



BRITISH INTERNATIONAL SCHOOL
HO CHI MINH CITY
A NORD ANGLIA EDUCATION SCHOOL

KEY STAGE 3 (KS3) CURRICULUM GUIDE

2022-23



ASSESSMENT AT KEY STAGE 3

As you will no doubt be aware, National Curriculum attainment targets and levels have now been removed from the UK education system as they were considered to be no longer fit for purpose. This presented schools – including British international schools such as ourselves – with the exciting opportunity to devise their own systems of assessment which were bespoke for both students and contexts, as well as focusing on the purposes and principles of assessment. At BIS HCMC, we have worked in partnership across the whole school to create Age-Related Expectations (AREs) for each subject, ensuring continuity and progression in the curriculum from the Junior School all the way through to the end of Year 9. With this, and in line with current UK practice and our own determination to provide the very best education for your child, we reviewed our curriculum to ensure that it was relevant, contemporary and allowed our students to flourish as learners.

Throughout Key Stage 3, your child will be assessed in many specific areas within each subject using the four categories described below. Results will be recorded by the subject teacher and reported to you each term. These reports are complemented by Parent Teacher Student Consultations (PTSCs), where you have the opportunity to discuss your child's learning and progress with subject teachers.

S
.....

your child has been introduced to the Age-Related Expectation. Teacher support is required with tasks generally not completed independently or sustained once support is withdrawn.

D
.....

After receiving support and examples of the Age-Related expectation from teachers, your child is developing understanding. Independence is beginning but learning may not be retained over time and will require further consolidation.

M
.....

your child is able to work independently and confidently, demonstrating good attainment of the Age-Related Expectation. Work is reproduced appropriately at a constant rate with key concepts retained over time.

E
.....

your child is secure in and has a deep understanding of the Age-Related Expectation, rarely make mistakes. They can explain thinking and reasoning clearly through well-developed speaking, listening and presentation skills. Students are also able to apply and transfer their learning into new situations and concepts without prompting from teachers.

FREQUENTLY ASKED QUESTIONS

WHY ASSESS STUDENTS?

Assessment provides teachers and your child with valuable achievement information. Regular termly analysis of progress made is then used by teachers to support every student in their learning.

WHEN WILL MY CHILD BE ASSESSED?

We will assess continually and use this assessment to maintain records of progress, as well as inform our approaches to teaching and learning.

WHAT HAPPENS IF MY CHILD DOES NOT MEET OR EXCEED THE AGE-RELATED EXPECTATIONS BY THE END OF THE YEAR?

Assessment allows us to easily and quickly identify learning gaps. If your child is falling below expected levels, you will be informed with regular updates given throughout the year. Teachers will explore ways to improve learning for every child that will support successful progression to Age-Related Expectations.

WHAT HAPPENS IF MY CHILD REACHES EXCEEDING EARLY ON IN THE YEAR?

As part of our comprehensive curriculum review we have ensured sufficient challenge for all students within each age group, allowing ample time for students to get to grips with new knowledge as well as developing a wide range of skills. However, if a student Meets and then Exceeds an ARE, our staff will ensure that there is still stretch and challenge in every lesson through careful and appropriate differentiation and extension.





HOW WILL I KNOW IF MY CHILD IS IMPROVING?

In each report you will find a list of Age-Related Expectations in every subject that have been focused on in the curriculum, with an evidence-based judgment of how your child progressing towards it: the S, D, M and E outlined previously.

This will give a very clear idea of where your child is in relation to each ARE. These will be added to in each report so that, by the end of the year, you will see how your child has progressed against all of the Age-Related Expectations in each subject.

HOW CAN I USE THIS INFORMATION TO SUPPORT MY CHILD?

Each subject area has identified the skills, knowledge and understanding – expressed through the AREs – which are fundamental to students' progress. By reporting this attainment and progress to you in each term, our objective is that you will use this to inform your conversations with your child about their learning. If they require teacher Support to complete tasks, or are Developing their understanding in certain areas of the curriculum, you can explore this through discussing how and why this might be the case. Through this discussion, you can identify ways in which you as parents can help them but also how they as students can take ownership for their learning. What can they do to help them to progress? What resources are available to them to help them achieve this? Equally, if they are Meeting or even Exceeding in specific AREs, celebrate their achievement and encourage them to reflect not just on what they have achieved but on how they have achieved it. What strategies have they used as a learner which could be applied to AREs which they perhaps find more challenging? Could these be extended to other areas of the Key Stage 3 Curriculum?



ENGLISH: YEAR 7

AGE-RELATED EXPECTATIONS

READING

R1: UNDERSTANDING	Understands key ideas in a text and uses some quotations to support understanding.
R2: STRUCTURE	Identifies structural techniques and considers their possible effects.
R3: LANGUAGE	Identifies some language features used in a text and considers some possible effects on the reader.
R4: PURPOSE & CONTEXT	Identifies the main purpose of a text with relevant explanation.

WRITING (ACCURACY)

W1: SPELLING	Normally uses correct spelling, with occasional errors in more challenging words.
W2: SENTENCES & PUNCTUATION	Uses a range of sentence structures and basic punctuation marks.
W3: GRAMMAR	Control of verb tenses, and use of articles and plurals is generally secure.

WRITING (CONTENT)

W1: STYLE & PURPOSE	The style of writing is suited to the audience and purpose.
W2: STRUCTURE	Overall structure is considered and is sometimes used for effect.
W3: VOCABULARY	Uses a variety of appropriate vocabulary.
W4: LANGUAGE & LITERARY TECHNIQUES	Uses some language & literary techniques appropriately.

SPOKEN AND SOCIAL COMMUNICATION

SSC1: INDIVIDUAL	Speaks clearly and appropriately to engage the listener or audience.
SSC2: GROUP	Takes responsibilities in groups, asks relevant questions and engages in discussion.

ENGLISH: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Myths and Monsters: Frankenstein play	W1, W2, W3, W4 (Content) W1, W2, W3 (Accuracy) SSC1, SSC2	Reading and exploring myths as the beginnings of storytelling. Practising creating and performing oral storytelling. Reading and responding to Frankenstein play. 'Trial of the Monster' speaking activity.	Writing Assessment: Reflecting on first term of Secondary. Speaking and Social Communication: Mock Trial speaking activity.
Introduction to Poetry	R1, R2, R3, R4 SSC1, SSC2	Explore the beginnings of the poetry form Read and respond to a selection of poems. Close reading and analysis of poetic language and form.	Reading Assessment: Creating thesis statements and using evidence to analyse literature.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Newswise Persuasion and News Unit	W1, W2, W3, W4 (Content) W1, W2, W3 (Accuracy) SSC1, SSC2	Exploring the purpose of news. media and persuasion. Reading and responding to news articles Analysing features of news writing. Writing a news article.	Writing assessment: writing a newspaper article.

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Novel study: Coraline by Neil Gaiman	R1, R2, R3, R4 SSC1, SSC2	Introduction to the novel form. Reading and responding to the novel. Analysing the novel writer's craft.	Reading assessment: character analysis. Spoken & Social Communication assessment: group activity.

ENGLISH: YEAR 8

AGE-RELATED EXPECTATIONS

READING

R1: UNDERSTANDING	Understands a range of key ideas in a text and carefully chooses relevant quotations to support understanding.
R2: STRUCTURE	Comments on how a text is structured and can explain possible effects on the reader.
R3: LANGUAGE	Identifies language techniques used in a text to support analysis and discussion of effects on the reader.
R4: PURPOSE & CONTEXT	Identifies the main purpose of a text and shows an awareness of context.

WRITING (ACCURACY)

W1: SPELLING	Normally uses correct spelling, with occasional errors in more challenging words.
W2: SENTENCES & PUNCTUATION	Uses a range of sentence structures purposefully and uses a variety of punctuation for effect.
W3: GRAMMAR	Control of verb tenses, and use of articles and plurals is generally secure.

WRITING (CONTENT)

W1: STYLE & PURPOSE	Adapts style to suit the purpose and audience.
W2: STRUCTURE	Overall structure shows control and is used for effect.
W3: VOCABULARY	Chooses vocabulary with increasing precision and for effect.
W4: LANGUAGE & LITERARY TECHNIQUES	Uses a variety of language and literary techniques appropriately.

SPOKEN AND SOCIAL COMMUNICATION

SSC1: INDIVIDUAL	Adapts speech to meet the demands of different situations and contexts.
SSC2: GROUP	Takes responsibility in groups, asks thoughtful questions and encourages discussion.

ENGLISH: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Novel Study: Trash by Andy Mulligan	R1, R2, R3, R4 SSC1, SSC2	Discussion of character. Writing as character. Close reading of key extracts and analysis of the writer's craft.	Reading Assessment: character-focused extract analysis.
Charity Advertising Unit	SSC1, SSC2, W1, W2, W3, W4 (Content) W1, W2, W3, (Accuracy)	Examine the techniques of persuasion/advertising. Create an advert for a charity partner. Charity Advertising Presentation Competition.	Writing Assessment: write a persuasive speech. Spoken and Social Communication: group presentation.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
World Poetry	R1, R2, R3, R4 SSC1, SSC2	Discuss the importance of cultural context. Create a cultural display. Analyse a range of poems from/about different cultures.	Reading Assessment: analytical essay on a poem. Spoken and Social Communication: presentation of poem from culture of student choice.

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
A Midsummer Night's Dream, William Shakespeare	SSC1, SSC2, W1, W2, W3, W4 (Content) W1, W2, W3, (Accuracy)	Research on context; Elizabethan England etc. Analysing key speeches. Drama based activities re-enacting scenes.	Writing Assessment: writing response in voice of character.

ENGLISH: YEAR 9

AGE-RELATED EXPECTATIONS

READING

R1: UNDERSTANDING	Understands a range of themes and ideas in a text. Carefully chooses a range of pertinent quotations and other textual features to support understanding.
R2: STRUCTURE	Gives relevant analysis of structural techniques and explains their effect on the reader.
R3: LANGUAGE	Identifies language techniques used in a text and provides close analysis of their effects on the reader.
R4: PURPOSE & CONTEXT	Identifies and clearly explains the main purpose of a text, and makes relevant comments on context and meaning.

WRITING (ACCURACY)

W1: SPELLING	Uses correct spelling, with occasional errors in more challenging words.
W2: SENTENCES & PUNCTUATION	Uses a range of sentence structures and punctuation imaginatively and for deliberate effect.
W3: GRAMMAR	Control of verb tenses, and use of articles and plurals is secure.

WRITING (CONTENT)

W1: STYLE & PURPOSE	Writes convincingly to suit the audience and purpose.
W2: STRUCTURE	Overall structure shows imagination and adds to the effect of the writing.
W3: VOCABULARY	Uses vocabulary with precision and increasing sophistication.
W4: LANGUAGE & LITERARY TECHNIQUES	Uses a variety of language and literary techniques with style and imagination.

SPOKEN AND SOCIAL COMMUNICATION

SSC1: INDIVIDUAL	Adapts speech and non-verbal techniques to match context and purpose with a sense of personal style.
SSC2: GROUP	Takes responsibility in groups, encourages discussion and can support and challenge the views of others.

ENGLISH: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Conflict Poetry	R1, R2, R3, R4 SSC1, SSC2	Read and analyse a selection of poems exploring conflict, including global wars. Discussions and presentations on poetry and nature of conflict.	Reading Assessment: analysis of a selected poem.
Short Stories	W1, W2, W3, W4 (Content) W1, W2, W3, (Accuracy) SSC1, SSC2	Read and analyze a range of short stories. Study key features of genre. Revise descriptive techniques and how to create tension and suspense.	Writing Assessment: write the opening or ending of a short story.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
William Shakespeare, Macbeth	R1, R2, R3, R4 SSC1, SSC2	Research project on the world of Shakespeare, witches and Jacobean England. Developing literary essay response skills. Dramatic reading and discussion.	Reading Assessment: analysis of character development.

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Novel Study: Carnegie Prize Shadowing Project	W1, W2, W3, W4 (Content) W1, W2, W3, (Accuracy) SSC1, SSC2	Students read and respond to a selection of prize-shortlisted young adult novels. Written responses including review writing. Discussion and presenting of responses to novels.	Writing Assessment: Writing a book review.

MATHEMATICS: YEAR 7

AGE-RELATED EXPECTATIONS

NUMBER

Use basic mathematical operations accurately.

Perform simple calculations with fractions, decimals and percentages.

Understand and use simple number relationships.

GEOMETRY

Understand and use simple angle facts.

Solve simple Area and Volume problems.

Construct and transform shapes.

Use common units of measure.

HANDLING DATA

Present information in different forms.

Analyse data accurately using basic statistical techniques.

Understand and use basic probability concepts.

ALGEBRA

Manipulate and use simple expressions, equations and formulae

Understand and describe simple patterns algebraically and graphically.

PROBLEM SOLVING

Apply mathematical knowledge to solve unstructured problems.

