål) (fællesmål, Danish 6th grade)	How Rygaards Curriculum Meets the Goals
Investigation – Student can plan and conduct investigations based on hypotheses	Science: Students perform experiments with chemical reactions, electricity, and ecosystems; they formulate hypotheses, plan experiments, and document results (pp.7–12). DT: Students engage in prototyping, iterative testing, and solution evaluation (pp.10–14).
Investigation – Student can use equipment, measurement methods, and recording techniques	Science: Use of instruments like thermometers, voltmeters, scales, pipettes; results recorded in lab journals (pp.8–11). DT: Material analysis and measurement during construction and prototyping (pp.12–14).
Investigation – Student can draw conclusions and reflect on results	Science: Data analysis, graphing, and discussion of cause-effect relationships (pp.10–12). DT: Test results compared to design goals; reflection on product functionality (pp.13–15).
Modeling – Student can use models to understand and explain natural and technological phenomena	Science: Diagrams, simple 3D models of the body, electricity, and the solar system (pp.8–11). Danish soil samples studied. DT: CAD models, physical prototypes, and material modeling (pp.15–18).
Perspective – Student can relate nature and technology to society, environment, and current issues	Science: Discussions on environmental impact, sustainability, climate change (pp.13–16). Danish contributions to space science discussed. DT: User-centered design and sustainable material choice (pp.19–20).
Communication – Student can communicate about nature and technology orally and in writing	Science: Lab reports, presentations, group discussions (pp.9–12). DT: Design documentation, process logs, peer feedback (pp.11–15).
Scientific understanding – Student can explain physical and chemical phenomena	Science: Topics include electricity, energy, water cycle, chemical reactions (pp.7–12).
Technology understanding – Student can understand the function and development of technology	Science: Danish wind technology discussed. Contributions of Brahe and Rømer covered. DT: Students build simple machines, electronic systems, and study design evolution (pp.10–18). Science: Examination of technological devices and energy systems (pp.11–13).
Nature/Technology in practice – Student can combine knowledge from science and technology for problem-solving	DT: Design projects with prototypes and functional testing (pp.12–18). Science: Cross-disciplinary projects with biological and physical experimentation (pp.9–13).

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English (Key Stage 3)

Competence Area (Fælles Mål)	How Rygaards Curriculum Meets the Goals
Oral Communication (Danish 7th grade level) — The student can participate in short conversations and deliver short, coherent presentations about familiar situations and topics.	The curriculum includes frequent oral activities: reading aloud, drama performances (study and full production of *Macbeth*), group presentations (e.g. "Planning a Trip" unit: 3–5-minute group presentations), and whole-class discussions. Students work on debates, dramatizations, and spoken interpretations of literary scenes. (Rygaards pp. 1–2). Students listen to TED talks and watch film adaptations of texts read in class and answer comprehension and analytical questions.
Written Communication (Danish 7th grade level) — The student can understand and write short texts in different genres, use simple connectors, and employ present/past tenses correctly.	Strong focus on writing structure: sentence construction, punctuation, paragraphing, and grammar skills. Students practise PFA (Purpose, Format, Audience), creative writing, short stories, essay writing using the PEE structure, novel passage analysis, and poetry. There is a clear emphasis on coherence and language accuracy.
Culture and Society (Intercultural awareness; Texts and Media; English as a global language) (Danish 7th grade level) — The student demonstrates understanding of cultural influence on communication, curiosity about varieties of English worldwide, and ability to engage in simple intercultural interactions using media.	The curriculum integrates cultural themes through literature and drama: novels such as *To Kill a Mockingbird* and *Animal Farm* explore social issues and identity; *Pygmalion* addresses accent and social class; and the "Travel" unit involves group research and presentations about different countries. There is also cross-curricular work with history and social studies topics. KS3 Annual UN Day and Theme Week collaboration across the Danish and International Schools. Year 8: Travel Blog and Travel Presentations.
Text comprehension and genre awareness (Texts and Media domain) (Danish 7th grade level) — The student can understand, analyse, and produce texts in various genres.	Rygaards includes short story work, novel study, poetry, essay writing, and close passage analysis, giving substantial exposure to text comprehension and genre features. Students practise identifying theme, structure, and characterisation across literary forms. Rubric given for every assignment depending on success criteria.

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Food Science (Key Stage 3)

Competence Area (Fælles Mål) (fællesmål — nøglepunkt, Danish 7. kl.)	How Rygaards Curriculum Meets the Goals
Mad og sundhed (Danish 7. kl.) – Sundhedsbevidsthed, ernæring og energibehov, hygiejne	Students learn to plan balanced meals, understand nutrition and dietary requirements, and follow hygiene practices in practical sessions. Students get nutritional information on each recipe that they cook, and learn and follow hygiene procedures including proper kitchen clean up, handwashing, etc. Dietary calculations covered within Biology.
Fødevarebevidsthed (Danish 7. kl.) – Råvarekendskab, bæredygtighed, madvaredeklarationer, kvalitetsforståelse	Curriculum includes ingredient sourcing, understanding seasonal and local produce, quality assessment, and some sustainability practices. Perhaps covered in Science?
Madlavning (Danish 7. kl.) – Anvendelse af teknikker og omsætning af idéer	Students practice a range of cooking techniques (baking, boiling, frying), adapt recipes, and experiment creatively.
Måltid og madkultur (Danish 7. kl.) – Værdier, kultur og levevilkår	Students explore cultural dishes, meal traditions, and the social aspects of shared meals.
Vurdering af madvalg i forhold til trivsel og miljø (Danish 7. kl.)	Some discussion of healthy eating choices and minimal food waste practices. Focus on sustainable use of materials is focused on in kitchen and design workshop, topics all linked to environmental awareness.
Analysering af råvarers fysisk-kemiske egenskaber (Danish 7. kl.)	Basic exploration of ingredient properties in cooking experiments (e.g., gelatinization, emulsification).

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French (Key Stage 3)

Competence Area (Fælles Mål) (fællesmål – nøglepunkt) (7. kl.)	How Rygaards Curriculum Meets the Goals
Mundtlig kommunikation (7. kl.) – Eleven kan kommunikere på fransk mundtligt om nære emner i et meget enkelt og forståeligt sprog. emu.dk+2emu.dk+2	The Rygaards Year 9 French curriculum includes: presentations of travel information to the class (3-5 minute group presentation) on a French song/movie/book; writing simple character descriptions; speaking tasks such as planning a trip, talking about holidays, media habits. Rygaards Skole+2Rygaards Skole+2 The presentations are short role plays or short interviews, going from straight forward and simple language to detailed, descriptive communication.
Skriftlig kommunikation (7. kl.) – Eleven kan kommunikere på fransk skriftligt om nære emner i et meget enkelt og forståeligt sprog. emu.dk+1	Rygaards curriculum lists writing tasks: e.g., writing a simple character description, writing a travel brochure or flyer ("produce a travel information packet"), writing scene of a movie, invitation cards for a party, writing about media/TV/holiday contexts. Rygaards Skole+1 Each text is short and written in a straightforward language.
Kultur og samfund (7. kl.) – Eleven får viden om sig selv som en del af et fransktalende fællesskab. emu.dk	The Rygaards syllabus includes: reading short poems about celebrations; exploring French songs/movies/books; media/technology topics (phone/internet habits in French context); planning trips to French-speaking countries; exploring festivals and celebrations. Rygaards Skole+1 Travel to a French speaking country to provide a rich and immersive language learning experience Practice speaking with native speakers to develop fluency and gain insights in cultural nuances and social etiquette

