



THE BRITISH INTERNATIONAL SCHOOL  
BRATISLAVA  
A NORD ANGLIA EDUCATION SCHOOL

# KEY STAGE 3 CURRICULUM GUIDE

2022-2023





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# WELCOME TO THE SECONDARY SCHOOL

I would like to extend to you a warm welcome to the Secondary School of The British International School Bratislava (BISB), and especially to Key Stage 3. These first three years of Secondary education are the beginning of an exciting and important journey, which will not only shape your child's education but also guide them towards fulfilling their dreams.

The purpose of this guide is to describe the curriculum that we offer to your child in Years 7, 8 and 9, and to provide an overview of the learning experiences that they will engage with. The guide is a reference book to help parents and students understand our courses and subjects.

At BISB, we follow the English National Curriculum, although we have adapted it in places to make sure it is right for people living in Bratislava, Slovakia. This guide is intended as a starting point for families to become familiar with the English National Curriculum, and how we interpret it at BISB, whether they already have experience of it or not. Please ask us for clarification on anything in this guide, if it is not clear. We are always happy to answer your questions.

The English National Curriculum is divided into sections called "Key Stages". If your child is just completing Year 6 in the Primary School, then they will be completing Key Stage 2, which includes Years 3, 4, 5 and 6. (Key Stage 1 is Years 1 and 2.) Your child is therefore about to start Key Stage 3.

In the Secondary School we may teach students in a way that they find very different to their previous experiences although the transition should not be a stark one as we will prepare students before they move up into the Secondary School. Students will no longer have one classroom and one teacher. Instead, many different teachers – all experts in their subjects – will teach them and they will move from one classroom to another throughout the day as they go to lessons. We will make sure they know where to go at every point, and they will have friends with them to help them get to the right places at the right time.

We know that strong partnerships with parents are key to the success of any school. Only by working together can we ensure that your child receives the best guidance and support during their time in school. We look forward to working with you and your child, and hope this booklet provides you with all the information you need to know about our Key Stage 3 Curriculum.

Mark Hatherell  
Head of Secondary



## THE KEY STAGE 3 CURRICULUM

In Key Stage 3, students study a broad and balanced range of subjects. We want students to get to grips with a wide range of subjects, to see what they are like when you study them as separate courses, taught by specialist teachers who are real enthusiasts for their own subject area.

In the language programme, we offer an element of choice. Most students will have already started a language in our Primary School. We offer a choice of German, French or Spanish as language acquisition courses. These are not available for first language speakers. Therefore, for example, a first language French speaker could not take a French class and should be choosing German or Spanish as their language acquisition choice.

With the exception of languages and English, subjects are taught in mixed groups, so that students study together with their form group for most of the time. In this way, all students experience a high degree of challenge in all their classes, and all students have the opportunity to see and can demonstrate what success looks like. Through our approach to raising achievement for all, we hope to instil motivation for learning, reflection and improvement in all our students.



# ASSESSMENT AT KEY STAGE 3

Assessment in Key Stage 3 is both formative and summative. Students will learn and be assessed on their learning continually throughout the year. Some assessments may be more formal, in the form of tests in class and some may form part of a homework task. It is always vital that students not only know what level they are at but also know what they need to do to improve. So assessments summarise the knowledge and skills as well as informing students of next steps.

We use a 4 point assessment model (A, I, D, B) whereby students are graded according to their ability as determined by subject specific rubrics. The scale is as follows:

- Beginning
- Developing
- Independent
- Advanced

The criteria for each level in each subject can be found on the Parent section of FireFly.

During the year, students are given A, I, D, B grades according to their achievements prior to, or as a result of, an assessment. These grades will be shared with parents via FireFly.

In addition to the attainment grades, students and parents also receive an 'Approach to Learning' report which indicates how a student works during lessons and provides some guidance to improve. Teachers also provide a set of targets for students to work towards during the 1st term.

At the end of the year, parents will receive a summative data report which, when coupled with a Parent, Student, Teacher meeting, enables a holistic overview of performance over the year.

With all of this data and the narrative that goes with it, students and parents will be clear about where they are academically and what steps they need to take to make progress.



# LEARNING WITH TECHNOLOGY

As a result of introducing iPads to all students in KS3 the learning landscape in the classroom is probably different to when parents were at school. The key thing to remember is that technology does not and will never replace the teacher. Rather, the technology is a tool to help leverage the best in educational technology and to aid learning for all students. Some obvious implications of this are that there will be less need for paper worksheets and textbooks and that much of a student's homework is done online and submitted digitally. At the start of the academic year we make our expectations of technology use explicitly clear to students so that they know what is acceptable use, but we also teach them how to stay safe online and to work in an ever increasingly digital world.

## THE IB LEARNER PROFILE

One aspiration<sup>1</sup> we have at BISB is for everyone to become internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. With that in mind, we have adopted the IB Learner Profile (© IBO 2013) across the whole school. Even though we only have the IB Diploma Programme further up the school in Years 12 and 13, we feel strongly that these attributes describe perfectly the qualities our parents and their children also aspire to.

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

[1] How are you going to help BISB achieve this aspiration while your child is in the school?

# SUBJECT ORGANISATION

The information on this page describes the subjects offered in Key Stage 3 at BISB. In all year groups the subjects are mandatory. The programme is designed to give a balance across all subject areas.

The duration of each lesson is 60 minutes. The timetable of classes is arranged on a two week cycle of ten days. The number of lessons indicated below is for a two week cycle.

Subject	Lessons per 2-week cycle		
	Year 7	Year 8	Year 9
English	8	8	8
Mathematics	7	7	7
Sciences - Biology, Chemistry and Physics	8	8	8
Physical Education (outdoor education)	4	4	4
Language and Culture	5	5	5
Slovak (1st Language) OR	5	5	5
Korean (1st Language) OR	5	5	5
-----	-	-	
Slovak as a Second Language, Global Perspectives	2,3	2,3	2,3
World Languages	5 of each	5 of each	5 of each
German (2nd Language) OR			
French (2nd Language) OR			
Spanish (2nd Language)			
Geography	3	3	3
History	3	3	3
ICT (study skills)	2 (1)	3	3
Art and Design	3	4	3
Drama	1	1	1
Music	2	2	2
Dance	1	1	1
Theory of knowledge			1
Core time (including CAS and PSHCE)	3	3	3
Total	56	56	56

# CLUBS

There is an extensive range of co-curricular activities for students. We have clubs at lunch times and after school hours from 15:45 – 16:45 on Monday, Tuesday, Wednesday and 14:45 – 15:45 on Thursday and Friday. There are also several clubs which run outside these times, including during weekends.

In addition, we have the curriculum Core time which incorporates PSHCE (more on this later in the guide) and CAS (creativity, activity, service), allowing everyone to get involved with something outside the academic curriculum and to engage with vital personal, emotional and social development. The aim of this time is to help students grow on a personal level, helping them learn how to reflect as well as for them to learn new skills.

CAS stands for: Creativity – the arts, drama and other experiences that involve imaginative thinking; Activity - anything that gets the students moving; Service – volunteering and helping others, in order to fulfil a real community need.

## EXAMPLE OF SECONDARY CLUBS

### SPORTS

A wide range of competitive and recreational sports are offered to develop skills, tactics and allow students in Middle and High School to represent BISB in a variety of sports festivals and tournaments throughout the year.

### SERVICE

These clubs provide students with the opportunity to gain further insight into service-based courses delivered at school, including International Award and Sports Leadership Level 2.

### STEAM

Science, technology, engineering, arts and mathematics (STEAM) clubs that will enable students to develop academic, social and personal success. A variety of hands-on problem solving clubs including Robotics, Project Euler and STEAM clubs.

### HEALTH AND WELL BEING

Alongside the academic and other areas for students to develop skills, these clubs will allow students to have a balanced experience, in terms of physical, emotional and social well-being. Clubs include touch typing, cross stitch and chess.

### CULTURE

Clubs allowing students to develop their language skills as well as a wider knowledge of certain countries, including Spain and France.

### PERFORMING ARTS

Clubs which focus on students developing their skills using instruments as well as deepening their understanding of music through a range of areas, including Orchestra, Jazz and Drumming.

# SUBJECT PAGES

## ENGLISH

**AIMS AND OBJECTIVES:**

- Empower students through enriching and extending their mastery of many forms of the English Language; maintain and/or stimulate student curiosity, interest and enjoyment in English.
- Create an atmosphere where students wish to learn, so that they come to enjoy English, because they are active participants in it. This will enable each student to achieve their potential in a variety of situations, using all available resources appropriately, to ensure the highest level of achievement for each student.
- Encourage students to develop the habit of reading and writing as a pleasure and as an important skill for life.
- Develop students’ abilities to communicate effectively in speech and writing and to listen with understanding.
- Employ teaching methods, and resources that allow all students to have equal access to the English Curriculum and to experience success and enjoyment in their work.
- Foster an enthusiastic and knowledgeable response to reading which prepares the student for the Key Stage 3 and IGCSE examinations in Language and Literature and promotes an interest in the subject at a more advanced level.

**COURSE CONTENT**

**YEAR 7**

Students will develop their skills in the four major areas of Speaking, Listening, Reading and Writing and complete a range of tasks in all these areas. Tasks will encourage an awareness of style to support students when writing for a variety of purposes and a range of audiences.

**Spelling, Grammar and Vocabulary**

Fluency of expression and accuracy in spelling, grammar and punctuation will be actively encouraged. The Bedrock vocabulary programme is used to help students expand their English vocabulary.

**Literature**

Students will be provided with the opportunity to develop their understanding and appreciation of the main literary genres: poetry, prose and drama. In addition, students participate in the Global Library Reading Challenge to expose them to a variety of fiction, graphic novels and non-fiction books. There is an accompanying booklet for students to complete alongside class-based activities on the works.

**Media**

Students will study a unit of work on the persuasive techniques of advertising. They will also complete a unit of work on analysing film and participate in a film production project in collaboration with the IT department.

**YEAR 8**

Students will continue to develop their skills in the four major areas of Speaking, Listening, Reading and Writing and complete a range of tasks in all these areas. Tasks will consolidate and build on students’ awareness of style and point of view when writing for a variety of purposes and a range of audiences.

**Spelling, Grammar and Vocabulary**

Fluency of expression and accuracy in spelling, grammar and punctuation will be developed. The Bedrock vocabulary programme is used to help students expand their English vocabulary.

**Literature**

Students will be provided with the opportunity to develop their understanding and appreciation of the main literary genres: poetry, prose and drama, including Shakespeare. In addition, students participate in the Global Library Reading Challenge to expose them to a variety of fiction, graphic novels and non-fiction books. There is an accompanying booklet for students to complete alongside class-based activities on the works.

**Year 8 Speaking Examination**

Students will take an exam showing their skills at presenting before an audience. They will recite a poem, prepare an informative talk and sight-read from a novel.

**Media**

Students will complete a unit of work on print and on-line news. They will also complete a unit of work on podcasts.

**YEAR 9**

Students will consolidate their skills in the four major areas of Speaking, Listening, Reading and Writing and complete a range of tasks in all these areas. Tasks will build on students’ awareness of style and point of view when writing for a variety of purposes and a range of audiences.

**Spelling, Grammar and Vocabulary**

Fluency of expression and accuracy in spelling, grammar and punctuation will be developed. The Bedrock vocabulary programme is used to help students expand their English vocabulary.

**Youth Speaks**

Students will prepare for a public speaking contest across the year group which will further develop their oratory skills.

**Literature**

Students will demonstrate their understanding and appreciation of the main literary genres: poetry, prose and drama, including Shakespeare which will be studied in detail. In Drama lessons, students will have the opportunity to work towards a performance of the Shakespeare text they study in English lessons. In addition, students participate in the Global Library Reading Challenge to expose them to a variety of fiction, graphic novels and non-fiction books. There is an accompanying booklet for students to complete alongside class-based activities on the works.