MATHEMATICS: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Analysing and Displaying Data	Statistics and Problem Solving	Basic tools of analysis and drawing charts to represent data	Homework tasks, Online questions, Project, Written test
Factors, Multiples and Primes	Number	Understanding composite and prime numbers	Homework tasks, Online questions, Project, Written test
Equations, Functions and Formulae	Algebra	Writing and manipulating algebraic expressions	Homework tasks, Investigation, Written test
Angles and Shapes	Geometry and Problem Solving	Writing and manipulating algebraic expressions	Homework tasks, Investigation, Written test
Fractions	Number	Understanding fractions Fraction arithmetic	Homework tasks, Investigation, Written test

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Decimals and Percentages	Number	Understanding the relationships between decimals and percentages	Homework tasks, Online questions, Written test
Ratio and Proportion	Number	Writing and manipulating algebraic expressions	Homework tasks, Online questions, Written test
Measure and Shapes	Geometry	Writing and manipulating algebraic expressions	Online questions, Written test

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Sequences and Graphs	Algebra and Problem Solving	Describing sequences	Homework tasks, Online questions, Project, Written test
Transformations	Geometry	Applying and describing basic transformations	Homework tasks, Investigation, Online questions, Written test
Probability	Statistics	Basic probability concepts	Homework tasks, Online questions, Written test

MATHEMATICS: YEAR 8

AGE-RELATED EXPECTATIONS

NUMBER

Use a range of mathematical operations accurately.

Perform a range of calculations with fractions, decimals and percentages.

Understand and use a range of number relationships.

GEOMETRY

Understand and apply angle facts to a variety of problems.

Solve a range of Area and Volume problems.

Accurately construct and transform a range of shapes.

Use and solve problems with units of measure.

HANDLING DATA

Present and interpret information in appropriate forms.

Analyse different data types effectively and appropriately.

Understand and apply basic probability concepts.

ALGEBRA

Manipulate and apply expressions, equations and formulae.

Understand and describe linear patterns algebraically and graphically.

PROBLEM SOLVING

Apply mathematical knowledge to solve unstructured problems.

MATHEMATICS: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Factors Fractions Rounding	Number	Using number facts and manipulating fractions.	Homework tasks, Online questions, Written test
Data analysis	Statistics	Averages and charts	Homework tasks, Online questions, Written test
Nets and Surface area Angles	Geometry	Drawing and using diagrams and angle facts	Homework tasks, Investigation, Written test
Brackets	Algebra	Algebraic manipulation with brackets	Homework tasks, Online questions, Written test

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Percentages ratio and Proportion	Number	Investigating number relationships	Homework tasks, Online questions, Written test
Probability	Statistics	Probabilities with more than one event	Homework tasks, Online questions, Written test
Formulae and Equations Straight line graphs	Algebra	Algebraic problem solving and the algebra of linear graphs	Homework tasks, Online questions, Written test
Pythagoras Polygons	Geometry	Investigating triangles and other polygons	Homework tasks, Investigation

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Circles and Cylinders	Geometry	Circle facts and their applications	Homework tasks, Online questions, Written test
Similarity	Geometry	Scale factors and problem solving with proportion	Investigation, Online questions, Written test
Speed/Distance/ Time	Geometry	Graphs and calculations with SDT	Homework tasks, Online questions, Written test

MATHEMATICS: YEAR 9

AGE-RELATED EXPECTATIONS

NUMBER

Use sophisticated mathematical operations accurately and appropriately.

Apply fractions, decimals and percentages skills to a range of problems.

Understand and use complex number relationships.

GEOMETRY

Understand and apply relevant angle facts to complex problems.

Solve a range of sophisticated Area and Volume problems.

Construct and transform shapes in a variety of contexts.

Use units of measure including compound units.

HANDLING DATA

Clearly and effectively present and interpret data in a variety of appropriate forms.

Analyse data and draw appropriate conclusions.

Understand and apply probability concepts to solve a range of problems.

ALGEBRA

Construct and manipulate expressions, equations and formulae.

Understand and describe complex patterns algebraically and graphically.

PROBLEM SOLVING

Apply mathematical knowledge to solve unstructured problems.

MATHEMATICS: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Graphs and Equations Sequences	Algebra	Linear and non-linear graphs and the algebra of non-linear functions.	Homework tasks, Online questions, Written test
Data analysis	Statistics	Theoretical and experimental probabilities	Homework tasks, Online questions, Written test
Constructions Transformations	Geometry	Accurate drawings, loci problems and transforming shapes	Homework tasks, Investigation, Written test
Fractions and Percentages	Number	Applying to complex problems	Homework tasks, Online questions, Written test

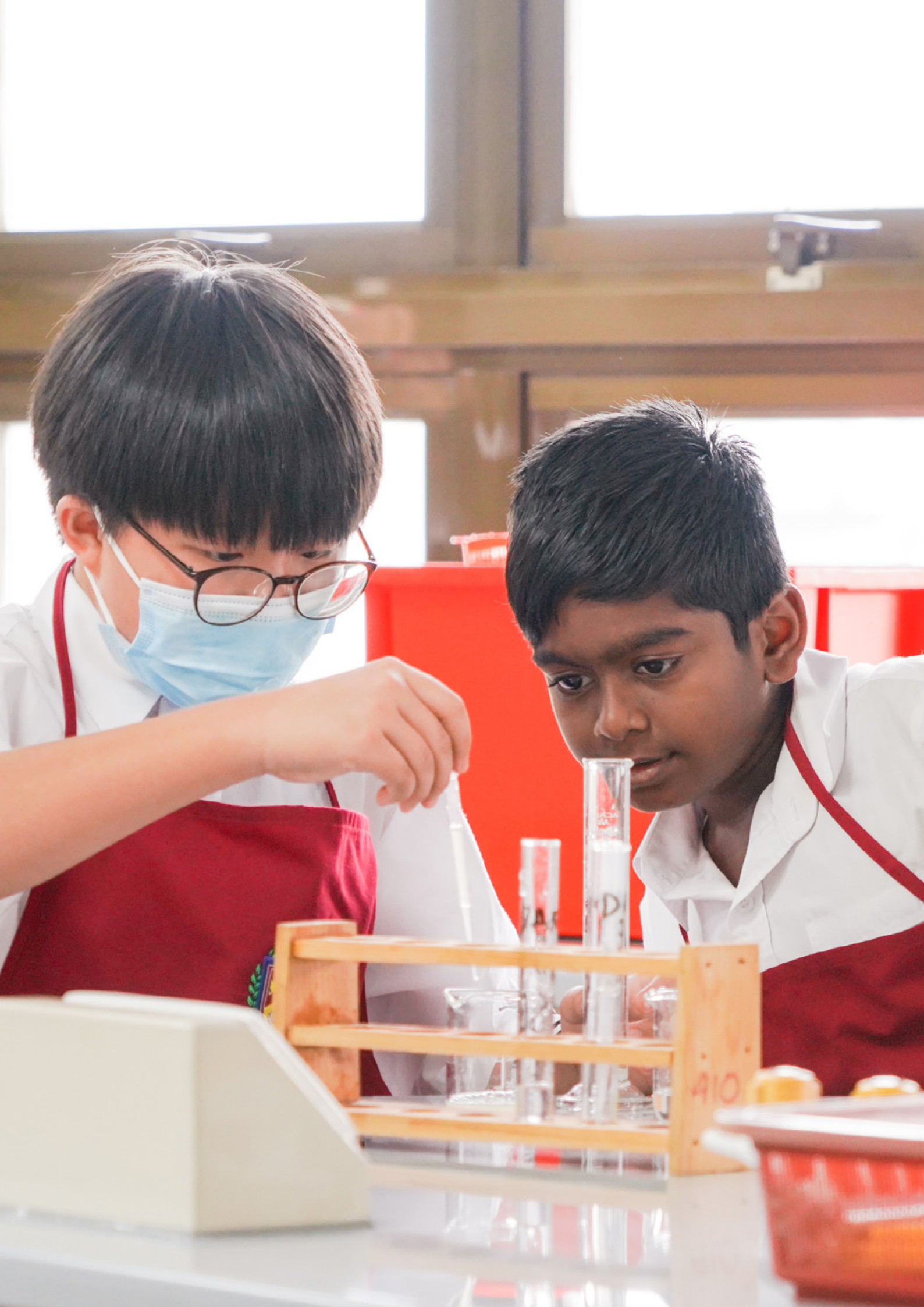
TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Inequalities	Algebra	Solving inequalities algebraically	Homework tasks, Online questions, Written test
Area, perimeter and volume Trigonometry	Geometry	Extending knowledge of shapes and objects and applying trigonometry to right angled triangles	Homework tasks, Online questions, Written test
Indices and Standard Form	Number	Laws of indices and the use of Standard Form	Homework tasks, Online questions, Written test
Statistical Diagrams	Statistics	Scatter graphs and correlation	Homework tasks, Investigation

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Cumulative Frequency	Statistics	Drawing and interpreting Cumulative Frequency graphs	Homework tasks, Online questions, Written test
Estimation and approximation	Number	Rounding and upper/lower bounds	Homework tasks, Online questions, Written test
Quadratic functions	Algebra	Graphs and algebra of quadratic functions.	Homework tasks, Online questions, Investigation

Note that the Accelerated Sets in Year 9 will follow a modified version of this programme.



SCIENCE: YEAR 7

AGE-RELATED EXPECTATIONS

INVESTIGATIVE SKILLS

PLANNING	Identifies most key variables and hazards, and uses both in their plans.
PROCESSING AND PRESENTING DATA	Processes data correctly and presents it in both tables and graphs with headings, units, consistent precision and a line of best fit.
ANALYSIS AND EVALUATION	Outlines relationships between key variables, links them to scientific ideas and describes some strengths and limitations.

SCIENCE COMMUNICATION

FORMAL WRITING	Attempts to use scientific vocabulary and writing conventions effectively, supported by a reference list.
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BIOLOGY

CELLS AND THE HUMAN BODY	Understands the structure of cells, tissues, organs and how they combine to function as a system using the human digestive system as an example.
CLASSIFICATION	Recognises key features organisms and uses them to correctly group organisms and through keys can identify species.

CHEMISTRY

PARTICLES	Explains the properties of solids, liquids and gases in terms of the nature and behaviour of particles, using diagrams.
ACIDS AND BASES	Describes the differences between acids and alkalis and uses this knowledge to measure the pH and perform neutralisation reactions.
SEPARATING SUBSTANCES	Understands the techniques for separating substances according to their properties e.g. filtration, evaporation, distillation, and chromatography.
ATOMS, ELEMENTS AND COMPOUNDS	Defines and appreciates the distinctions between an element, a compound and a mixture.

PHYSICS

ENERGY	Recognises simple energy changes and represents such energy transformations in bar charts and arrow flow diagrams.
CURRENT IN CIRCUITS	Describes the behaviour of current in series and parallel circuits.
LIGHT	Draws accurate ray diagrams to represent reflection and refraction and can use ray diagrams to investigate internal reflection.

SCIENCE: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Safety	None	CSI - forensic science investigation	Forensic scientist job application
Energy	Energy; Processing and Presenting Data; Formal Writing	Bouncing ball investigation	Letter writing, lab report and energy circus
Particle Theory	Particles; Planning; Processing and Presenting Data	Diffusion of tea	Lab report
Classification	Classification	Online plant identification	Written reflection
Acids and Bases	Acids and Alkalis	Solving a local crime	Classification experiment and lab report
Cells and the Human Body	Cells and the human body; Processing and Presenting Data; Formal Writing	Measuring energy in food; Cheese Sandwich Story Writing	Extended writing task and Lab report

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Current in Circuits	Current in circuits; Processing and Presenting Data; Analysis and Evaluation	Investigating current in wires	Lab report; synoptic test
Separating Substances	Separating substances	Cleaning up the Mekong proposal	Presentation
Ecology	Processing and Presenting Data; Analysis and Evaluation	Investigating 'spaghetti worm' selection	Lab report
Light	Light; Processing and Presenting Data	Measuring total internal reflection	Lab report

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Writing Like A Scientist	Formal Writing	New species expedition	Application for expedition funding
Atoms, Elements and Compounds	Atoms, elements and compounds	Identifying mystery substances	Topic test
Atoms, Elements and Compounds	None	Changing the strength of electromagnets	Lab report

n.b. curriculum is under review therefore the delivered curriculum might, in part, vary from what is listed above

SCIENCE: YEAR 8

AGE-RELATED EXPECTATIONS

INVESTIGATIVE SKILLS

PLANNING	Identifies almost all key variables and hazards and uses both effectively in their plans.
PROCESSING AND PRESENTING DATA	Processes data correctly and presents it in both tables and graphs with associated headings, units, uncertainty and a line of best fit.
ANALYSIS AND EVALUATION	Explains relationships between key variables, links them to scientific ideas and explains most strengths and limitations.

SCIENCE COMMUNICATION

FORMAL WRITING	Mostly uses scientific vocabulary and writing conventions effectively, supported by some in-text citations and a reference list.
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BIOLOGY

RESPIRATION	Explains how the breathing and circulatory systems provide the raw materials needed for cell respiration, and how this can be affected by smoking, drugs and alcohol.
REPRODUCTION	Describes the development of systems and processes that lead to the creation of a foetus and its birth in humans.
PLANTS & PHOTOSYNTHESIS	Explains how a plant obtains the raw materials needed for photosynthesis, and how plants convert these inorganic materials into the organic materials that sustain all of the life on Earth.
CELLS AND THE HUMAN BODY	Understands the structure of cells, tissues, organs and how they combine to function as a system using the human digestive system as an example.