German (Key Stage 3)

Competence Area (Fælles Mål) (fællesmål – nøglepunkt)	How Rygaards Curriculum Meets the Goals
Mundtlig kommunikation (Danish 7. kl.) — Eleven kan kommunikere på tysk mundtligt om nære emner i et meget enkelt og forståeligt sprog	Rygaards Year 9 German includes "Free Time & Media" (TV/film viewing, discussing preferences) and "Planning a Trip" (asking for information, buying tickets, directions)

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Mundtlig lytning og samtale (Danish 7. kl.) — Eleven kan forstå enkle ord og budskaber ud fra situation, gestik og mimik, og har viden om tysk-dansk sprogligt slægtskab	Listening/viewing authentic German media (films, TV) and discussing content; oral tasks in "Planning a Trip", situations, like ordering or buying something; acting out theater plays, working with mimic and gestic. Relating and comparing German to their own language.
Skriftlig kommunikation (Danish 7. kl.) — Eleven kan skrive om nære emner i meget enkelt og forståeligt sprog	Writing tasks include "simple character description," "writing a scene," and "producing a travel flyer/brochure" Crosscuricular: Using art to enhance understanding. Scaffolding: Using prior knowledge to them, like their family tree, family trips, and their home.
Læsning og forståelse af tekster (Danish 7. kl.) — Eleven kan forstå enkle ord, udtryk og billeder i tekster og medier	Pupils read/view German media (films, simple articles) and extract basic information for tasks like planning trips. Working with authentic texts to understand and use expressions and basic vocabulary.
Kultur og samfund (Danish 7. kl.) — Eleven kan sammenligne eksempler på tysksproget kultur og egen kultur, har viden om tysklands geografi	Modules include "Festivals and Celebrations," "Going on a Trip," "Planning a Trip" with research about German cities. Crosscuricular: Geography. Travelling to and from Germany, covering cultural differences and understanding. Students travel to Germany in Year 9, interacting with Germans, their language and the culture.
Kulturforståelse / Kulturmøder (Danish 7. kl.) — Eleven kan placere tysktalende lande på et verdenskort og har viden om geografi	Cultural projects involve researching German cities and presenting findings. Mapping areas of interest, as well as talking about cultural experiences in each area.

Gym (Key Stage 3)

Competence Area (Fælles Mål) (fællesmål — nøglepunkt) (Danish 7. kl.)	**How Rygaards Curriculum Meets the Goals**
Alsidig idrætsudøvelse – Eleven kan anvende sammensatte bevægelser i udvikling af idrætsaktiviteter. Dansk Skoleidræt+1	The English programme (Key Stage 3) states that pupils should "build on and embed the physical development and skills … become more competent, confident and expert in their techniques and apply them across different sports and physical activities." GOV.UK+1 At Rygaards, the KS3 curriculum framework covers a broad range of sports and movement patterns (gymnastics, athletics, games) and emphasises. refinement of technique and linking of skills in sequences. For example, the national curriculum mentions athletics & gymnastics, team and individual games, varied movement. GOV.UK

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	Students create their own gym lesson and become instructor for the others, including a warm up and specific exercises.
Idrætskultur og relationer – Eleven kan analysere idrætskulturelle normer, værdier og relationer. Dansk Skoleidræt	The English programme states that PE should provide opportunities to compete in sport and other activities, build character, embed values such as fairness and respect. GOV.UK+1 At Rygaards, the KS3 curriculum emphasises teamwork, competition, tactical understanding, roles (performer/coach/official) and links with community sport. For example, pupils are encouraged to analyse performance and apply principles, and to take part in competitive sports and activities outside school. GOV.UK+1 Sit the students down at the end of lessons and reflect of what they have learned, as well as which parts of the body was beneficially used. Comparing sports from the OL and recreating similar activities. Comparing how professional players play football, handball, volleyball, badminton etc. And imitating their strategy.
Krop, træning og trivsel – Eleven kan analysere samspil mellem krop, træning og trivsel. Dansk Skoleidræt+1	The English programme states that pupils should understand the long-term health benefits of physical activity; be physically active for sustained periods; engage in competitive sports; lead healthy, active lives. GOV.UK+1 The KS3 curriculum emphasises health-related fitness, training methods, understanding performance improvement, and ability to lead active lifestyles. For instance: "analyse their performances … and demonstrate improvement to achieve their personal best". GOV.UK+1 Movement topic in year 8 science, focuses on how the body generates energy for movement. In dept study of the muscles, skeleton, and diseases related to diet

Mathematics (Key Stage 3)

Competence Area (Fælles Mål) (fællesmål) – (efter Danish 6. kl.)	**How Rygaards Curriculum Meets the Goals**
Tal og algebra (Danish 6. kl.) – Eleven kan vælge hensigtsmæssig regningsart til løsning af enkle hverdagsproblemer og opstille et simpelt regneudtryk; Eleven kan gennemføre regneprocesser inden for alle	Rygaards Year 9 syllabus includes "Number", "Proportion", "Indices", "Surds", "Standard form", "Money", "Exponential Growth & Decay" under Number heading. Rygaards Skole+1 This indicates that students engage with rational and real numbers, money, growth, etc.—so the arithmetic processes and operations are present and exceed the "simple hverdagsproblemer" expectation. Approximations and estimations, textbook chapter 1.3 page 14. This is for year 7 from Start to October.

