



BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI
A NORD ANGLIA EDUCATION SCHOOL

YEAR 9 CURRICULUM BOOKLET



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ART

Aims and Objectives

A high-quality art education will develop practical subject specific skills and foster an enquiring mind that will benefit students throughout all subject areas. The key stage 3 course is designed to challenge, inspire and build confidence preparing students to realise their own ideas through the creation of individualised outcomes. The contextual and critical element of the course allows students to progress with a clear understanding of the influences of art and design in contemporary society.

Key Skills

- **Ideas:** Promotes- generation of ideas, research, observation, imagination, perception, designing, selection, organisation, problem solving, innovation, thinking and acting creatively
- **Making:** Promotes- technique acquisition, skill building, control, development of ideas, expression, purpose, exploiting properties of materials, use of media, applying the formal elements of art
- **Knowledge:** Promotes- criticality, contextualisation, technical and aesthetic understanding, meaning making, knowledge of art and artists, judgement, cultural understanding, historic and contemporary influences, aesthetic understanding
- **Evaluating:** Promotes- critical thinking, knowledgeable judgement, autonomy, independence, interpretation, making connections, discussion, opinion sharing, listening, understanding perspectives, aesthetic judgement, spiritual, moral, social and cultural understanding

Enrichment Opportunities

Art ECA offers students time to focus on independently led projects or extend class projects to suit individual interests. The useful links section provides details of excellent resources where students can find activities, tutorials, art games and research to help inform their understanding of the art world.

Course Content

- Critical engagement: research and spoken/written critical analysis of artists, makers and designers.
- Mastery of skills: digital art/photography, portrait drawing and painting, sculpture
- Developing independence: Responding to a theme or brief

Useful Resources

- <https://artprof.org/courses/>
- <https://www.moma.org/>
- <http://www.tate.org.uk/kids>
- Enlight app, Animation desk app, Ibis paint app

Assessment

Each year students will complete three projects. Colour and paint, print and draw and 3D. In each of these projects students are assessed on their skills in the in the four key skills: Ideas, making, evaluating and knowledge. Each project will entail processes, practical techniques and contextual research. Students are encouraged to regularly reflect on their learning with an emphasis on their attitude and effort. Students receive formative feedback as they work through each project and a summative assessment takes place at the end of each topic to give an overall holistic grade taking into account all four key skills. This ensures progress and that we can set relevant individual targets.

DIGITAL SOCIETY

Aims and Objectives

In year 9 students will build on their knowledge and understanding of computers. Learning how to represent algorithms in a text-based programming language whilst continuing to develop their own problem-solving skills. They will learn how computers can represent and store information as binary numbers and develop an understanding on logic gate and circuits. As well as this they will become confident in accessing the internet safely and responsibly and gain an understanding of the importance of virtual worlds.

Key Skills

- Logical thinking, problem solving and basic programming skills (using Python)
- What makes up a computer.
- Explaining technical concepts in simple terms
- Simple App development

Enrichment Opportunities

- Digital Society Education Week
- Apple App Design for students
- Minecraft

Course Content

Back to the Future

- A look at future technologies and How they work. Where will be in 20 years?

Programming and Development *using a visual programming language*

- Iteration
- Conditional Statements
- Selection Statements
- Modular Programming
- Debugging

Minecraft

- Python Programming
- Social engineering and protecting yourself
- Digital footprints and T&Cs

Photoshop

- Image Manipulation
- Image Design
- How design influences the mind

Movie Making

- The rise of YouTube
- Netflix where are we
- Design impact

Useful Resources

- <http://code.org/> - This resource is useful for learning the basics in programming
- <https://www.python.org/> - This is a high-level programming language used to teach programming
- <https://www.esafety.gov.au/education-resources/classroom-resources/tagged/language-options/vietnamese> - Esafety website with Vietnamese subtitles

Assessment

A range of assessments are used to identify a student's progress which include both class and homework. Key assessments at the end of each unit are also used and these all contribute to end of term and end of year progress grades:

- Term 1 BBC micro:bits / Turtle Python: The independent challenges
- Term 2 Cryptography: The public key diagram and programming challenges
- Term 3 Artificial Intelligence: The presentation and mini essay
- Term 3 End of year assessment: a project

DRAMA

Aims and Objectives

In year 9 students will develop their knowledge of influential theatre practitioners and their respective theatrical styles. They will study text based work through the lens of the practitioner and then explore how to use elements of the style through their own devised work. They will further develop their knowledge of character through voice and movement, and play a range of characters in a variety of scripted and devised pieces. They will develop their written work by using key terms to reflect upon work they have created, in order to prepare for IGCSE work.