CHEMISTRY

COLLECTING AND TESTING GASES	Can confidently use a range of methods to collect and test for gases.
THE PERIODIC TABLE AND REACTIONS OF METALS	Understands the structure of the periodic table, the information it provides about atomic structure and how the properties of elements vary.

PHYSICS

POTENTIAL DIFFERENCE	Demonstrates a good understanding of current and potential difference in both series and parallel circuits.
FORCES & MOTION	Calculates speed, and shows a working knowledge of the need to control friction and air resistance through force diagrams.
HEAT TRANSFER AND KINETIC THEORY	Understands the molecular nature of matter and relates particle motion to temperature and how heat is transferred.

SCIENCE: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Cells and the Human Body	Cells and the human body; Processing and Presenting Data; Formal Writing	Measuring energy in food; Cheese Sandwich Story Writing	Extended writing task and Lab report
Potential Difference	Processing and Presenting Data; Potential difference	Investigating the effect of voltage on current	Lab report and topic test
Respiration	Fitness; Planning	Features of the heart	Lab report
Collecting and Testing Gases	Generating, Collecting and Testing Gases	'At the races' - measuring the speed of diffusing gases	Quiz
Reproduction	Reproduction; formal writing	Menstrual cycle bracelets	Leaflet
Forces & Motion	Forces & Motion; Planning	The F1 Project	Presentation

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
The Periodic Table, Metals and salts	The Periodic Table, Metals and salts	Periodic table project	Research report
Writing Like a Scientist	Formal writing	Critical writing in response to scientific question	Essay
Plants and Photosynthesis	Analysis and Evaluation; Planning	Investigate a factor affecting photosynthesis	Lab report

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Heat transfer & Kinetic Theory	Planning; Processing and Presenting Data; Analysis and Evaluation	Investigating heat loss	Lab report
Science Fair	None	Investigation to answer a scientific question	Presentation
Sound	Processing and Presenting Data	Measuring the speed of sound	Lab report

n.b. curriculum is under review therefore the delivered curriculum might, in part, vary from what is listed above

SCIENCE: YEAR 9

AGE-RELATED EXPECTATIONS

INVESTIGATIVE SKILLS

PLANNING	identifies all key variables and hazards, and uses both in effectively in their plans.
PROCESSING AND PRESENTING DATA	processes data at the correct precision and presents it in both tables and graphs with headings, units, uncertainty and a line of best fit.
ANALYSIS AND EVALUATION	explains relationships between key variables, links them to scientific ideas and discusses most strengths and limitations.

SCIENCE COMMUNICATION

FORMAL WRITING	uses scientific vocabulary and writing conventions effectively, supported by in-text citations and a detailed reference list.
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BIOLOGY

MICROBES	describes how pathogens are transmitted and how both the body and modern medicine fight infectious diseases.
GENETICS	explains the variation of genotypes and phenotypes in a population, and describes how this is used in genetic modification and cloning.
HEALTH	To develop knowledge of health issues including smoking, alcohol and drugs using data to back up the risks identified.

CHEMISTRY

ENERGY CHANGES	describes the difference between exothermic and endothermic reactions with examples.
PARTICLE NATURE OF CHEMISTRY	describes how all matter can be expressed in terms of the particle model and, on a deeper level, can be studied on an atomic level; outlines the basic structure of the atom and how to represent this.
STOICHIOMETRY	formulates and balances symbol equations of simple chemical reactions.
ORGANIC CHEMISTRY	outlines the process of cracking, and describes the structure of short chain alkanes and alkenes, and explains their separation.
EXPERIMENTAL TECHNIQUES	describes the various methods of separation linked to elements, mixtures and compounds.

BIOLOGY

FORCES AND MOTION	models motion using graphical tools and data loggers, applies force concepts to model rockets
CURRENT, VOLTAGE & RESISTANCE	interprets circuits involving multiple components in both series and parallel, identify Ohmic and Non-ohmic conductors and calculate both resistance and electrical power.
ASTRONOMY	understands our place in the Solar System and Milky Way; shows awareness of the vastness of space and the difficulties involved in space travel.

SCIENCE: YEAR 9

OVERVIEW

BIOLOGY

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Microbes and Diseases	Analysis & evaluation; Microbes & scientific writing	Investigating handwashes	Laboratory report and classwork
Health	Health, Data processing & scientific writing	Critical analysis of smoking data	Classwork
Genetics	Scientific presentation & Genetics	Variation, inheritance, genetic modification and cloning,	Synoptic test and classroom quizzes.

CHEMISTRY

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Particle nature	Planning, data processing & presentation	Melting point investigation, diffusion investigation	Laboratory report & written test
Energetics	Data processing & presentation	Calorimetry investigation, writing and balancing equations	Laboratory report & written test
Organic Chemistry	Analysis & evaluation	Energy in fuels investigation	Laboratory report & Scientific writing task

PHYSICS

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Forces and Motion	Data processing, force diagrams	Graphing motion using Tracker, track motion using videos, investigate objects under free-fall	Laboratory report and calculations
Current, Potential Difference and Resistance	Interpreting and modeling electronic behaviour in circuits, factors that affect resistance	Building simple circuits, circuit components investigation, resistance investigation	Laboratory report
Astronomy	Writing Like A Scientist	Extended Essay	Essay

SHOESTRING SCIENCE

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Shoestring science	None	Students teach a scientific concept to students from a community partner school.	Self-evaluation and reflection

CHINESE

AIMS AND OBJECTIVES

The IGCSE equips you to use your modern foreign language in practical, everyday situations – on holiday, at the shops, in the restaurant, introducing yourself, finding a job and so on - and also offers valuable insights into the culture where the language is spoken. So it will be highly useful to you personally, no matter what field of study you choose to continue in.

COURSE CONTENT

The subject content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures.

The Topic areas are:

- *Area A: Everyday activities*
- *Area B: Personal and social life*
- *Area C: The world around us*
- *Area D: The world of work*
- *Area E: The international world*

We base our course on the textbook 'Cambridge IGCSE Mandarin as a Foreign Language' (Cambridge), which has been developed in line with the examination. You will also benefit from a range of PowerPoint presentations, interactive websites and videos.

ASSESSMENT

This is a multi-skill course (speaking, listening, reading and writing) which features different topic areas. Each skill attracts 25% of the total marks – just like you have been used to in previous years.

PAPER	DESCRIPTION	WEIGHTING
Paper 1 Listening	45 minutes	25%
Paper 2 Reading	1 hour	25%
Paper 3 Speaking	10 minutes	25%
Paper 4 Writing	1 hour	25%

There is no coursework

CHINESE: YEAR 7

AGE-RELATED EXPECTATIONS

LISTENING

Understand simple passages about the most recent topic studied.

Understand the gist of longer passages, including opinions.

Identify key words in different tenses.

SPEAKING

Respond satisfactorily to straight forward questions.

Use accurate structure and relevant vocabulary

Speak with good pronunciation, intonation and fluency.

READING

Understand simple passages about the most recent topic studied.

Understand the gist of longer passages, including opinions.

Identify key words in different tenses.

WRITING

Express opinions relevantly and clearly.

Write characters accurately (minor errors accepted).

Write sentences with good accuracy and content.

CHINESE: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
About Self and Family	None	<ul style="list-style-type: none">Family tree poster and presentationMake a video to introduce your family (name, birthday, nationality, job and hobbies)	Module assessments - Listening, Reading, Writing and Speaking

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Experience of the world <ul style="list-style-type: none">CountriesLanguagesOccupation and workplace	All	Interview a teacher/ staff	Module assessments - Listening, Reading, Writing and Speaking

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Daily routine <ul style="list-style-type: none">TransportationTime	All	Brochure to introduce how to practise a good daily routine	End of year assessments

CHINESE: YEAR 8

AGE-RELATED EXPECTATIONS

LISTENING

Understand passages about the most recent topic studied.

Understand more complex sentences.

Identify confidently different tenses.

SPEAKING

Communicate different tenses satisfactorily.

Use accurate structure and relevant vocabulary to state and justify opinions.

Speak with good pronunciation, intonation and fluency.

READING

Understand passages about the most recent topic studied.

Understand more complex sentences.

Identify confidently the different tenses.

WRITING

Express opinions and/or develop ideas relevantly and clearly.

Write characters accurately (minor errors accepted).

Write paragraphs with good accuracy and content.

CHINESE: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Holiday <ul style="list-style-type: none">• Weather• Holiday activity• Clothing	All	Plan a dream holiday	Module assessments - Listening, Reading, Writing and Speaking

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Hobby	All	Write about their hobby and CCA	Module assessments - Listening, Reading, Writing and Speaking

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
School Life	All	Introduction video to new BIS students about school life	Module assessments - Listening, Reading, Writing and Speaking

CHINESE: YEAR 9

AGE-RELATED EXPECTATIONS

LISTENING

Understand longer passages about the most recent topics studied.

Understand complex sentences and unfamiliar language.

Identify confidently different tenses.

SPEAKING

Communicate different tenses satisfactorily, develop own ideas and opinions.

Use a wide range of structures accurately and relevant vocabulary to state and justify opinions.

Speak with good pronunciation, intonation and fluency.

READING

Understand longer passages about the most recent topics studied.

Understand complex sentences and unfamiliar language.

Identify confidently different tenses.

WRITING

Express opinions and/or develop ideas relevantly and clearly with justification.

Write characters accurately (minor errors accepted).

Write a longer piece (up to 150 characters) with good accuracy and content.

CHINESE: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
<ul style="list-style-type: none"> • Health and Food • Body parts • Personality • Illness • Food • Health 	All	<ul style="list-style-type: none"> • Ordering food • Create a poster about healthy living • Role play-seeing a doctor 	Module assessments - Listening, Reading, Writing and Speaking

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
My school	All	Poster-how to live healthier	Module assessments - Listening, Reading, Writing and Speaking

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Shopping	All	Role play-A mini-market in class	End of year assessments

FRENCH

AIMS AND OBJECTIVES

The IGCSE equips you to use your modern foreign language in practical, everyday situations – on holiday, at the shops, in the restaurant, introducing yourself, finding a job and so on - and also offers valuable insights into the culture where the language is spoken. It will be highly useful to you personally, no matter what field of study you choose to continue in.

COURSE CONTENT

The subject content is organised around five broad topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures.

The Topic areas are:

- *Area A: Everyday activities*
- *Area B: Personal and social life*
- *Area C: The world around us*
- *Area D: The world of work*
- *Area E: The international world*

We base our course on the textbook 'Cambridge IGCSE French' (Hodder), which has been developed in line with the examination. You will also benefit from a range of PowerPoint presentations, interactive websites and videos.

ASSESSMENT

This is a multi-skill course (speaking, listening, reading and writing) which features different topic areas. Each skill attracts 25% of the total marks – just like you have been used to in previous years.

PAPER	DESCRIPTION	WEIGHTING
Paper 1 Listening	45 minutes	25%
Paper 2 Reading	1 hour	25%
Paper 3 Speaking	10 minutes	25%
Paper 4 Writing	1 hour	25%

There is no coursework

FRENCH: YEAR 7

AGE-RELATED EXPECTATIONS

LISTENING

Understand simple passages about the most recent topic studied.

Understand the gist of longer passages, including opinions.

Identify verbs in the present tense.

SPEAKING

Take part in a conversation of at least four questions and answers.

Express opinions clearly.

Pronounce most words accurately.

READING

Understand simple passages about the most recent topic studied.

Understand the gist of longer passages, including opinions.

Identify verbs in the present tense.

WRITING

Use a range of different verb forms to create structured sentences.

Express opinions clearly.

Write accurately (minor errors accepted).

FRENCH: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Myself and others	All	Poster about a French speaking person	Module assessments - Listening, Reading, Writing and Speaking
My school	All	Group video about our school	Module assessments - Listening, Reading, Writing and Speaking

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
My hobbies	All	Collaborative class survey on hobbies	Skills assessments - Listening, Reading, Writing and Speaking
Where I live	All	Collaborative murder mystery task	Skills assessments - Listening, Reading, Writing and Speaking

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Holidays	All	Research and presentation of a place in France	Retrieval skills assessments

FRENCH: YEAR 8

AGE-RELATED EXPECTATIONS

LISTENING

Understand passages about the most recent topic studied.

Understand more complex sentences.

Identify confidently the present and past tenses.

SPEAKING

Take part in conversations using the present and past tenses.

State and justify opinions.

Speak clearly with accurate pronunciation.

READING

Understand passages about the most recent topic studied.

Understand more complex sentences.

Identify confidently the present and past tenses.

WRITING

Write a structured paragraph, using connectives and adverbs.

Use the present and past tenses with appropriate time expressions.

Express and justify opinions with few errors.