**ASSESSMENT**

There will be continuous assessment of students’ skills throughout the Key Stage in the three core areas of:

- Reading
- Speaking and Listening
- Writing

Assessment uses the BISB 4-point scale. For more information about these criteria please refer to the **Individual Learning Record** documents for Year 7, Year 8 and Year 9. These documents are only available for download to parents in Firefly.

After each assessment, students should look closely at the targets given to them by their teacher and complete self-reflection in their English Portfolios. Students are expected to know what they need to do to make improvements to their work and how to progress in English.

**ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

Students who are new to the English language, or have less experience of studying in English, may be offered a modified course of study in their first few years at BISB. This course is referred to as English as an Additional Language (EAL), and is usually offered on admission to the school only. The course is designed to support students as they develop their learning in an English medium school.

Students admitted to the EAL course will have the opportunity to register for and enter the Cambridge PET or FCE examinations in June. BISB strongly advises EAL students to take these examinations, and so earn a qualification that is internationally recognised as an indicator of English Language proficiency, and will be helpful when applying for courses of study or employment after they have left BISB. The cost of the examination is not included in school fees, and is an additional charge to parents if their child is enrolled onto this programme.

Assessment of EAL students is also based on the BISB 4-point scale. Students are assessed in the three core areas of Reading, Speaking and Listening, and Writing, using modified criteria. For more details, please refer to the Individual Learning Record documents for Year 7, 8 and 9.

If you would like to learn more about the EAL programme offered at BISB, then please contact the EAL Teacher in the first instance.

# MATHEMATICS

Modern society, with its dependence on technology, demands that students leave school equipped with a wide range of mathematical knowledge and skills. Many areas of further education, especially the Natural, Applied and Social sciences, Business and Computing, require an understanding of and skill with logic, problem solving and mathematical processes.

## AIMS AND OBJECTIVES

The aims of the Mathematics course at Key Stage 3 are to engender an appreciation of Mathematics and to pique students' curiosity, to develop students' problem-solving skills, and to promote logical thinking and organisation of work, all of which provide them with a good foundation for success at IGCSE and beyond. Most importantly, however, we aim to instil a growth mindset in them so they are unafraid of making mistakes, believe they can learn Mathematics to high levels through hard work and perseverance, and have confidence in their own ability to tackle new problems.

## EQUIPMENT

Students must come prepared to all Mathematics lessons with the following equipment: pencil & rubber, pen, ruler, protractor, compass, calculator<sup>2</sup>, exercise book, and homework book. Students are provided with exercise books and a homework book, which should not be written in and is to be returned in the last week of classes or before leaving the school, but other equipment must be purchased.

## COURSE CONTENT

Each year, all students study each of the main areas of Mathematics: Number & Algebra, Geometry & Mensuration, and Probability & Statistics, with the emphasis shifting over the course of the key stage from numeric to algebraic skills and their application to problems in the other areas. Students should also develop note-taking, written presentation and revision skills and habits in preparation for IGCSE. In Year 7, teachers will provide a great deal of guidance for students to learn these skills, and by the end of Year 9, students should be developing independence and a knowledge of which strategies suit their individual learning styles.



## YEAR 7

**NUMBER:** operations with directed numbers, decimals; squaring and roots; fractions – comparing, adding, subtracting, multiplying; sequences.

**ALGEBRA:** functions & sequences; coordinate plane; using formulae; straight line graphs; solving simple equations.

**GEOMETRY:** perimeter, area, volume; angles – triangles / quadrilaterals; symmetry; solids & nets.

**PROBABILITY:** experimental & simple theoretical probability.

**STATISTICS:** collecting / displaying / interpreting data, including grouped data; mean / median / mode; range.

## YEAR 8

**NUMBER:** HCF & LCM; indices / standard form; fractions – multiplying / dividing; percentage change; direct proportion.

**ALGEBRA:** graphs of lines & simple quadratics; expanding brackets; simplifying; changing the subject of formulae; solving linear equations; sequences & nth term.

**GEOMETRY:** angles – parallel lines; transformations of shapes; area of triangles / parallelograms / trapezia; surface area & volume; congruence & similarity; circumference & area of circles.

**PROBABILITY:** mutually exclusive events; possibility spaces.

**STATISTICS:** scatter graphs & correlation; pie charts; drawing conclusions.

## YEAR 9

**NUMBER:** calculations in standard form; simple interest & compound percentage change; corrected numbers; recurring decimals; direct / inverse proportion.

**ALGEBRA:** simultaneous equations; algebraic products / factors; quadratic equations & graphs; other graphs; linear inequalities; nth term of formulae.

**GEOMETRY:** angles in polygons; Pythagoras' theorem; prisms; basic trigonometry.

**PROBABILITY:** adding / multiplying probabilities; tree diagrams.

**STATISTICS:** comparing data sets; analysing grouped data.

## COURSE DELIVERY

Students in Years 7, 8 and 9 are taught in mixed-attainment groups.

Students will begin the year with a series of five lessons which are entitled the Week of Inspirational Maths. The week is about inspiring students through open, beautiful and creative mathematics. Students will learn important growth-mindset messages that will help them feel confident, try harder all year, persist with open and difficult problems and embrace mistakes and challenge. Following these lessons, the courses will begin in earnest.

Each unit of work is taught over approximately two-and-a-half weeks and is usually followed by a short assessment task called 'BAM' (Be A Mathematician).

## ASSESSMENT

There will be continuous assessment of students' skills throughout the Key Stage in the two core areas of:

- Understanding (Fluency)
- Process & application (Problem solving, Communication & Mathematical thinking)

Assessment uses the BISB 4-point scale. For more information about these criteria please refer to the **Individual Learning Record** documents for Year 7, Year 8 and Year 9. These documents are available for download to parents in Firefly.

After each assessment, students should look closely at any feedback given to them by their teacher and complete self-reflection in their Mathematics Portfolios. Students are expected to know what they need to do to make improvements to their work and how to progress in Mathematics.

Students' progress is assessed through participation in lessons, completion of home and class exercises, and performance on quizzes and tests. Homework is assigned at most twice a week and is often marked by the students themselves. Students are often engaged in problem solving, but several times each year they will complete a more formal write-up where the emphasis is on process and communication. In addition to quizzes on individual topics, students will sit a cumulative test each year to develop revision skills.

# SCIENCE

Science is a practical based subject that is taught over 3 years. It is designed to introduce the student to a detailed and broad study of the world around us, through the interdisciplinary areas of Biology, Chemistry and Physics. From this study each student will have an appreciation of the scientific fundamentals that govern all aspects of our lives, as well as an understanding of their application in a technological framework, thereby making them confident, informed and able citizens in an ever changing and evolving world.

## AIMS AND OBJECTIVES

By completing this course, students will have a body of scientific knowledge which in itself will provide them with an important and comprehensive insight into the world around them. By applying this knowledge and using it to solve realistic problems, they will be able to understand the importance of Science within their everyday lives, as it is manifested through technology. Alongside this knowledge, the student will gain a set of essential practical and intellectual skills. Through the extensive use of experimental work in the classroom, students will become grounded in the Scientific Method of planning, investigating, concluding and evaluating. They will learn to think critically; to generalise; deduce; connect; justify and to think flexibly and with creativity. It is the aim of all of the work within these topics to promote a genuine interest, enthusiasm and curiosity in the Sciences, as well as enabling our students to gain some of the skills needed to become life-long learners who have the confidence to live and work in a predominantly scientific world.

The courses are all taught in a modular fashion, thereby making them accessible and manageable, as well as offering a variety of topics in each subject in each year group. In the teaching of the subjects, the content will be differentiated to reflect each student's ability and background, allowing all students to aim for and achieve their best academically. Running throughout the course there is a strong emphasis on experimental work, so that the student can experience Science individually for him or herself. Audio-visual resources, simulations, problem-solving and data-handling tasks are all essential elements in making the courses enjoyable and motivating for all our students.

## COURSE CONTENT

### YEAR 7

- Particle Model
- Cells

- Electricity
- Separating Mixtures
- Human Reproduction & Variation
- Contact Forces & Speed
- Acids & Alkalis

### YEAR 8

- Waves: Sound & Light
- Fit & Healthy
- The Periodic Table
- Plant Reproduction, Photosynthesis & Growth
- Energy & Energy Transfers

### YEAR 9

- Metals & Reactivity
- Forces, Motion & Biomechanics
- Genetics & Evolution
- Forces and Fields
- Earth & Planetary Science

## ASSESSMENT

There will be continuous assessment of students' skills throughout the Key Stage in the two core areas of:

- Knowledge and Understanding
- Investigation Skills

The knowledge and understanding in the course will be assessed in a variety of ways, including end of topic tests. There can also be specific written tasks, comprehension tasks, presentations, poster work etc. The practical aspects of the course are assessed via written answers in the end of topic test, as well as through the carrying out of specific experimental tasks in the laboratory.

Assessment uses the BISB 4-point scale. For more information about these criteria please refer to the **Individual Learning Record** documents for Year 7, Year 8 and Year 9. These documents are only available for download to parents in Firefly.

After each assessment, students should look closely at the targets given to them by their teacher and complete a self-reflection in their Science Portfolios. Students are expected to know what they need to do to make improvements to their work and how to progress in Science.



# PHYSICAL EDUCATION

Students in KS3 participate in weekly Physical Education lessons. Alongside the wide range of physical activities, the schemes of work for each year group have been designed to allow students to develop their individual character and explore key factors underpinning physical activity.

As students progress through KS3, they have the opportunity to experience various physical

activities on multiple occasions which allows them to build confidence in their ability whilst also encouraging them to work towards achieving mastery in various activities. As a department it would be great to offer a wider range of activities, some of which will need to be hosted offsite, such as climbing.

	Activities	Education Focus	Factors underpinning Physical Activity
Year 7	Tag Rugby	Personal Development:	<div><div>1. Effective warm up / cool down</div><div>2. Major bones</div><div>3. Major muscles</div><div>4. Goal setting</div><div>5. Sportsmanship</div></div>
	Netball	1. Value of Physical Education	
	Football	2. Self worth	
	Volleyball	3. Interpersonal Skills	
	Basketball	4. Resillience	
	Badminton	5. Kindness & respect	
	Multi Skills		
	Table Tennis		
	Floorball / Hockey		
	Handball		
	Gymnastics		
	Tennis		
	Rounders		
	Softball		
	Athletics		
Year 8	Tag Rugby Badminton	Health & Wellbeing:	<div><div>• Effective Warm up / Cool down</div><div>• Major bones</div><div>• Major muscles</div><div>• Goal setting</div><div>• Sportsmanship</div></div>
	Netball	• Mental Health and Wellbeing	
	Basketball	• Physical Health and Wellbeing	
	Dance	• Social Health and Wellbeing	
	Multi-Skills	• Diet and Nutrition	
	Football	• Kindness and Respect	
	Floorball		
	Volleyball		
	Table Tennis Handball		
	Tennis		
	Athletics		
	Softball		
	Rounders		



Year 9	Rugby	Leadership Skills:  • Attitudes and Behaviours  • Effective Teams  • Self-reflection  • Power of Positivity  • Kindness and Respect	• Effective Warm up / Cool down  • Major bones  • Major muscles  • Goal setting  • Sportsmanship
	Badminton		
	Netball Dance Multi-Skills		
	Football		
	Rock Climbing		
	Volleyball		
	Football		
	Table Tennis Handball		
	Tennis		
	Athletics		
	Softball		
	Rounders		

House Competitions: The house competition process plays a crucial part within Physical Education at KS3, as participation within these events allows students to physically apply learning of the specific activities whilst also demonstrating their individual character traits by working as part of a team to achieve a common goal. Students participate in these events at the end of each half term, gaining points for their ability to lead an effective warm up and skill rehearsal activity, demonstrate respect, kindness and good sportsmanship, and also organising themselves and peers in addition to the sporting competition itself.