Key Skills

- Devising skills
- Directing
- Script analysis
- Character development
- Practitioner theory and practical application
- Understanding of genre

Enrichment Opportunities

- Performances throughout the year to present class work
- ECA drama performance projects
- Assembly performances
- Annual Musical Production
- Juilliard and Global Campus projects

Course Content

- DNA (Moving from Page to Stage)
- The Boy at the Edge of Everything (Characterisation and Performance Skills)
- Practitioner project: Frantic Assembly (Focus on Physical Theatre for Devising)
- Devising: Responding to Stimulus
- Devising

Useful Resources

- BVIS have an online subscription to Digitaltheatre+ which allows your child to access professional work.

Assessment

At KS3 students are assessed across three strands: Creating and Performing. An assessment of their progress in these areas takes place at the end of each unit of work.

- Creating: Experimenting and developing ideas through the rehearsal process
- Performing: Performing work to an audience with a specific focus

EAL

Aims and Objectives

The EAL department delivers a curriculum at KS3 that enables all students to make progress and develop key skills in the English language such as speaking, reading, writing and listening skills. Specialist EAL tuition is available to help our pupils that need extra support to access mainstream lessons when it is deemed necessary.

Units of work are designed to develop students critical thinking skills and provide them with the academic knowledge needed to improve writing, reading, speaking and listening. More specifically, the curriculum aims to encourage students to:

- Increase range in academic vocabulary needed for future studies.
- Improve reading skills and the speed of processing information.
- Structure writing more appropriately at paragraph level and slowly transcending onto academic essays.
- Comprehend, interpret and communicate listening extracts in a variety of forms.
- Communicate more proficiently and with the use of more academic language.

Key Skills

- Communicating critical thinking verbally and in writing.
- Collaborating with peer's (peer assessment, peer discussions, peer/group writing and presentations)
- Management of error correction: identifying common errors and being able to self-correct.
- Internalizing academic vocabulary

Enrichment Opportunities

- Multilingualism Week in October
- Enrichment day opportunities
- Online challenge resources available through readtheory, literacy planet and quizlet.

Course Content

Note: Each unit also contains a reading, vocabulary and grammar skill

1. W - Write a paragraph describing a current trend and why it is popular
S - Role-play a school committee discussion reaching a decision about a new building on campus
2. W - Create a business proposal and write a description explaining the colours you will use and why

- S - Group presentation- Describe key aspects of a building they have designed
3. W - Write a paragraph in response to a question on an online discussion forum about politeness.
S - Give a short presentation on bad manners
4. W - Express and support your opinion about what makes a competition unfair
S - Develop a board game
5. W - Write a plan for a family business
S - Hold a discussion on Business
6. W - Write a paragraph describing a process
S - Present ideas on IT

Pleasure Reading R	1A Charlie and the chocolate factory	1B Charlie and the chocolate factory	2A/2B Tales with a TWIST	3A/BB Babe
Listening Programme	1A The survivor	1B 6 minutes podcast (episode 1 –8)	2A/2B 6 minutes podcast (episode 9-21)	3A/BB 6 minutes podcast cond

Useful Resources

- Microsoft Teams
- Q skills online platform
- Q skills Textbook 2
- Global English 9
- British Council
- Language Development Diary
- Englishrevealed.com
- Readtheory.org

Additional Material

- Global English 9 as a support to Q skills 2

Assessment

EAL is assessed using Cambridge exams –First certificate in English/ Preliminary English Test (in reading, writing and listening). This is carried out three times throughout the year and is accessible to all teachers throughout the school.

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	15%		Homework	15%		Formal Assessment	100%	June*
Classwork	15%		Classwork	15%				
Formal Assessment	70%	Oct	Formal Assessment	70%	Feb			

ENGLISH

Aims and Objectives

English is a subject unparalleled in the opportunities it presents our students to embrace different voices, explore different cultures and contextualise their place within the world. As an English department, we want to cultivate our students' independence, empathy and openness to new ideas, encouraging all students to form personal responses and develop their creativity. Subsequently, our KS3 students will be given a safe place to discuss challenging issues and will receive explicit grammar and vocabulary teaching to support them to express their ideas fluently and clearly.