FRENCH: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
TV/Cinema/Reading/Internet	All	Book or film review	Skills assessments - Listening, Reading, Writing and Speaking
A visit to Paris	All	Webquest about Paris	Skills assessments - Listening, Reading, Writing and Speaking

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
My identity, my style	All	Fashion Show	Skills assessments - Listening, Reading, Writing and Speaking
Where I live	All	Carnival project	Skills assessments - Listening, Reading, Writing and Speaking

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Talent and ambition	All	Talent show	Retrieval skills assessments

FRENCH: YEAR 9

AGE-RELATED EXPECTATIONS

LISTENING

Understand longer passages about the most recent topics studied.

Understand complex sentences and unfamiliar language.

Identify the present, past and future tenses.

SPEAKING

Understand longer passages about the most recent topics studied.

Understand complex sentences and unfamiliar language.

Identify the present, past and future tenses.

READING

Understand longer passages about the most recent topics studied.

Understand complex sentences and unfamiliar language.

Identify the present, past and future tenses.

WRITING

Write a structured text, composed of several paragraphs.

Use three tenses and increasingly complex structures.

Express and explain points of view, making very few errors.

FRENCH: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
My social life	All	Make a Facebook page	Skills assessments - Listening, Reading, Writing and Speaking
Health	All	Create a vlog about healthy living	Skills assessments - Listening, Reading, Writing and Speaking

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
The world of work	All	Job interview role play	Skills assessments - Listening, Reading, Writing and Speaking
Holidays part 1	All	Blog entry - holidays - various tenses	Skills assessments - Listening, Reading, Writing and Speaking

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Holidays part 2	All	Write about ideal holidays	Skills assessments
Rights and responsibilities (optional/extension)	All	Brochure about rights and responsibilities	Retrieval skills assessments

SPANISH

AIMS AND OBJECTIVES

The IGCSE equips you to use your modern foreign language in practical, everyday situations – on holiday, at the shops, in the restaurant, introducing yourself, finding a job, and so on - and also offers valuable insights into the culture where the language is spoken. So it will be highly useful to you personally, no matter what field of study you choose to continue in.

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The subject content is organised around five broad topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures.

The Topic areas are:

- *Area A: Everyday activities*
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- *Area C: The world around us*
- *Area D: The world of work*
- *Area E: The international world*

We base our course on the textbook 'Cambridge IGCSE Spanish - Third Edition' (Hodder) which has been developed in line with the examination. You will also benefit from a range of presentations, interactive websites and other resources.

ASSESSMENT

This is a multi-skill course (listening, reading, speaking and writing) which features different topic areas. Each skill attracts 25% of the total marks.

PAPER	DESCRIPTION	WEIGHTING
Paper 1 Listening	45 minutes	25%
Paper 2 Reading	1 hour	25%
Paper 3 Speaking	15 minutes	25%
Paper 4 Writing	1 hour	25%

There is no coursework

SPANISH: YEAR 7

AGE-RELATED EXPECTATIONS

LISTENING

Understand the present tense and be aware of other tenses.

Identify specific information within a short passage.

Transcribe words and short phrases.

SPEAKING

Demonstrate accurate use of grammatical structures.

Use and adapt language to express opinions with justification.

Demonstrate fluency and spontaneity on familiar topics.

READING

Identify key question words and instructions.

Identify specific information within a short passage.

Use reading comprehension skills to improve understanding.

WRITING

Write longer sentences using a variety of linguistic features.

Understand and respond to all aspects of the task.

Demonstrate accurate use of grammatical structures.

SPANISH: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Myself & free time activities	Listening Speaking Reading Writing	Presentation about self & others	Ongoing assessment and end of term assessment
Surrounding area	Listening Speaking Reading Writing	Make a video	Ongoing assessment and end of term assessment

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Holidays	Listening Speaking Reading Writing	Interview others about holidays activities	Ongoing assessment

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Entertainment, technology & free time	Listening Speaking Reading Writing	Writing a blog	Ongoing assessment and end of year assessments

SPANISH: YEAR 8

AGE-RELATED EXPECTATIONS

LISTENING

Understand information in a variety of tenses.

Identify specific information within a passage.

Transcribe short pieces of information.

SPEAKING

Demonstrate accuracy in using a variety of grammatical structures.

Use longer sentences using a variety of linguistic features.

Demonstrate fluency and spontaneity on familiar and unfamiliar questions and topics. Demonstrate fluency and spontaneity when responding to familiar and unfamiliar questions and topics.

READING

Understand information in a variety of tenses.

Identify specific information within passages.

Use reading comprehension skills to improve understanding.

WRITING

Demonstrate accuracy in using a variety of grammatical structures.

Write longer sentences using a variety of linguistic features and justified opinions.

Understand and respond to all aspects of the task.

SPANISH: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Food & Drink	Listening Speaking Reading Writing	Video clip - food diary	Ongoing assessment and end of term assessment
Health & Lifestyle	Listening Speaking Reading Writing	Blog about healthy lifestyles. Fitness & well-being guide	Ongoing assessment and end of term assessment

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Education and employment	Listening Speaking Reading Writing	Job application	Ongoing assessment

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Volunteering and helping others	Listening Speaking Reading Writing	Proposal to make change	Ongoing assessment and end of year assessments

SPANISH: YEAR 9

AGE-RELATED EXPECTATIONS

LISTENING

Recognise details given in a range of tenses.

Deduce specific information from a variety of exam-style question types.

Transcribe longer pieces of information.

SPEAKING

Demonstrate accuracy in using a variety of grammatical structures.

Communicate using complex vocabulary and structures.

Communicate with accurate pronunciation and intonation.

READING

Recognise details given in a wide variety of tenses.

Deduce specific information from a variety of exam-style question types.

Identify key question words and respond appropriately.

WRITING

Write paragraphs using more complex vocabulary and structures.

Understand and respond to all aspects of the task.

Demonstrate accuracy in using a wide variety of grammatical structures.

SPANISH: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Home life	Listening Speaking Reading Writing	Dream house & area	Ongoing assessment and end of term assessment
School	Listening Speaking Reading Writing	Clues treasure hunt	Ongoing assessment and end of term assessment
Food	Listening Speaking Reading Writing	Create a healthy food menu for school	Ongoing assessment and end of term assessment
Health and Fitness	Listening Speaking Reading Writing	Create a vlog about healthy living	Ongoing assessment and end of term assessment

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Self, family, relationships	Listening Speaking Reading Writing	Survey	Ongoing assessment
House and home	Listening Speaking Reading Writing	Brochure to promote a positive daily routine	Ongoing assessment
Leisure / Eating out	Listening Speaking Reading Writing	Interview business owner / make reservations	Ongoing assessment

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Holidays	Listening Speaking Reading Writing	Research and presentation of the topic relating to a Spanish speaking country	Ongoing assessment and end of year assessments

VIETNAMESE: YEAR 7

AGE-RELATED EXPECTATIONS

READING

Read and understand a range of genres.

Use new vocabulary and structures found in the reading to respond in speech or writing.

Identify the effect of a piece of text on the reader, with some explanation.

WRITING

Produce a short piece of writing on a given topic.

Know how to use connective words, punctuation to develop written tasks.

Adapt previously learnt language for their own purposes.

Redraft their work to improve their accuracy.

LISTENING

Produce a short piece of writing on a given topic.

Know how to use connective words, punctuation to develop written tasks.

Adapt previously learnt language for their own purposes.

Redraft their work to improve their accuracy.

SPOKEN AND SOCIAL COMMUNICATION

Talk about personal and topical matters in a fluent manner.

Respond appropriately to questions.

Be able to carry out conversations and share ideas on topics in small groups.

VIETNAMESE: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Literature Văn học dân gian Việt Nam (cổ tích , truyền thuyết, ca dao)	Listening Speaking Reading Writing	Discuss about literary devices, plots, characters. Summarise main points	Written essays Presentations
Truyện Trung Đại Việt Nam	Listening Speaking Reading Writing	Analytical skills are focussed	Essay and tests
Non- Lit texts such as cartoons and articles (văn bản phi văn học bao gồm thể loại hoạt hình và bài báo)	Listening Speaking Reading Writing	Analytical skills are focussed	Essay and tests

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Literature Truyện ngắn Việt Nam giai đoạn hiện đại (short stories)	Listening Speaking Reading Writing	Discuss about literary devices, plots, characters. Summarise main points	Written essays Presentations
Thể loại thơ (poetry) Bao gồm thơ lục bát và thơ tự do	Listening Speaking Reading Writing	Analytical skills are focussed	Essays/ presentations

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Literature Các thể loại văn học khác như là tùy bút và kí (other genres such as diary) Văn miêu tả	Listening Speaking Reading Writing	Quiz show Handouts/ discuss/ Research how to use literary devices, punctuations in the written tasks	Display works Essay
Truyện dịch – trích đoạn (works in translation) Ôn tập (revision)	Listening Speaking Reading Writing	Written tasks Multiple choice Group discuss	Presentations/ creating essays

NON-VIETNAMESE: YEAR 7

AGE-RELATED EXPECTATIONS

READING

Read and understand a range of short paragraphs.

Be able to summarize the content of paragraphs and passages read.

WRITING

Produce written tasks on a given topic with support.

Use some connective words to link a series of ideas.

Adapt previously learnt language for their own purposes.

LISTENING

Listen and understand conversations on a variety of topics.

Take notes on various topics.

Repeat new words and phrases heard.

SPOKEN AND SOCIAL COMMUNICATION

Ask and answer questions on a variety of topics

Improve interview skills.

Improve intonation and pronunciation.

NON-VIETNAMESE: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
The Vietnamese alphabet	Listening Speaking Reading Writing	Make a list of differences Repeat after the teacher	Speaking levels
Personal pronouns in Vietnamese	Listening Speaking Reading Writing	Make conversations Interview skills	Writing levels
Greetings / nationality	Listening Speaking Reading Writing	How to say hello and some basic phrases in communication. Culture	Interview skills improved Conversations created
Jobs	Listening Speaking Reading Writing	Describe people Interview skills	Written tasks

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Ages	Listening Speaking Reading Writing	Describe people Interview skills	Written tasks Created conversations
Houses/ facilities	Listening Speaking Reading Writing	Describe rooms in the house. Interview skills to know their dream house	Display works

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Money / shopping	Listening Speaking Reading Writing	Going shopping Questions & answers Say numbers	External conversations in shopping
Revision	Listening Speaking Reading Writing	Multiple choice Writing exercises	Writing tests – grade system

VIETNAMESE: YEAR 8

AGE-RELATED EXPECTATIONS

READING

Understand various texts and display their attitudes and emotions.

Give detailed explanations using accurate terminology.

Research appropriate resources to Understand the writer's choice of language and literary devices.

The length of reading texts is becoming more complicated with various themes.

WRITING

Develop the length of written tasks.

Choose appropriate styles for written tasks to suit the purpose and audiences.

Spellings and grammar are accurate.

Use a variety of punctuation effectively

Know how to organise and develop ideas in a formal essay.

LISTENING

Listen to passages from various sources and identify key points, taking note of these.

Question the speaker.

SPOKEN AND SOCIAL COMMUNICATION

Manage unpredictable elements in various contexts.

Develop debating skills

Discuss facts & ideas to solve problems and to meet the demands of different situations and contexts.

Use accurate language to present various topics.

VIETNAMESE: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Literature Văn học dân gian bao gồm tục ngữ, ca dao và truyện ngụ ngôn (Vietnamese folk tales such as idioms and fables)	Listening Speaking Reading Writing	Discuss about literary devices, plots, characters Summarise main points	Written essays Presentations
Non-lit text type : lá thư (letter)	Listening Speaking Reading Writing	Analytical skills Debate	Presentation / answer questions
Văn bản nhật dụng	Listening Speaking Reading Writing	Analytical skills	Presentation / display works

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Literature Văn học trung đại Việt Nam Thơ (poetry in the Middle Age stage)	Listening Speaking Reading Writing	Discuss about literary devices, plots, characters Summarise main points	Written essays Presentations
Thơ giai đoạn hiện đại (poetry in the Modern Stage)	Listening Speaking Reading Writing	Discuss about literary devices, plots, characters Summarise main points	Presentation Essays Paragraph writing

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Literature Commentary Essay	Listening Speaking Reading Writing	Discuss about literary devices, plots, characters Summarise main points	Essays Presentations Reading comprehension Answer questions
Other genres such as diary Thể loại văn học khác như bút ký	Listening Speaking Reading Writing	Discuss about literary devices, plots, characters Summarise main points	Essays Presentations Reading comprehension Answer questions

NON-VIETNAMESE: YEAR 8

AGE-RELATED EXPECTATIONS

READING

Understand various texts and independently look up meanings for unknown words.

WRITING

Apply knowledge of vocabulary and language structure into written work.

Express and justify opinions and ideas.

Spellings and grammar are accurate.

Use dictionaries to develop the range of vocabulary.

LISTENING

Listen and respond to dialogue and short passages.

Recognise key words and main points and discuss these in groups.

SPOKEN AND SOCIAL COMMUNICATION

Talk about personal and topical matters.

Be confident to interview peers or native speakers.

Develop pronunciation and intonation.

Know and use a wide range of vocabulary in the correct language structure.