## ASSESSMENT

There will be continuous assessment of students' skills throughout the Key Stage in the three core areas of:

- Performance (Skill & Technique)
- Decision Making (Tactics & Strategy)

- Fitness (Leading a Healthy Active Lifestyle)
- Sports Leadership

Assessment uses the BISB 4-point scale. For more information about these criteria please refer to the **Individual Learning Record** documents for Year 7, Year 8 and Year 9. These documents are only available for download to parents in Firefly.

Assessment in Physical Education is conducted through:

- Classroom teacher observation.
- Peer and self-assessment.
- Critical analysis of filmed performance.

After each assessment, students should look closely at the targets given to them by their teacher and complete self-reflection in their Physical Education Portfolios. Students are expected to know what they need to do to make improvements to their work and how to progress in Physical Education.

# FIRST LANGUAGE

Slovak first Language and Korean first language classes are provided for students who are native speakers of these two languages (see below). For students whose native language is not Slovak or Korean, we provide courses in Slovak Studies and Citizenship (see pages 28-30).

## SLOVAK

We follow the Slovak National Curriculum which sets out the precise standards of what students should know at the end of each school year. In our lessons we sometimes use traditional explanatory methods when opening new units. Students like being at the whiteboard and solving problems (classifying a noun's categories, drawing sentence diagrams). Nevertheless, we believe in education via personal experience, so we provide the space for students to take an active role in projects, presentations, peer to peer assessments as well as games for developing communication skills.

The curriculum is split into two parts. One is Slovak Language, which focuses on structures of grammar (correct spelling, morphology, syntax, lexicology and stylistics). The second is Literature, which includes reading for comprehension and text interpretation through analysis, history of the literary process and poetry). Both of these parts aim to develop our students into confident communicators, mastering a language as an effective instrument for expression.

## AIMS AND OBJECTIVES

The above-mentioned target, development of our students into effective communicators, follows the Slovak National Curriculum in the following areas:

- Public presentation of text, public speech
- Memory, classifying and knowledge-using skills
- Analytical and synthetical skills
- Creative skills
- Information processing skills
- Communicative skills

## SUBJECT CONTENT

### YEAR 7

#### GRAMMAR

- Speech, parts of speech and sentence elements

- Spelling i/y, double consonants
- Declination of nouns, adjectives, pronouns, numerals
- Conjugation of verbs
- Synonyms, homonyms, antonyms
- Phonetics; prosodic features of speech (intensity, time, intonation)
- Nouns; concrete and abstract, proper and general, as sentence elements
- Adjectives; grading (all ways), ungradable
- Derivation; prefixes, suffixes
- Compounding, contracting, blending
- Working with a dictionary
- Pronouns; spelling, division (personal, objective, demonstrative, interrogative, relative, quantifying), in sentences
- Numerals; types of numerals (cardinal, ordinal, generic, multiplicative, indefinite numerals, gender)
- case, number (singular/plural), declination of numerals)
- Verb form, in sentences
- Adverbs; spelling, ways of forming, grading, in sentences
- Prepositions, conjunctions, interjections
- Syntax; sentence elements, relations of words in sentences, diagram of sentence

#### LITERATURE

- Ballads; Išli hudci horou, Jeden otec dobrý, Botto, P. O. Hviezdoslav,
- Fables; Záborský, Ezop, Naborowski, Krylov, Petiška, Krasicky, Janovic,
- The main idea and content of a poem; Štúr, Navrátil, Smrek, Haľamová, Hevier,
- Pop songs for teenagers; Nagy, Filan, Hevier,
- Types of rhyme; abab, aabb, abcb, abba.

#### PROSE

- Legend, historical story; Hronský, Ďuríčková, Žáry, Omanová, Jaroš,
- Science fiction; Verne, Žarnay, Kotzwinkle,
- Stories from children's lives; Rázus, Twain, Glocko, Ďuríčková, North, Brezina, Stoličný, Blažková,

- Stories from animal's lives; Kipling, London, Moric, Kováč,
- Detective stories; Nienacki, Arthur, Mlčochová, Kástner,
- Non-fiction literature; Trochová, Dvořák, Jelínková, Zúbek, Švihran,
- Drama, movies, TV plays, radio plays.

### YEAR 8

#### GRAMMAR

##### Phonetics

- Punctuation; comma in multiple members of a sentence
- Intonation
- Rhythmical rule in Slovak
- Standard Slovak

##### Lexicology

- Vocabulary (old and new words)
- Word formation; derivation of words, suffixes
- Work with language dictionaries

##### Morphology

- Declination of animal nouns, gender
- Pronouns; indefinite and negative pronouns
- Numerals; cardinal, ordinal, generic, multiplicative, indefinite numerals, gender, case, number
- (singular/plural), declination of numerals
- Verbs
- Voice (active/passive)
- Prepositions, conjugations, interjections

##### Syntax (one-element and two-element sentences)

- Parts of a sentence; diagram of sentence
- Object expressed by a numeral
- Subordinate elements
- Apposition
- Sentence; types of sentence modality, types of complexity of sentences
- Compound and complex sentences; types of compound sentences

#### LITERATURE

##### Poetry

- The main idea and content of a poem,
- Smrek, Mihálik, Lenko, Žáry, Kostra - epic poems, Samo Chalupka: Branko,
- Pop songs for teenagers (Filan, Peteraj, Urban),
- Types of rhyme; abab, aabb, abcb, abba

##### Prose

- Adventure novels and adventure stories, e.g. Ernest Hemingway, The Old Man and the Sea
- Girl's novels, e.g. Anne of Green Gables, The Only One, White Ribbon in Your Hair
- Biographic novels (Zúbek, Barátová)
- Detective stories, e.g. Agatha Christie
- Stories from children's lives (Slovak realists; Martin Kukučín, Tajovský, Hronský)
- Non-fiction literature; facts about Aesop, May, Zúbek, Ondrejov

##### Drama

- Movies, TV plays, Radio plays

### YEAR 9

#### GRAMMAR

- Spelling – Ovládame pravopis
- Punctuation, use of capital letters – Správne píšeme veľké písmená a interpunkčné znamienka
- Lexicology – Vyznáme sa v slovnej zásobe
- Nouns – Určujeme a ohýbame podstatné mená
- Adjectives – Určujeme a ohýbame prídavné mená
- Numeracy – Píšeme, ohýbame a triedime číslovky
- Verbs – Triedime, určujeme a ohýbame slovesá
- Prepositions, conjugations and interjections – Triedime a určujeme neohybné slovné druhy
- Flexible forms of foreign nouns – Ohýbame pôvodom cudzie podstatné mená
- Adoptions and use of foreign language words into Slovak – Medzinárodný rýchlik slov
- Písanie slov z dovozu
- Flexible forms of adjectives – Ohýbame a používame prídavné mená

- Flexible forms of pronouns – Ohýbame a používame zámená
- Numerals – Ohýbame a používame číslovky
- Basic forms of verbs – Je neurčitý iba neurčitok?
- Inflexible forms of speech – Tri pohľady na ohybné slovné druhy. Prihláška do života. Otestuj svoje vedomosti
- Adverbs of manner, time, place, number and quantity – Neohybné slovné druhy
- Príslovky
- Pozývame vás na stretnutie
- Particle of language – Čertice častice
- Sú neohybné slová bez významu bezvýznamné?
- Inflexible parts of speech – Tri pohľady na neohybné slovné druhy
- Formal language/speech – Začíname a končíme príhovor
- Príležitosť na slávnostný prejav
- Analysis of parts of speech – Robíme komplexný slovnodruhový rozbor
- Otestuj svoje vedomosti
- Analysis of full and part meaning of words – Plnovýznamové slová vo vete
- Neplnovýznamové slová vo vete
- Parts of sentences – Určujeme vetné členy a sklady. Skladáme slová do viet a súvetí
- Element and member of the sentence (basic, main, secondary and subordinate) – Určujeme vetné členy a sklady
- How to form formal sentences – Otestuj svoje vedomosti
- How to form simple sentences – Jednoduchá veta
- Subordinate clause – Vyjadrujeme vetné členy vetou
- Paragraph construction – Priradujeme vety do súvetia
- Complex word order in sentences – Vety otočené hore nohami
- Complex analysis of syntax, conjugation and derivation – Robíme komplexný vetný rozbor
- Word formation, derivation of words and

- suffixes – Cudzie prípony a predpony
- Hyperbole – Kde bola hyperbola?
- Vocabulary (old and new words) – Život slova v cudzine
- Synonym – Hovoríme o tom istom
- Autobiographical language – Životný autoportrét
- Work with dictionaries – Listujeme v slovníkoch
- Work with language dictionaries – Cudzie slová v slovníku
- Apostrophe – Apostrof-háčik na skracovanie
- Giving instructions and opinions – Vyjadrujeme svoj názor
- Discussion – Ja mám na to iný názor!
- Polemic – Obraňujeme svoj názor
- Abbreviations – Vyjadrujeme sa v skratke
- Descriptive language – Obrazy maľované slovom
- Emotive language – Opisujeme s citom
- Word formations – Nerozlučné priateľstvo slov
- Use of formal scientific speech – Hráme sa na vedeckú konferenciu
- The use of language to educate – Postupujeme výkladovým slohovým postupom
- Narrative language – Ja rozprávam, on rozpráva
- Repetitive drills – Opakovanie

READING

- Romantic Poetry – Lúboštná poézia
- Pieseň piesní
- Dobrú noc, má milá
- Červené jabĺčko
- Sivé oči, sivé jako tá mrákava
- Slávy dcera
- Rozlúčenie
- Moja pieseň
- Marína
- Kukučka
- Už je pozde

- Nepoviem
- Básnik a žena
- Neprosím o lásku
- Spev o láske
- Slová na nápev morských vln
- Popular Songs – Populárna pieseň
- Modrá ruža
- Rodný môj kraj
- Jesenná láska
- Zápalky
- Aforizmus
- Zo života mladých ľudí
- Púť lásky
- Tri gaštanové kone
- Môj skvelý brat Robinson
- Normálny cvok
- Ema a ja
- Chudobní
- Science Fiction/Adventure Novels – Dobrodružný a vedecko-fantastický roman
- Väznenie, vyslobodenie a putovanie Jána Simonidesa a jeho druha Tobiáša Masníka
- Na ten obraz nikdy nezabudnem
- Kolónia Lambda Pí
- Denník
- Osudy a cesty grófa Mórica Augusta Beňovského
- Moje deti
- Tajný denník Adriana Molla
- Paródia
- Raňajší vzdych k božskému Bakchovi
- O Ganéšovi
- Vyznáte sa v tlačenicí? (Úvod do štukológie)
- Môj rodný cintorín
- Factual Literature – Literatúra faktu
- Zvolenská stolica
- Konštantín a Metod

- Slová, slová, slová...
- Slová z hlbín dávnych vekov
- Ako divé husi
- Musicals – Muzikál
- Na skle maľované
- Cyrano z predmestia.

DRAMATIC PRODUCTION TECHNIQUES

- Film
- Televízia
- Video
- Počítačová hra

AUTHORS' LIVES – GALÉRIA SPISOVATEĽOV

- Opakovanie

KOREAN

7, 8, 9학년 국어는 5학년 2학기부터 중학교 2학년 1학기의 국어과 교육과정에 따라 운영됩니다. 한국 교육과정에서 영국 교육과정으로 옮겨 학습하게 되는 경우 혹은 그 반대의 경우에도 학생들이 교육과정 간 간극이나 공백 없이 모국어 학습을 꾸준히 지속시킬 수 있도록 한국 학기 순서에 따라 수업이 진행됩니다.

