



BRITISH INTERNATIONAL SCHOOL
HANOI

A NORD ANGLIA EDUCATION SCHOOL

BIS CURRICULUM INFORMATION BOOKLET

2023-2024 Key Stage 3



Dear Parents

At BIS Hanoi, we aim to inspire original and creative thinking in our students. We want our students to engage with their learning by using the tools of enquiry and reflection that we will teach them during their education at BIS Hanoi.


Our curriculum at Key Stage 3 and 4 has its roots in the British tradition of scholarly excellence. On these roots we have embedded international mindedness. Our curriculum creates caring global citizens through the expectation of service to our local community and the encouragement to allow all students to place this service within a global context. Our curriculum is built to offer our students a balanced, broad curriculum that enables rich learning opportunities to learn languages, deepen knowledge of the world, experience a vibrant sporting programme and expand their creativity through the arts. We also strongly believe that all students should have the chance of participating in opportunities that allow them to flourish and expand their potential. Therefore, through Nord Anglia we are able to offer the unique offerings of Juilliard for our performing arts and MIT for our computing and technology strands.

Alongside our formal curriculum, we offer a rich, vibrant extra-curricular activity programme. This allows our students to explore their abilities in activities such as Model United Nations, international sporting competitions and the visual arts. Our Duke of Edinburgh International Award is very successful and BIS Hanoi is the only school in Vietnam to offer the gold award level.

We also offer all of our students the ability to be successful in the exams that they present for at each stage of their education. We build into our curriculum assessment opportunities that are rigorous and prepare each student for their final exams at BIS Hanoi - the International Baccalaureate Diploma Programme. In order to be successful at these final exams, we prepare our students carefully with internal assessment at key points throughout the first three years, then students move onto a high- performing two-year course studying a range of subjects that enable the student to present for the internationally recognised Cambridge IGCSE qualification.

After completing their IGCSE exams, students move on into our sixth form, where they will embark on their International Baccalaureate Diploma Programme studies. With successful completion of the DP, the majority of our students will continue their studies in universities all over the world, including North America, the United Kingdom, continental Europe, Korea and Hong Kong.

We wish your child a joyous journey through BIS Hanoi and should you have any queries please do not hesitate to get in touch.



Yours sincerely
Ms Stephanie Miller - Deputy Headteacher

Curriculum Overview

Rationale

Our KS3 curriculum provides a strong foundation for our IGCSE and International Baccalaureate programmes of study. At BIS we are committed to supporting students to grow as reflective and responsible global citizens. Globally, the world is developing and innovating at such a pace that we are currently preparing students for jobs that don't exist yet, using technologies that haven't been invented, to solve complex problems we don't even know are problems yet.

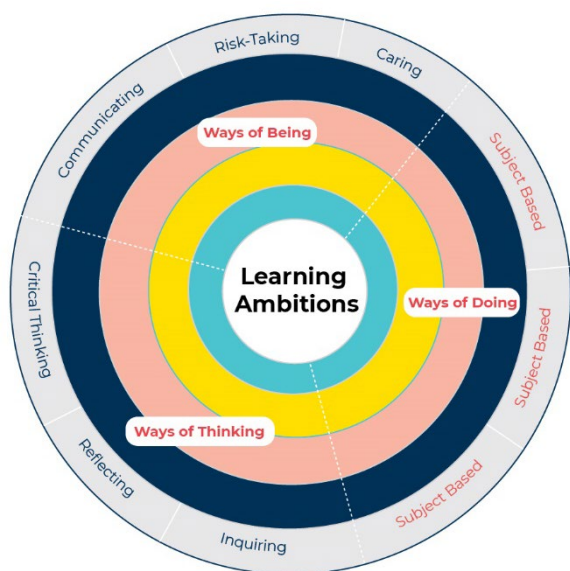
At BIS we believe that when students possess the appropriate skills for the future, they can be agile, use their voices to create change and thrive as they enjoy their learning journey.

Assessment

Over the past 12 months our teachers have engaged in reflection and evaluation of our assessment model. Reviewing the most up-to-date research and good practice in education and incorporating student voice to consolidate our learning ambitions:

- Ways of Bring
- Ways of Thinking
- Ways of Doing

Balancing key academic skills with IB learner profile attributes is essential for our KS3 students to build effective approaches to learning and effort that will create their success in KS3 and beyond.



Ways of Being allow development to become effective communicators; risk-takers that see mistakes as learning opportunities; and caring individuals who can navigate social and cultural differences with understanding.

Ways of Thinking provide opportunities for students to become excellent inquirers that use good academic practices; critical thinkers who can analyse perspectives, data and sources whilst using reflection to adapt and improve their approaches to learning.

Ways of Doing are the skills needed for students to perform academically at subject level. It incorporates all the different learning activities in the classroom, homework, and variety of assessment tasks. You can find the subject-specific Ways of Doing assessment grids on our website. These will be used to assess the level your child has attained. Students are assessed using the four learning ambition level descriptors:

- **exceeding**
- **expected**
- **developing**
- **supported**

Skill Development

In addition to ensuring a top-quality education in each of our subject areas we would also like to share the breadth of the skills that we are developing in your son/daughter to become a confident 21st century learner.