NON-VIETNAMESE: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
The Vietnamese alphabet	Listening Speaking Reading Writing	Make a list of differences Repeat after the teacher	Speaking & reading level
Personal pronouns in Vietnamese	Listening Speaking Reading Writing	Make conversations Interview skills	Written work how to use the right pronouns
Greetings / nationality	Listening Speaking Reading Writing	How to say hello and some basic phrases in communication. Culture	Presentation - interview
Time/ days/ date	Listening Speaking Reading Writing	Describe their own timetable Interview skills	Written tasks Created conversations

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Tenses in Vietnamese	Listening Speaking Reading Writing	Make differences between English & Vietnamese	Written tasks Created conversations
Houses/ facilities	Listening Speaking Reading Writing	Describe rooms in the house. Interview skills to know their dream house	Display works
Sentence structures in Vietnamese	Listening Speaking Reading Writing	Written tasks	Writing levels

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Hobbies	Listening Speaking Reading Writing	Make differences between English & Vietnamese Describe hobbies	Understanding of culture Created conversations
Direction	Listening Speaking Reading Writing	Google maps Produce guidance book	Raise Confidence when they are lost and they can ask by themselves
Revision	Listening Speaking Reading Writing	Multiple choice Writing exercises	Written & spoken tests

VIETNAMESE: YEAR 9

AGE-RELATED EXPECTATIONS

READING

Understand and identify the main points, themes, plots, settings and rhetoric devices.

Explore some features and conventions used by writers from different periods.

Read and understand a range of genre

WRITING

Extend the length of writing pieces using accurate academic language.

Use a range of sentence structures purposefully and various punctuation effectively.

Plan before writing, provide evidence to keep their essays persuasive and informative.

Develop their own writing styles using accurate language.

Know how to apply and analyse literary techniques appropriately.

LISTENING

Listen to complicated passages from various sources such as documentary films, the State News and need to recognise and identify key points.

Listen to the longer conversations and recognise topics they want to say

SPOKEN AND SOCIAL COMMUNICATION

Use accurate language to present ideas about the given topics.

Justify opinions and give both in negative and positive feedback.

Confidently debate with peers.

Adapt the speech to meet the demands of different contexts

VIETNAMESE: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Non-Lit text type : letter Thể loại phi văn học: lá thư	Listening Speaking Reading Writing	Discuss about literary devices, plots, characters throughout short stories in the period 30-45. Summarise main points. Question& answer	Written essays Presentations Display works
Short stories (truyện ngắn)	Listening Speaking Reading Writing	Analytical skills are focussed	Presentation Essays
Truyện dịch Works in translation	Listening Speaking Reading Writing	Analytical skills are focussed	Presentation Essays

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Non-Lit text type : Infographic Thể loại phi văn học : đồ họa thông tin	Listening Speaking Reading Writing	Discuss about literary devices, plots, characters. Summarise main points. Focus on poem features	Written essays Presentations
Văn bản nhật dụng (articles)	Listening Speaking Reading Writing	Analysis of the language used in those articles	Presentation Write a Paragraph Answer questions
Thực hành thuyết minh Practise presenting opinions	Listening Speaking Reading Writing	Peer & teacher feedback and reflection	Group presentation

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ ASSESSMENT
Literature : Poetry Thể loại thơ	Listening Speaking Reading Writing	Discuss about literary devices, plots, characters Summarise main points	Written essays Presentations
Kịch (drama)	Listening Speaking Reading Writing	Discuss about literary devices, plots, characters Summarise main points	Playing roles Analytical essays
Văn nghị luận (commentary essays)	Listening Speaking Reading Writing	Discuss about literary devices, plots, characters Summarise main points	Analytical essays

NON-VIETNAMESE: YEAR 9

AGE-RELATED EXPECTATIONS

READING

Read and understand short paragraphs.

Identify the main ideas, key words and patterns in text.

WRITING

Apply language accurately in their written tasks.

Use tones accurately and spell words correctly.

LISTENING

Listen and understand the conversation and respond appropriately in a range of situations.

SPOKEN AND SOCIAL COMMUNICATION

Start to present their personal information.

Deal with unpredictable elements in conversation.

Be fluent in pronunciation and intonation.

Communicate confidently with peers and local people.

NON-VIETNAMESE: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
The Vietnamese alphabet	Listening Speaking Reading Writing	Make a list of differences Repeat after the teacher	Accurate spellings
Personal pronouns in Vietnamese	Listening Speaking Reading Writing	Make conversations Interview skills	How to use right pronouns in communication
Abilities	Listening Speaking Reading Writing	Make conversations Interview skills	Fluent & natural Conversations
Prepositions	Listening Speaking Reading Writing	Make conversations Interview skills Describe prepositions	Produce short essays to describe

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Food & drinks & restaurants	Listening Speaking Reading Writing	Interview skills Cook Describe food & drinks	Written tasks Created conversations Understanding of culture
Weather / climates	Listening Speaking Reading Writing	Describe the weather forecast Interview skills to know weather	Display works Presentation Understanding of weather in Hanoi and HCMC
Comparative Sentence structures in Vietnamese	Listening Speaking Reading Writing	Written tasks	Produce short essays

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Travel / hotels	Listening Speaking Reading Writing	Discuss to find out where & when is the best time to travel in VN	Understanding of culture Created conversations
Feelings	Listening Speaking Reading Writing	Doctors' office	Understanding of passive voice in Vietnamese
Revision	Listening Speaking Reading Writing	Multiple choice Writing exercises	Written & spoken tests Grade system

COMPUTING: YEAR 7

AGE-RELATED EXPECTATIONS

PLAN AND DESIGN

PD1: Algorithms

PD2: Layout

PD3: Success Criteria and audience

CODE AND CREATE

CC1: Data Structures

CC2: Efficiency

CC3: Data handling

CC4: Layout execution

CC5: Advanced Technical Skills

EVALUATE AND EXPLAIN

EE1: Knowledge

EE2: Reflection

EE3: Sources

EE4: Annotation

SKILLS FOR LEARNING

SFL1: Organisation

SFL2: Independence

SFL3: Communication

COMPUTING: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Introduction to Computing	N/A	Introduction to Computing, passwords, emails and looking at BIS systems	N/A
Understanding Computers	CC4, EE1, SFL1, SF2, SFL3	Understand how computers work including, hardware, software and binary.	End of topic test.
Spreadsheets	CC3, CC5, SFL1, SF2, SFL3	Learn various functions, formulae and graphs in spreadsheet software.	Homework assessment on formulae. End of topic test.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Control: Introduction to programming	PD1, CC1, CC2, CC5, EE1, SFL1, SF2, SFL3	Learn about instructions and algorithms with basic code and flowcharts.	End of topic test.
Microbit	C1, CC2, CC5, EE1, EE4, SFL1, SF2, SFL3	Using a Micro:bit device students learn to code and make programs such as games, a timer, a thermometer and a compass.	End of topic test.

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Kodu game design	PD1, PD2, PD3, CC2, CC5, EE2, SFL1, SF2, SFL3	Learn about game design, creating worlds, movement of interaction of objects and characters. Create a series of mini games. Using skills learnt design and create their own game.	Peer assessment of game. Final assessment of own game.

COMPUTING: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Microbit	C1, CC2, CC5, EE1, EE4, SFL1, SF2, SFL3	Using a Micro:bit device students learn to code and make programs such as games, a timer, a thermometer and a compass.	End of topic test
Scratch	PD1,PD2, PD3, CC1, CC2, CC5, EE2, EE3, EE4, SFL1, SF2, SFL3	Learn various programming techniques, design and edit graphics and produce a game for an intended audience.	User testing. Final game assessment.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Spreadsheets	CC3, CC5, SFL1, SF2, SFL3	Learn various functions, formulae and graphs in spreadsheet software.	Mid topic assessment. End of topic test.
Python	PD1, CC1, CC2, CC5, EE4, SFL1, SF2, SFL3	Learn programming concepts and put them into practice using a text based language. Create solutions to problems and create programs that could be used in the real world.	Programming assessment (Including planning and annotation).

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Graphics	PD2, CC\$, EE4, SFL1, SF2, SFL3	Creating 2D and 3D images for real life scenarios.	Upload final product for feedback.

COMPUTING: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Website Design	PD2, PD3, CC1, CC2, CC4, CC5, EE2, EE3, EE4, SF1, SF2, SF3	Learn HTML and CSS to make a basic website. Use these skills and web authoring software to create a professional looking website.	N/A
Office Skills	CC3, CC5, EE1, SFL1, SF2, SF3	Building on from the previous years knowledge and using more complex functions and procedures to make more complex programs that could be used in the real world.	Annotation of code assessment. End of topic test.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Kodu game design	PD1, PD2, PD3, CC2, CC5, EE2, SFL1, SF2, SFL3	Students revisit the Databases and Spreadsheets from previous years. They also learn skills from Word and Powerpoint that will be skills to help them in the future.	2 topic tests.

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Microbit next steps	CC1, CC5, EE4, SFL1, SF2, SF3	Building on from previous the previous years knowledge, students use the Microbit to solve real world problems.	Presentation and annotation of skills learnt to show understanding.

HISTORY: YEAR 7

AGE-RELATED EXPECTATIONS

CATEGORISING SOURCES

Sort a number of historical sources into correct categories

Sources are categorised by theme and causal explanation.

INFERENCE AND INTERPRETATION

The ability to interpret and analyse causal relationships using evidence

The ability to evaluate evidence when determining the strength of an inference

EXPLANATION

The ability to use several sources to make a clear decision about the cause or consequence on an historical event

ACADEMIC WRITING SKILLS

The ability to quote from historical sources

The ability to use evidence to construct paragraphs

COMPARE AND CONTRAST

The ability to use historical sources and evidence to identify similarities and differences between them

RESEARCH SKILLS

The ability to research and identify significant and salient information about historical events and moments in history.

HISTORY: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
What is History?	Categorising Sources Explanation Research Skills Compare and Contrast	Tollund Man investigation Bog Bodies presentation	Infer from sources. Categorise sources. Compare and contrast bog bodies.
The Romans	Interpretation Academic Writing Skills	Were the Romans civilised? The Roman Emperor's Problems	Analyse sources on different aspects of Roman life Explain different reasons why the Empire collapsed.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Origins of Ancient China	Research Skills	Study of the Yellow River The Shang and Zhou dynasties	Explain the significance of the Yellow River to the development of China. Compare the Shang and Zhou dynasties in several areas of life.
The First Emperor of China	Explanation Academic Writing Skills	Study of the First Emperor of China and his rule	Evaluate the consequences of Qin Shi Huangdi's new laws. Create a timeline of the First Emperor's life

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
South East Asian History	Research Skills	A study of different countries and developments in the region over time	A study of different countries and developments in the region over time

HISTORY: YEAR 8

AGE-RELATED EXPECTATIONS

EXPLANATION

The ability to use sources to make a clear decision about the cause or consequence on an historical event

ACADEMIC WRITING SKILLS

The ability to quote from historical sources

The ability to use evidence to construct paragraphs

ANALYSING SOURCES

The ability to understand how two sources might agree and disagree

The ability to understand the value and limitations of the the origin and purpose of sources

INFERENCE AND INTERPRETATION

The ability to interpret and analyse causal relationships using evidence

The ability to evaluate evidence when determining the strength of an inference

COMPARE AND CONTRAST

The ability to use historical sources and evidence to identify similarities and differences between them

SIGNIFICANCE

The ability to understand why and how an historical event or individual is significant

RESEARCH SKILLS

The ability to research and identify significant and salient information about historical events and moments in history

HISTORY: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
The Transatlantic slave trade	Explanation Academic Writing Skills Analysing Sources Inference Compare and Contrast	Experiences of slavery Source analysis: Olaudah Equiano	Compare accounts from different people. Infer from sources describing the Middle Passage and identify their nature, origin and purpose
The Abolition of Slavery	Significance Research Skills	The Apprentice group work Abolitionists research Class debate	Observe patterns on a timeline Compare the significance of different abolitionists.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Empire	Analysing Sources Inference Research Skills	Analyse sources on British India Group presentation on Indian independence	Compare and explain different interpretations of empire Explain why did India gain independence?

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Civil Rights 1860-2009	Analysing Sources Inference Significance Academic Research Skills	Research essay on people and groups of the Civil Rights Movement Source analysis	Explain and compare the significance of groups or people. Make inferences from photographs and identify origin, nature and purpose

HISTORY: YEAR 9

AGE-RELATED EXPECTATIONS

ENQUIRY

The ability to enquire as to the meaning and intended audience of an historical source

RESEARCH SKILLS

The ability to research and identify significant and salient information about historical events and moments in history.