Key Skills

Reading

By the end of Year 9, our aim is that students can demonstrate that they are:

Beginning to show a critical understanding, supported by well-selected use of textual reference

- Beginning to show a critical understanding of inferred meaning
- Beginning to make a critical response to how the writer uses language, structure and/or form
- Beginning to show a critical understanding of the writer's main purpose

Writing

By the end of Year 9, our aim is that students can demonstrate:

- Effective use of narrative voice, deliberately chosen for the intended audience and text type
- Effective use of ambitious vocabulary. Choices are made based on intended effect
- Effective use of a variety of sentence structures. Choices are made based on intended effect
- Effective use of structure and organisation. Choices are made based on intended effect
- Secure understanding of spelling, grammar and punctuation. It is almost always accurate

Enrichment Opportunities

- World Book Week/Day
- NAE Writing Competitions
- FOBISIA Writing Competitions
- Reading and Creative Writing ECAs

- Library Competitions

Course Content

1A: Shakespeare	1B: Poetry	2A: Extracts from...	2B: Write like a...	3A: The Novel
Romeo and Juliet	Protest	Voices (Non-Fiction)	Rhetorician	The Mountains Sing

Useful Resources

- Sora – Students will have access to Sora, an online library, which includes thousands of eBooks and audiobooks in almost 100 different categories.
- Library Access – Students will have access to all 3 of our physical libraries in school and will be able to seek the support of our expert librarians.
- Digital Theatre – Students will have access to Digital Theatre allowing them to access full-length plays and engaging resources to help develop their understanding of dramatic performances.
- New Group Reading Test (NGRT) – Students will complete the NGRT, a standardised assessment to measure students' reading skills, help identify problems and monitor reading progress over time.
- Texts and Extracts – Students will be provided all texts studied by their class teacher at the beginning of the unit of work.

Assessment

In English, students will be assessed in both reading and writing. These skills are not interchangeable, and some students may be stronger in one skill than another. The teacher will use their expert judgement, considering both reading and writing, when reporting students' academic performance.

Teachers will use a range of formative and summative assessment to measure students' progress across the academic year. Half-terms 1, 2 and 5 will have a reading focus, whereas half-terms 3 and 4 will have a writing focus, and each unit will culminate in an end of unit assessment.

GEOGRAPHY

Aims and Objectives

Geography is the study of the earth's landscapes, peoples, places, and environments.

In Year 9, you will be encouraged to have an interest in your surroundings and in the wide range of human and physical conditions that exist on the earth's surface. To develop and help you to realize just some of the many different aspects of Geography that make planet earth such a cool place to live in!

Key Skills

- **Vocabulary** - To increase and improve your understanding of key geographical terms and phrases connected with Geography
- **Research** - students will develop their skills in research using a range of resources and media
- **Data Collection** - To develop the skills required to know how to collect data for use within the work you are doing in this most efficient way
- **Data Processing** - The ability to select the most appropriate data you have gathered for the task you have been given
- **Data Interpretation and Analysis** - The ability to explain and discuss the data you have gathered in a way that shows your understanding of the issues involved
- **Graph Construction and Interpretation** - The ability to use data to construct and understand a variety of graph types
- **Fieldwork** - To develop the skills that enables you to work independently and successfully outside the classroom

Enrichment Opportunities

Regular following of both Vietnamese and World News is a must. There are geography-related events happening throughout the year, which students are encouraged to take part in. Students should read widely and study the topics covered after every lesson.

Course Content

Topic 1 – Natural Hazards

Topic 2 – Climate Change

Topic 3 – Economic Geography

Topic 4 – Problem Planet

Useful resources

Websites to include Geography All The Way, Geography for 2021 and Beyond, KS3 BBC Bitesize, Microsoft Teams (please refer to this for homework tasks and resources shared from lessons).

Students should also be encouraged at home to follow both Vietnamese and World News and should have a knowledge of the continents and major countries and oceans of the world.

Assessment

Each unit will be assessed through one of the following methods:

End of unit written test

Presentation

Homework project

There will also be an end of year exam in Term 3 that will contain questions on all the topics studied during the year.