'WAYS OF' Key Stage 3 Curriculum Overview			
Ways Of Thinking	Reflecting	Inquiring	Critical Thinking
Ways of Being	Risk-taking	Communicating	Caring
Ways of Doing			
English, Vietnamese & Korean	Conceptual Understanding	Terminology	Structure
Mathematics	Number	Algebra	Geometry & Measures
			Statistics & Probability
Science	Knowledgeable	Investigative	Analytical
Geography	Knowledge	Skills	Understanding
History	Knowledge	Skills	Understanding
Art	Recording	Developing	Presenting
Computing	Creative	Computational	Technical
Drama	Performers	Literate	Perceptive
Music	Performers	Literate	Perceptive
STEAM	Versatile	Evolutionary	Collaborative
Spanish & French	Comprehension	Production	Conceptual Understanding
Physical Education	Fitness	Skill Acquisition	Understanding

Effort

“Continuous effort – not strength or intelligence – is the key to unlocking our potential.”
Winston Churchill

We believe it is vital that students value effort and determination, both in their work and outside of lessons. Significant importance is placed on the assessment of effort at BIS Hanoi and each student's report will contain information about the level of effort your son/daughter is applying to their classwork and homework across their individual subjects. A scale from 4 (outstanding) to 1 (requires improvement) will show you how much effort is applied to each of these areas. The 4 to 1 scale is used in primary and has been adopted by secondary in the interest of consistency.

In our modern world, students who apply more time, thought and energy in their work and lives outside the classroom are more likely to become resilient and determined individuals. These characteristics will make them more able to work with new and future questions

raised by our ever-changing society. By assessing effort, we are creating students that will thrive as global citizens in modern life and succeed in dealing with future challenges.

Assessment

In order to remain ahead of our practice in our approaches to teaching and learning and to ensure we are developing a whole range of skills, we have identified that making judgements on students based on one formal exam, is a limited approach.

Students should be able to document their academic skills and understanding in a number of settings. This is supported by the IB programme where students undertake many assessment forms including: oral assessment; group and individual assessment; research-based presentations; data analysis; the creation of physical art forms; extended writing; multiple choice and written exams. Whilst we still place importance on preparation for and achievement in external exams, we feel we need to provide a balanced number of opportunities at KS3. Therefore, students will be assessed throughout the year by their subject teachers and this will inform the 'Ways of Doing'. We will provide you with a holistic overview of your child's performance from a number of assessment activities.

Our research-informed approach means that our assessment aims to encourage learners to develop by:

- Prioritising transferrable skills and positive learning habits
- Consisting of a variety of types and opportunities
- Involving students in assessing their own work and setting targets for future achievements
- Be ongoing to allow students to develop strategies to become better learners
- Give students the time, opportunities and motivation to improve their performance and approach by acting on targets



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English

9 lessons per two-week cycle.

Curriculum Aims

In English we aim to develop students' skills in the three main areas: Reading, Writing and Speaking & Listening. We do this through showing our love of the English language, using texts of different times, contexts, forms and themes. The study of these different types of Literature help students to not only develop a greater understanding of stylistic features and interpretations but an appreciation of the wider world we live in.

	Term 1	Term 2	Term3
Year 7	Myths and Legends Students will develop their analytical skills exploring a range of myths and legends in this genre from across the globe. Including a selection of short stories from the anthology Tomo.	Shakespeare An introduction to Drama – Students will develop their writing skills, whilst exploring Shakespeare's work 'The Tempest'. The contextual issues raised by the text will also be explored.	Bound by the Media Students study a range of non-literary/media texts (e.g., adverts, leaflets, articles) to develop their understanding of multi-modal texts and how the written word can take many forms in society.
Year 8	Conflict Students explore the theme of conflict from different perspectives. This includes war poetry and a novel providing a child's perspective of experiencing conflict	Shakespeare Students will further develop their knowledge and understanding of analysing drama through an exploration of Shakespeare's Macbeth.	Global Issues Students explore a range of significant global issues through the analysis of collection of literary and non-literary texts.
Year 9	Gothic Students examine the literary genre of Gothic Horror. They study a gothic novel, as well as the context of the genre and what conventions are used in a piece of gothic literature.	Modern Drama Students will begin to prepare for iGCSE literature through the study of a modern piece of drama, developing their skills and knowledge of the genre.	International Poetry Students will explore how issues of race, gender and identity cross national and international borders, through poetry and other texts. We will also introduce approaches to unseen textual analysis.

Resources

Should you have any questions about the English curriculum, please do not hesitate to contact me: Simon.hoare@bishanoi.com.

Mr Simon Hoare (Head of English)

Mathematics

7 lessons per two-week cycle.

Curriculum Aims

In Mathematics we aim to provide a broadly based and balanced education, to identify and develop to the full the mathematical abilities of each student and to give students the confidence to communicate their ideas clearly.

