

# Cambridge Excellence Initiative: Cambridge Curriculum

At **K.R. Mangalam World School, GK-II**, the **Cambridge Wing** stands as a beacon of global learning and academic excellence. Rooted in the world-renowned Cambridge Curriculum, we inspire curiosity, creativity, and confident self-expression. We empower learners with global skills, emotional intelligence, ethical values, and responsible citizenship, ensuring holistic development beyond academics. and a strong sense of responsibility.

We strive to cultivate independent thinkers and compassionate confident leaders — equipped with global perspectives, emotional intelligence, courageous confident leaders who are ready to embrace the challenges to shape a better tomorrow.

# WHY CAMBRIDGE

## Cambridge Curriculum

### 1. Learners



- Develop critical thinking
- Cultivate creativity and curiosity
- Build confidence and communication skills
- Gain global perspective and adaptability

### 2. Educators



- Empowered with innovative teaching methods
- Focus on conceptual understanding, not rote learning
- Encourage active learning and inquiry-based classrooms
- Continuous professional growth and collaboration

### 3. Facilitators / School Environment

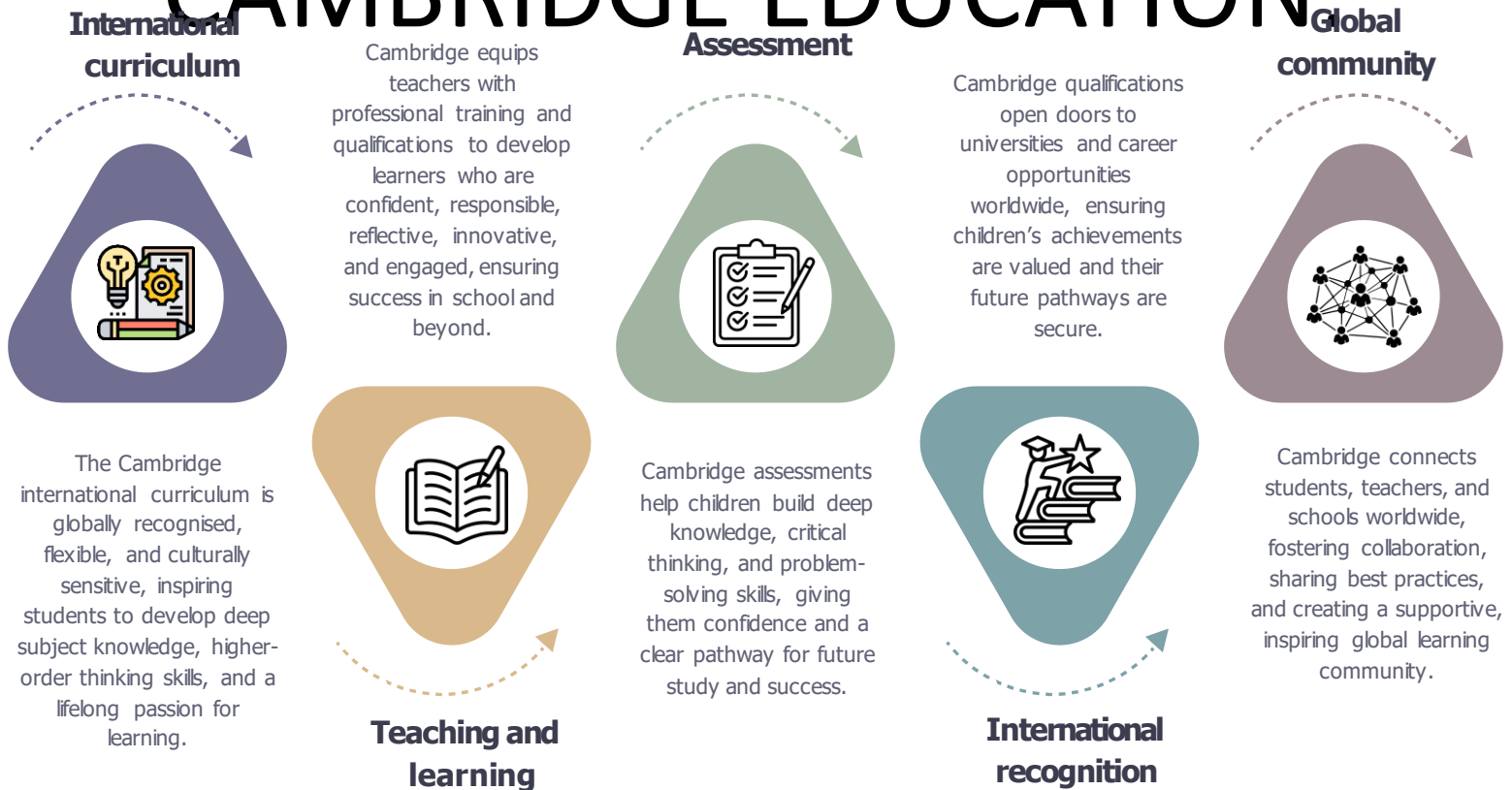


- Provide supportive, inclusive learning spaces
- Ensure personalized mentoring and emotional well-being
- Integrate technology and experiential learning

**Confident, Curious, and Compassionate Global Learners**  
ready to lead and thrive in a changing world

<https://www.cambridgeinternational.org/why-choose-us>

# FIVE CORE ELEMENTS OF CAMBRIDGE EDUCATION:



[Five core elements of Cambridge education:](#)

# An inspiring journey from foundation to global achievement.

Cambridge  
Pathway



A clear path for educational success from age 3 to 19

## Cambridge Early Years

Age 3+

An integrated programme, including:

- A holistic curriculum
- Engaging classroom resources
- An assessment framework

## Cambridge Primary

Age 5+

A broad and balanced curriculum:

- 10+ subjects (including English, Mathematics and Science).
- Classroom and external assessments