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fire regningsarter med inddragelse af overslag og lommeregner. uvm.dk+1	For year 8, October to xmas under Number: limits of accuracy includes estimations and approximations.
Tal og algebra – fortsat (Danish 6. kl.) – Eleven kan uddrage relevante oplysninger i enkle matematikholdige tekster; Eleven kan anvende regneudtryk i hverdagssprog; Eleven kan anvende hjælpemidler med faglig præcision. uvm.dk	Rygaards includes topics such as "Graphs", "Algebra and Graphs", "Coordinate Geometry", "Sets" and "Probability" which implies usage of mathematical language, expressions and tools (e.g., graphs/expressions). Rygaards Skole+1 For statistics year 7: xmas and winter – we extract info from texts using linear graphs and (data analysis) For year 8 Easter to Summer 'statistics classifying and interpreting data/text (chapter 7.5 and 9.6)
Geometri og måling (Danish 6. kl.) – Eleven kan anvende geometriske begreber og måle; Eleven kan anvende geometriske metoder og beregne enkle mål. uvm.dk	Rygaards Year 9 syllabus includes "Mensuration", "Circles, arcs, sectors", "Geometry", "Coordinate Geometry: Length, Midpoint, Parallel and Perpendicular", "Transformations and Vectors: Vectors in 2D and magnitude". Rygaards Skole Concepts and measure, Terms, construction, similarity, symmetry and angles (parallel lines, polygons, angles around a point). Calculate measurements and angles. Easter –Summer for year 7. Textbook chapter 4. Concepts and measure, Terms, construction, similarity, symmetry and angles (parallel lines, polygons, angles around a point). Calculate measurements and angles. Year 8 – xmas –winter. Text book chapter 4.
Statistik og sandsynlighed (Danish 6. kl.) – Eleven kan udføre egne statistiske undersøgelser med enkle data; Eleven kan bestemme statistiske sandsynligheder. uvm.dk	Rygaards includes "Probability: Combined and conditional", "Statistics: Charts and diagrams, scatter diagrams, cumulative frequency and histograms". Rygaards Skole Statistical studies with simple data - student lead. Year 7 - Christmas to winter. Formative assessment when completing Chapter 9.
Modellering og kommunikation (Danish 6. kl.) – Eleven kan opstille og løse matematiske problemer; Eleven kan gennemføre enkle modelleringsprocesser; Eleven kan mundtligt og skriftligt kommunikere med og om matematik – herunder med digitale medier og hjælpemidler. uvm.dk	Rygaards curriculum emphasises problem solving and reasoning: their "Maths Curriculum Progression" states pupils will develop problem solving and reasoning skills alongside number/algebra etc. Rygaards Skole Topics such as graphs, coordinate geometry, transformations imply modelling and communication of mathematics. Year 7: Xmas to Winter. Creating stop motion videos for learning equations. Year 8: Poster presentations for learning factorizing and expanding polynomials. August to October

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Teknologiforståelse (Danish 6. kl.) – Eleven kan handle hensigtsmæssigt med digitale teknologier i afgrænsede hverdagssituationer. uvm.dk	The Danish document includes this competence area for efter 6. klassetrin (though more fully developed later). Rygaards Maths curriculum summary does **not** explicitly reference digital technologies or computing/algorithms in the Year 9 maths syllabus document present. For years 7 –9 www.drfrost.org is used including videos and media. Additionally, students can access ChatGPT for continued study. Youtube videos, kuta media, Corbettmaths and others can be used for continued support. Students use Desmos for observing the effects of varying the gradient or y-intercept for various functions.

Music (Key Stage 3)

Competence Area (Fælles Mål)	How Rygaards Curriculum Meets the Goals
Kreativitet og musikforståelse (Danish 6. kl.)	Rygaards curriculum emphasizes creativity in music through composition activities and group performance (p.10–12). The focus is on musical creativity and adapting different genres, which meets the Danish goal for creative expression.
Musikalsk udførelse og formidling (Danish 6. kl.)	Rygaards include regular performances and a range of ensemble work (p. 5–7). Students develop their instrumental and vocal skills, mirroring Danish performance expectations. Students have a lot of opportunities to perform solo during Christmas time, both during the lessons and assemblies.
Musikalsk analyse og refleksion (Danish 6. kl.)	Analysis of musical works is a part of Rygaards' curriculum (p. 14–16). Students listen to a variety of music and discuss stylistic elements. Danish curriculum calls for deeper analysis of music history and structure. During the Jazz unit students are not only learning about the origin of jazz but also comparing music across different time periods.
Musik og samfund (Danish 6. kl.)	The curriculum incorporates discussions on music's role in society (p.18–20), focusing on cultural and historical contexts, and how music impacts social change. Students are exploring how music can enhance an event and learning about the role of music during important moments in life, like weddings or funerals during music for special occasion unit. Students also look at the songwriting process as a way of expressing our values and beliefs during songwriting unit.

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Religion (Key Stage 3)

Competence Area (Fælles Mål)	How Rygaards Curriculum Meets the Goals
Knowledge of Christianity – Understanding key stories, beliefs, symbols (Danish 6. kl.)	KS3 covers core Christian narratives (Creation, life of Jesus, parables) and symbols (cross, baptism). Students explore Christian festivals and church practices. During our religion lessons around Christmas and Easter, we explore Danish expressions of Christianity in the Lutheran context – particularly around the practices of Christmas traditions and Fastelavn during the Lenten period, among others.
Knowledge of other religions and worldviews (Danish 6. kl.)	KS3 introduces Judaism, Islam, Hinduism, Buddhism; students compare beliefs, rituals, and festivals. Students frequently research and get exposure to various world religions by presenting about their cultures, traditions, and sacred texts. In our text book 'Themes to Inspire 1' we explore the world religions in the following contexts: Views of Jesus (1.4), symbols in art (1.5), places of worship (1.6), relics (1.7), religion histories (1.8). We discuss local contexts with discussion and exploration around experiences within the multi-cultural class.
Religious texts and interpretation (Danish 6. kl.)	Students read excerpts from the Bible, explore stories, and discuss meaning; introduction to Qur'an stories in Islam section. Students present to each other about significant stories from all the sacred texts: Talmud, Bible, Quran, Guru Granth Sahib, etc... We discuss the biblical scriptures in their near-eastern context discussing interpertation and understanding the 'spirit' of the text in our modern day. We discuss this in Section three of the 'Themes to Inspire 1'
Ethical and moral reflection (Danish 6. kl.)	Students discuss moral lessons from Bible stories, ethical dilemmas, and social responsibility; some reference to charity and justice in world religions. Students explore various current events and discuss how world religions shape individuals views on the issue (i.e. abortion, capital punishment, cloning, etc...) As part of a class project we explore the 'Shroud of Turin' looking at evidence on either side of the debate – is it really the burial cloth of Christ or is it just a piece of cloth belonging to a nobody? The students lead the discussion and discuss ethics of mystery, disagreement, evidenciary standards, and grounds for belief.

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Cultural literacy and religious heritage (Danish 6. kl.)	Curriculum includes study of Christian festivals, church architecture, and historical impact; limited coverage of secular or Danish cultural practices linked to Christianity. During our religion lessons around Christmas and Easter, we explore Danish expressions of Christianity in the Lutheren context – particularly around the practices of Christmas traditions and Fastelavn during the lenton period, among others.
Use of religious vocabulary and communication (Danish 6. kl.)	Students use terms like Messiah, parable, sacrament, prophet; class discussions encourage articulating understanding of beliefs.
Critical thinking and comparative analysis (Danish 6. kl.)	Students compare beliefs across religions, identify similarities and differences, and consider personal viewpoints.
Engagement with rituals and practices (Danish 6. kl.)	Observational activities, role-play, and descriptions of rituals (e.g., baptism, prayer, Ramadan practices). Role Play as part of understanding biblical stories is optional for class projects.
Reflection on religion in society (Danish 6. kl.)	Students discuss role of religion in moral decisions and communities; limited focus on contemporary Danish context. Religion in modern Danish society includes confirmation of teenagers. Many students at Rygaards prepare for their confirmation here with a Danish teacher.