The National Curriculum is divided into five main areas:

- Mathematical processes and applications
- Number
- Algebra
- Geometry and Measures
- Statistics

Curriculum Content

	Term 1	Term 2	Term3
Year 7	<ul style="list-style-type: none"> • Four rules and Properties of Number • Properties of 2D and 3D Shapes • Expressions, Equations and Formulae • Fractions, Decimals and Percentages 	<ul style="list-style-type: none"> • Introduction to probability • Introduction to the Data Handling Cycle • Angles, Constructions and Tessellations • Sequences and Functions 	<ul style="list-style-type: none"> • Measures, Estimation and Accuracy • Perimeter and Circumference • Ratio and Proportion
Year 8	<ul style="list-style-type: none"> • Graphs of Linear Equations ($y=mx+c$) • Data Handling Cycle (Discrete data only) • Decimals, Place Value and Rounding • Expanding, Factorising, Solving & Rearranging • Properties and Measures with 2D Shapes 	<ul style="list-style-type: none"> • Transformations • Fractions, Decimals & Percentages • Sequences Functions and Real-life Graphs 	<ul style="list-style-type: none"> • Angles • Constructions and 3D Shapes • Theoretical Probability • Properties of Number and Indices
Year 9	<ul style="list-style-type: none"> • Pythagoras (and Trigonometry) • Place Value, Indices, Standard Form and Surds • Expressions and Formulae Sequences, Functions & Graphs • Ratio and Proportion 	<ul style="list-style-type: none"> • Estimation, Bounds, Compound Measures, Area & Volume • Data Handling Cycle (Discrete & Continuous) • Equations and Inequalities 	<ul style="list-style-type: none"> • Angles, Bearings, Constructions and Transformations • Percentages • Probability

Resources

We use a variety of resources in lessons, most of which are posted on the OneNote class notebook. To help with revision and homework we use online platforms, such as [Sparx maths](#) and www.drfrstmaths.com.

Students can also choose to participate in the KS3 Problem of the Week ... which is posted on the Maths corridor whiteboard each week.

To extend our keenest students, we participate in the Junior and Intermediate UKMT Maths Challenges and/or the University of Waterloo Gauss contest, dates permitting. More information can be found on these events here: <http://www.ukmt.org.uk/> and [CEMC](#).

Should you have any questions about the Mathematics curriculum, please do not hesitate to contact me at: luke.field@bishanoi.com

Mr Luke Field (Head of Mathematics)



Science

8 lessons per two- week cycle of general science in Years 7 and Year 8. In year 9 students will learn with two different specialist teachers.

Curriculum Aims

In Science we aim to provide a broadly based and balanced education which will provide the foundation for further science learning at IGCSE Biology, Chemistry and Physics or IGCSE Co-ordinated and Combined Sciences.

Year 9 students will start to learn topics to prepare them for their IGCSE studies, alongside a focus on inquiry and investigation on science projects that will develop their understanding of the application of science across the three disciplines.

Curriculum Content

	Term 1	Term 2	Term3
Year 7	<ul style="list-style-type: none">Investigating Science7G Particle Model7K Forces7A Cells7F Acids and AlkaliMIT Challenge / STEAM Challenge	<ul style="list-style-type: none">7D Eco systems7J Electrical Circuits7H Atoms, Elements, Compounds	<ul style="list-style-type: none">7B reproduction7E Separation Techniques7I Energy
Year 8	<ul style="list-style-type: none">8A Food and Nutrition8F Periodic table8I Fluids8K Energy transfer	<ul style="list-style-type: none">8G Metals and Acids8C Breathing and Respiration8E Combustion	<ul style="list-style-type: none">8J Light8L Earth and SpaceEnd of year exam and revisionSTEAM Mini project
Year 9	<ul style="list-style-type: none">P1 – MotionB2 – CellsC1 – States of matterC12 – Experimental techniquesC5 – Energy changes	<ul style="list-style-type: none">P1 – Work, Energy and PowerB3 – Movement into and out of cellsC6 – Physical and Chemical changes	<ul style="list-style-type: none">B12 – Respiration and gas exchangeB4&5 – Biological molecules and EnzymesC7 – Acids and Bases

Resources

In Year 7 and 8 the students are following the Exploring Science scheme of Work based on the English National curriculum.

Websites

- <http://www.bbc.co.uk/bitesize/ks3/science/>
- <http://www.brainpop.com>
- <http://home.howstuffworks.com>

- https://www.youtube.com/channel/UCsooa4yRKGN_zEE8iknghZA
- https://www.fuseschool.org/users/sign_in?PHPSESSID=015fda18c1a02eb499a0572e843615d0
- <http://www.darvill.clara.net/myon.htm>
- https://www.youtube.com/results?search_query=scishow+kids
- https://www.youtube.com/channel/UCqOoboPm3uhY_YXhvhmL-WA
- <https://www.discoverychannel.co.in/in/en.html>
- <http://www.darvill.clara.net/>

Should you have any questions about the Science curriculum, please do not hesitate to contact me: yvonne.mckenna@bishanoi.com.

Ms Yvonne McKenna (Head of Science)



Art & Design

3 lessons per two-week cycle.

Curriculum Aims

Learning and taking part in Art and Design activities contributes to the achievement of all young people to become:

- Successful independent learners who develop their creativity using a range of skills. They will be able to communicate their ideas and feelings through visual forms.
- Confident individuals who are able to analyse the world around them. They learn to try out new ways of working, take risks and work without fear of failure.
- Responsible citizens who learn to understand, respect, value and engage with not only their own cultures and traditions, but the cultures and traditions of others.