AIMS AND OBJECTIVES

학생들은 일상 생활과 학습에 필요한 통합적인 국어 능력을 갖추고 상대의 의도를 고려하여 상호 작용하며 국어 생활에 대한 관심을 다양한 국어 문화의 세계로 넓혀 갑니다. 또한 여러 상황에 적합하게 효과적으로 의사소통하고, 여러

유형의 글을 비판적으로 읽으며, 표현 효과를 고려하면서 글을 쓰는 연습을 하며 어휘 능력을 확장하고 국어 문법의 주요 내용을 종합적으로 이해하며, 문학 작품을 다양하면서도 주제적인 관점으로 해석해 봅니다.

듣기, 말하기: 개인적, 공식적 상황에서 이루어지는 다양한 듣기, 말하기에 대한 지식과 기능을 갖추고, 상황에 대한 종합적 안목을 바탕으로 듣기, 말하기에 적극적으로 참여합니다.

읽기: 다양한 유형의 글을 읽기 목적과 상황에 따라 적절한 읽기 전략을 사용하여 비판적으로 읽고, 능동적으로 글을 읽는 태도를 지닙니다.

쓰기: 쓰기의 본질과 특성에 대한 이해를 바탕으로 맥락과 목적과 독자를 고려하여 적절하고 효과적으로 글을 쓰고, 쓰기의 윤리를 지켜 책임감 있는 태도로 글을 씁니다.

COURSE CONTENT

YEAR 7

5학년 2학기	1. 마음을 나누며 대화해요	- 상대가 처한 상황을 이해하고 공감하며 듣는 태도를 지닌다. - 목적이나 주제에 따라 알맞은 내용과 매체를 선정하여 글을 쓴다.
	2. 지식이나 경험을 활용해요	- 읽기는 배경지식을 활용하여 의미를 구성하는 과정임을 이해하고 글을 읽는다. - 체험한 일에 대한 감상이 드러나게 글을 쓴다.
	3. 의견을 조정하며 토의해요	- 의견을 제시하고 함께 조정하며 토의한다. - 매체에 따른 다양한 읽기 방법을 이해하고 적절하게 적용하며 읽는다. - 자신의 읽기 습관을 점검하며 스스로 글을 찾아 읽는 태도를 지닌다.
	4. 겪은 일을 써요	- 목적이나 주제에 따라 알맞은 내용과 매체를 선정하여 글을 쓴다. - 국어의 문장 성분을 이해하고 호응 관계가 올바른 문장을 구성한다. - 독자를 존중하고 배려하며 글을 쓰는 태도를 지닌다.
	5. 여러가지 매체자료	- 매체에 따른 다양한 읽기 방법을 이해하고 적절하게 적용하며 읽는다. - 작품 속 세계와 현실 세계를 비교하며 작품을 감상한다. - 구어 의사소통의 특성을 바탕으로 하여 듣기•말하기 활동을 한다.
	6. 타당성을 생각하며 토론해요	- 절차와 규칙을 지키고 근거를 제시하며 토론한다. - 글을 읽고 글쓴이가 말하고자 하는 주장이나 주제를 파악한다.
	7. 중요한 내용을 요약해요	- 글의 구조를 고려하여 글 전체의 내용을 요약한다. - 낱말이 상황에 따라 다양하게 해석됨을 탐구한다.
	8. 우리말 지키미	- 일상생활에서 국어를 바르게 사용하는 태도를 지닌다. - 자료를 정리하여 말할 내용을 체계적으로 구성한다. - 목적이나 대상에 따라 알맞은 형식과 자료를 사용하여 설명하는 글을 쓴다.

6학년 1학기	1.비유하는 표현	- 비유적 표현의 특성과 효과를 살려 생각과 느낌을 다양하게 표현한다. - 문학은 가치 있는 내용을 언어로 표현하여 아름다움을 느끼게 하는 활동임을 이해하고 문학 활동을 한다.
	2. 이야기를 간추려요	- 글의 구조를 고려하여 글 전체의 내용을 요약한다. - 구어 의사소통의 특성을 바탕으로 하여 듣기•말하기 활동을 한다. - 작품에서 얻은 깨달음을 바탕으로 하여 바람직한 삶의 가치를 내면화하는 태도를 지닌다.
	3. 짜임새 있게 구성해요	- 자료를 정리하여 말할 내용을 체계적으로 구성한다. - 매체 자료를 활용하여 내용을 효과적으로 발표한다. - 언어는 생각을 표현하며 다른 사람과 관계를 맺는 수단임을 이해하고 국어생활을 한다.
	4. 주장과 근거를 판단해요	- 글을 읽고 내용의 타당성과 표현의 적절성을 판단한다. - 적절한 근거와 알맞은 표현을 사용하여 주장하는 글을 쓴다. - 드러나지 않거나 생략된 내용을 추론하며 듣는다.
	5. 속담을 활용해요	- 관용 표현을 이해하고 적절하게 활용한다. - 글을 읽고 글쓴이가 말하고자 하는 주장이나 주제를 파악한다. - 쓰기는 절차에 따라 의미를 구성하고 표현하는 과정임을 이해하고 글을 쓴다.
	6. 내용을 추론해요	- 드러나지 않거나 생략된 내용을 추론하며 듣는다. - 글을 읽고 내용의 타당성과 표현의 적절성을 판단한다. - 낱말이 상황에 따라 다양하게 해석됨을 탐구한다.
	7. 우리말을 가꾸어요	- 목적이나 대상에 따라 알맞은 형식과 자료를 사용하여 설명하는 글을 쓴다. - 일상생활에서 국어를 바르게 사용하는 태도를 지닌다. - 매체 자료를 활용하여 내용을 효과적으로 발표한다.
	8. 인물의 삶을 찾아서	- 작품에서 얻은 깨달음을 바탕으로 하여 바람직한 삶의 가치를 내면화하는 태도를 지닌다. - 글을 읽고 글쓴이가 말하고자 하는 주장이나 주제를 파악한다. - 독자를 존중하고 배려하며 글을 쓰는 태도를 지닌다.
	9. 마음을 나누는 글을 써요	- 쓰기는 절차에 따라 의미를 구성하고 표현하는 과정임을 이해하고 글을 쓴다. - 목적이나 주제에 따라 알맞은 내용과 매체를 선정하여 글을 쓴다. - 언어는 생각을 표현하며 다른 사람과 관계를 맺는 수단임을 이해하고 국어생활을 한다.

YEAR 8

6학년 2학기	1. 작품 속 인물과 나	- 작품에서 얻은 깨달음을 바탕으로 하여 바람직한 삶의 가치를 내면화하는 태도를 지닌다.
	2. 관용 표현을 활용해요	관용 표현을 이해하고 적절하게 활용한다. - 드러나지 않거나 생략된 내용을 추론하며 듣는다. - 낱말이 상황에 따라 다양하게 해석됨을 탐구한다. - 언어는 생각을 표현하며 다른 사람과 관계를 맺는 수단임을 이해하고 국어생활을 한다.
	3. 타당한 근거로 글을 써요	- 적절한 근거와 알맞은 표현을 사용하여 주장하는 글을 쓴다. - 글을 읽고 내용의 타당성과 표현의 적절성을 판단한다. - 목적이나 주제에 따라 알맞은 내용과 매체를 선정하여 글을 쓴다.
	4. 효과적으로 발표해요	- 매체 자료를 활용하여 내용을 효과적으로 발표한다. - 독자를 존중하고 배려하며 글을 쓰는 태도를 지닌다. - 비유적 표현의 특성과 효과를 살려 생각과 느낌을 다양하게 표현한다.
	5. 글에 담긴 생각과 비교해요	- 글을 읽고 글쓴이가 말하고자 하는 주장이나 주제를 파악한다. - 낱말이 상황에 따라 다양하게 해석됨을 탐구한다.
	6. 정보와 표현 판단하기	- 글을 읽고 내용의 타당성과 표현의 적절성을 판단한다. - 매체 자료를 활용하여 내용을 효과적으로 발표한다.
	7. 글 고쳐쓰기	- 국어의 문장 성분을 이해하고 호응 관계가 올바른 문장을 구성한다. - 적절한 근거와 알맞은 표현을 사용하여 주장하는 글을 쓴다. - 쓰기는 절차에 따라 의미를 구성하고 표현하는 과정임을 이해하고 글을 쓴다.
	8. 작품으로 경험하기	- 체험한 일에 대한 감상이 드러나게 글을 쓴다. - 자료를 정리하여 말할 내용을 체계적으로 구성한다. - 쓰기는 절차에 따라 의미를 구성하고 표현하는 과정임을 이해하고 글을 쓴다.
국어 1-1 (미래엔)	1. 표현의 즐거움 (1) 헛비 (2) 고래를 위하여 (3) 감동과 즐거움을 주는 글쓰기	- 비유와 상징의 표현 효과를 바탕으로 작품을 수용하고 생산한다. - 자신의 삶과 경험을 바탕으로 하여 독자에게 감동이나 즐거움을 주는 글을 쓴다.
	2. 읽고 대화하고	- 도서관이나 인터넷에서 관련 자료를 참고하면서 한 편의 글을 읽는다. - 내용의 타당성을 판단하며 듣는다.
	3. 능동적인 언어생활 (1) 예측하며 읽기 (2) 어휘의 세계	- 독자의 배경지식, 읽기 맥락 등을 활용하여 글의 내용을 예측한다. - 어휘의 체계와 양상을 탐구하고 활용한다.
	4. 성장의 시간 (1) 보리방구 조수택 (2) 면담하기	- 인간의 성장을 다룬 작품을 읽으며 삶을 성찰하는 태도를 지닌다. - 목적에 맞게 질문을 준비하여 면담한다.

YEAR 9

국어 1-2 (미래엔)	1. 독서와 연극	- 갈등의 진행과 해결 과정에 유의하며 작품을 감상한다
	2. 간추리고 쓰고 (1) 요약하며 읽기 (2) 통일성 있는 글쓰기	- 읽기 목적이나 글의 특성을 고려하여 글 내용을 요약한다. - 다양한 자료에서 내용을 선정하여 통일성을 갖춘 글을 쓴다.
	3. 언어의 세계 (1) 언어의 본질 (2) 단어의 갈래	- 어의 본질에 대한 이해를 바탕으로 하여 국어생활을 한다. - 품사의 종류를 알고 그 특성을 이해한다.
	4. 다양한 의사소통 (1) 토의하기 (2) 상황에 맞는 어휘와 표현	- 토의에서 의견을 교환하여 합리적으로 문제를 해결한다. - 영상이나 인터넷 등의 매체 특성을 고려하여 생각이나 느낌, 경험을 표현한다. - 언어폭력의 문제점을 인식하고 상대를 배려하며 말하는 태도를 지닌다.
국어 2-1 (미래엔)	1. 경험과 발견과 공감 (1) 년 바보다 (2) 나의 모국어는 침묵 (3) 공감하며 대화하기	- 자신의 가치 있는 경험을 개성적인 발상과 표현으로 형상화한다. - 상대의 감정에 공감하며 적절하게 반응하는 대화를 나눈다.
	2. 읽고 쓰는 즐거움 (1) 과학자의 서재 (2) 민재의 독서 일기	- 읽기의 가치와 중요성을 깨닫고 읽기를 생활화하는 태도를 지닌다. - 생각이나 느낌, 경험을 드러내는 다양한 표현을 활용하여 글을 쓴다.
	3. 소통하는 우리 (1) 핵심이 드러나는 발표 (2) 한글 창제 원리와 특성	- 핵심 정보가 잘 드러나도록 내용을 구성하여 발표한다. - 매체 자료의 효과를 판단하며 듣는다. - 한글의 창제 원리를 이해한다.
	4. 세상을 보는 눈 (1) 귀뚜라미 (2) 동백꽃	- 작품에서 보는 이나 말하는 이의 관점에 주목하여 작품을 수용한다. - 작품에서 보는 이나 말하는 이의 관점에 주목하여 작품을 수용한다.