Social Studies (Key Stage 3)

Competence Area (Fælles Mål)	**How Rygaards Curriculum Meets the Goals**
Politik (efter Danish 9. kl.) – Eleven kan tage stilling til politiske problemstillinger lokalt og globalt og komme med forslag til handlinger. emu.dk+2Vidar Skolen+2	The curriculum includes units on: "The Middle East, … Israel/Palestine" and "The World History Project (1750 AD–1900 AD)", showing global dimension of political/historical power relations. (Year 9 Social Studies syllabus) Rygaards Skole Also includes "Student Council – active role" mention in school structure, implying student voice and participation. Rygaards Skole
Økonomi (efter Danish 9. kl.) – Eleven kan tage stilling til økonomiske problemstillinger og handle i forhold til egen økonomi og samfundsøkonomien. emu.dk+1	The syllabus includes "Earning a living, how and why the employment structure has changed in various countries, examples – the clothing industry and mobile phones." (Geography/human economy) Rygaards Skole This addresses structural economic change.

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Sociale og kulturelle forhold (efter Danish 9. kl.) – Eleven kan tage stilling til sociale og kulturelle sammenhænge og problemstillinger. emu.dk+1	The syllabus covers: "Appreciation of other cultures – listening to French music … How does media influence our own culture?" and "Free Time & Media" (on cultures/media) as part of Social Studies. Rygaards Skole Also geography unit "rich world/poor world, measuring and mapping development" addresses global inequality/culture. Rygaards Skole Y9- From Farms to Factories: The Industrial Revolution Improvements in Transportation Famous Inventors from 1745-1901 **History** The Slave Trade – Britain's role in the Atlantic slave trade. Reading about the lives of African slaves. Abolition of the Atlantic slave trade. Y8- **History:** The Tudor Monarchs – Politics/Religion Life in the Tudor Times – Society Renaissance, Reformation
Samfundsfaglige metoder (efter Danish 9. kl.) – Eleven kan bruge samfundsfaglige metoder til at undersøge samfundsmæssige problemstillinger, opstille hypoteser, indsamle og bearbejde data, diskutere resultater. emu.dk+1	The syllabus states: "Geography skills in practice, fieldwork: devising and testing geographical hypotheses." (Year 9) Rygaards Skole This shows method/fieldwork dimension in Social Studies.

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Art (Key Stage 4)

Competence Area (fælles-mål — nøglepunkt)	How Rygaards Secondary syllabus meets the goal
Billedfremstilling (Danish 6. kl.) – Eleven kan eksperimentere med og udtrykke sig i billeder med vægt på tematisering. uvm.dk+2uvm.dk+2	The IGCSE syllabus explicitly emphasises experimentation, development of ideas, two- and three-dimensional form and composition, and personal response. For example, the "Content overview" lists areas: painting and related media; graphic communication; three-dimensional design; textiles; photography. Cambridge International+2Rygaards Skole+2 The "Aims" state learners should "engage and experiment with a range of media, materials and techniques, including new media and technologies" (Rygaards version) Rygaards Skole
Billedfremstilling – teknikker/materialer (Danish 6. kl.) – Eleven kan anvende forskellige tegneteknikker og materialer; kan anvende farvernes virkemidler; kan arbejde eksperimenterende med rumlig form. uvm.dk	The IGCSE syllabus outlines that students will develop technical skills in two- and three-dimensional form and composition; they "identify and solve problems in visual and tactile forms". Cambridge International The syllabus sections for subject content define the skills and understanding common to all areas of study (v2027: "Skills and understanding common to all areas of study" pp.11-12) and then specific media (pp.12-16) Cambridge International
Billedanalyse (Danish 6. kl.) – Eleven can analyse and vurdere billeders anvendelse inden for forskellige kultur- og fagområder. uvm.dk	The IGCSE syllabus sets out assessment objective AO3 (Develop) and AO1/2/4 which incorporate investigation of sources, critical understanding and personal response, including context and cultural understanding. For example: "develop ideas through investigation, demonstrating critical understanding" (v2026 syllabus) Cambridge International The "Aims" include: "critical and cultural understanding" and "awareness of the role played by the visual arts in society and history". Rygaards Skole+1 The IGCSE Ceramics programme develops advanced analytical skills through student-led artist research and application. Students analyse and evaluate artworks from both contemporary and historical contexts, linking visual language and material use to cultural and historical development. The requirement that one artist be non-contemporary ensures a clear connection to the *history* curriculum, while the global range of artists establishes cross-cultural understanding. This satisfies the Danish goal of analysing and evaluating images across different cultural and subject domains.
Billedkommunikation (Danish 6. kl.) – Eleven can udtrykke idéer og betydninger visuelt. uvm.dk	The IGCSE syllabus emphasises the generation, development and presentation of personal responses — AO4 "Present: present a personal and coherent response that realises intentions and demonstrates an understanding of visual language." Cambridge International+1 The content overview encourages communication in two/three dimensions, and personal outcomes.

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Billedkommunikation – formidling/udstilling (Danish 6. kl.) – Eleven can etablere digitale udstillinger; kan formidle viden med billeder i kunst- og kulturprojekter. uvm.dk	The IGCSE syllabus includes the requirement that students make a final outcome and submit work for external assessment (Component 2) or coursework (Component 1) — which implies presentation, mounting/display of work, and communication of intent. The "Learner Guide" emphasises recording, exploration and presentation of work (supporting studies + final outcome) and encourages photography/3D recording etc. notes.papacambridge.com+1 Students now work exclusively with digital portfolios, photographing their artwork and creative processes and designing a cohesive digital layout for presentation and assessment. This approach fulfils the Danish requirement for establishing digital exhibitions and communicating artistic knowledge through images. The digital format also strengthens students' visual-communication and curatorial skills, ensuring alignment with the *formidling/udstilling* competence in *Fælles Mål*.
Overordnet formål: deltagelse som medskaber af kultur og visuel mediekultur (Danish 6. kl.) – Eleven som deltager i og medskaber af kultur og mediekulturens billedformer som de fremstår i lokale og globale kulturer. uvm.dk	The IGCSE syllabus aims include: "develop an awareness of the role played by the visual arts in society and history; broaden cultural horizons and individual experience." Cambridge International+1 The syllabus also emphasises exploration of media/technology, two- and three-dimensional form, and a working vocabulary relevant to the subject and interest in other practitioners/environments/cultures (v2027 content overview) Cambridge International Students participate in visual culture through organised gallery and exhibition visits. They document and reflect on these experiences within their digital portfolios, connecting curatorial and artistic approaches to their own creative work. This activity ensures active participation and co-creation within local and global visual culture, fully meeting the Danish goal "deltager i og medskaber af kultur".
Eksperimenterende og undersøgelse (implicit dansk progression) – While not separately titled, the Danish curriculum emphasises progression in experimentation, combination of materials, digital/ rumligt etc (færdigheds- og vidensmål). uvm.dk	The IGCSE's assessment objectives and coursework structure (AO1–AO4) emphasise investigation (recording/observing), exploration (media/materials), development (ideas/investigation) and presentation (final outcome) – thereby providing a strong experimental/reflective cycle. Cambridge International+1

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Biology (Key Stage 4)