It is the aim of the department to inspire and build confidence in all students regardless of prior experience or current personal ability. Students will hopefully acquire a love of Art, Craft and Design that will inspire them to build a lifelong desire to learn about their own culture and that of others.

Curriculum Content

	Term 1	Term 2	Term3
Year 7	Core knowledge formal elements Print Draw project	3D project	Colour Paint project
Year 8	Print Draw project	3D project	Colour Paint project
Year 9	3D project	Print Draw project	Colour Paint project

Resources - Sketchbook

Students are expected to keep a working sketchbook throughout each year at BIS. They will be expected to add to this in lessons and in homework tasks. This will include critical study pages and creative developments with different forms of reviewing and refining tasks. This sketchbook should be kept and presented to a high standard and not used for unrelated doodles.

Students will upload their best work for their sketchbook on a digital portfolio to record their successes.

Should you have any questions about the Visual Arts curriculum, please do not hesitate to contact me: hannah.budd@bishanoi.com.

Ms Hannah Budd (Head of Art & Design)

Computing

2 lessons per two-week cycle.

Curriculum Aims

In KS3, the UK National Curriculum is now focusing on providing a high-quality computing education that equips students to use computational thinking and creativity to understand and change the world.

The aims of the curriculum are that all students:

- can understand and apply fundamental principles and concepts of computer science.
- can analyse problems in computational terms and have experience of writing computer programs to solve problems
- can evaluate and apply IT to solve problems
- are responsible, competent and creative users of ICT.

Curriculum Content

	Term 1	Term 2	Term 3
Year 7	Computational thinking Programming essentials	Understanding Networks and the Internet Programming essentials	Understanding Computers Microbits
Year 8	Layers of Computer Systems Developing for the web	Data representation Mobile App Development	Cryptography Robotics with MBots
Year 9	Turtle Python Programming Data representation - audiovisual	Delving into Data Science Python on the Microbit	Python Step up Understanding Computers

Resources

The main resources for students will be online, with resources posted on Microsoft Teams.

Should you have any questions about the Computing Science curriculum, please do not hesitate to contact me: Karen.mccathie@bishanoi.com

Mr Karen McCathie (Head of Computer Science)

Digital Citizenship

1 lesson per two-week cycle

Curriculum aims

Our new Digital Citizenship curriculum is focused on engagement in the digital domain for mastering responsible and effective digital engagement. From fostering empathy in online interactions to cultivating a positive digital footprint, this course empowers you to make informed decisions, think critically, and contribute ethically to the digital world. Join us to become a proficient and conscientious digital citizen.

Our curriculum is built around the BIS Hanoi Aide Memoire:

Respect- I use technology to explore multiple perspectives and engage with others, showing the same respect and empathy as I would in person.

Care- I am proactive when using technology. I make informed decisions that keep myself and others safe and maintain a positive digital footprint.

Reflection- I take responsibility for my actions and seek to challenge my biases.

Enquiry- I think critically about what I find online and use multiple sources to confirm facts and opinions.

Integrity- I use technology to promote good and do what is right in my community and the online world. This includes citing sources of ideas, information and images of others.

Perseverance- I experiment with technology to get the best from it and use it to help me meet challenges no matter how hard they are.

Curriculum Content

	Term 1	Term 2	Term3
Year 7	Organisation and communication Media balance and wellbeing	Digital footprint and identity Privacy and security	Digital Footprint and identity Relationships and communication
Year 8	Organisation and communication Media balance and wellbeing	Digital footprint and identity Privacy and security	Digital Footprint and identity Relationships and communication
Year 9	Organisation and communication Media balance and wellbeing	Digital footprint and identity Privacy and security	Digital Footprint and identity Relationships and communication

Resources

The main resources for students will be online, with resources posted on Microsoft Teams.

Should you have any questions about the Digital Citizenship curriculum, please do not hesitate to contact me: karen.mccathie@bishanoi.com

Mr Karen McCathie (Head of Computer Science)

Dance

1 lesson per two-week cycle.

Curriculum Aims

All students should be enabled to participate in and gain knowledge, skills and understanding associated with the physical and artistic practice of dance. Students should be able to learn sequences of movements in a variety of styles whilst building technical and performance skills. They should have opportunities to improvise, choreograph and perform their own creative dances in response to a range of stimuli and share with an audience. Students will be expected to engage in discussions about their own and professional dance practice, reflecting and responding thoughtfully on their experiences.

Key Values of the Dance curriculum (using the Juilliard approach)

- Success for all: Regardless of students' career aspirations in the arts, Juilliard Creative Classroom materials are designed with the fundamental belief that all children have artistic capacities that can—and should be—developed beyond what they ever thought possible.
- Active and exploratory learning: Students, especially in the performing arts, learn best through exploration and hands-on application of artistic skills and concepts.
- Igniting creativity: It is vitally important to engage students in meaningful artistic experiences— ideally, their own experiences. Ownership of their learning helps students find their own artistic voice. Inviting students to think and work imaginatively can have lasting effects in all academic subjects.
- Inquiry and reflection: Fostering curiosity leads to student motivation, an impetus for hard work and achievement. Looking back on one's experiences crystalizes learning and develops valuable metacognitive skills.
- Meaningful encounters with high-quality works of dance, drama, and music.