HISTORY

Aims and Objectives

- The core aim of the department is to make history accessible and attractive to all young people so that they continue to engage with history once they leave full-time education
- To ensure students' development and improvement in their researching, writing, presenting, debating, and critical thinking

Key Skills

Second order concepts are concepts that help us organise the process of studying history. These include:

- Recall, select, organise and deploy knowledge
- Understand change and continuity, cause and consequence, as well as similarities and differences
- Show and understand the motives, emotions, intentions, and beliefs of people in the past
- Critically analyse sources of evidence in their historical context

Enrichment Opportunities

There is an abundance of history around us in Hanoi and I encourage all students to visit the following museums to find out more about their history:

- Hoa Lo Prison
- Vietnamese Women's Museum
- Vietnam Museum of Ethnology
- Ho Chi Minh Museum
- Vietnam Military History Museum

There is a chance to participate in the criminal history extra-curricular club and work with MUN and WSC to further develop and enhance debate skills.

Course Content

The purpose of KS3 History is to give students a wide breadth of history and to show how fascinating history is all around the world. With this in mind, we study a variety of topics to give students a small glimpse which will hopefully inspire them further to read and research more into the taught topics.

- World War One
- 20th Century Russia
- Nazi Germany
- World War Two & The Holocaust

- African American Civil Rights in the Twentieth Century
- South African Apartheid
- Israel-Palestine
- China since 1949

Useful Resources

These textbooks are shared on the student's google classroom page:

- Modern Minds, The Twentieth Century World, Jamie Byrom
- GCSE Modern World, Ben Walsh
- Russia and The Soviet Union 1905-1924, Rob Bircher
- The Holocaust, Christopher Culpin
- China Since 1900, Josh Brooman
- Civil Rights in the USA, Vivienne Sanders

Assessments

A range of assessments are used to identify a student's progress which include both class and homework. Key assessments are also used and these all contribute to end-of-term and end-of-year progress grades. We will consider the whole term in reflection of each student's level and effort and not solely one test or one piece of writing.

MATHEMATICS

Aims and Objectives

Mathematics lessons in Year 9 offer the chance to experience wonder at solving problems, discovering more elegant solutions, or noticing hidden relationships. Students build on the skills and understanding developed in Year 7 and 8 and learn to:

- Apply flexible algebraic working across a range of topics.
- Use a calculator effectively including the trigonometric and standard form functions.
- Develop fluency with forming mathematical equations using correct algebraic notation.
- Develop reasoning skills involving similar shapes.
- Apply mathematical strategies to more challenging real life situations.
- Appreciate how Mathematics can be seen as a beautiful subject.

Key Skills

- Communicating logical thinking verbally and through written methods, adjusting their explanations to cater for the audience.
- Spotting patterns, forming conjectures, proving results using algebraic statements.
- Representing problems and putting together information in algebraic, geometric or graphical form.
- Interpreting data to develop convincing conclusions.

Enrichment Opportunities

- Fobisia International Code breaking competition.
- UKMT Intermediate Maths challenge.
- For particularly talented students in mathematics there is a possibility of being able to follow an accelerated pathway in year 10 and study both iGCSE Mathematics and iGCSE Additional Mathematics.

Course Content

Number

- Integers, powers and roots.
- Place value, ordering and rounding.
- Fractions, decimals, percentages, ratio and proportion.

Algebra

- Expressions, equations and formulae.
- Sequences, functions and graphs.

Shape

- Geometrical reasoning, shapes and measurements.
- Position and transformation.
- Statistics and Probability.

Useful Resources

- Equipment – Students will need a scientific calculator and geometry kit.
- Textbook: Cambridge Lower Secondary Mathematics 8 Learner's book.
- Useful websites for consolidating learning: myimaths, Dr Frost, UKMT.

Assessment

Students in mathematics are assessed in a variety of ways. Assessment is the process of gathering data to better understand the strengths and weaknesses of student learning.

Formative assessment is used on a day-to-day basis to help determine how well students understand the maths being taught. The aim is to provide meaningful feedback to students to enable them to move forward in their learning.

Summative assessment will be used regularly in order to measure a student's understanding of the maths they have been taught. This form of assessment will take place at the end of each learning process in the form of end of unit assessments.

In addition, in term 3, all students will take end of year assessments covering much of the work covered during the year.

MUSIC

Aims and Objectives

As pupils deepen and extend their own musical interests and skills in Key Stage 3 music, they perform and compose music in different styles with increasing understanding of musical devices, processes and contextual influences.

Your child will work individually and in groups of different sizes and become increasingly aware of the different roles and contributions of each member of the group.