## Cambridge Lower Secondary

Age 11+

A broad and balanced curriculum:

- 10+ subjects (including English, Mathematics and Science).
- Classroom and external assessments

## Cambridge Upper Secondary

Age 14+

A wide choice of subjects at:

- Cambridge IGCSE (70+ subjects).
- Cambridge O Level (40+ subjects).
- Cambridge ICE Certificate

## Cambridge Advanced

Age 16+

A wide choice of subjects at:

- Cambridge International AS & A Level (55+ subjects).
- Cambridge Pre-U (20+ subjects).
- Cambridge AICE Diploma
- Cambridge IPQ

<https://www.cambridgeinternational.org>

# Key Benefits of the Cambridge Pathway

**Empowering learners for success in a global community.**

- Globally recognized qualifications that open doors to top universities.
- A flexible curriculum that encourages deep understanding and application.
- Focus on critical thinking, creativity, and collaboration.
- Assessment that values knowledge, understanding, and skills.
- Supportive progression from early learning to advanced study.

# WHY CHOOSE THE CAMBRIDGE PATHWAY

## **1. Prepares Students for Life**

Fosters informed curiosity and a lifelong passion for learning.

Equips learners with the skills and mindset needed for success beyond school.

## **2. Challenges and Inspires**

Stretches and motivates students of all abilities.

Encourages them to reach their full potential through challenging programmes.

## **3. Builds Strong Academic Foundations**

Develops deep subject knowledge and conceptual understanding. Promotes higher-order thinking skills like analysis and evaluation.

## **4. Engaging and Enjoyable Learning**

Offers an interactive and stimulating learning environment.

Makes learning fun, meaningful, and relevant to real-life situations.

## **5. Global Yet Locally Relevant**

Provides flexible programmes that connect with local contexts and cultures. Allows teachers to use examples familiar to students.

## **6. Encourages Creativity and Inquiry**

Strengthens skills in creative thinking, problem-solving, and research. Emphasises application-based learning and critical questioning.