Curriculum Content

	Term 1	Term 2:	Term 3
Year 7	Students will follow a Juilliard project learning how to make effective dances. They will learn about dance elements and how to successfully structure and perform a piece of dance.	Story Telling in Dance. Students will study a range of dances which tell stories from different styles, cultures and contexts. They will use these as inspiration for choreographing and performing their own Dance Stories.	Music and Movement. This unit examines different relationships between movement and music or sound.

Year 8	Jump London. Students will use the Urban Extreme Sport of 'Parkour' to build physical and creative skills in order to perform high energy and intricate dance routines.	Dance in 'The Modern Musical' Students will learn dance technique and choreography from a range of popular musicals seen on Broadway and the West End.	Modern Musical Project. In this collaborative project, students will focus on one performing arts discipline to choreograph and perform in a recital of a well-known modern musical.
Year 9	Cultures Connect. Learn the technique, choreography and process of British/Bangladeshi choreographer Akram Khan. Use his process to choreograph a group dance on a 'Big Idea'.	Exploring Set Movement Vocabulary. In this unit students learn movements or movement phrases and explore their creative potential.	Dance for Camera Project. Research film making techniques and go on location to perform, film and edit a Dance for Camera.

Resources

Should you have any questions about the Dance curriculum, please do not hesitate to contact me: emily.brawn@bishanoi.com.

Mrs Emily Brawn (Acting Head of Performing Arts)

Design & Technology

2 lessons per two-week cycle.

Curriculum Aims

- Design and Technology encourages creative and critical thinking as well as developing practical design and making skills. Lessons will be mainly taught in the makerspace. Technology lessons will be project-based and interdisciplinary in nature. The aims of the curriculum are that all students:
- Explore the world around them to find solutions to real world problems
- Design, develop, make, test and evaluate solutions through the use of prototyping
- Identify opportunities to transfer skills developed in the discrete STEAM subject lessons and apply them in a practical, problem-based setting.
- Learn new ways of using technology to solve problems

Curriculum Content

	Term 1		Term 2	Term 2
Year 7	Design Thinking		Design in action	Core knowledge: Polymers
Year 8	Design Thinking	Design in action	Core knowledge: Wood	
Year 9	Design Thinking	Design in action	Core knowledge: Textiles	

Resources

Useful software/websites:

- Google sketch up
- Adobe Illustrator
- Adobe Fresco
- STEAM with MIT collaboration on Global campus

Should you have any questions about the Design & Technology curriculum, please do not hesitate to contact me: hannah.budd@bishanoi.com.

Ms Hannah Budd (Head of Art & Design)

Drama

2 lessons per two-week cycle.

Curriculum Aims

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

- 1 To maintain and/or stimulate lasting pupil curiosity, interest and enjoyment in Drama. To create an atmosphere where pupils wish to learn, so that they come to enjoy Drama because they are active participants in it.
- 2 To enable pupils to be familiar with a body of knowledge, principles, skills, techniques and vocabulary related to Drama.
- 3 To enable pupils to develop a range of desirable personal qualities such as perseverance, concern for others, initiative and independence. Students will work independently and as part of a team in varied activities.
- 4 To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to Drama and to experience success and enjoyment in their work.

Curriculum Content

	Term 1	Term 2:	Term 3
Year 7	<p>The Way of Improvisation This unit explores the concept of improvisation through a variety of drama games and exercises. Students will develop their understanding of themselves as performers and global citizens.</p>	<p>Shadow Theatre This unit explores the theatrical elements of space, character, movement and narrative using shadow theatre. The unit focuses on the Juilliard Core Work: <i>The Magic City</i>.</p>	<p>Film Project In this unit, students will explore a variety of filmmaking techniques through the Juilliard Core Work: <i>Ellis Island</i>. They will collaborate to devise, record and edit their own short film culminating in a showcase at the end of the year.</p>
Year 8	<p>Theatrical Clowning Students will explore the elements of space, character, mime and movement through the lens of theatrical clowning. The unit focuses on the Juilliard Core Work: <i>Pss Pss</i></p>	<p>Drama in 'The Modern Musical' Students will learn drama skills techniques from a range of popular musicals seen on Broadway and the West End. This includes stage and lighting design, puppetry and acting.</p>	<p>Modern Musical Project. In this collaborative project, students will focus on one performing arts discipline to devise and perform in a recital of a well-known modern musical.</p>

	Term 1	Term 2:	Term 3
Year 9	<p>Contemporary Scripted Performance</p> <p>This unit focuses on the Juilliard Core Work: <i>Pipeline</i>. Students will focus on key skills for scripted performance and develop their understanding of expressing subtext.</p>	<p>Devised Theatre for Youth</p> <p>Using a given stimulus, students will devise their own piece of theatre for a younger audience. This unit will focus on the Juilliard Core Work: <i>Me & My Shadow</i></p>	<p>Shadow Theatre</p> <p>This unit expands on the learning from Year 7 and focuses on developing full-scale shadow theatre performances. The unit will include stage design, lighting, and sound techniques. The Juilliard Core Work focuses on: <i>The Magic City</i></p>

Resources

Should you have any questions about the Drama curriculum, please do not hesitate to contact me: emily.brawn@bishanoi.com

Mrs Emily Brawn (Acting Head of Performing Arts)

Geography

3 lessons per two-week cycle.