SIGNIFICANCE

The ability to understand why and how an historical event or individual is significant

ACADEMIC WRITING SKILLS

The ability to quote from historical sources

The ability to use evidence to construct paragraphs and substantiate and academic argument

INTERPRETATION

The ability to interpret and analyse causal relationships using evidence

The ability to evaluate evidence when determining the strength of an inference

ANALYSING SOURCES

The ability to understand origin, nature and purpose on an historical source

The ability to understand the value and limitations of the the origin and purpose of sources

CHANGE

The ability to examine and evaluate the nature of change using appropriat erelevant terminology

HISTORY: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Gender in the early Twentieth Century - Women's Rights in the UK	Enquiry Research Skills Significance Academic Writing Skills Research Skills	Suffragettes Study Research essay	Explain the extent and nature of change in women's lives. Identify the main and sub messages of sources. Judge the importance of the Suffragettes compared to other factors in women obtaining the vote.
Nationalism in the Twentieth Century - Japan and China	Interpretation Academic Writing Skills	Source investigation	What happened in Nanjing? Test and judge interpretations using your own knowledge.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Nationalism in the Twentieth Century - Japan and USA: The Pacific War	Analysing Sources Academic Writing Skills	Case studies in South East Asia Source investigation on Japanese internment in the USA. Research on the dropping of the atomic bomb	Group presentations. Explain the values and limitations of relevant sources. Class discussion
Conflict in the Middle East: Israel and Palestine	Significance Academic Writing Skills	Events in the Middle East in the early 20th Century	Decide what the most important factor was in the creation of Israel.

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Conflict in the Middle East	Change Academic Writing Skills	Events in the Middle East in the late 20th Century The Fence	Evaluate the extent and nature of change in the Arab-Israeli conflict since 1945. How is "The Fence" viewed differently by different people?
Was the 20th Century a Time of Progress?	BIS learning skills	Exploring a range of areas such as medicine, the United Nations, technology	Class debate and public speaking on a given issue of interest.

GEOGRAPHY: YEAR 7

AGE-RELATED EXPECTATIONS

CONTEXTUAL WORLD KNOWLEDGE

Describe a range of places, environments, features and issues at a local and/or global scale.

Identify and describe how patterns vary at global and national scales.

Incorporate place-specific details, sometimes including specific facts/figures.

UNDERSTANDING

Explain processes and how these can lead to geographical change.

Explain some geographical similarities, differences and links between places, global issues or sustainability.

Express and begin to explain opinions or findings. Identify and begin to interpret different perspectives and their implications.

GEOGRAPHICAL ENQUIRY

Carry out structured geographical enquiries using a range of relevant sources and perspectives.

Make appropriate and developed explanations.

Evaluate strengths and weaknesses to form a judgement.

SKILLS

Use atlases and maps with increasing independence. Use a range of map skills and sources of evidence accurately.

Accurately use appropriate vocabulary and diagrams to demonstrate knowledge and understanding.

Analyse and begin to draw conclusions from geographical data and multiple sources.

GEOGRAPHY: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	LEARNING QUESTIONS
Zombie Apocalypse	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	How can we use an atlas to find places? How do you write a route plan? How can we measure distance? How can we locate places using grid references? How can spatial data be represented visually? How can maps be used to inform decisions? What is the geographical site and situation of a place?

TERM 2

UNIT/TOPIC	WHICH AREs?	LEARNING QUESTIONS
Polar Regions: Enquiry	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	Why are polar regions important? How do the poles differ? How are polar regions used? What are the issues in polar regions? How can we solve the issues in polar regions?

TERM 3

UNIT/TOPIC	WHICH AREs?	LEARNING QUESTIONS
Zombie Apocalypse	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	Why do we have negative assumptions about the world? Why does the media make mountains out of molehills? How can spatial data be represented visually? Why do we think we live in a divided world? What should "we" call "them"? What is life like for people in different places? How can we control our gap instinct?

GEOGRAPHY: YEAR 8

AGE-RELATED EXPECTATIONS

CONTEXTUAL WORLD KNOWLEDGE

Describe a range of places, environments, features and issues at a range of geographical scales.

Explain how patterns and trends vary depending on scale.

Incorporate place-specific details, including specific facts/figures.

UNDERSTANDING

Explain a variety of processes that lead to geographical change across time and space.

Explain the geographical similarities, differences and links between places, global issues and/or sustainability.

Express and explain findings and opinions in some detail. Interpret and begin to evaluate different perspectives and their implications.

GEOGRAPHICAL ENQUIRY

Carry out structured geographical enquiries using a relevant range of more complex sources and perspectives accurately and appropriately.

Make accurately developed explanations.

Evaluate sources, issues and perspectives to justify arguments.

SKILLS

Use atlases and maps with increasing independence. Use a range of map skills and sources of evidence accurately.

Accurately use appropriate vocabulary and diagrams to demonstrate knowledge and understanding.

Analyse and begin to draw conclusions from geographical data and multiple sources.

GEOGRAPHY: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	LEARNING QUESTIONS
Human Threats	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	<ul style="list-style-type: none"> What are the biggest threats to humans today? What are supervolcanoes? Why do some places experience drought and famine? Why is there conflict over water? Why do diamonds lead to the exploitation of people? Why are we waging a war on plastic? How do threats connect to the SDGs? How can we limit the impacts of human threats?

TERM 2

UNIT/TOPIC	WHICH AREs?	LEARNING QUESTIONS
Do we have 12 years to stop Climate Change?	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	<ul style="list-style-type: none"> What is Climate Change and Global Warming? What are the facts about climate change? What are the causes of Climate Change? Why is it so difficult to manage? Why will some people be more affected than others? How will we respond to Climate Change?

TERM 3

UNIT/TOPIC	WHICH AREs?	LEARNING QUESTIONS
Population and Migration	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	<ul style="list-style-type: none"> Where do people live and why? Where and why do people move? Where are people moving from and to? What are the different perspectives of migration? What are the impacts of migration at different scales? Who are refugees? How do we manage migration?
Fieldwork	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	<ul style="list-style-type: none"> What environmental problems does Thao Dien face? What is the difference between primary and secondary data? How can we collect data? How is data presented and analysed? How does our work link to the SDGs?

GEOGRAPHY: YEAR 9

AGE-RELATED EXPECTATIONS

CONTEXTUAL WORLD KNOWLEDGE

Describe a wide range of places, environments, features and issues at a range of geographical scales.

Analyse how patterns and trends vary across time and space.

Incorporate place-specific details, including specific facts/figures.

UNDERSTANDING

Analyse a wide variety of processes that lead to geographical changes across time and space.

Analyse the geographical similarities, differences and interactions between places, global issues and/or sustainability.

Express and explain findings and opinions thoroughly. Interpret and evaluate a range of different perspectives and their implications.

GEOGRAPHICAL ENQUIRY

Independently plan and carry out geographical enquiry effectively using a relevant range of evaluated sources and perspectives accurately and appropriately.

Make logical and accurately developed explanations.

Evaluate source reliability, issues and perspectives to make valid, well-supported arguments.

SKILLS

Use atlases and maps independently. Select and use a range of map skills and sources of evidence accurately.

Accurately use appropriate vocabulary and diagrams to demonstrate their knowledge and understanding.

Analyse and draw conclusions from geographical data and multiple sources of increasing complexity.

GEOGRAPHY: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	LEARNING QUESTIONS
Dark Tourism	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	<ul style="list-style-type: none"> What is Dark Tourism? How are the impacts of low development? What do development indicators tell us? What are the positives and negatives of tourism? How can tourism be managed?
Green Gold	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	<ul style="list-style-type: none"> What are the similarities and differences between a biome and an ecosystem? Why is biodiversity important in a changing world? What causes deforestation? How am I connected to palm oil? Who's to blame for rainforest destruction? How can we conserve tropical rainforests?

TERM 2

UNIT/TOPIC	WHICH AREs?	LEARNING QUESTIONS
The Almighty Dollar	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	<ul style="list-style-type: none"> How am I a part of 'the economy'? Where does money go when you spend it? Why is the dollar significant? How has China become the 'workshop of the world'? Where will be the world's workshop in the future? How is China connected to Africa and Nigeria? What is life like in Nigeria? Why does India have a tax problem? Why is infrastructure important? How are oil and conflict connected?

TERM 3

UNIT/TOPIC	WHICH AREs?	LEARNING QUESTIONS
The Future of Food	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	<ul style="list-style-type: none"> How does access to food change around the world? What are the causes of food problems? What are the issues of our demand for fish? How will we overcome them? How will climate change impact our food supply? What are the alternative food supplies of the future? How ethical will they be?



DESIGN AND TECHNOLOGY

AIMS AND OBJECTIVES

Design and Technology allows students to develop their ability to solve real-life design problems creatively with the innovation of products, systems and environments, leading to solutions that will enhance and improve the lives of others. Design and Technology covers a wide range of skills and disciplines including Engineering, Product Design, Graphic Design, Interior Design, Illustration, Architecture, Marketing, etc.

COURSE CONTENT

Students use high order thinking skills and through analysis, synthesis and evaluation they learn to investigate opportunities for design and development. Throughout the course students develop their design capability through detailed research, drawing and modelling.

They learn how to manufacture products with skill and accuracy, using a wide range of techniques including Computer Aided Design and Computer Aided Manufacture (CAD/CAM).

Students learn how different manufacturing techniques are used in industrial situations, including printing techniques, plastic forming and automation.

They learn to use a range of different drawing techniques and styles using software including Adobe Photoshop and Illustrator.

Students are given the opportunity to demonstrate their skills in a self-directed coursework project. With teacher guidance, they choose their own area of study and develop a design brief that encourages creativity, innovation and the solution of a real-life design problem.

ASSESSMENT

PAPER	DESCRIPTION	WEIGHTING
Coursework - approx 45 hours	Design and Make Project	50%
Paper 1 – 1 hour 15 minutes	Product Design	25%
Paper 2 – 1 hour	Graphic Products	25%

DESIGN AND TECHNOLOGY: YEAR 7

AGE-RELATED EXPECTATIONS

RESEARCH

R1: Identify and analyse a given/found problem and devise simple solutions to solve it

R2: Collect relevant information using a variety of primary and secondary sources

R3: Analyse collected data and information and reach conclusions which support the design process

R4: Devise specific parameters that guide design development and determine the success of the outcomes

DESIGN

D1: Design a range of creative ideas which meet the specification

D2: Design conceptually-different solutions to the same problem

D3: Communicate ideas visually using a variety of techniques

D4: Communicate own designs with the use of annotations

D5: Develop a chosen design using a variety of methods, including modelling, with the aim of improving it

MAKE

M1: Provide all the necessary information required for the manufacture of the solution

M2: Plan the manufacture of the solution by determining a logical sequence of processes

M3: Use a range of equipment with minimal guidance in the manufacture of the solution

M4: Manufacture products to a high level of finish

M5: Manufacture products which require reasonably complex techniques and processes

M6: Use CAD (computer aided design) as a tool to develop and/or manufacture a solution

EVALUATE

E1: Use a number of strategies to test the effectiveness of their outcomes

E2: Compare their outcomes against their own/given specification

E3: Evaluate their work at all stages of the design process

E4: Suggest simple modifications based on the outcomes of testing and evaluation

DESIGN AND TECHNOLOGY: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Desk Tidy Project	M3, M4	Making a desk tidy to a given set of specifications.	Complete product based on specifications. Portfolio of work with details of design process.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Tinkercad	R1, R2, R3 D2, D3, D4 M6 E3, E4	Using 3D modelling software to design and manufacture a simple product which will be 3D printed. Using 3D modelling software to design and manufacture a simple product which will be 3D printed.	Complete design on file to be 3D printed. Portfolio of work with details of design process.

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Flood-proof Housing Project	R4 D3, D4 M1, M5 E1, E3	Research into UNSDGs and flood-proofing structures. Making and testing of a scaled prototype of own design.	Complete model of flood-proof house design. Portfolio of work with details of design process.
Engineering Challenge: Egg parachute	R1, R2, R4 D1, D5 M3	Research, design and making in teams. Ongoing testing of prototypes and final competition.	A complete prototype ready for testing.

DESIGN AND TECHNOLOGY: YEAR 8

AGE-RELATED EXPECTATIONS

RESEARCH

R1: Identify and analyse a given/found problem and devise simple solutions to solve it

R2: Collect relevant information using a variety of primary and secondary sources

R3: Analyse collected data and information and reach conclusions which support the design process

R4: Devise specific parameters that guide design development and determine the success of the outcomes

DESIGN

D1: Design a range of creative ideas which meet the specification

D2: Design conceptually-different solutions to the same problem

D3: Communicate ideas visually using a variety of techniques

D4: Communicate own designs with the use of annotations

D5: Develop a chosen design using a variety of methods, including modelling, with the aim of improving it

MAKE

M1: Provide all the necessary information required for the manufacture of the solution

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EVALUATE

E1: Use a number of strategies to test the effectiveness of their outcomes

E2: Compare their outcomes against their own/given specification

E3: Evaluate their work at all stages of the design process

E4: Suggest simple modifications based on the outcomes of testing and evaluation

DESIGN AND TECHNOLOGY: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Cardboard Furniture Project	R4 D3, D4, D5 M5, M6 E2	Research into simple temporary joining methods, as well as user needs. Design and realisation of a full-scale item of furniture for a specific client.	A complete and fully functional product. Portfolio of work with details of design process.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Pewter Jewellery Project	R2, R3 D1, D3, D4 M2, M3, M4 E3	Research into the history of design. Design and manufacture of an item of jewellery inspired by a design movement.	A complete item of jewellery made primarily out of pewter. Portfolio of work with details of design process.