They will actively explore specific genres, styles and traditions of music from different times and cultures with increasing ability to discriminate, think critically and make connections between different areas of knowledge.

Key Skills

- Perform, listen to, review and evaluate music from a range of historical periods, genres, styles and traditions, including the works of famous composers and musicians From popular music
- Learn to sing, and to use their voices to perform as part of a band
- Use, apply and develop instrumental skills
- Understand and explore how music is created, produced and communicated

Enrichment Opportunities

- The School Production (for those that audition)
- Christmas choirLive Lunch
- Music Competition
- Battle of the Bands
- Attend performances/workshops given by some Juilliard alumni

Course Content

Listening and Appraising	<ul style="list-style-type: none">• Recognise how the different musical elements are combined and used expressively• Suggest improvements to own and others work saying how intentions have been achieved.• Describe, compare and evaluate different kinds of music using musical vocabulary
Composing	<ul style="list-style-type: none">• Compose music using appropriate musical devices such as melody, rhythms, chords, and structures.• Using music technology to create a remix of an existing song• Compose by developing musical ideas within musical structures
Notation	<ul style="list-style-type: none">• Perform from simple notation• Identify and use simple staff notation• Perform chords using chord charts and tabs
Performing	<ul style="list-style-type: none">• Perform significant parts from memory within a band setting• Identify and explore the relationship between sounds and how music reflects different intentions.

Useful Resources

- Edpuzzle

Assessment

Weekly classwork leads up to a final performance and/or composition upon which an individual unit level will be based.

PHYSICAL EDUCATION

Aims and Objectives

Throughout the student experience of Physical Education at BVIS students will have multiple opportunities to engage with a wide variety of sports, games and activities that aim to develop physical competence, knowledge, understanding and confidence. This will take place within an inclusive, fun and safe environment where socially interactive encounters, guided lessons and teaching help individuals to develop strong values and be surrounded by a positive and supportive culture. This will allow students to gain confidence and strive for more independence, to foster and use the skills necessary to be frequently active as part of a healthy and active lifestyle, that spans a whole lifetime.

PE aims to provide multiple competitive pathways and opportunities for students who have an existing interest and passion for sports, whilst exploring a wide array of sports and non-competitive options to serve the interest and needs of our whole school community.

Values such as perseverance, integrity and respect are key pillars of the PE programme. They will have ample opportunities to develop emotional regulation, physical health and fitness knowledge, teamwork skills and sportsmanship as well. This will help them develop confidence and character which are invaluable in the wider world.

As they develop, they should be doing so whilst having fun and enjoy the journey.

Key Skills

Students will learn the discrete skills required to be able to engage in a range of sports and games whilst developing cognitive skills such as tactics, reflection, peer and self assessment.

DOING

- The physical skills such as movement, coordination and sport specific skills: These are multiple and vary greatly from sport to sport but include, for example dribbling skills, striking skills, catching skills and movement skills.

THINKING

- The analytical, reflective, tactical understanding and sport specific knowledge of sport: These skills provide depth to performance of

skill and allow for effective application of skills in games. Opportunities to develop mental aspects of sport, games and activities broaden their knowledge, confidence, enjoyment and effectiveness.

BEING

- The social and emotional aspects of sport, games and being active. Wellbeing, teamwork and collaboration are all central to maximising the benefits of sport and activity: learning to use sport and activity as a tool to help their personal mental wellbeing, health and fitness, harnessing their ability to work well with others and learn to effectively communicate both on and off the court.

Enrichment Opportunities

Out of lessons, at home and in the community, students could be encouraged to:

- Practise skills at breaks, lunchtimes and at home
- Take part in school sport, either competitively or socially
- Take part in house competitions
- Join clubs in the community and/or use local facilities; watch live and recorded matches to appreciate high quality performance
- Regularly participate in any form of activity that they enjoy with others
- Positively promote the school values at all times

Course Content

Invasion games: this includes a wide variety of sports such as basketball, tchoukball and football where students will learn isolated skills such as dribbling, passing, and shooting and then implement them in open situations predominantly through small sided conditioned games and skill specific drills.

Swimming: Swimming is one of the most important life skills that a child can learn. The focus is on development of basic water confidence and swimming techniques through our 'Water Dragons' certification system. Students will look at basic floatation, propulsion and streamlining before developing more complex personal survival and water safety skills as well as basic stroke development.