Curriculum Aims

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and environments, together with a deep understanding of the Earth's key physical and human processes.

Geography is excellent at developing your child's critical thinking skills and awareness of local, national and global issues. Developing and deepening these skills is fundamental in ensuring that your child is fully prepared for life after they finish their schooling.

The main skills that we focus on in Geography are:

- Teamwork
- Justification
- Evaluation
- Information Processing
- Enquiry
- Creativity
- Communication

Curriculum Content

	Term 1	Term 2	Term 3
Year 7	1. Geographical Skills 2. The Geography of Africa	3 – The Geography of Food	4 – Geographical Fieldwork
Year 8	1 – Coastal Landscapes 2 - Ecosystems and Biomes	3 – Population and Migration	4 – Extreme Weather
Year 9	1 – Natural Hazards 2 – Development	3 – Climate Change	4 – Global Resources

Resources

We use a variety of resources designed and developed by teachers to suit the topics taught and the abilities of all of our students. The resources provide a thorough overview of the key knowledge, understanding and Ways of Thinking, Being and Doing skills our KS3 Geographers should develop throughout their learning journey with us.

Each unit of work comes equipped with a knowledge organiser which provides an overview of the essential knowledge and key terms that students are encouraged to use to help assist

them with their knowledge and language acquisition. This enables them to deepen their Geographical understanding in lessons.

Below is a list of recommended websites which are valuable for reinforcing what your child has learnt in lessons.

- www.senecalearning.com
- www.timeforgeography.co.uk
- BBC Bitesize for KS3 Geography - <https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

Should you have any questions about the Geography Curriculum, please do not hesitate to contact me: shaun.ocallaghan@bishanoi.com

Mr Shaun O'Callaghan (Head of Humanities)



Global Citizenship

1 lesson per two-week cycle.

Curriculum Aims

The curriculum fosters global citizenship through cultural awareness, critical thinking, and empathy. It promotes social responsibility, community engagement, and addressing global challenges. Communication skills, environmental awareness, and conflict resolution are developed. Students explore global issues, practice civic engagement, and understand digital literacy. The curriculum emphasizes peace, human rights, and active participation. Overall, it equips students to be informed, compassionate, and responsible global citizens.

Our curriculum is built around the BIS Hanoi Aide Memoire:

Respect- I recognise other people’s identities, treat them with dignity and understand it is important for them to make their own choices.

Care- I work with others to make the world a more equitable and sustainable place.

Reflection- I take responsibility for my actions and seek to challenge my biases.

Enquiry- I am curious of the wider world and actively develop a sense of my role as a global citizen.

Integrity- I choose to do the right thing and I am committed to justice, fairness and equity.

Perseverance- I am conscious that I will face challenges as I need to experiment with different ideas and approaches to develop my role as a citizen.

	Term 1	Term 2	Term 3
Year 7	1. Introduction to Global Citizenship	2. How far does BIS Hanoi reflect our global society?	3. How can I play an active role in our school community?
Year 8	1. Introduction to Global Citizenship	2. What role does our school, NGOs and community groups play in our local community?	3. What can we do as active citizens to improve our community?
Year 9	1. Introduction to Global Citizenship	2. Debating current global issues such as political engagement, climate change and the rise of social media	3. How can we engage in responsible action to tackle current global issues?

Resources

Teacher developed materials and resources are used to support student lessons where appropriate. We believe that encouraging students to develop their own understanding of what it means to be a global citizen allows them to explore a wide range of issues and perspectives.

As a result, we do not prescribe a specific course or textbook but do provide students with lesson resources through their OneNote workbooks. Additionally, we encourage our students to bring their own passions and interests into our lessons and local charities are often an excellent starting point for many students.

Should you have any questions about the Global Citizenship, please do not hesitate to contact me: shaun.ocallaghan@bishanoi.com.

Mr Shaun O'Callaghan – Head of Humanities.

History

3 lessons per two-week cycle.

Curriculum Aims

In the History curriculum we aim to give students the knowledge and skills needed to become critical thinkers and to develop within them an open-minded, curious, and truly international perspective. Our syllabus reflects this aim and presents opportunities for students to engage with a wide range of topics drawn from different regions and periods. We have devised the Year 9 programme of study to enable all students to move on to IGCSE History with confidence.

	Term 1	Term 2	Term 3
Year 7	1 - What is History? 2 - What made the Ancient Civilizations of China, Korea and India great?	3 - Why did William I win the Battle of Hastings? 4 - How were medieval kingdoms controlled?	5 - What made the kingdoms of West Africa powerful?
Year 8	1 - Were the Aztecs civilised or barbaric? 2 - To what extent were Henry VIII and Elizabeth I successful monarchs?	3 - How do enslaved people resist slavery? 4 - How did people resist colonial rule?	5 - What can be done to oppose discrimination and improve civil rights?
Year 9	1 - How did the First World War change warfare and society? 2 - Was the rise of dictators inevitable?	3 - What was the impact of militarism and nationalism in Japan? 4 - World War Two - What made the Second World War a global war?	5 - The Holocaust in History: Who is responsible for genocide?