ASSESSMENT

각 단원별 학습목표와 성취기준에 따라 정확한 평가 결과 산출을 위해 수행 평가, 형성 평가 및 총괄 평가 방식을 병행하여 성취도를 측정합니다. 교육과정 재구성 과정을 통해 학습 단원은 주제별로 통합되며 일부 단원은 다른 활동으로 대체되기도 합니다.

SLOVAK AS A SECOND LANGUAGE

The purpose of having the subject 'Slovak as a Second Language' in our curriculum is to give our students an introduction to Slovak culture and to develop their Slovak language skills. Slovak is seen as the Esperanto of Slavonic languages and is therefore a practical language to know. Hand in hand with the language, students will cover some basic features that make Slovakia what it is today in an historical and cultural perspective.

AIMS AND OBJECTIVES

Students will be able to communicate in Slovak in real life situations e.g. shopping, ordering food in restaurants, filling in a form or having a short conversation in Slovak. In real life situations they will expand their vocabulary, win confidence in use of the language and learn more about Slovakia, its history and geography.

In every year there is a topic related to trip planning, where the student learns more about the country in a historical, geographical and cultural context.



SUBJECT CONTENT

YEAR 7:

- 1. Greetings, basic phrases – How are you? What's your name? Where are you from? - nationalities
- 2. Basic questions: What is it? How do you say that...? What does it mean ...? How do we say this in Slovak?
- 3. Kto je to? – What is Peter doing? basic verbs.
- 4. Verbs to be, to have – positive/negative forms/present simple tense, 1st and 2nd person/questions
- 5. Numbers – plus, minus, more, less, How old are you? Ordinal numerals – date, time-telling
- 6. Days of the week - yesterday/tomorrow, parts of the day
- 7. Daily routines, verbs in 1st and 2nd person
- 8. Months and Seasons - When is your birthday?
- 9. Weather - What's the weather in spring?
- 10. Clothes – what do you wear.
- 11. Verbs to wear,to need, to have, Accusative for Feminine nouns, Colours – in association with clothes – possessives my/your
- 12. Past tense – was/were/had - describe yesterday's weather, past tense of verbs in 1st person - describe your yesterday's daily routines, questions What did you do yesterday?
- 13. Food – vocabulary, I like/I don't like...I cook/prepare...I ate ... with Accusative for Feminine nouns, describing words associated with food – healthy, delicious, roasted

YEAR 8

- 1. Revision of Y 7 for beginners - Greetings, basic phrases – How are you? What's your name? Where are you from? - nationalities
- 2. Verbs to be, to have – positive/negative forms/present simple tense, 1st and 2nd person/questions
- 3. Daily routines, Clothes, Food
- 4. Family – family members, possessives and 's, comparative adjectives – older, taller
- 5. Accusative case for Masculine nouns – endings, Describe your family
- 6. Plural in Nominative case

- 7. My house - Locative case – associated prepositions “na, pri”, rooms – Describe your house
- 8. Instrumental case - associated prepositions “nad, pod, pred, za”, furniture – Describe your room

YEAR 9

- 1. Revision for beginners of Y7 and Y 8, Greetings, verbs to be, to have with endings – Introduce yourself
- 2. Days of the week, Daily routines, Food – Describe your weekend
- 3. Family – describing words, personal characteristics - Describe your relative/best friend/pet
- 4. Months, Seasons, Weather, Clothes – Describe the weather in your country – What do you do in certain weather
- 5. Travelling – countries, nationalities - Where do you like going and why, Describe your holidays, Describe your home country
- 6. Genitive case - endings, associated prepositions “od” – My favourite author/book – Describe your favourite story
- 7. Dative case - endings, associated prepositions – What present did you buy for your relative/friend

ASSESSMENT

Students receive continuous feedback from both the teacher and their peers in Slovak Studies. This is designed to help them improve and develop their Slovak language skills. There will be continuous assessment of a student's skills in Reading, Listening, Speaking and Writing throughout the Key Stage.

Assessment uses the BISB 4-point scale.

After each assessment students will receive individualised feedback on their strengths and weaknesses and be encouraged to reflect upon strategies to improve.

# GLOBAL PERSPECTIVES

Global Perspectives is a ground-breaking and stimulating course that stretches across traditional subject boundaries and develops transferable skills. It is both cross-curricular and skills-based and taps into the way learners of today enjoy learning, including teamwork, presentations, projects, and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view. The study of Global Perspectives at BISB helps to stimulate an interest in the real world around us. It helps our students make sense of a complex and changing world. It also helps develop a range of skills that they can use not only in Global Perspectives but also in their other subjects.

## AIMS AND OBJECTIVES

- To develop students' awareness locally, nationally and globally about different aspects of human life, environment and development.
- To develop skills in these areas - Research, Analysis, Collaboration, Communication, Evaluation, and Reflection.

## COURSE CONTENT – TOPICS COVERED

### YEAR 7

- Term 1 and Term 2 – Tradition, culture and identity
- Term 2 and Term 3 – Humans and other species

### YEAR 8

- Term 1 - Migration
- Term 2 - Digital World
- Term 3 - Sustainability

### YEAR 9

- Term 1 - Conflict and peace
- Term 2 - Changing communities
- Term 3 - Law and criminality/Transport and infrastructure

## ASSESSMENT

There will be continuous assessment of students' skills throughout the Key Stage in the three principles of:

- Knowledge
- Understanding
- Enquiry

Assessment uses the BISB 4-point scale. There are several Challenges a year and each Challenge is subdivided into a set of activities covering a range of skills.

After each assessment, students should look closely at the feedback given to them by their teacher and complete self-reflection in their Global Perspectives Portfolios. Students are expected to use this feedback and reflections to make improvements to their subsequent work and continuously strive to develop their skills in Global Perspectives.

# WORLD LANGUAGES

The syllabus offers students an insight into the culture of Francophone, German-speaking and Spanish-speaking countries. It encourages a positive attitude towards learning a foreign language by teaching through topics and interactive activities.

The emphasis is on developing the ability to communicate effectively in practical situations in all countries where these languages are spoken around the world. The four linked skills of listening, reading, speaking and writing are developed step by step throughout the course.

## AIMS AND OBJECTIVES

The students will be able to:

### LISTENING

In listening and responding, progress is characterised by:

- Increased speed of response and greater depth of understanding.
- Growing competence in dealing with complex texts, tasks and unpredictable elements.
- Increased confidence in deducing meaning from grammatical context.

### READING

In reading and responding, progress is characterised by:

- Increased speed of response and greater depth of understanding.
- Growing competence and confidence in dealing with a range of texts and tasks.
- Increasing independence in language learning and use.

### SPEAKING

In speaking, progress is characterised by:

- Improved pronunciation and intonation.
- Increased speed and fluency of response.

- Increased readiness and ability to use the target language routinely in the classroom.
- Greater confidence when dealing with unpredictable elements.
- Increased ability to vary language, using a range of structures and vocabulary in different topics areas.
- Greater understanding and correct application of language rules.
- Increased readiness to use complex language when appropriate.

### WRITING

In writing, progress is characterised by:

- Increased speed and fluency of response.
- Improved accuracy and precision in the use of written language.
- Readiness to experiment with new language.
- Increased ability to vary and adapt language to suit the purpose.
- Greater understanding and application of language rules.
- Increased use of range of structures and vocabulary in different topic areas.

FRENCH

COURSE CONTENT

YEAR 7

Unit 1: Let's get introduced

- Say and spell your name, give personal information, make contact in French

Unit 2: Music fan

- Exchange about musical tastes, speak about your interests, ask personal questions

Unit 3: We are brothers !

- Exchange about differences, introduce family, speak about nationality

Unit 4: Let's move!

- Speak about sports, describe people

Unit 5: Let's meet at school.

- Speak about school life, speak about timetables, organise a meeting

Unit 6: Fashion and us

- Speak about fashion, speak about buying, describe a style

Unit 7: At home

- Describe home, set up a room, speak about daily activities

Unit 8: Let's go on a trip!

- Talk about dream destination, make holiday plans, tell about a trip

YEAR 8

Unit 1: Let's go to town

- Follow an itinerary, moving in the city, organise going out

- Unit 2: Delicious!

- Talk about daily die, getting a birthday party ready, ask questions about our diet

Unit3: Friends and solidarity

- Talk about friends and characters, talk about relations and emotions, talk about helping each others and health

Unit 4: Let's get news!

- Talk about press and media, tell a story, to recommend

Unit 5: We are all heroes

- Talk about real and fictional heroes, tell about somebody's life, talk about past experiences

Unit 6: Let's respect our planet

- Talk about planet's problems, express necessity, obligation and interdiction, present ecological actions

Unit 7: Money and us

- Talk about pocket money, describe objects, compare attitudes

Unit 8: Toward the future

- Talk about our future, talk about passions and interests, imagine the future

YEAR 9

Unit 1: Free time

- Exchange about hobbies, talk about friend relationships, talk about our favourite places

Unit 2: Generations

- Describe objects from the past, tell about memories, compare now and before

Unit 3: Somewhere else

- Situate and describe places, give news from far away, describe and defend traditions

Unit 4: Creating

- Give your opinion about art, tell a story, nuancing your opinion

Unit 5: Consuming

- Talk about consuming habit, to give solution to a problem, imagine the future

Unit 6: How savoury!

- Talk about food and savors, compare types of restaurants, to order in a restaurant

Unit 7: Well-being

- Talk about well being, talk about personal problems and find solutions, talk about most memorable experiences

Unit 8: Respect!

- Talk about positive and negative behaviour, talk about rules to be respected, to express one's engagement

GERMAN

COURSE CONTENT

YEAR 7 (TEXTBOOK: GENI@L A1)

There will be 2 classes in Year 7 German: one Beginners class and one class for more experienced learners. Beginners will cover the first seven sections, while the more advanced set will start with unit six (Free time) and progress through the other sections (see below).

Free time

- Students will be able to talk about their daily routine and after school activities.
- They will be able to use separable and irregular verbs correctly in a sentence, together with comparative and superlative forms of adjectives.

My family and home

- Students will learn how to describe their family and housing situation.
- They will learn the imperative form of verbs.

Celebrations

- Students will learn to talk about birthdays and family celebrations.
- They will use the ordinal form of numbers to describe the date of such events, and they will use some modal verbs.

My Town

- Students will be able to describe their home town using prepositions and also how to ask for and give directions to find their way.

Travel

- Students will discuss and plan a journey to a German-speaking country.
- They will be able to make suggestions using other modal verbs, and give reasons for their preferences.

Jobs

- Students will learn about the daily routines of various professions and be able to talk about the work using adverbs.

Celebrations

- Students will learn to talk about birthdays and family celebrations.

- They will use the ordinal form of numbers to describe the date of such events, and they will use some modal verbs.

Class Trip to Berlin

- Students learn about places and activities about town.
- They ask for information about places and activities, and then write/talk about what experiences they have had.
- They will use modal verbs and past tense.

Friendships

- Talking about friends and friendships using adjectives to describe character.
- Students learn how to offer help and how to show and receive compliments.
- Students will learn to describe a story in past tense (regular and irregular verbs)

YEAR 8

There will be 2 classes in Year 8 German. Group 1 starts with unit two (Friendships) in Geni@l A2 and progress through the other sections at the level A2. Group 2 will start with unit twelve (Jobs) in Geni@l A1 and continue through the other sections up to level A2.

Jobs

- Students will learn about the daily routines of various professions and be able to talk about the work using adverbs.

Celebrations

- Students will learn to talk about birthdays and family celebrations.
- They will use the ordinal form of numbers to describe the date of such events, and they will use some modal verbs.

Class Trip to Berlin

- Students learn about places and activities about town.
- They ask for information about places and activities, and then write/talk about what experiences they have had.
- They will use modal verbs and past tense.