Competence Area (fællesmål – key point) (stage)	How Rygaards Secondary syllabus meets the goal
Investigation – design, carry out and evaluate investigations in biology. (Danish 9th grade)	Cambridge explicitly requires practical and investigative skills: the syllabus aims include development of experimental skills, handling variables, safety, and problem-solving. Practical assessment and Practical assessment guidance (including required practicals and skills) are defined; assessment objectives include AO3 (practical skills) and AO2 (handling information). Subject content lists experimentally-investigable topics (e.g., diffusion/osmosis, photosynthesis experiments, respiration, microscopy). Teachers are expected to teach experimental methods and data handling.
Investigation – collect and evaluate data from own and others' investigations; understand data validation. (Danish 9th grade)	Cambridge AO2 & AO3 require data collection, manipulation and interpretation; the syllabus has sections on mathematical requirements, presentation of data, and evaluation of methods. Practical papers include questions on experimental limitations, sampling and bias. All covered very well during the practical sessions in biology
Modelling – apply and assess models in biology (Danish 9th grade)	Cambridge uses conceptual and representational models across the syllabus: cell models, models of gas exchange, circulation, food chains/webs, genetic diagrams (Mendelian crosses), population/evolution concepts and ecological energy flows. The syllabus expects students to move between representations (graphs, diagrams, symbolic notation) and to explain phenomena using models. Models are used during the teaching of the course. For example: the alimentary canal
Perspective – relate biology to the wider world and development of scientific knowledge (Danish 9th grade)	Cambridge aims include application of scientific knowledge to benefit people and the environment, and encourage discussion of scientific issues affecting individuals, communities and the environment. Specific syllabus topics address human nutrition, diseases and immunity, drugs, biotechnology, ecosystems, and evolution, which lend themselves to societal and ethical perspectives. Examiner reports and extended questions often require contextualisation and evaluation. Links to Novortis in the enzyme lessons
Communication – communicate about science and biological matters (Danish 9th grade)	Cambridge requires students to use scientific terminology, conventions and to present data clearly; written papers include extended answers and require clear scientific argumentation; assessment objectives include communication of scientific ideas. The syllabus also lists conventions, command words and presentation expectations.

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	Students make posters and booklets on topics covered in the lessons (Human nutrition)
Content coverage — specific biology topics: cells, microorganisms, human body, ecology, genetics, evolution, biotechnology (Danish 9th grade)	Cambridge covers a comprehensive set of biology topics that map well to UVM topics: characteristics/classification, cell structure & function, movement into/out of cells, biological molecules, enzymes, plant & human nutrition, transport, diseases & immunity, gas exchange, respiration, excretion, coordination, drugs, reproduction, inheritance, variation & selection, ecosystems. These provide topic-level match to UVM's required knowledge areas (cells, microbiology, ecology, evolution, body & health, biotechnological applications). Novonortis is mentioned in lessons
Practical & safety requirements (laboratory competence) (Danish 9th grade)	Cambridge provides detailed apparatus/materials lists, safety guidance, and required practicals. Mathematical requirements and data presentation guidance support lab competency. Novonortis is referred to in many lessons

English (Key Stage 4)

Competence Area (Fælles mål – key point) (stage)	**How Rygaards Secondary syllabus meets the goal**
Oral communication – The student can participate in longer, spontaneous conversations and argue for their viewpoints in English. (Danish 9th grade)	**0500:** Speaking & Listening (Component 4) explicitly assesses oral performance: presentation and conversation. Assessment Objectives SL1–SL5 cover articulation, expression of ideas, register, and interactive listening. Strong fit if Component 4 is included. Rhethoric Unit: Debating topics **0475:** While primarily literary, the syllabus encourages oral response, class discussion, and verbal interpretation of texts (Aims: "communicate an informed personal response"). Class Discussions: Literary analysis
Written communication – The student can understand and produce longer, coherent texts for different purposes (argumentative, reflective, informative, creative). (Danish 9th grade)	**0500:** Very strong coverage: Reading and Writing components require a broad range of text types (letters, reports, articles, speeches, summaries). Coursework portfolio (Component 3) emphasises extended compositions and accuracy (AOs W1–W5). Directed/Persuasive Writing Unit: Students write to a decision-maker within the school, proposing an idea that they believe would benefit the school. **0475:** Analytical and interpretive writing skills developed through literature essays and unseen analysis tasks.

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Reading comprehension – The student can understand key ideas in argumentative texts, recognise rhetorical devices, and interpret implicit meaning. (Danish 9th grade)	**0500:** AOs R1–R5 explicitly target understanding, inference, evaluation, and analysis of how writers achieve effects. Unseen texts and comprehension exercises focus on rhetorical and linguistic techniques. Reading Strategies explicitly taught in preparation for the Reading Exam and Directed Writing Exam. **0475:** Deep literary interpretation (AO1–AO3), including contextual and stylistic analysis. Reading Strategies explicitly taught during the study of Poetry, Prose and Drama texts. Book Review Task & Presentation: Student Led
Language awareness – The student understands how genre, content, and purpose are connected; demonstrates grammatical control, correct spelling, register, and awareness of learning strategies. (Danish 9th grade)	**0500:** Strong emphasis on accuracy (W5) and register (W4). Genre and purpose explicitly taught through the "text types" list in Subject Content. Students are taught vocabulary, grammar, punctuation, register and structure rules and are required to edit their written work to correct mistakes after peer/teacher review. **0475:** Reinforces genre and stylistic awareness through literary form analysis, though not grammar-focused.
Culture and society – The student can act independently in international cultural encounters, understands cultural and social contexts, and uses media as a means of international contact. (Danish 9th grade)	**0475:** Aims include exploring texts from different periods and cultures and promoting empathy and cultural understanding. **0500:** Allows integration of global topics and authentic communicative tasks through speaking and writing components. KS3/4 COBIS International Poetry Competition KS3/4 Debate Club: Annual International Competitions KS3/4 UN Day and Theme Week Danish/International School Collaboration
Texts and media / multimodal genres – The student can use varied text types and media; initiate communication in digital contexts. (Danish 9th grade)	**0500:** Covers a wide range of text types (reports, interviews, speeches, etc.). Coursework allows multimodal tasks; assessment includes consideration of audience and purpose. Book Presentation PowerPoint. **0475:** Less focus on production but supports critical reading of context and medium. Presentations on Literary Texts. During Drama Unit: Students film short scenes from the set text. Film-X (at Cinemateket): In-depth day where students create, film and edit a short movie.

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Overall learning competence goal – Students should apply linguistic, textual, and intercultural skills in both national and global contexts and choose appropriate communication and learning strategies. (Danish 9th grade)	**Both syllabi** promote communicative, analytical, and intercultural skills. Cambridge Aims emphasise development of reading, writing, and critical understanding. Portfolios and oral components allow measurable outcomes. KS4 Global Perspectives: Research Report, Presentation and Self-Reflection on a global issue including its national impact.