Net and Wall games: Students will look at popular net games such as badminton and volleyball, whilst introducing some new games such as pickleball, foot tennis and short tennis. Developing basic skills and game

play to encourage rallies and encourage playing for fun as well as competitive games.

Striking and fielding: A unit that examines sports where striking and fielding are the key components. Basic skills such as catching, throwing, hitting/striking and defending a large space as a team are important. Kickball, softball, rounders, Danish longball and cricket are all versions of these games from around the world.

Health concepts: Whilst not taught as a specific unit, elements of health and fitness education such as heart health, muscles and bones, components of fitness and hydration are introduced and developed throughout the other units. It is here where students are introduced to increasing amounts of iGCSE PE level content to peak their academic interest.

Assessment

A range of assessments are used to identify a student's progress in each sport. Students will be continually monitored throughout their units of work and assessed according to our PE assessment that is derived from the PE iGCSE criteria.

Students are additionally assessed across their overall engagement, understanding, knowledge and skills their Thinking, Being and Doing.

PHYSICAL SOCIAL HEALTH AND ECONOMIC EDUCATION

Aims and Objectives

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges that they will face throughout school and beyond. At BVIS the programme is split into four main strands. Staying Happy and Healthy, Digital Citizenship, Living in the Wider World and Relationships.

Key Skills

- Increase self-esteem and confidence
- Develop the ability to make responsible decisions
- Know where to access help and advice
- Stand up for your rights and know your responsibility to yourself and others
- Build resilience
- Create positive relationships
- Understand Healthy lifestyles for a healthy body and mind
- Develop Global understanding and Citizenship
- Positive use of technology
- Identifying and developing strengths

Course Content

Staying Happy and Healthy

- Safeguarding
- Physical activity and nutrition
- Mental Health
- Substances

Digital Citizenship

- Positive use of Technology
- Staying safe online
- Creating an online profile
- Digital Footprint

Living in the Wider World

- Career
- Life skills
- Global Citizenship
- University Guidance and preparation

Relationships

- Sexual Relationship Education (SRE)
- Friendships
- Body image and self esteem
- Rights and Responsibilities

Useful Resources

- PSHE Association
- TES
- LifeSkills

Assessment

PSHE does not have any official summative assessment.

The students' progress is assessed through summative and formative assessment from their class work and other completed projects and assignments such as posters, group presentations and quizzes.

SCIENCE

Aims and Objectives

The Year 9 curriculum has been designed to develop key skills that students need to access their IGCSE and A-level studies. The course has been created to ensure that, prior to the start of their IGCSE studies, all students have a comprehensive and thorough knowledge of scientific theory and its applications. We will be teaching key practical skills alongside course content to ensure students fully appreciate the **cyclic nature of scientific investigation**. We aim for students to be confident by the end of year 9 in **forming hypotheses, planning methods** that consider **variables**, test and **record data effectively**, produce suitable **data representation, writing conclusions** and **scientific evaluation** to critically reflect on their experimentation, in particular the use of controls (e.g. placebos in medicine). The course content will bridge the gap between KS3 studies and IGCSE studies, and will challenge students to identify real-life applications of the science they are learning about in school.

Key Skills

- Forming unique hypotheses based on scientific ideas or principles using accurate terminology
- Ability to produce step by step methods (in relation to variables)
- Ability to construct results tables for collecting data
- Ability to process data prior to data presentation (e.g. appropriate averages, dealing with anomalies and repeating tests)
- Constructing graphs and charts
- Using sophisticated mathematical skills to analyse graphs
- Formation and writing of academic conclusions
- Skills of evaluation to improve methods and equipment

Enrichment Opportunities

- STEAM opportunities
- Global Campus STEM challenges
- Enrichment day opportunities

Course Content

Through a practical skills-based approach students will cover a wide range of topics including:

- B5 The secrets of genetics
- B6 Life in balance
- C5 Rates of reaction
- C6 The chemistry of Life
- P5 Electricity and Magnetism

- P6 Electromagnetic Spectrum

Useful Resources

Further reading through: BBC bitesize, BVIS library science books. Electronic textbooks will be shared with students in the first week of school.

Assessment

Our assessment system combines a variety of methods to ensure a comprehensive and equitable evaluation of students' progress. Summative assessments provide snapshots of their knowledge and understanding at specific milestones throughout the academic year, while practical activities assess their application of theoretical knowledge. Classwork and presentations allow students to demonstrate comprehension and problem-solving abilities, while literacy tasks enhance their scientific vocabulary and communication skills. The combined average of these assessments will determine their report attainment grades. Our methods provide a well-rounded evaluation of students' progress, considering their performance across different assessment dimensions.