Friendships

- Talking about friends and friendships using adjectives to describe character.
- Students learn how to offer help and how

- to show and receive compliments.
  - Students will learn to describe a story in past tense (regular and irregular verbs)
- Sport
- Deepening the theme of sport by introducing comparisons and superlatives of adjectives, ordinal numbers (first, second, .... last).
- Shopping
- Buying clothing and food; describing clothes and giving one's opinion about them; shopping dialogues to practise relevant vocabulary for buying clothes and foodstuffs.
- House and home
- Talking about where we live, the furniture within our homes, where things are.
- Health and Feelings
- Talking about how one feels, not just health related, but also emotions – apologising, contradicting, advising. Conditional tense introduced (wenn , dann ), the verb sollen (should), reflexive verbs (to get annoyed about something, to argue, to apologise).
- A crime story!
- The detective novel forming a major part of German literature, students have the chance to read an adapted crime story.
  - They learn how to build a hypothesis, give reasons for it, and make suppositions.
  - They encounter the simple past tense of many modal verbs (wollte, musste, durfte, sollte, konnte).
- Money
- Students talk about pocket money and how they spend and save it.
  - They enrich their vocabulary with words such as 'despite' and 'so that'.
- Newspapers and weather reports and festivals
- Students learn the language of media reports.
  - They also learn to understand weather reports and how to write a postcard.
  - Cultural topics include traditional festivals in German-speaking countries.
- TV shows and films
- Talking about characters in these media; relating the story of a film or TV programme.

- German-speaking countries
- Students talk/write about German-speaking countries and compare them to their own and other countries.
- YEAR 9**
- There will be 2 classes in Year 9 German. Group 1 starts with unit three (Sports) in Geni@l A2 and progress through the other sections. Group 2 will start with unit six ( Health and feelings) in Geni@l A2 and continue through the other sections.
- Sport
- Deepening the theme of sport by introducing comparisons and superlatives of adjectives, ordinal numbers (first, second, .... last).
- Shopping
- Buying clothing and food; describing clothes and giving one's opinion about them; shopping dialogues to practise relevant vocabulary for buying clothes and foodstuffs.
- House and home
- Talking about where we live, the furniture within our homes, where things are.
- Health and Feelings
- Talking about how one feels, not just health related, but also emotions – apologising, contradicting, advising. Conditional tense introduced (wenn, dann ), the verb sollen (should), reflexive verbs (to get annoyed about something, to argue, to apologise).
- A crime story!
- The detective novel forming a major part of German literature, students have the chance to read an adapted crime story.
  - They learn how to build a hypothesis, give reasons for it, and make suppositions.
  - They encounter the simple past tense of many modal verbs (wollte, musste, durfte, sollte, konnte).
- Money
- Students talk about pocket money and how they spend and save it.
  - They enrich their vocabulary with words such as 'despite' and 'so that'.
- Newspapers and weather reports and festivals
- Students learn the language of media reports.

- They also learn to understand weather reports and how to write a postcard.
  - Cultural topics include traditional festivals in German-speaking countries.
- TV shows and films
- Talking about characters in these media; relating the story of a film or TV programme.
- German-speaking countries
- Students talk/write about German-speaking countries and compare them to their own and other countries.

SPANISH

COURSE CONTENT

- YEAR 7**
- Present your family
- How to introduce my family members and myself.
  - Students will learn to introduce someone else.
  - They will learn how to describe their family members (age, name, relationship with other members of the family).
  - They will study how to talk about their favourite activities outside school.
- Talk about your habits, likes and dislikes
- How to express time, using the correct prepositions (a, de, por) and students will learn a few irregular verbs in Spanish.
  - They will talk about their daily routine and how to talk about healthy living.
  - They will learn how to express their likes and dislikes.
- Describe yourself
- Students will learn new vocabulary to describe themselves and other people (colours, body parts)
  - They will learn new adjectives and how to manipulate them according to gender/number.

- Write a simple story
- Student will learn a past tense (Pret'erito Indefinido) to talk about past events and actions.
  - Use of mobile phones, rules and recommendations.
- Talk about your house and bedroom
- Students will learn new vocabulary (my house, my bedroom, furniture).
  - They will develop practical skills for describing their own house and what is in their house.
- Talk about your plans
- Students will learn how to express future in a simple way to talk about plans and events in immediate future
  - They will learn vocabulary related to outdoor activities
  - They will talk about holiday destinations in Spain and Latin American countries
  - How to manage my pocket money?

- YEAR 8**
- What are your friend like?
- The students will learn to: describe a person's character, talk about sports.
  - They will learn to indicate how often something happens (adverbs of frequency).
  - They will practice asking for explanation and giving it.
  - They will learn about students in other countries.
- What is your city like?
- The students will learn to describe their city and neighbourhood (shops and places).
  - Students will practice giving directions (imperative).
  - They will talk about wants, possibilities and obligations (querer, poder, tener que).
  - Let's discover Madrid.

- What should I wear?
- The students will learn to: describe the clothing, to express their likes, dislikes, preferences (related to fashion).

- They will be able to express the different weather conditions.
- They will learn how to express activities happening at the time of speaking (estar+gerundio).
- They will revise colours and learn about their meaning.

Do you like nature?

- The students will talk about nature (geographical accidents, activities in nature)
- Students will revise and reinforce their knowledge of past tense (Pretérito Indefinido, regular and irregular verbs)
- Possessive pronouns (mi, mío etc)
- Diversity of landscapes in Latin America

What do we eat today?

- Learn vocabulary related to food and healthy food options
- Talk about meals in Spanish speaking countries
- Express quantity with mucho/a, muchos/as
- To talk about recent activities using Pretérito Perfecto
- Sweets and desserts in Spain

What animal do you like most?

- Learn the names of wild animals and parts of their body
- They will learn to compare (comparatives, superlatives)
- They will learn and practice numbers over 100
- Life in a zoo

YEAR 9

We learn languages

- We will revise the present perfect - pretérito perfecto compuesto to talk about our experiences
- We will revise the structure ir + a + infinitivo to talk about plans
- Students will talk about routine activities

How was it before?

- The students should be able to describe their childhood

- We will learn the third past tense called pretérito imperfecto (regular and irregular verbs) and contrast all 3 past tenses
- We will learn to write and tell a short story in the past using all 3 different past tenses
- Music in Spanish speaking countries

Where have you been?

- Talk about places you have visited and means of transport
- Learn vocabulary related to free time activities in a city
- Compare use of pretérito indefinido y pretérito perfecto, uses of ya/todavía/nunca
- Civilizations of Spain and Latin America

The world of tomorrow

- Describe activities in the nature and environmental issues
- The students will learn to talk about their plans and intentions
- The students will learn the future forms (futuro imperfecto)
- We will also start some conditional sentences with si
- We will cover topics like ecology, recycling and nature.

How are you?

- We will learn to talk about symptoms and ailments as well as remedies
- Learn to describe how you feel emotionally and physically as well as give advice
- Use of verb ´doler, differences between ´por´ and ´para´
- Healthy habits

What kind of holidays you prefer?

- Talk about different types of holidays
- We will learn to express wishes
- We will introduce subjunctive mode and revise use of indirect object pronouns
- Responsible use of free time and netiquette (network and etiquette)

ASSESSMENT

There will be continuous assessment of students' skills in all three World Languages (French, German, Spanish), throughout the Key Stage in the four core areas of:

- Listening
- Reading
- Speaking
- Writing

Assessment uses the BISB 4-point scale. Assessments not only look at knowledge of vocabulary and grammar, but also at how well the students are able to adapt language and structures they have learned to express themselves in an original and creative way.

After each assessment, students should look closely at the targets given to them by their teacher and complete self-reflection in their MFL Portfolios. Students are expected to know what they need to do to make improvements to their work and how to progress in their chosen World Language.



# GEOGRAPHY

The study of Geography at BISB helps to stimulate an interest in the world around us, and to develop a sense of wonder about places. It helps our students make sense of a complex and changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on our students' own experiences to investigate places at all scales, from the personal to the global.

## AIMS AND OBJECTIVES

The Geography curriculum aims to introduce students to a wide range of cross-curricular skills; including data collection, analysis, report writing, mapping, graphicacy, discussion, public speaking and enquiry. Students can then apply these skills to a range of situations and subjects. We learn these skills whilst focusing on a variety of topics, designed to challenge and broaden student thinking and increase awareness of world issues and processes.

All our schemes of work and assessments are designed to assess these key skill areas.

**Knowledge and Understanding** – The students are able to draw on an increasing awareness of locations, places and geographical features, from a local to a global scale. The students make greater sense of the world through the study of processes, conditions, features, interactions and changes. The students learn to connect information to better understand the world around them and the people within it.

**Geographical Enquiry** – The students develop the core investigative skills of observing, collecting, collating, analysing, evaluating and communicating geographical information.

## COURSE CONTENT

### YEAR 7

Theme - Our Changing World

- What is Geography?
- Welcome to Slovakia – learning about where we live (fieldtrip in Dúbravka)
- Geographic skills – maps and visual presentation of data
- An introduction to Physical Geography
- Comparing countries and populations
- In-depth study of Africa

### YEAR 8

Theme - Forces that affect our World

- Weather and climate
- Our changing climate
- People and ecosystems
- Our changing city - Bratislava (Fieldtrip to compare shopping areas in Bratislava)
- The natural environment around Bratislava - focusing on rivers.

### YEAR 9

Theme - The People of our World

- Global interactions and global geopolitics
- Sustainable development – focusing on different countries including Tanzania and China
- Human behaviour and place - the geography of crime (fieldtrip in Dúbravka)
- In-depth study of Asia

## ASSESSMENT

There will be continuous assessment of students' skills throughout the Key Stage in the two principles of:

- Knowledge and Understanding
- Geographical Enquiry

Assessment uses the BISB 4-point scale. For more information about these criteria please refer to the **Individual Learning Record** documents for Year 7, Year 8 and Year 9.

Students will be assessed using a range of techniques throughout the year. All topics include projects and tasks which are assessed. These are generally enquiry based which are designed for students to develop their knowledge and understanding and their ability to undertake geographical enquiry. Assessments provide students with opportunities to improve their research and presentation skills and work collaboratively with other students and use ICT.

After each assessment, students are encouraged to take note of the feedback given to them by their teacher and complete self-reflection in their Geography Portfolios. Students are expected to use this feedback and reflections to make improvements to their subsequent work and continuously strive to develop their skills in Geography.

# HISTORY

At BISB students will develop their understanding of the nature of historical study. Passionate teaching of History will trigger students' inquisitiveness and imagination and lead them to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgments they make. We aim to prepare students for the future, equipping them with knowledge and skills that are prized in adult life whilst enhancing employability. Our students' learning is enhanced by visits to historical sites; castles, museums, galleries and other significant places.

## AIMS AND OBJECTIVES

Our Key Stage 3 courses develop students' knowledge of 'international history' and an awareness of how the past has shaped the present day. There are six key concepts that underpin the study of History. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding. These six concepts are:

- Chronological understanding
- Cultural, ethnic and religious diversity
- Change and continuity
- Cause and consequence
- Significance
- Interpretation

## COURSE CONTENT

### YEAR 7

Historical skills

- Why do we study History?
- Why do historians use timelines?

Roman Times

- What was life like as a Roman?
- What was life like in the Army?
- Why did the Romans want an Empire?
- The Romans made society better. How far do you agree?

Medieval Times

- What was the Feudal system?
- How did Castles develop?

- Case study of Devin Castle

### YEAR 8

Slavery

- What is slavery?
- How did the slave trade work?
- What was life like on the plantations?
- How did slavery end in the Americas?
- Why was there a civil war in America?
- Why did the North win?

Money and Class

- How did the class system work in England
- Case study of Eva Hart
- Money and class decided who survived the sinking of the Titanic. How far do you agree?

WWI

- What caused WWI?
- Why did people join up to fight?
- Why did soldiers carry on fighting in the trenches?
- Case study – WWI bunkers in the Dubravka forest

### YEAR 9

Olympics

- What can the Olympics tell us about 20th Century history?

Dictatorship

- How similar were Stalin and Hitler?