French (Key Stage 4)

Competence Area (Fælles Mål – key point) (stage)	**How Rygaards Secondary syllabus meets the goal**
Oral communication – Listening (Danish 9th grade) "Pupil understands main content and detail about familiar topics; knows how to listen for main ideas and detail."	Cambridge **Paper 1 – Listening** develops understanding of gist and detail in authentic French recordings. Topics cover daily and personal contexts (Areas A–E).
Oral communication – Conversation (Danish 9th grade) "Pupil can, with some support, take part in short conversations on everyday topics."	Cambridge **Paper 3 – Speaking** explicitly tests interaction, spontaneous response, expressing opinions and describing situations.
Oral communication – Presentation / linguistic focus (Danish 9th grade)	Paper 3 also includes short presentations; focus on language control and accuracy. Using the glossary provided by Cambride to expand the vocabulary Using AI to check grammar Collaborative Learning: Rehearsal of the presentation, recording each other presentation Feed-back Loop
Written communication – Reading (Danish 9th grade) "Pupil can understand messages and attitudes; process information on relevant topics."	Cambridge **Paper 2 – Reading** assesses understanding of gist, detail, and attitude across authentic texts.

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Written communication – Writing (Danish 9th grade) "Pupil can write simple and coherent texts about familiar topics."	Cambridge **Paper 4 – Writing** requires letters, descriptions, short narratives, and opinion texts; clear focus on sentence and text coherence. Use of AI to check the first draft of writing and elaborate on writing
Linguistic focus / Grammar (Danish 9th grade) "Knowledge of tenses, infinitive, verb use, word order."	Cambridge includes a detailed **List of grammar and structures** expected at A2/B1 level.
Culture and society – Francophone culture (Danish 9th grade) "Pupil can act as part of a French-speaking community; knowledge of francophone countries, symbols, daily life."	Cambridge **Topic Area E – The international world** + Aims promote cultural awareness and insight into francophone countries. Cultural events like " Le Mois de la Francophonie" Practice speaking with a native speaker to develop fluency and gain insights in cultural nuances and social etiquette Movies and songs covering the different countries of the Francophonie
Culture and society – Intercultural understanding (Danish 9th grade)	Cambridge Aims: "offer insights into culture and society…"; cultural contexts embedded in tasks.
Learning strategies / autonomy (Danish 9th grade) "Use reference tools and compensation strategies."	Cambridge lists communication and learning skills (reading/listening strategies) and a vocabulary list to support autonomous vocabulary building. Use computers and phones to record their speaking exercises. Students use Education perfect to elaborate on their vocabulary listening to the words, reading the words, dictation of the words
Progression / CEFR target (Danish 9th grade) "Pupil can communicate understandably and coherently."	Cambridge targets **CEFR A2 → B1**, described in Grade Descriptions. This matches UVM's expected end-of-Year-9 level.
Digital competence / tools (Danish 9th grade) "Use of digital tools to compensate for language gaps."	Cambridge mentions accessibility and equality but **no pedagogical digital tool requirement**. Digital tool: Education perfect, AI
Local relevance / practical communication (Danish 9th grade) "Pupil can act in real-life francophone contexts."	Cambridge tasks simulate authentic interaction and use cultural topics (A–E).

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Geography (Key Stage 4)

Competence Area (Danish fællesmål — key point, grade)	How Rygaards Secondary syllabus meets the goal
Investigation (Danish 9th grade) — "Students can design, carry out, and evaluate investigations in geography."	Cambridge allows practical/theoretical fieldwork through Component 3 – Coursework and Paper 4 (alternative). Paper 2 and coursework guidance describe techniques for data collection, observation, and use of cartographic/digital sources. Case studies (Population, Natural environment, Economic development) can be based on field studies.
Modelling (Danish 9th grade) — "Students can use and evaluate models in geography."	Cambridge teaches and assesses models: demographic, urban, plate tectonics, and economic development. Mathematical skills include interpretation of graphs, averages, ranges, and scale.
Perspective (Danish 9th grade) — "Students can relate geography to broader contexts and connect content to natural sciences."	Cambridge emphasizes scale (local–global), human–environment interaction, and linking case studies to contemporary issues (hazards, development, globalisation). Themes support perspective-building.
Communication (Danish 9th grade) — "Students can communicate about geographical/natural science phenomena."	Assessed via structured written responses (Paper 1), graphical/cartographic presentation (Paper 2), and coursework write-ups. Mark schemes reward clarity, evidence use, and evaluation.
Subject Content Areas (Danish 9th grade) — Demography, Climate/Earth Systems, Globalisation, Human-Environment Interaction	Cambridge Theme 1 = Population & Settlement; Theme 2 = Natural Environment; Theme 3 = Economic Development. International case studies allow for local adaptation.
Fieldwork and Digital Data Collection (Danish 9th grade)	Cambridge allows field studies for coursework and Paper 2, but does not mandate continuous local digital data logging.
Source Criticism & Scientific Argumentation (Danish 9th grade)	Cambridge expects evaluation of multiple sources (maps, graphs, photos, texts) in AO2/AO3, with evidence usage.
Numeracy Skills in Geography (Danish 9th grade)	Cambridge lists required numeracy skills: averages, range, scale, ratios, percentages; integrated into Paper 2 and coursework.

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German (Key Stage 4)

Competence Area (fællesmål – key point)	How Rygaards Secondary syllabus meets the goal
Oral communication (after Danish 9th grade)	The IGCSE syllabus explicitly develops listening and speaking skills: • AO3 Speaking: "communicate clearly and effectively in a range of predictable everyday situations; engage in conversations on familiar topics; use a range of structures and vocabulary with reasonable accuracy; maintain interaction; show some control of pronunciation and coherency." • Course overview: "The course is based on the linked language skills of listening, reading, speaking and writing." • Topic areas (A–E) cover everyday situations (e.g., personal/social life, daily activities).
Written communication (after Danish 9th grade)	AO4 Writing: "communicate simple factual information clearly and coherently; write phrases and sentences on familiar topics; write simple connected texts describing events, experiences, opinions and ambitions; use vocabulary and structures with reasonable accuracy." Topics include: personal plans, likes/dislikes, family, hobbies, education, work, travel.
Reading / text comprehension (after Danish 9th grade)	AO2 Reading: "understand main points and key information in simple everyday material; understand authentic factual texts on familiar topics; identify and select relevant information in predictable texts."
Culture and society (after Danish 9th grade)	IGCSE includes cultural awareness: • Students gain insights into culture and society in German-speaking countries. • Topic E "The international world" covers culture, customs, faiths, celebrations.
Language learning & language knowledge (after Danish 9th grade)	Grammar and vocabulary are explicitly listed – spelling, pronounciation, sentence structure, the different types of words and how to conjugate them, understanding of the overall grammar and being able to apply it; students develop skills in using structures and inferring meaning from context.
Digital media and IT in communication (after Danish 9th grade)	IGCSE includes "Communications and technology" as a topic (e.g., the digital world, documents, texts). Using internet-platform to practice their speaking, listening, writing, reading and grammar skills.