VIETNAMESE HUMANITIES

Aims and Objectives

- Understand Vietnamese history from the 10th to the 15th century under the different dynasties of Ngo, Dinh, Tien Le, Ly, Tran, Ho, Hau Le
- Depict the political, economic, and cultural situation of Vietnam in those dynasties
- Narrate the revolts against foreign invaders: Tong, Mong - Nguyen, Minh
- Understand the common characteristics of Vietnamese ecosystems and how impact human life.

Key Skills

- Report historical events on the map
- Describe, narrate, and evaluate historical characters and events
- Observe and read maps/geographic atlas
- Teamwork

Enrichment Opportunities

- Vietnamese National Day Assembly
- Tet Assembly
- Mid-Autumn Festival Assembly
- School events and ECA clubs which include folk games

Course Content

- Vietnamese History from Ngo dynasty to Hau Le dynasty (X - XV centuries)
- Revolts against foreign invaders from the 10th to the 15th century
- Natural components in Vietnam: climate, soil, organisms, rivers, etc.

Useful Resources

- Year 7 History and Geography Textbook – Canh Dieu
- Year 7 History Workbook
- Vietnamese History in Pictures (set of thick) - Volume 3 to 8
- Year 8 Geography textbook
- Year 8 Atlas of Geography

Assessments

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	20%		Homework	15%		Homework	15%	
Course work	30%		Course work	30%		Course work	30%	
End of Term 1 Exam	50%	Dec	End of Term 2 Exam	55%	Mar	End of Year Exam	55%	June

VIETNAMESE

Aims and Objectives

Building on the Year 8 Vietnamese programme, students will continue exploring classical argumentation literature up to modern Vietnamese poetry. Through realistic and romantic short stories from 1930-1945, students will gain insights into the historical context, and the lives and fates of people during a tumultuous era. The beauty of nature and Vietnamese people is vividly depicted through six and seven-syllable lyrical poems. Finally, the students learn about informational texts and practice writing explanatory expository essays.

Students will develop skills in writing argumentative essays, character analysis, creating short stories, writing explanatory texts, and practising administrative documents. Additionally, they will enhance their vocabulary and learn to use words and sentences appropriately in context and communication.

Key Skills

- Skills in recognising and using informal and formal language appropriately according to context and communication purpose.
- Skills in outlining for writing and speaking.
- Developing reading skills, making comments, and providing evidence to analyse the content or artistic aspects of a text.
- Teamwork and individual work skills.
- Skills in posing questions, expressing, and defending viewpoints.
- Using information technology in presentations.
- Translanguaging skills in discussions and presentations.

Enrichment Opportunities

- Vietnamese Independent Day Assembly
- Moon Festival Assembly
- Tet Assembly
- ECA on folk games
- School events in relation to folk games

Course Content

- About Language: Define, describe, and provide examples of linguistic units such as lexical fields; onomatopoeic words; and rhetorical devices (rhetorical questions, inversions). Understand the system of word classes and sentence types (compound sentences and purpose-based sentences). Identify social roles and turns in conversations.

- About Literature: Understand and identify features of classical argumentative essays, and practice writing them. Recognize elements of short stories for analysis and creation. Memorize characteristics and effects of explanatory essays, and practice writing them. Write interpretative paragraphs about 6-syllable and 7-syllable poetry. Create administrative and official documents.
- About Culture: Explore historical contexts through classical argumentative works. Study portraits of Vietnamese people in prose from 1900–1945. Appreciate cultural beauty, natural landscapes, and Vietnamese people through 6-syllable and 7-syllable poems.

Useful Resources (including textbook)

- Textbook: Vietnamese literacy Year 8 – Canh Dieu (Vol. 1 & 2)
- Reference books in the library

Assessment

Students' abilities and progress are assessed through completing learning tasks for each topic (including in-class writing and homework) and final exams.

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Short story writing	15%		Writing a critical essay on a poem or poetic extract	30%		Explanatory writing	30%	
Writing a critical essay on a social issue	15%		End-of-term 2 assessment	70%	Mar	End-of-year assessment	70%	May
End-of-term 1 assessment	70%	Nov						



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