WWII

- What were the causes of WWII?
- What was the impact of WWII on Slovakia?

History Project

- Students do a presentation on a period of history of their choice
- Why did the Holocaust happen?
- What was the Holocaust?
- Case study – Sered concentration camp

## ASSESSMENT

There will be continuous assessment of students' skills throughout the Key Stage in the two core areas of:

- Knowledge & Understanding
- Skills

Assessment uses the BISB 4-point scale. For more information about these criteria please refer to the **Individual Learning Record** documents for Year 7, Year 8 and Year 9. These documents are only available for download to parents in Firefly.

Assessment is conducted through a range of tasks and is based on the core historical learning objectives; chronological

understanding, awareness of cultural, ethnic and religious diversity, change and continuity, cause and consequence, significance, and interpretation. Assessment tasks are varied and include written assignments, research tasks, quizzes, presentations, computer simulation activities, role-plays, and source analysis.

After each assessment, students should look closely at the targets given to them by their teacher and complete self-reflection in their History Portfolios. Students are expected to know what they need to do to make improvements to their work and how to progress in History.

# IT (INFORMATION TECHNOLOGY) – COMPUTING

In Key Stage 3 students broadly follow English National Curriculum programmes of study, developing their IT capability, and also developing their skills in a cross curricular manner. Students are also introduced to the basic principles of computer science, digital literacy and information technology. Computing is concerned with how computers and computer systems work, how they are designed and programmed, how to apply computational thinking, and how to make best use of information technology. It aims to give students a broad education that encourages creativity and equips them with the knowledge and skills to understand and change the world.

## AIMS AND OBJECTIVES

The increasing use of technology in all aspects of society makes confident, creative and productive use of ICT an essential skill for life. ICT capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment. ICT capability is fundamental to participation and engagement in modern society.

Technology can be used to find, develop, analyse and present information, as well as to model situations and solve problems. Technology enables rapid access to ideas and experiences from a wide range of people, communities and cultures, and allows students to collaborate and exchange information on a wide scale. IT acts as a powerful force for change in society and citizens should have an understanding of the social, ethical, legal and economic implications of its use, including how to use IT safely and responsibly. Increased capability in the use of IT supports initiative and independent learning, as students are able to make informed judgments about when and where to use IT to enhance their learning and the quality of their work.

## KEY CONCEPTS

There are a number of key concepts that underpin the study of IT:

- Languages, machines and computation
- Data and representation
- Communication and coordination
- Abstraction and design
- The wider context of computing

The key concepts are not discrete areas that are covered separately. They are taught as concepts in action through several examples.

Computer science is the scientific and practical study of computation: what can be computed, how to compute it, and how computation may be applied to the solution of problems.

Information technology is concerned with how computers and telecommunications equipment work, and how they may be applied to the storage, retrieval, transmission and manipulation of data.

Digital literacy is the ability to effectively, responsibly, safely and critically navigate, evaluate and create digital artefacts using a range of digital technologies. The creation of digital artefacts will be integral to much of the learning of computing. Digital artefacts can take many forms, including digital images, computer programs, spreadsheets, animations and film.



KEY PROCESSES

These are the essential skills and processes in ICT that students need to learn to make progress:

- Computational thinking
- Abstraction: modelling decomposing and generalising
- Programming

The key processes are delivered through the three recognised areas of the curriculum, which are:

Computer science:

- Decomposition
- Pattern recognition and generalisation
- Abstraction
- Algorithm design

Digital Literacy:

- Understand a range of ways to use technology safely, respectfully, responsibly and securely
- Protecting online identity and privacy
- Recognise inappropriate content, contact and conduct
- Know how to report concerns

Information technology:

- Finding Information
- Selecting, using, and combining multiple applications, across a range of devices, to achieve challenging goals
- Collecting and analysing data and meeting the needs of known users
- Create, re-use, revise and re-purpose digital artefacts for a given audience with attention to trustworthiness, design and usability
- Evaluating

COURSE CONTENT

YEAR 7

Computer science:

- Algorithms
- Block based programming leading into Python coding.
- Exploring basic structures of the code, such as sequences, loops, functions and variables.
- Making simple decisions in a program

Digital literacy:

- Practicing safety is a must with anyone who goes online, especially important to students. We will discuss the threats students may encounter while online and show you how to protect them and talk to them about being safe and responsible.

Information technology:

- Navigating across the network
- Use of email and Office 365
- Saving, exporting and loading files and organising data.
- How does the computer work? Basic introduction to the major components of the computer.
- Plan, record, edit a short movie with soundtrack matching the given topic, using cloud technology and online collaboration in the process as well as a wide range of software and hardware.
- Demonstrate the process of editing and manipulation.

YEAR 8

Computer science:

- Text based programming - Python
- Exploring basic structures of the code, such as sequences, loops, functions and variables.
- Making simple decisions in a program
- Input and output devices, sensors and automatic computer systems

Digital literacy:

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy.
- Recognise inappropriate content, contact and conduct, and know how to report concerns
- Information technology:
- Developing use of The Microsoft Office suite and MS Office 365 - Word Processing and Spreadsheets
- Creating user-friendly websites

YEAR 9

Computer science:

- Text based programming (JavaScript), exploring basic structures of the code, such as sequences, loops, functions and variables.
- Making simple decisions in a program
- Lists and arrays
- Looking at the role of binary in ICT systems; including ASCII, text, graphics and sound. Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, conversion between binary and decimal]
- Interactive activities that explore graphics and bitmaps.
- Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming

Digital literacy:

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy.
- Recognise inappropriate content, contact and conduct, and know how to report concerns.
- Online search, plausibility, advanced search tools.

Information technology:

- Adobe Photoshop - learning the basics of photo editing
- Understand typography, colour psychology, schemes and consistency
- Copyright, Creative Commons, plagiarism, referencing sources, bibliography.

ASSESSMENT

There will be continuous assessment of students' skills throughout the Key Stage in the two core areas of:

- Theory
- Skills

Assessment uses the BISB 4-point scale. For more information about these criteria please refer to the **Individual Learning Record** documents for Year 7, Year 8 and Year 9. These documents are only available for download to parents in Firefly.

After each assessment, students should look closely at the targets given to them by their teacher and complete self-reflection in their IT Portfolios. Students are expected to know what they need to do to make improvements to their work and how to progress in IT.

# THE ARTS

## ART AND DESIGN

Art and Design embodies some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As students progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of a nation. Our KS3 Arts programme prepares students for the IGCSE and I.B. Diploma courses.

### AIMS AND OBJECTIVES

Our curriculum for art and design aims to ensure that all students:

1. Produce creative work, exploring their ideas and recording their experiences.
2. Become proficient in drawing, painting, sculpture, photography and other art, craft and design techniques.
3. Evaluate and analyse creative works using the language of art, craft and design.
4. Have an understanding of how Art communicates our culture and history.
5. Development of their art forms.
6. Students will be taught:
7. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
8. To use a range of techniques and media, including drawing and painting.
9. To increase their proficiency in the handling of different materials.
10. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
11. About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

## COURSE CONTENT

### YEAR 7 (SKILLS BASED)

Dry media – using Graphite, Charcoal, Pastels in drawing techniques: Observational drawing, quality of line, shading, developing patterns, layering of colours. Landscapes. Pattern, Tessellations, Op Art.

Using Watercolour, Gouache, Acrylic in painting techniques: How to use a paintbrush; which brush for which material? Watercolour wash, colour mixing, layering of paint. Colour theory and colour painting. Portraits. Printing.

Three Dimensional structures; Dream homes sculptures.

### YEAR 8 (PROJECT BASED)

Collage project, Matisse Cut outs collaborative project.

Book design/Poster Graphic Design.

Symbolism/Children's illustration.

Monsters. Felt outcome/sculptures.

### YEAR 9 (PROJECT BASED)

Propaganda.

Graphic design public health posters, Graphic design.

Self Portrait/Identity/Multimedia/ Collage/Printmaking.

Printmaking/Linocut/Stencilling/ Black and white/Landscape.

Portrait Photography.

### ASSESSMENT

There will be continuous assessment of students' skills throughout the Key Stage in the five core areas of:

- Research/ investigation
- Ideas/ planning
- Development of ideas
- Realisation
- Evaluation (throughout the whole process and at the final stage)

Assessment uses the BISB 4 point scale – Beginning, Developing, Independent, Advanced.

Each topic is project based.

Advanced	Goes beyond expectations and has advanced understanding of the skills and concepts taught. Applies skills and concepts confidently, coherently and independently in familiar and unfamiliar situations. Accurate, sophisticated and precise.
Independent	Secure. Embedded and working independently. Confident in the concepts. Concepts are used and retained correctly the majority of the time in subjects and in context.
Developing	Improving knowledge, skills and understanding. Signs of consolidation some of the time. Can apply with scaffolding. Misunderstanding may be present. Needs practice and reinforcement. Becoming more confident.
Beginning	Working with support. Introduced but not yet fully developed. Significant scaffolding needed. Beginning to develop skills and knowledge. Frequent misunderstandings.

Each term, students choose 1 target to focus on and the teacher and student will work together to make progress in this particular areas.





## DRAMA

Drama has an important role to play in the personal development of our students. The skills and qualities developed by students in drama, such as teamwork, creativity, leadership and risk-taking are assets in all subjects and all areas of life.

Through using the Juilliard Creative Classroom we explore the basic tools of drama: the body, the voice and the mind, students will use dramatic conventions to explore ideas, issues, texts and meanings. Students will also explore elements of theatre such as costume, props, lighting and set and how they complement the performances. They will also learn to evaluate critically the intentions and performance of dramas in which they have participated or have watched.

The Juilliard lessons also provide an ideal opportunity to help our students gain confidence in a relaxed, focused and stimulating learning environment. All students are actively encouraged to develop their own ideas and initiatives, to explore and express themselves.

## AIMS AND OBJECTIVES

The students will be able to:

- Explore familiar and unfamiliar situations through role play.
- Develop critical thinking, creativity, and problem- solving skills through our Juilliard Creative Curriculum.
- Explore a variety of emotions and reactions in a safe and secure environment.
- Discover means of expression other than written or verbal.
- Learn about recognized theories of dramatic techniques.
- Gain confidence in speaking publicly to a range of audiences.
- Explore how the written word can 'come alive' through performance.

- Have a 'voice' in group situations and decision making.
- Cooperate with others in collaborative situations.
- Have the opportunity to take part in public performance.

## COURSE CONTENT

### YEAR 7: JULLIARD INTRODUCTION TO ACTING FOR THE STAGE – BODY AND VOICE

#### Term 1

**Through the body:** Students will learn the basics of physical theatre creating character through movement, shape, gesture and tempo.

#### Term 2

**Through the voice:** Students will focus on aspects of the voice (tone, volume, pace, pitch and clarity) which contribute to creation of character such as age, personality, accent, mannerisms and register.

#### Term 3

**Page to stage:** Students will combine the skills from the year with elements of theatre to in order to: work in role; perform in plays for specific (younger) audiences; consider characters from published modern plays; discuss and review their own and others' performances.

### YEAR 8: JULLIARD ACTOR – AUDIENCE RELATIONSHIPS

#### Term 1

**Through the voice:** Students will develop aspects of the voice (tone, volume, pace, pitch and clarity) in order to present monologues and creating an engaging rapport with an audience.

Term 2

**Through the body:** Students will explore how a narrator’s attention to physical movement, gesture, and select language can help an audience envision the different settings and pathways central to a story. Students will extend their understanding of physical theatre by working with masks in order to create comic and dramatic characters and devise performances.

Term 3

**Page to stage:** Students will learn to combine the skills from the year in order to: direct, design and work in role; adapt and bring to life published plays; discuss and review their own and others’ performances. Student performers will devise scenarios that include bringing an audience member into the playing area where they become part of the performance.