History (Key Stage 4)

Competence Area (Fællesmål – key point) *(Stage: after Danish 9th grade)*	How Rygaards Secondary syllabus meets the goal
Chronology and Coherence (Danish 9th grade) – The student can explain how societies	The IGCSE syllabus provides a strong chronological and thematic framework. Core Content Option B (International Relations since 1919) offers structured chronological study of major historical periods and turning points. Depth

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have developed under different conditions based on a chronological overview.	Studies (e.g., Germany 1918–45) reinforce understanding of change and continuity.
Historical Methods and Sources (Danish 9th grade) – The student can apply historical methods and use sources critically.	The syllabus explicitly develops source analysis and interpretation skills through Paper 1 and Paper 2. Students evaluate reliability, bias, and perspective in historical sources and interpret primary and secondary evidence.
Historical Communication (Danish 9th grade) – The student can communicate about historical topics using subject-specific concepts and terminology.	Communication and argumentation are key assessment criteria (AO1–AO3). Students construct structured written arguments, use historical terms (e.g., revolution, nationalism, appeasement), and support claims with evidence.
Historical Understanding and Explanation (Danish 9th grade) – The student can explain causes and consequences of significant events and developments.	Causal and consequence analysis are integral to Paper 1 and Depth Studies. Each core topic asks "How far did...?" "Why did X happen?" or "What were the consequences of Y?" (e.g., causes of WWI, impact of Versailles, consequences of the Cold War).
Use of Historical Contexts and Perspectives (Danish 9th grade) – The student can use knowledge of historical contexts to understand present conditions and perspectives.	Cambridge encourages contextual understanding through "impact and significance" sections in each topic. It also requires evaluating differing historical interpretations (AO3). The Danish occupation is covered in Y6. Study of the League of Nations and the cause of war in the early 20th century, and how this impacts modern day UN. Study of Nazi Germany highlights the importance of democracy and how it has shaped present conditions.
Cultural and Identity Awareness (Danish 9th grade) – The student can reflect on how historical narratives shape identity and culture.	Implicitly addressed in Cambridge through exploration of nationalism, imperialism, and ideology (e.g., Germany 1918–45, Cold War). Students consider perspectives and propaganda, shaping understanding of identity. There is a heavy focus on how historical narratives shaped culture and identity in inter-war Germany.
Use of Historical Concepts (Danish 9th grade) – The student can use central historical concepts such as continuity, change, cause, and consequence.	Explicitly embedded in assessment objectives and teaching approach. AO1–AO3 require understanding of "change and continuity, cause and consequence, similarity and difference."
Reflection on Historical Use (Danish 9th grade) – The student can discuss how history is	Cambridge requires critical evaluation of interpretations and perspectives, including propaganda and historiography. There is a heavy focus in the Depth Study section Germany 1918-1945 about the importance of German cultural identity at the time being heavily influence by German military

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used in different contexts (e.g., political, cultural, media).	culture/history. The effect of historical militarism on the political climate of the time and the rise of Hitler is explicitly taught. We also explore the democracy and democratic rights of the Weimar period and contrast it with the Fascism of the 30s and 40s.
Democratic Understanding and Citizenship (Danish 9th grade) – The student can relate historical developments to democratic processes and human rights.	Many topics (e.g., rise of dictatorships, League of Nations, UN, Cold War) explore democratic and authoritarian systems. The syllabus includes evaluation of the success and failure of democracy. In Y6 they study they Danish Occupation 1940-1945 and the suspension of Danish democracy.

Mathematics (Key Stage 4)

Competence Area / Dansk mål (efter Danish 9. kl.)	**How Rygaards Secondary syllabus meets the goal**
Tal og algebra (Danish 9. kl.)	
- Anvende og kombinere tal i forskellige former, herunder brøker, decimaltal, procent og ratio	IGCSE covers arithmetic operations with fractions, decimals, percentages, ratios, proportions, indices, and standard form.
- Anvende algebra til at beskrive og løse problemstillinger, herunder formler, ligninger, uligheder og funktioner	IGCSE includes algebraic manipulation, solving linear and quadratic equations, inequalities, sequences, functions, and graphing.
Geometri og måling (Danish 9. kl.)	
- Anvende geometriske begreber, herunder vinkler, figurer, areal, omkreds og rumfang	IGCSE covers properties of triangles, quadrilaterals, circles, polygons, mensuration, surface area, volume, and trigonometry. Explanation of relationships between parallel line rules and triangle similarity/congruency when focusing on circle theorems, scaler measurements and bearings.
- Anvende koordinatgeometri til problemstillinger	IGCSE includes plotting points, line equations, distance, midpoint, gradients, and coordinate geometry problems.
Statistik og sandsynlighed (Danish 9. kl.)	
- Indsamle, organisere og præsentere data grafisk	IGCSE covers data collection, tabulation, bar charts, pie charts, histograms.

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- Beregne og fortolke mål for central tendens og variation	IGCSE covers mean, median, mode, range, variance for simple data sets. Statistical charts and diagrams - interpreting data and comparing data – Statistics Chapter Christmas to winter
- Anvende sandsynlighedsmodeller til simple og sammensatte hændelser	IGCSE includes simple probability, combined events, conditional probability. Conditional - apply to student lead experiments (real-life events) - Year 10 - Christmas to winter
Modellering og kommunikation (Danish 9. kl.)	
- Løse problemer ved hjælp af modeller, herunder matematiske formler og grafiske repræsentationer	IGCSE emphasizes problem-solving, modeling real-world situations, interpreting symbols, formulas, and graphs. Finance Investigation - open ended student lead formative assessment (2 weeks) - Easter to summer
- Kommunikere matematiske idéer klart og sammenhængende	IGCSE provides word problems, explanation tasks, and graph interpretation. Statistical charts and diagrams - interpreting data and comparing data – Statistics Chapter Christmas to winter Written explanations when comparing data sets eg stem and leaf plot Reasoning questions completed throughout year as consolidation of learning
Teknologiforståelse (Danish 9. kl.)	
- Anvende digitale værktøjer til beregning, visualisering og problemløsning	IGCSE encourages calculator use, spreadsheets, and graphing tools for problem-solving. Students will need access to personal device to utilise digital technologies - Dr Frost Online Math, Video tutorials, Desmos, Blooket, Kahoot and ChatGPT used throughout all topics to differentiate for learning abilities and styles.

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DK 2900 Hellerup
Tlf +45 / 39621053
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Physics and Chemistry (Key Stage 4)