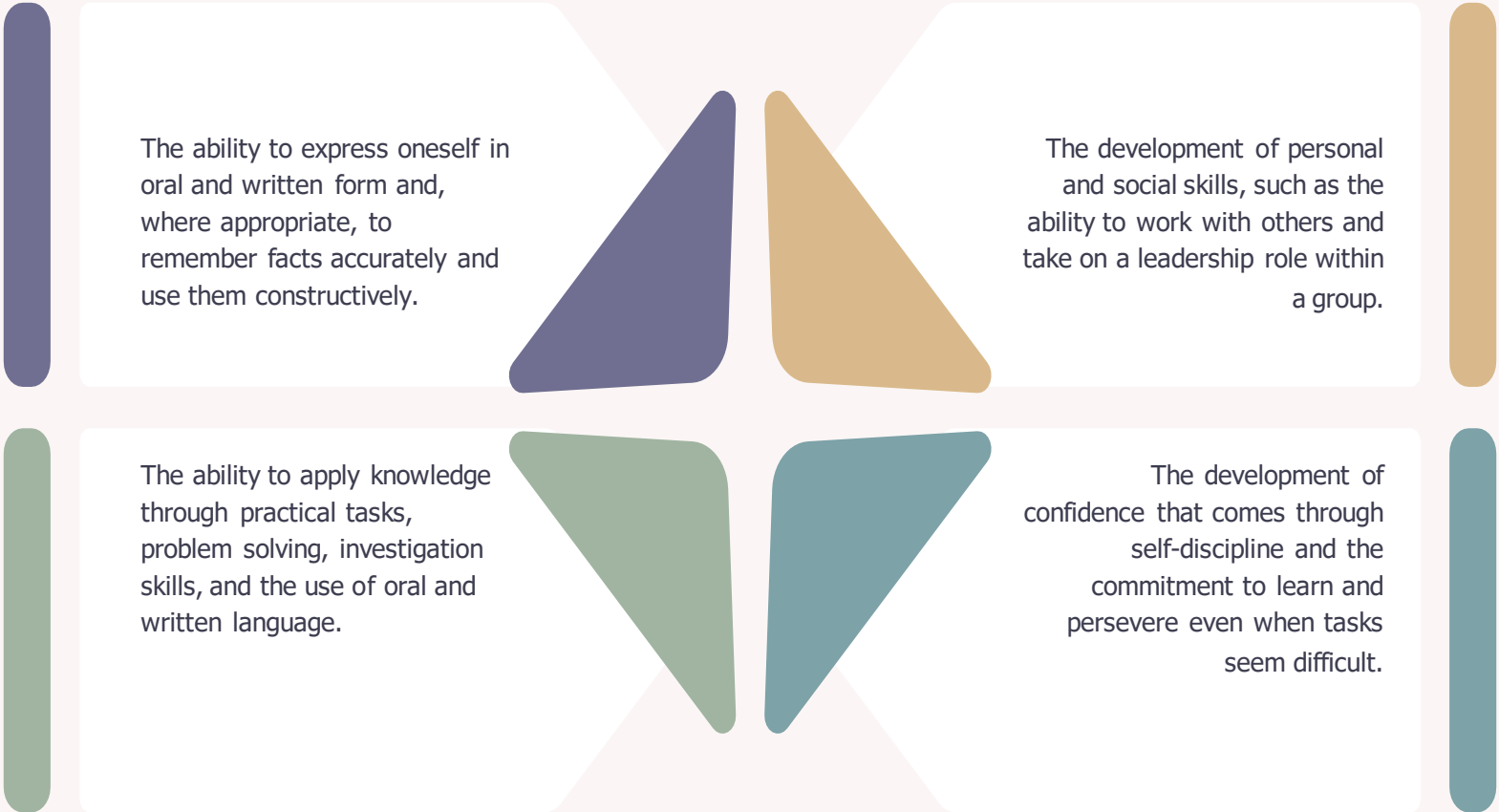
# Your child's needs are at the heart of Cambridge's approach to education.



This means we can help your child to thrive inside and outside the classroom as they become:

- **Confident** in working with information and ideas – their own and those of others.
- **Responsible** for themselves, responsive to and respectful of others.
- **Reflective** and developing their ability to learn.
- **Innovative** and equipped for new and future challenges
- **Engaged** intellectually and socially, ready to make a difference.

# THE CURRICULUM PROMOTES



The ability to express oneself in oral and written form and, where appropriate, to remember facts accurately and use them constructively.

The development of personal and social skills, such as the ability to work with others and take on a leadership role within a group.

The ability to apply knowledge through practical tasks, problem solving, investigation skills, and the use of oral and written language.

The development of confidence that comes through self-discipline and the commitment to learn and persevere even when tasks seem difficult.

## IGCSE HELPS LEARNERS BUILD SKILLS AND UNDERSTANDING IN:

- Subject Content
- Knowledge Application
- Understanding Situations
- Intellectual Enquiry
- Flexibility & Responsiveness to Change
- Working & Communicating in English
- Influencing Outcomes
- Cultural Awareness

# CAMBRIDGE AS AND A LEVELS

- Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year.
- Universities worldwide value and recognise Cambridge International AS & A Level qualifications since they develop learners' knowledge, understanding and skills in:
  1. In-depth subject knowledge and conceptual clarity.
  2. Independent thinking and self-directed learning.
  3. Ability to apply knowledge in both new and familiar contexts.
  4. Skills in handling and evaluating multiple information sources.
  5. Logical thinking and structured, coherent argumentation.
  6. Capacity for sound judgement, recommendations, and decision-making.
  7. Clear, reasoned communication with an understanding of implications.