Resources

Teacher developed materials, documentary films and internet resources are used to support student lessons where appropriate. We believe that encouraging students to develop their own enquiry and research skills allows them to explore a diverse range of sources of evidence and information.

As a result, we do not prescribe a specific course or textbook but do provide students with knowledge organisers for each unit of work throughout KS3 alongside key word lists which aim to help and support students access the subject language in order to demonstrate and practice their Ways of Being, Thinking and Doing skills.

Should you have any questions about the History Curriculum, please do not hesitate to contact me: shaun.ocallaghan@bishanoi.com.

Mr Shaun O'Callaghan – Head of Humanities.

Korean

5 lessons per two-week cycle (Korean students only)

Curriculum Aims

The Korean Curriculum aims to the development of skills in reading, writing and speaking and listening through:

- The teaching and development of literary reading strategies.
- Understanding structure, language, viewpoints and context of literary texts.
- Writing of a range of texts for different purposes and audiences.
- Understanding how to structure, organize and punctuate texts.
- Learning to talk effectively in a range of situations.
- Understanding Korean life and society through study of important Korean Literature.

	Term 1	Term 2	Term 3
Year 7	관점을 바꾸어 쓰는 시 내가 느끼는 <윤동주>의 시	동화 속 인물에게 목하기	소설 속 인물과 사건에 주목하기 <나비를 잡는 아버지> 연극
Year 8	내가 느끼는 시 - 시 낭송 수업 시 속에서 보물찾기	소설 속 작가의 의도 찾기	문학 속 소재의 역할 소설 속 공간 탐구하기
Year 9	내가 느끼는 시 - 시 낭송 수업 시 이해 프로젝트	소설 속 인물과 갈등 이해하기	작가의 의도 탐구하기 소설 이해 프로젝트

Resources

Should you have any questions about the Korean curriculum, please do not hesitate to contact me: georgina.dorr@bishanoi.com

Ms Georgina Dorr (Head of MFL)

Modern Foreign Languages

4 lessons per two-week cycle.

Students have the choice in KS3 whether they would like to learn either French or Spanish.

Curriculum Aims

Students at BIS Hanoi have the opportunity to learn either French or Spanish at KS3. The course aims:

- To develop students' productive language learning skills; writing and speaking.
- To develop students' receptive language learning skills; reading and listening.
- To introduce students to ideas and aspects of French and Spanish speaking countries, igniting a passion for the culture and improving students' cultural awareness.
- To be aware of major differences between languages and that there are different registers and concepts that exist in different languages.
- To use appropriate language in a range of different contexts, exposing students to a range of vocabulary and grammar.

Through their study of French or Spanish, students will be able to complete a variety of cross-curricular projects focusing on the culture of the country. By exposing our KS3 students to as many aspects of the target culture as possible, making links with the student's own experiences.

Curriculum Content

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3
Year 7	My Life	My Free time	MFL Magazine Inquiry Project	My School	My Family
Year 8	Holidays	My Hobbies	MFL Magazine Inquiry Project	A Party	At Home
Year 9	Les Francophones / Los Hispanohablantes	Welcome to Montreal/ Welcome to Madrid	Healthy Living	Young people's rights and the Environment	MFL Magazine Inquiry Project

Resources

In Years 7, 8 and 9, students follow a bespoke curriculum which exposes them to many aspects of the culture as well as focussing on their reading, writing, speaking and listening skills.

Students have access to the Sentence Builders online platform (www.sentencebuilders.com) for their weekly homework.

Should you have any questions about the MFL curriculum, please do not hesitate to contact me: georgina.dorr@bishanoi.com

Ms Georgina Dorr (Head of MFL)



Music

2 lessons per two-week cycle.

Curriculum Aims

Students study a wide ranging and exciting Music curriculum that lends itself to cross-curricular links. They are encouraged to take part in various extra-curricular opportunities to continue to develop their creativity and confidence.

- 1 To influence students' development in and out of school by fostering personal development and maturity, creating a sense of achievement and self-worth, and increasing students' abilities to work with others in a group context.
- 2 To bring together intellect and feeling and enable personal expression, reflection, and emotional development.
- 3 To develop students' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgments about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity, and fulfilment.
- 4 To develop an appreciation and understanding of music from around the world, including the culture and context from which it derives.