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Packaging Project	D2 M1 E1, E4	Research and modelling of a range of packaging solutions. Realisation of a packaging solution for the jewellery project.	A complete and fully functional product. Portfolio of work with details of design process.
Engineering Challenge: Trebuchets	R2 D5 M1, M3	Research, design and making in teams. Ongoing testing of prototypes and final competition.	A complete prototype ready for testing.

DESIGN AND TECHNOLOGY: YEAR 9

AGE-RELATED EXPECTATIONS

RESEARCH

R1: Identify and analyse a given/found problem and devise simple solutions to solve it

R2: Collect relevant information using a variety of primary and secondary sources

R3: Analyse collected data and information and reach conclusions which support the design process

R4: Devise specific parameters that guide design development and determine the success of the outcomes

DESIGN

D1: Design a range of creative ideas which meet the specification

D2: Design conceptually-different solutions to the same problem

D3: Communicate ideas visually using a variety of techniques

D4: Communicate own designs with the use of annotations

D5: Develop a chosen design using a variety of methods, including modelling, with the aim of improving it

MAKE

M1: Provide all the necessary information required for the manufacture of the solution

M2: Plan the manufacture of the solution by determining a logical sequence of processes

M3: Use a range of equipment with minimal guidance in the manufacture of the solution

M4: Manufacture products to a high level of finish

M5: Manufacture products which require reasonably complex techniques and processes

M6: Use CAD (computer aided design) as a tool to develop and/or manufacture a solution

EVALUATE

E1: Use a number of strategies to test the effectiveness of their outcomes

E2: Compare their outcomes against their own/given specification

E3: Evaluate their work at all stages of the design process

E4: Suggest simple modifications based on the outcomes of testing and evaluation

DESIGN AND TECHNOLOGY: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Cultural Lamp Project	D1, D3, D4 M4, M6 E1, E3, E4	Students to develop skills using Adobe Illustrator to design and manufacture a lamp.	A complete and functional prototype based on chosen culture. Portfolio of work with details of design process.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Architectural Modelling Project	R2, R3 D3 M3, M4 E3	Students develop their knowledge and skills in a variety of modelling materials and techniques as well as CAD to complete a model of a house.	A complete scaled model of a house of their own design. Portfolio of work with details of design process.

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES	OUTCOMES/ASSESSMENT
Mini-enterprise Project	R1, R4 D1, D2, D5 M1, M2, M4, M5 E2	Team-based project where students will design and manufacture a range of batch-produced items to sell.	Complete range of items based on the theme of the 25th anniversary of BIS.
Engineering Challenge: Bridge Building	R2 D1, D5 M1, M3	Research, design and making in teams. Ongoing testing of prototypes and final competition.	A complete prototype ready for testing.



ART

AIMS AND OBJECTIVES

The aims are to enable students to develop:

- *an ability to record from direct observation and personal experience;*
- *an ability to identify and solve problems in a range of visual art making forms;*
- *creativity, visual awareness, critical and cultural understanding;*
- *an imaginative, creative and personal response;*
- *confidence, enthusiasm and a sense of achievement in the practice of art and design;*
- *growing independence in the refinement and development of ideas and personal outcomes;*
- *engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate;*
- *a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other artists, environments and cultures.*

COURSE CONTENT

Cambridge IGCSE Art & Design has been designed to offer a broad choice of media and approaches.

The broad areas of study are:

- *painting and related media*
- *printmaking*
- *photography, digital and lens-based media*
- *3D studies*
- *textiles and fashion.*

Candidates can respond to either component using any of the media above.

ASSESSMENT

COMPONENT 1: COURSEWORK (100 MARKS)	50%
Candidates research, develop and realise a project from one area of study in the subject content from a theme set by the teacher. There are two parts to the coursework: – a portfolio and – a final outcome. Externally assessed.	50%
COMPONENT 2: 8 HOURS EXTERNALLY SET ASSIGNMENT (100 MARKS)	50%
Candidates respond to one starting point set by Cambridge International. This is in Term two of Year 11. Candidates may produce work from the same area of study as Component 1, but they do not have to. There are two parts to the assignment: supporting studies and a final outcome, produced during a supervised test of 8 hours' total duration. Externally assessed.	50%

ART: YEAR 7

AGE-RELATED EXPECTATIONS

RECORD

R1 :Collect and draw from your own range of ideas

R2: Record information and ideas based on artists, cultures and techniques.

R3: Draw from real-life objects and direct observational drawing and photography

R4 :Show understanding of the formal elements of Art

EXPLORE

EX1: Apply new techniques and processes by experimenting with media and effects.

Ex2: Explore more than one idea in order to respond personally in your work.

Ex 3:Explore drawing styles through mark-making with a variety of tools and techniques.

DEVELOP

DEV1: Develop your ideas by investigating and connecting to Artists or Art of another culture.

DEV2: Respond to feedback given in order to refine and improve your ideas and skills

PRESENT

PR1: Presenting a final piece that has been refined and developed.

PR2: Arrange your book pages or folio showing understanding of formal elements and layout styles

PR3: Use visual language in the presentation and evaluation of finished work

ART: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Baseline Observational Drawing Test	R1, EX1, DEV1	Still life drawing with a surreal twist
Exploring the formal elements of Art pattern/colour/shape . An investigation of Alebrijes	All	Drawing techniques, painting, digital and 3D construction
Homework Project	R2, EX3, DEV1, PR1	Study Board 1/sketchbook research investigation

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Mark making Unit: ways of drawing and printmaking	All	Mark making and drawing techniques exploring a range of scale, surface and mediums. Perspective techniques. Simple printmaking mono- print and imprinting
Homework Project	R2, EX3, DEV3, PR3	Study Board 2/sketch book - Artist response

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Bio Art unit: abstraction and use of formal elements	All	
Homework Project	R2, EX3, DEV3, PR3	

ART: YEAR 8

AGE-RELATED EXPECTATIONS

RECORD

R1: Recording and organising relevant information about artists and cultures. Making personal choices with research.

R2: Using a range of sources for drawings, images and ideas, including real-life and direct observation.

R3: Drawing from direct observation to show understanding of the art elements.

EXPLORE

EX1: Selecting and combining different mediums to achieve effects.

EX2: Exploring ideas and other artists' approaches in order to achieve a personal style.

EX3: Show persistence when exploring a range of techniques .

DEVELOP

DEV1: Develop informed connections to artistic concepts through your own work

DEV2: Develop ideas individually as your work progresses .

DEV3: Develop ideas and refine techniques in response to feedback from peers or your teacher.

PRESENT

P1: Presenting a final piece using a technique or style which has been practised and developed.

P2: Apply understanding of formal elements in the way work is presented.

P3: Use visual language to communicate the idea and evaluate the final outcome

ART: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Baseline Test	EX3, DEV3, PR1	portrait transcription with coloured pencil techniques
Fine Art: Oil Pastel/ Painted Portraits	All	Exploring ways of expressing identity in portraiture through colour and mark making. Learning how to draw the face in proportion. investigation into ways artists convey meaning in their portraits through distortion and use of colour
Homework Project	R1, EX1, DEV1, PR3	Study Board 1/sketch book - Facial proportions and portrait development.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
3D Unit (sculpture)	All	Exploring a range of 3D modelling techniques and responding to sculptural natural forms. Drawing, design and 3D outcome
Homework Project	R2, EX3, DEV3, PR3	Study Board 2 - sculpture research

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Photography/ Digital Art/ Surrealism	All	Drawing, painting and photography. Learn to use software to manipulate images and create dynamic digital art. Develop these into a final personal outcome
Homework Project	R1, EX1, DEV1, PR3	Study Board 3 - Photography. Using a range of techniques to improve skills.

ART: YEAR 9

AGE-RELATED EXPECTATIONS

RECORD

R1. Record personal and relevant ideas and intentions through sustained drawing and own photographic observations.

R2.Critical investigation into artists and their ways of working, using a range of source material.

R3 Collecting images and ideas which allow for personal development of a theme.

EXPLORE

Ex 1 Combining appropriate techniques and processes to create mixed media effects.

Ex 2.Selecting from a range of ideas and techniques in order to achieve a personal outcome.

Ex 3.Show persistence when exploring a technique or concept in order to refine the final outcome.

DEVELOP

D1.Develop a personal final outcome that has been informed with investigations and sustained practice studies.

D 2.Reflecting on work as it progresses. Responding to feedback as it develops.

D 3.Use source material independently to show critical understanding and individual responses

PRESENT

P1: Presentation of a resolved final outcome that reflects an understanding of the creative process .

P2: Apply understanding of formal elements and visual language in the evaluation of the final outcome.

P3: Present and critique work with others applying understanding of visual language and the formal elements of Art.

ART: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Baseline Test: Observational drawing	EX3, DEV3, PR1	Still life drawing of fish
The Beauty of the Grotesque	All	Investigating ways artists explore the theme. Drawing, photography and lino cut printmaking
Homework Project	R2, EX3, DEV2, PR2	Study Board - Artist Response and research.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Illustration and altered books	All	Develop skills with mixed media and techniques. Use of inks, washes and pen work. Connecting with community partners and how to tell a narrative visually and dynamically

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Understanding Contemporary Art approaches :Installation and conceptual Art.	All	Looking at ways that Art can convey a big message. Use of space around school to bring attention to an important issue. Debating contemporary Art approaches
Homework Project	R1, EX1, DEV1, PR3	Study Board and Art critique. Artist statements

DRAMA: YEAR 7

AGE-RELATED EXPECTATIONS

CREATING

C1 - Collaborate with a wide range of my peers in a sensible and constructive manner

C2 -Use the performance area with an awareness that the audience has to see and hear me, as well as understand what the drama is about.

C3 -work with my group to use a range of Drama skills to create different effects within our scenes

C4 -I am aware that some subject matter can be sensitive and consider this when creating drama.

C5 - begin to experiment with how design can contribute to a performance.

PERFORMING

P1- Perform on stage and maintain focus.

P2 -Perform in a role with some changes to my own voice and physicality.

P3 - Begin to understand the way that space can be used effectively in performance.

P4 - Show an understanding of character and plot and begin to communicate subtext.

RESPONDING

R1 - Give feedback using some specialist vocabulary to my peers.

R2 -Begin to use feedback to reflect on and adapt my performance during rehearsal.

DRAMA: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Introductory lessons	Creating Performing Responding	Devising, interpreting, confidence, tableau, using scripts.
Haunted Attic	Creating Performing Responding	Narrated mime, mirroring, improvisation, devising, sound montage.
Storytelling (Juilliard)	Creating Performing Responding	Chorus, vocal skills, physicality.
Trestle masks	Creating Performing Responding	Mime, physicality, mask work.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
The Tempest	Creating Performing Responding	Use of set to create atmosphere, line learning, flashback, physical theatre, use of music, status, choral techniques, introduction to comedy,
Character workshops	Creating Performing Responding	Developing the skills for building and portraying characters.

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Adapting Stories for the Stage	Creating Performing Responding	Design skills, cultural diversity, building plot lines, characterisation, tension, storytelling, adaptation, devising.
Introduction to script	Creating Performing Responding	Script analysis, creation of atmosphere, naturalism, script interpretation, character creation.

DRAMA: YEAR 8

AGE-RELATED EXPECTATIONS

CREATING

C1 - Think of several ideas for each piece and collaborate with my group to develop them.

C2 - Work with my group to use a range of drama skills when creating scenes.

C3 - Understand how the message of your performance should affect the style in which it is performed.

C4 - Take risks with the exploration and creation

PERFORMING

P1 - Be confident on stage and stay in character throughout performances.

P2 - Perform in a role that is nothing like me

P3 - Understand how different styles of performance are appropriate for different pieces.

P4 - Understand how elements of design such as set, props and costume can enhance a performance.

RESPONDING

R1 - Have a good drama vocabulary and use this when I discuss my work and the work of others.

R2 - Use feedback and reflections to adapt my performance during rehearsal.

R3 - Begin to use rehearsal notes to reflect on the creating and performing aspects of drama.

R4 - Begin to make critical analysis of my own and others design choices within performances.

DRAMA: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Devising	Creating Performing Responding	Devising, exploration, creating rehearsal notes, character creation, set and costume design.
Puppetry	Creating Performing Responding	Puppet making and manipulation.
Film	Creating Performing Responding	Creating script, acting, editing, design and filming.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Mafia	Creating Performing Responding	Character creation, combat skills, Shakespeare exploration, tension, devising, script analysis, ensemble performance.

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Boal	Creating Performing Responding	Boal's theories, research, presentation skills, newspaper theatre, invisible theatre, forum theatre.
Commedia Dell'arte	Creating Performing Responding	Stock characters, mask work, research, character exploration.

DRAMA: YEAR 9

AGE-RELATED EXPECTATIONS

CREATING

C1 - Frequently contribute, experiment and take risks with different ideas and techniques, whilst adapting and extending the ideas of others

C2 - Work responsibly, sensitively and co-operatively, maintaining my role and responsibilities to produce a devised performance.

C3 - Confidently use a range of different techniques for creating a particular mood, atmosphere or meaning and discuss why I have chosen that technique.