# SCHOOL'S TIMELINE

Year	Event/Milestone	Curriculum Details	Grades Involved
<b>2004</b>	School Established	Began with <b>CBSE</b> curriculum.	(Grades not specified, but this was the start of the school under CBSE)
<b>2023</b>	Introduction of International Curriculum	<b>Cambridge Curriculum</b> introduced.	Early Years to Grade 8
<b>2024</b>	Expansion of Cambridge Curriculum	<b>Cambridge Curriculum</b> extended to an additional grade.	Early Years to Grade 8 <b>and Grade 9</b>
<b>2025</b>	Further Expansion of Cambridge Curriculum	<b>Cambridge Curriculum</b> extended to another additional grade.	Early Years to Grade 8, Grade 9, <b>and Grade 10</b>

# SCHOOL TIMELINE

**2004**

## FOUNDATION YEAR

The school was established, offering the CBSE curriculum, committed to providing quality education and holistic development.

**2023**

## A NEW MILESTONE

Introduction of the Cambridge Curriculum (CAIE).  
The Cambridge Wing started with Early Years to Grade 8

**2024**

## EXPANDING HORIZONS

The school extended the Cambridge curriculum to Grade 9, strengthening its international academic pathway.

**2025**

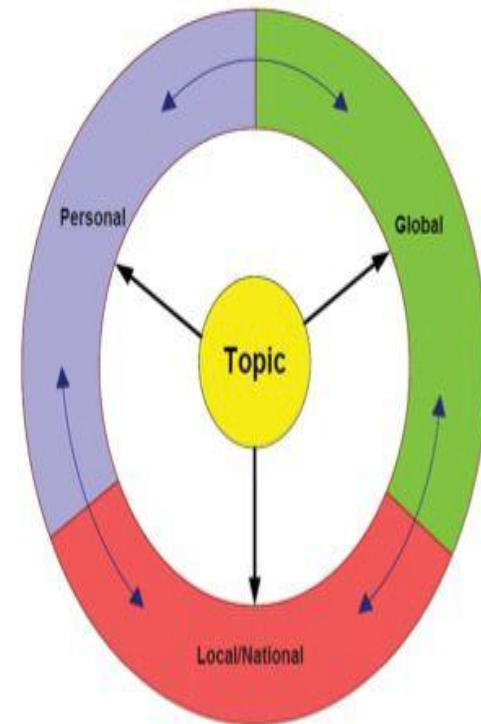
## FULL ACADEMIC CONTINUUM

Introduction of Grade 10 under the Cambridge Curriculum, completing the lower secondary and IGCSE level journey.

# 1. A broad and balanced curriculum : Interdisciplinary understanding that is based on disciplinary understanding

Example: Cambridge Global Perspectives aims to develop learners who are:

- ▶ “independent and empowered to take their place in an ever-changing, information-heavy, interconnected world”
- ▶ “enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries”
- ▶ “can support judgements with lines of reasoning”
- ▶ “can communicate sensitively with people from a variety of backgrounds”
- ▶ “work independently as well as part of a team, directing much of their own learning with the teacher as facilitator”



- ▶ Goal orientation: learning goals are primary
- ▶ **Learning becomes an object of learning**
- ▶ Locus of control: sense of student being in control of their learning. **Learning how to learn**
- ▶ Self-esteem and self-efficacy
- ▶ Self-regulation (take responsibility for own learning)
- ▶ **High expectations** of all learners
- ▶ Valuing broader educational experiences that are not assessed through examinations

### 3. [continued]: Most assessment should be about making learning and thinking visible to help guide future learning

Through assessment for learning, the learner:

1. comes to hold a concept of performance similar to that held by the teacher
  - ▶ *i.e. develops the notion of a standard*
2. monitors the quality of his/her own performance
  - ▶ *i.e. can compare own performance with the standard*
3. sees how the quality of performance can be improved
  - ▶ *i.e. engages in the action that closes the gap between own performance and the standard*

[adapted from Professor David Hargreaves]



## 4. Have a culture of continuous improvement

- ▶ Professional Development
- ▶ Measuring impact
- ▶ Evaluation
- ▶ Marginal gains