Competence Area (fællesmål, Danish 9. kl.)	How Rygaards Secondary syllabus meets the goal
Undersøge fænomener og lave systematiske undersøgelser Danish 9. kl.	**Physics:** Students plan and carry out experiments on motion (using ticker timers, light gates), forces (measuring spring constants, friction), energy (mechanical energy, efficiency), waves (frequency and wavelength experiments), electricity (current, voltage, resistance measurements), magnetism (compass, field mapping). **Chemistry:** Students perform quantitative and qualitative investigations, including reaction rates (temperature and concentration effects), identifying acids and bases (using indicators, titrations), and material testing (density, solubility, conductivity). Emphasis on systematic observation, recording, graphing, and analysis. Water quality and environmental impacts covered in the current IGCSE specification. **Geography:** emphasizes scale (local–global), human–environment interaction, and linking case studies to contemporary issues (hazards, development, globalisation). Themes support perspective-building.
Anvende og vurdere modeller til at beskrive og forklare fænomener (Danish 9. kl.)	**Physics:** Use of particle models to explain states of matter, kinetic theory, forces, motion, electrical circuits, waves, and energy transfer. Limitations of models expressly discussed. **Chemistry:** Atomic models, electron configuration, ionic/covalent bonding, molecular geometry, reaction mechanisms. Limitations of models expressly discussed. Students apply models to predict experimental outcomes.
Sætte faglige problemstillinger i perspektiv i samfund og miljø (Danish 9. kl.)	**Physics:** Discusses real-world applications of mechanics, energy, electricity, and magnetism, e.g., energy efficiency, electricity generation, renewable vs. non-renewable sources. **Chemistry:** Industrial processes (production of metals, acids, bases, salts), some environmental chemistry examples (pollution, water chemistry). **Geography:** emphasizes scale (local–global), human–environment interaction, and linking case studies to contemporary issues (hazards, development, globalisation). Themes support perspective-building.
Kommunikere fagligt med relevant begrebsapparat og medier (Danish 9. kl.)	**Physics and Chemistry:** Students write detailed lab reports including aim, method, results (tables, graphs), analysis, and conclusions relevant to Paper 6 in the IGCSE exam cycle. They explain reasoning using scientific terminology, and occasionally present findings orally. **Global Perspectives:** Societal decision-making and ethical reasoning covered in current IGCSE specification.
Redegøre for stoffer, materialers egenskaber og kredsløb (Danish 9. kl.)	**Chemistry:** Covers elements, compounds, mixtures, physical/chemical changes, acids/bases, atomic structure, bonding, solubility, density. **Physics:** Particle theory applied to matter, phase changes. **Biology:** Natural cycles (carbon, nitrogen and water) and environmental interactions are covered. **Geography:** Environmental interactions are covered.

Bernstoffsvej 54
DK 2900 Hellerup
Tlf +45 / 39621053
email admin@rygaards.com
www.rygaards.com

Forklare partikler, bølger og stråling (Danish 9. kl.)	**Physics:** Wave types (mechanical and electromagnetic), sound, light, reflection/refraction, diffraction, radioactivity, radiation decay, half-life. Students calculate wavelengths, frequencies, and energy transfer in waves. Unit on Radioactivity includes discussion and demonstration of effects on humans and environment. Nuclear power plant accidents specifically addressed.
Forklare energiomsætning og energioverførsel (Danish 9. kl.)	**Physics:** Energy forms (kinetic, potential, chemical, thermal), energy conservation, efficiency calculations, electrical power and circuits. Energy savings strategies in power transmission and energy use in the home are part of the current IGCSE specification. **Chemistry:** Exothermic and endothermic reactions, calorimetry.
Forklare fænomener på jorden og i universet (Danish 9. kl.)	**Physics:** Structure of Earth, atmosphere, energy transfer in weather, astronomy (planets, stars, solar system). **Chemistry:** Limited coverage of water chemistry, minor mention of atmospheric chemistry. Greenhouse gases, environmental cycles and human impact covered in current IGCSE specification.
Forklare produktion, teknologi og anvendelse af fysik/kemi (Danish 9. kl.)	**Chemistry:** Industrial chemical processes (metal extraction, production of acids, bases, salts), laboratory techniques, material testing. **Physics:** Electrical circuits, sensors, energy applications, some discussion of renewable technologies. **Geography:** emphasizes scale (local–global), human–environment interaction, and linking case studies to contemporary issues (hazards, development, globalisation). Themes support perspective-building. **Global Perspectives:** Societal decision-making and critical evaluation of technological applications covered in current IGCSE specification.

Danish (Key Stage 3 and 4)

Competence Area (Fællesmål – key point, phase/class)	**How Rygaards Secondary syllabus meets the goal**
Reading – decoding, comprehension, text understanding, strategies (Fællesmål Reading; phases 1–P2 / after 9th–10th grade)	Rygaards outlines a clear progression under *"Text comprehension / Written language"* from **Level 1** (recognizing a few words in familiar contexts, using visual aids) to **Level 8** (understanding complex authentic texts, identifying opinions, reading independently). At level 8, students will also have learnt decoding, skimming/scanning, as well as choosing texts independently. **Completed (to the best of our knowledge and ability), HER, AFA, JMI** At Rygaards School, each class from year 3 to year 10 is divided into 3 Danish levels: Core group, Intermediate group and Advanced group. Level 1 to 3 is Core, level 4 to 6 is Intermediate and Advanced is level 7 to Highest Level. **Completed (to the best of our knowledge and ability), HER, AFA, JMI**

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Listening – comprehension, communication, strategies (Fællesmål Listening; phases 1–P2 / after 9th–10th grade)	Progression from **Level 1** (understanding simple words and phrases, using repetition and visual support) to **Levels 7–8** (understanding longer passages, recognizing moods, following normal-speed speech, drawing inferences based on a wide range of source materials of varying complexity, sometimes academic in nature, and crossing over with other subjects such as Social Studies, Global Perspectives, History, etc.). At Rygaards School, each class from year 3 to year 10 is divided into 3 Danish levels: Core group, Intermediate group and Advanced group. Level 1 to 3 is Core, level 4 to 6 is Intermediate and Advanced is level 7 to Highest Level. **Completed (to the best of our knowledge and ability), HER, AFA, JMI**
Writing – spelling, text production, communication, strategies (Fællesmål Writing; phases 1–P2 / after 9th–10th grade)	Progression from writing single words/sentences (Levels 1–2) to composing structured, multi-paragraph texts with editing and appropriate register (Levels 7–8). Includes dictionary use, grammar application, and redrafting. Peer-feedback also plays a significant role, as does metacognitive writing strategies through rendering writing from English into Danish or vice versa. At Rygaards School, each class from year 3 to year 10 is divided into 3 Danish levels: Core group, Intermediate group and Advanced group. Level 1 to 3 is Core, level 4 to 6 is Intermediate and Advanced is level 7 to Highest Level. **Completed (to the best of our knowledge and ability), HER, AFA, JMI**
Speaking – oral presentation, grammar, communication, strategies (Fællesmål Speaking; phases 1–P2 / after 9th–10th grade)	From **Level 1–2** (producing short sentences and single words) to **Level 7–8** (presenting, debating, improvising, adapting speech style). Focus on grammar, pronunciation, vocabulary, and intonation. Presentations and debates often revolve around topics prominent in other subjects, such as historical, social and cultural topics, with the learning outcome that students increase their vocabulary relating to such topics. **Completed (to the best of our knowledge and ability), HER, AFA, JMI**
Cross-cutting goals – language awareness, acquisition, use of resources (Fællesmål overarching competence goals)	Rygaards integrates bilingual dictionary use, vocabulary lists, grammar awareness, and transition from dependent to independent resource use. Language awareness is embedded in reading and writing progression. **Completed (to the best of our knowledge and ability), HER, AFA, JMI**
Assessment & progression documentation (UVM: phase and progression requirements)	Rygaards provides **eight progressive levels** with clear learning outcomes per skill area — a strong base for documentation of progression and evaluation.

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	Please find the document "Delmål for Danish" on Rygaards' website, which shows the goals for Core, Intermediate and Advanced level, across the year groups. **Completed (to the best of our knowledge and ability), HER, AFA, JMI**