C5 - Understand how theatre design elements contribute to the creation and performance of theatre.

PERFORMING

P1 - Develop and sustain a character or substantial piece of work over several class sessions and discuss my character's development.

P2 Use my voice, body and movement to create a range of contrasting characters

P3 Experiment with different ways of showing my character's feelings and responses to a situation.

P4 Use language, sound, space effectively in non naturalistic ways.

RESPONDING

R1 - Regularly express my opinion about my own work and the work of others using a wide range of vocabulary.

R2 - Use rehearsal notes to help develop a character or performance.

R3 - Discuss how and why particular effects were achieved, and evaluate how successful they were.

DRAMA: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Working with Scripts	Creating Performing Responding	Script analysis, set design, creation of atmosphere, naturalism, Stanislavski's theories.
Script writing	Creating Performing Responding	Script writing, Character development, design, creating atmosphere
Film	Creating Performing Responding	Acting, filming techniques, lighting, design, editing.

TERM 2

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
Collaborative project	Creating Performing Responding	Research and implementation of a theatre company, devising, designing, IB style portfolio and performance for assessment.

TERM 3

UNIT/TOPIC	WHICH AREs?	ACTIVITIES
The final curtain	Creating Performing Responding	A project that allows students to use all the skills that they have gained through the KS3 Drama program.



MUSIC

AIMS AND OBJECTIVES

- enable candidates to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing
- help candidates develop a perceptive and critical response to the main historical periods and styles of Western music
- help candidates to recognise and understand the music of selected non-Western traditions, and thus to form an appreciation of cultural similarities and differences
- provide a foundation for the development of an informed appreciation of music
- provide a foundation for further study in music at a higher level.

COURSE CONTENT

In Year 10 the students will study music from the Western Classical Tradition and each style is placed in its historical and cultural context. Music students are encouraged to be perceptive, sensitive and critical when listening to a wide range of music.

In Year 11 Music studied includes a wide range of music from around the world and the detailed study of a prescribed set work.

Students develop their performing, listening and composing skills in a wide variety of music.

ASSESSMENT

WRITTEN EXAM (1 HOUR 15 MINUTES)	
Component 1 Listening exam The students will sit a written examination based on CD recordings, answering a series of questions on musical extract from the Western Classical Tradition and around the world.	40%
PRACTICAL COURSEWORK	
Component 2 Performing Coursework The students will submit two prepared performances, one solo and one ensemble.	30%
Component 3 Composing Coursework The students will submit two contrasting compositions recorded on Sibelius or equivalent software.	30%

MUSIC: YEAR 7

AGE-RELATED EXPECTATIONS

LISTENING

MY7L1: To develop the technical ability to identify the use of musical elements.

MY7L2: To explore aural skills through call and response.

MY7L3: To actively engage with unfamiliar music, sharing own justified opinions using relevant musical language to support.

PERFORMING

MY7P1: To develop performing confidence as a vocalist/ instrumentalist, using appropriate notation to support.

MY7P2: To perform in an ensemble of 2 or more parts, with an awareness of the intended goals of group performance.

MY7P3: To improvise in a group with sensitivity to other musicians, experimenting with ideas and desired outcomes.

COMPOSING

MY7C1: To develop understanding of composition through improvisation.

MY7C2: To explore a range of timbres and textures, specifying intended effects.

MY7C3: To use specific compositional devices, such as drone and ostinato, and appropriate notation.

MUSIC: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	JUILLIARD CORE CATEGORY	OUTCOMES/ASSESSMENT
The Orchestra and Choir	MY7L1, MY7C1, MY7P1 & MY7P2	The World of the Orchestra	Focus on larger ensembles through chosen instrumental or vocal pathway and Collective Project 1
Folk Music	MY7L1, MY7C1, MY7P1 & MY7L2	Folk Origins	Focus on the Elements of Music through folk songs through chosen instrumental or vocal pathway

TERM 2

UNIT/TOPIC	WHICH AREs?	JUILLIARD CORE CATEGORY	OUTCOMES/ASSESSMENT
Improvisatory Music	MY7L1, MY7C1, MY7P1, MY7P3 & MY7C2	Improvisatory Music	Focus on improvising using scales to support through chosen instrumental or vocal pathway

TERM 3

UNIT/TOPIC	WHICH AREs?	JUILLIARD CORE CATEGORY	OUTCOMES/ASSESSMENT
Ancient Music	MY7L1, MY7C1, MY7P1, MY7L3 & MY7C3	Music for Ancient Instruments	Focus on use of drone, ostinato and melody through chosen instrumental or vocal pathway

MUSIC: YEAR 8

AGE-RELATED EXPECTATIONS

LISTENING

MY8L1: To develop understanding of the meaning and purpose of music being listened to.

MY8L2: To articulate sophisticated and personal responses to hearing and performing music, with an understanding of emotion and how this is conveyed by performer and composer.

MY8L3: To discuss music from various cultures and historical contexts, exploring different perspectives and showing insight into the different musical features.

PERFORMING

MY8P1: To develop performing skills as a vocalist/ instrumentalist, using appropriate techniques.

MY8P2: To perform confidently as a soloist or within a duet.

MY8P3: To perform independent melodies and harmonies in three or more parts with an awareness of other performers, demonstrating accuracy, expression and articulation.

COMPOSING

MY8C1: To develop knowledge and understanding of composition through use of structure.

MY8C2: To compose with others exploring multiple ideas and taking on different roles.

MY8C3: To arrange a piece using original ideas for two or more instruments taking inspiration from a range of sources.

MUSIC: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	JUILLIARD CORE CATEGORY	OUTCOMES/ASSESSMENT
Music for Productions	MY8L1, MY8C1, MY8P1 & MY8L2	Music for Dramatic Productions	Focus on exploring music for the stage through chosen instrumental or vocal pathway
The Soloist	MY8L1, MY8C1, MY8P1 & MY8P2	The Instrument as Soloist	Focus on solo performing through chosen instrumental or vocal pathway

TERM 2

UNIT/TOPIC	WHICH AREs?	JUILLIARD CORE CATEGORY	OUTCOMES/ASSESSMENT
Music that tells a Story	MY8L1, MY8C1, MY8P1, MY8C2 & MY8P3	Music that tells a Story	Focus on programmatic music through chosen instrumental or vocal pathway

TERM 3

UNIT/TOPIC	WHICH AREs?	JUILLIARD CORE CATEGORY	OUTCOMES/ASSESSMENT
The Song	MY8L1, MY8C1, MY8P1, MY8C3 & MY8L3	The Song	Focus on form and use of major and minor keys through chosen instrumental or vocal pathway

MUSIC: YEAR 9

AGE-RELATED EXPECTATIONS

LISTENING

MY9L1: To develop own musical opinions, using appropriate musical language and technical understanding to justify own viewpoint.

MY9L2: To discuss music from various cultures and historical contexts, exploring different perspectives and showing insight into the different musical features.

MY9L3: To evaluate own and others' work, explaining decisions using more advanced musical vocabulary.

PERFORMING

MY9P1: To develop performing expertise, using rehearsal techniques to reinforce own learning.

MY9P2: To demonstrate knowledge and understanding of appropriate instrumental/ vocal techniques, both of their own performing medium and others.

MY9P3: To develop confidence when sight-reading, using the given notational clues to perform with fluency.

COMPOSING

MY9C1: To develop knowledge and understanding of composition, using extended techniques.

MY9C2: To compose with others exploring multiple ideas and taking on different roles, using specific times and given cues to support.

MY9C3: To actively engage with unfamiliar music, using this to inspire their own composing.

MUSIC: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	WHICH AREs?	JUILLIARD CORE CATEGORY	OUTCOMES/ASSESSMENT
The Concerto	MY9L1, MY9C1, MY9P1 & MY9P2	The Concerto	Focus on the performer as a soloist with ensemble accompaniment through chosen instrumental or vocal pathway
Music for Small Ensembles	MY9L1, MY9C1, MY9P1, MY9L2 & MY9P3	Music for Small Ensembles	Focus on small ensemble communication through chosen instrumental or vocal pathway

TERM 2

UNIT/TOPIC	WHICH AREs?	JUILLIARD CORE CATEGORY	OUTCOMES/ASSESSMENT
Music for Film	MY9L1, MY9C1, MY9P1, MY9C2 & MY9L3	Music for Film	Focus on use of technology within music through chosen instrumental or vocal pathway

TERM 3

UNIT/TOPIC	WHICH AREs?	JUILLIARD CORE CATEGORY	OUTCOMES/ASSESSMENT
Composer of Today	MY9L1, MY9C1, MY9P1 & MY9C3	Composer of Today	Focus on modernist composing techniques through chosen instrumental or vocal pathway



PHYSICAL EDUCATION

AIMS AND OBJECTIVES

Student in Years 10 and 11 are provided the opportunity to select from four different sporting pathways so that they can tailor the type of activity that they wish to focus upon to match their needs. Physical Education aims:

- *To provide a personalised programme that is tailored to the different interests of students and can challenge students appropriately;*
- *To allow students to be physically activity and move away from skill based lessons;*
- *Ensure students understand the value of physical activity and sport to develop a lifelong passion for physical activity;*
- *Develop knowledge so they continue to have access to sport beyond school;*
- *Support the development of BIS Learning Skills, through opportunities to develop critical thinking skills, including problem solving, analysis and development of strategies and tactics;*
- *An opportunity to develop leadership skills through the teaching of fair play, officiating and coaching.*

COURSE CONTENT

One practical session per week will focus upon one chosen pathway:

COMPETITIVE SPORT	ALTERNATIVE SPORT	HEALTHY & ACTIVE LIFESTYLES	SPORTS LEADERSHIP
Football Volleyball Basketball Swimming / Water Polo Softball Handball	Ultimate Frisbee Gaelic Football Danish Longball Water Polo Cricket Kabadi OAA	Methods and Principles of Training Circuit Training Yoga and Palates Water Aerobics OAA	UK SLQ Level 2 Sports Leadership Qualification.

ASSESSMENT

There will be no formal summative assessment. But an Attitude to Learning grade will be given each term.

PHYSICAL EDUCATION: YEAR 7

AGE-RELATED EXPECTATIONS

ARE THEME 1 = HANDS

Gross and Fine Motor Skills

Fitness Levels

Sport specific skills and techniques

Competitiveness

Problem solving and application of tactics

ARE THEME 2 = HEAD

Knowledge of rules

Analysis of their own and others performance

Acting on feedback

Understanding of tactics

Principles of attacking and defending

ARE THEME 3 = HEART

Effort

Resilience

Leadership and Teamwork

Respect

Confidence

Responsibility

Fairplay and ethics

PHYSICAL EDUCATION: YEAR 7

OVERVIEW

TERM 1

UNIT/TOPIC	
Team Games and Fundamental Skills	Express Yourself
Basketball	Gymnastics
Football	Trampolining
Volleyball	Dance

TERM 2

UNIT/TOPIC
Bats and Rackets
Softball
Cricket
Badminton

TERM 3

UNIT/TOPIC
Push it to the limit
Athletics (Track and Field)
Swimming

PHYSICAL EDUCATION: YEAR 8

AGE-RELATED EXPECTATIONS

ARE THEME 1 = HANDS

Gross and Fine Motor Skills

Fitness Levels

Sport specific skills and techniques

Competitiveness

Problem solving and application of tactics

ARE THEME 2 = HEAD

Knowledge of rules

Analysis of their own and others performance

Acting on feedback

Understanding of tactics

Principles of attacking and defending

ARE THEME 3 = HEART

Effort

Resilience

Leadership and Teamwork

Respect

Confidence

Responsibility

Fairplay and ethics

PHYSICAL EDUCATION: YEAR 8

OVERVIEW

TERM 1

UNIT/TOPIC	
Team Games and Fundamental Skills	Express Yourself
Basketball	Gymnastics
Football	Trampolining
Volleyball	Dance

TERM 2

UNIT/TOPIC
Bats and Rackets
Rounders
Table Tennis
Badminton

TERM 3

UNIT/TOPIC
Push it to the limit
Athletics (Track and Field)
Swimming

PHYSICAL EDUCATION: YEAR 9

AGE-RELATED EXPECTATIONS

ARE THEME 1 = HANDS

Gross and Fine Motor Skills

Fitness Levels

Sport specific skills and techniques

Competitiveness

Problem solving and application of tactics

ARE THEME 2 = HEAD

Knowledge of rules

Analysis of their own and others performance

Acting on feedback

Understanding of tactics

Principles of attacking and defending

ARE THEME 3 = HEART

Effort

Resilience

Leadership and Teamwork

Respect

Confidence

Responsibility

Fairplay and ethics

PHYSICAL EDUCATION: YEAR 9

OVERVIEW

TERM 1

UNIT/TOPIC	
Team Games and Fundamental Skills	Express Yourself
Rugby / Netball	Gymnastics
Hockey / Futsal	Trampolining
Volleyball	Dance

TERM 2

UNIT/TOPIC
Bats and Rackets
Cricket / Softball
Badminton
Short Tennis

TERM 3

UNIT/TOPIC
Push it to the limit
Swimming / Personal Survival
Athletics (Track and field)
Fitness Training

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