YEAR 9: JUILLIARD IMPROVISATION, DESIGN AND INTRODUCTION TO SHAKESPEARE

Term 1

**Improvisation:** Students will master aspects of physical theatre, voice work and the use of stage and space through fun improvised tasks whilst giving students confidence to have a go. This culminates in the Improv Maestro event at the end of the term.

Term 2

**Design and direction:** Students will study an abridged Shakespeare text in order to apply elements of theatre to their stage design. Working with scenes from Shakespeare and performing to peers they will be encouraged to discuss and review their own and others’ performances in order to improve their understanding and application.

Term 3

**Final Performance:** Students will complete a full performance of the abridged Shakespeare text, learning lines, blocking and applying their designs in reality. This will culminate in two performances at the Shakespeare Festival

to their peers and to parents showcasing the skills acquired over three years.

ASSESSMENT

There will be continuous assessment of students’ skills throughout the Key Stage in the four core areas of:

- Elements of Theatre
- Using the Voice
- Physical Theatre
- Ensemble Work

Assessment uses the AIDB scale and results are usually published on Firefly. For more information about these criteria please refer to the **Individual Learning Record** documents for Year 7, Year 8 and Year 9. These documents are only available for download to parents in Firefly.

After each assessment, students should look closely at the targets given to them by their teacher and complete self-reflection in their Drama Portfolios. Students are expected to know what they need to do to make improvements to their work and how to progress in Drama.

The final unit is designed to provide an overview and extended practical exploration acquired over the year, culmination in a piece which can be used for summative assessment of students’ ability to make and present drama. It also provides students with a platform and solid foundation in place to go on and study Drama at IGCSE level.

DANCE

Dance has an important role to play in the personal development of our students. The skills and qualities developed by students in dance, such as creativity, leadership and risk-taking are assets in all subjects and all areas of life.

Students will explore a range of Juilliard Core Works, developing skills and movement phrases within these.

The lessons also provide an ideal opportunity to help our students gain confidence in a relaxed, focused and stimulating learning environment. All students are actively encouraged to develop their own ideas and initiatives, to explore and express themselves.

AIMS AND OBJECTIVES

The students will be able to:

- Develop critical thinking, creativity, and problem-solving skills.
- Explore a variety of styles of dance
- Discover means of expression other than written or verbal
- Learn about key choreographers
- Gain confidence in performing in front of others
- Cooperate with others in collaborative situations
- Have the opportunity to take part in public performance

COURSE CONTENT

YEAR 7: JUILLIARD CREATIVE SPARKS

Term 1

**Through the body:** Students will learn the basics of physical theatre creating character through movement, shape, gesture and tempo.

Term 2

**Through stimuli:** students use different stimuli as creative sparks when creating dances.

Term 3

**Storytelling through dance:** Students will combine the skills from the year with elements of theatre to in order to: work in role; perform dances inspired by Juilliard core works and key skills learned; consider characterisation through dance and discuss and review their own and others’ performances.

YEAR 8: JUILLIARD NARRATIVE AND MOVEMENT

Term 1

**Through stimuli:** Students will develop their skills further this year using different stimuli as a means to developing ideas when creating dances.

Term 2

**Through the body:** Students will explore how a narrator’s attention to physical movement, gesture, and language through non-verbal communication can help an audience envision the different settings and pathways central to a story

Term 3

**Storytelling through dance:** Students will combine the skills from the year with elements of theatre to in order to: work in role; perform dances inspired by Juilliard core works and key skills learned; consider characterisation through dance and discuss and review their own and others’ performances.

YEAR 9: JUILLIARD IMPROVISATION THROUGH DANCE

Term 1

**Improvisation through Dance:** Students will master aspects of physical theatre, the use of stage and space through fun improvised tasks whilst giving students confidence to have a go.

Term 2

**Site Specific Dance:** Students will explore, devising, space and environment to use as a stimuli to create a dance based on their chosen site.

Term 3

**Final Performance:** Students will complete a full performance of their site specific dance piece.

ASSESSMENT

There will be continuous assessment of students’ skills using our Juilliard Creative Classroom throughout the Key Stage in the four core areas of:

- Elements of Dance - Body, Movement and Technique.
- Explores the dance element of space, including direction, facings, and pathways.
- Students create and perform solos and duets and experiment with partnering
- Analysing performance

Assessment uses the BISB 4-point AIDB point scale and result usually published on Firefly. For more information about these criteria please refer to the **Individual Learning Record** documents for Year 7, Year 8 and Year 9. These documents are only available for download to parents in Firefly.

After each assessment, students should look closely at the targets given to them by their teacher and complete self-reflection in their Dance Portfolios. Students are expected to know what they need to do to make improvements to their work and how to progress in Dance.

The final unit is designed to provide an overview and extended practical exploration acquired over the year, culmination in a piece which can be used for summative assessment of students’ ability to make and present dance.

MUSIC

BISB Music lessons are based on a curriculum designed by experienced music teachers, in conjunction with the use of the Juilliard Creative Classroom, a method devised by Juilliard and Nord Anglia Music Education specialists, to give our students the best music education possible.

We use an extensive range of high quality popular, world, and classical music, to teach students a variety of transferrable skills that they can apply to all subjects and everyday life. We use music to encourage team work, reflection, cultural awareness, perception, expression, creativity, curiosity, literacy and performance skills.

Students enjoy their music lessons and many go on to be involved in extra-curricular music in the wider school.

AIMS AND OBJECTIVES

Music lessons at BISB aim to provide every child with a broad and balanced curriculum. Students:

- Learn about music from around the world.
- Learn about western classical music through to modern day popular music.
- Have the opportunity to experiment with a range of instruments, including various percussion, brass, guitar, ukuleles and keyboard instruments.
- Those who study instruments outside lessons are encouraged to use them during their class lessons.
- Enjoy taking part in practical music lessons that include listening, composing, performing, rehearsing and appraising activities.
- Learn to 'have a voice' in group situations and decision making.
- Learn to cooperate with others in collaborative situations.
- Have the opportunity to take part in public performances.
- Are actively encouraged to develop their own ideas and initiative.

Students will study a range of music and practical skills that are, in part, influenced, delivered, and modelled, through a focus of 12 core categories during Key Stage 3 Music:

<p><b>The Instrument as Soloist:</b></p> <p>Students look at how composers write music for solo instruments. They study techniques of melody writing, including use of different textures and timbres. They then write their own pieces using this as a stimulus.</p>	<p><b>Improvisatory Music:</b></p> <p>How is this music created? A study into structure of music and sometimes the lack of it. A very performance driven topic where students are encouraged to think outside the box and develop their performance skills.</p>	<p><b>Music for Ancient Instruments:</b></p> <p>Here we study folk instruments from different cultures and look at playing techniques. We apply their playing techniques to instruments we are used to and make up our own playing techniques being as creative as possible.</p>
<p><b>Music for Small Ensembles:</b></p> <p>Students study the elements composers use when writing for small ensembles focusing on the use of texture and part writing. They study the instruments concerned and how they are played. They compose small themes for the class to perform.</p>	<p><b>Music that Tells a Story:</b></p> <p>Students study key characteristics of Stravinsky's music and how it relates to the characters and events in the story. There is a study of dissonance, melodic intervals and students also learn how to recognise and use ornaments.</p>	<p><b>The Song:</b></p> <p>Students study the music of George Gershwin and songs from the Jazz age. They learn about the composer's life and how to perform some of his most well-known melodies.</p>
<p><b>The World of the Orchestra:</b></p> <p>Students study instruments of the orchestra, looking at how instruments are played and how composers get so many different colours from the orchestra. This also gives the students an opportunity to study form in a large musical work.</p>	<p><b>Inspired by Tradition:</b></p> <p>Here we study Senegalese drumming, once again looking at different folk instruments, but this time concentrating on drums. This unit is all about rhythm and students learn about working in a group to create complex polyrhythms within the class and in smaller groups. They learn about rhythmic notations and other ways in which music is written down.</p>	<p><b>Music for Film:</b></p> <p>How does music affect what we watch on the big screen? We investigate the ways musical elements are used to manipulate our emotions. There is a composition project for all and students in Year 9 also study the art of Foley, incorporating that into a longer piece of composition.</p>
<p><b>The Concerto:</b></p> <p>A look into the world of the soloist. Students once again study instruments of the orchestra but this time they look at how they are used as soloists. What timbres and textures are used to make them stand out in front of a large symphony orchestra? Students study form and structure and also controlled improvisation in the form of the cadenza.</p>	<p><b>Music for Dramatic Productions:</b></p> <p>What can music tell you about a character? Students study motifs, how these are linked to the characters and what personality traits the music is able to highlight. Students take stories they have read in English and compose character motifs for them using musical elements to highlight their personalities. This unit has links to the John Williams film unit.</p>	<p><b>Composer of Today:</b></p> <p>Students are introduced to a number of composers, including Sean Shepherd, a composer who studied at Juilliard and who has written the music specifically for this unit. He is on hand to answer questions and conduct meetings via Skype in real time so the students can chat with him. This is a compositional unit where students will look at composing techniques that Sean has used and apply it to their own work. They are encouraged to be creative and compose their own original pieces.</p>

All students will use Garageband on their iPads, and Logic on iMacs (in class and in the dedicated keyboard technology lab) in order to gain basic sequencing and piano skills to help them to better understand musical concepts and also be able to express their ideas more clearly when composing.

All students are encouraged to take internationally recognised instrumental and theory music examinations at the end of each year. More details of these will be available from the Music teacher.

## ASSESSMENT

There will be continuous assessment of students' skills throughout the Key Stage in the three core areas of:

- Performing Skills
- Composing Skills
- Listening and Appraisal

Assessment uses the BISB 4-point scale. For more information about these criteria please refer to the **Individual Learning Record** documents

for Year 7, Year 8 and Year 9. These documents are only available for download to parents in Firefly.

Students are assessed through a number of different formats throughout Key Stage 3 including;

- Class performances - either through group work or solo performance.
- Extra-curricular performances – including involvement in the school Orchestra or Choir.
- Formative written tests.
- Composition work which is recorded or performed.

After each assessment, students should look closely at the targets given to them by their teacher. Students are expected to know what they need to do to make improvements to their work and how to progress from there. Staff are approachable and there are opportunities to complete extra work at break time and lunchtimes to improve musical skills and grades.



# PERSONAL SOCIAL HEALTH EDUCATION (PSHE)

PSHE is an important component of **BISB's holistic education offer**. In the ever-changing 21st Century the British International School Bratislava's PSHE curriculum empowers our students to make informed decisions that embody the school's learner profile. Students explore issues key to their personal development in order to thrive as global citizens. The holistic nature of the programme promotes a shared understanding of the importance of wellbeing within the school community. Students are generally taught in their tutor groups, by their Form Tutor, though Heads of Years and Key Stage Leaders may vary the programme to facilitate visiting speakers or utilise staff expertise to best effect.

Together with the **BISB Clubs Programme and Core Time**, the PSHE Curriculum offers our students the unique opportunity to participate in broader educational experiences and will provide them with enhanced opportunities to develop a greater depth of knowledge, skill, creativity and sophistication in their learning.

As well as supporting academic development, PSHE incorporates elements of the **IB Learner Profile** (see page 5) and CAS (Creativity, Activity and Service), which aims to recognise and celebrate each individual student's inherent abilities in areas such as sport, music, art and performance. The programme is designed to encourage risk-taking and challenge-based learning, as well as promoting teamwork, collaboration and community engagement. Whole school events, assemblies and time for self-reflection will also take place during some of these sessions, whilst students will also be able to participate in a block of elective workshops once per term.

By participating in **PSHE and Core** time it is our expectation that it will help our students develop into well-rounded, confident global citizens, who are fully equipped to meet the challenges of their future lives, and to be the type of people who make a positive difference to the world around them.





**THE BRITISH INTERNATIONAL SCHOOL  
BRATISLAVA**

A NORD ANGLIA EDUCATION SCHOOL



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