Curriculum Content

	Term 1a	Term 1b	Term 2	Term 3
Year 7	<p>Musical Futures Project</p> <p>Students will be learning how to perform using a variety of musical instruments and form a band.</p> <p>They will learn basic skills on the drums, ukulele, guitar and bass guitar and develop their vocal technique.</p> <p>Students will explore how to rehearse effectively with others, develop their band identity and perform to their peers.</p>		<p>Exploring the Juilliard Creative Classroom through Ensemble Performance:</p> <p>Through a range of genres and Core Works, we explore the concepts of improvisation, and the musical roles within an ensemble.</p>	<p>Origins of Film Music</p> <p>Students explore the origins of music in film through live performance in the style of Silent Cinema and concepts such as 'Micky-Mousing'. They will produce their own original film score.</p>
Year 8	<p>Keyboard Skills, and Lullabies</p> <p>Establishing musical foundations through keyboard and vocal skills, whilst exploring lullabies from around the world.</p>	<p>Notation through Technology, Young Musician of the Year</p> <p>Introduction to formal notation through Muscore notation software. Student compositions will be chosen to represent the school in Nord Anglia Young Musician of the Year.</p>	<p>Music in 'The Modern Musical'</p> <p>Students will learn music skills and techniques from a range of popular musicals seen on Broadway and the West End.</p>	<p>Modern Musical Project</p> <p>In this collaborative project, students will focus on one performing arts discipline to devise and perform in a recital of a well-known modern musical.</p>
Year 9	<p>International Festival/Composing with Tech Part 1 (Blues Jazz):</p> <p>Introduction to Music Technology through chord progressions, harmonic direction and MIDI instruments. Source material from the Blues and Jazz Eras.</p>	<p>Winter Minimalism + Band Project: Use of Notation Software to explore the concept and musical features of minimalism. Opportunity for students to form bands to perform a seasonal piece.</p>	<p>The Rite of Spring: Juilliard Creative Classroom Core Work.</p> <p>Exploring and experimenting with the core musical concepts of pitch, rhythm, metre and timbre.</p>	<p>Composing with Tech Part 2 (Latin) and Modern Film Music</p> <p>Students continue to develop their music technology skills, DAW's Interfaces and Microphones. They will end the key stage with a mixed performance and composition project for a Film.</p>

Resources

- <https://helsinginkaupunginorkesteri.fi/en/musiikkia-pahkinankuoressa>
<https://helsinginkaupunginorkesteri.fi/en/content/orchestra-small-village>
- <https://www.musicca.com/lessons>
- <https://www.musictheory.net/lessons>

Should you have any questions about the Music curriculum, please do not hesitate to contact me: emily.brawn@bishanoi.com.

Mrs Emily Brawn (Acting Head of Performing Arts)



Physical Education

4 lessons per 2-week cycle.

Curriculum Aims

Physical Education develops student's competence to take part in a range of physical activities that become central to their lives both in and out of school. A high-quality P.E curriculum enables students to enjoy and succeed in a range of activities. Therefore, we have developed a concept curriculum to help our students achieve this goal. A concept curriculum is an approach to curriculum design that incorporates "big ideas" that span multiple subject areas or disciplines. Our conceptual approach offers an alternative to the traditional sport-based approach to PE curriculum design and delivery. The sport and physical activity therefore become the vehicle through which the concept is delivered or developed.

By shifting the focus of the curriculum and the success criteria of each lesson, we are doing so much more than getting students active, we are delivering meaningful learning that harnesses the learning potential of physical activity and sport, whilst improving the experiences within PE for every student.

By understanding the concept curriculum, all students have the opportunity to engage in relevant and meaningful learning that can then build a stronger connection with our subject. Thus, better nurturing physical literacy and increasing the chances of lifelong participation and movement.

Curriculum Content

	Themes Covered
Year 7 Exploring physical literacy	Movement competence, Confidence, Knowledge and Understanding, Motivation
Year 8 Exploring Personal Development	Communication, Resilience, Emotional Intelligence, Intra-personal skills
Year 9 Exploring Character Development	Sporting Values, Redefining competition, Problem Solving, Power of Positivity

Resources

Here is the concept pathway for KS3 with subheadings. [KS3 concept map](#)

Should you have any questions about the P.E. curriculum, please do not hesitate to contact me: adrienne.taylor@bishanoi.com

Mrs Adrienne Taylor (Whole-school Head of Physical Education)

Vietnamese

5 lessons per two-week cycle.

Curriculum Aims

The Vietnamese Curriculum aims to the development of skills in reading, writing and speaking and listening through:

- The teaching and development of reading strategies.
- Understanding structure, language, viewpoints, and context of texts.
- Writing of a range of texts for different purposes and audiences.
- Understanding how to structure, organize and punctuate texts.
- Learning to talk effectively in a range of situations, such as: individual presentations, debate, and drama.
- Through the study of important Vietnamese Literature and World Literature texts, students will build up a core of knowledge of Vietnamese and World Literature development of the last century up to the present day.

Curriculum Content

	Term 1	Term 2	Term 3
Year 7	<p>I. TRUYỆN NGẮN 1. Truyện dân gian - Truyện truyền thuyết: sự việc - Truyện cổ tích; nhân vật - Truyện ngụ ngôn: Bài học - Truyện cười: Tình huống gây cười</p> <p>2. Truyện ngắn hiện đại: - Gió Lạnh Đầu Mùa (Thạch Lam) - Chiếc lá cuối cùng (OHenry) - Mô tả bối cảnh - Kết thúc truyện</p> <p>=> Rèn luyện kỹ năng tạo lập văn bản tự sự</p> <p>II. VĂN BẢN NHẬT DỤNG - Văn bản hướng dẫn - Văn bản thuyết minh - Các đặc điểm kỹ thuật của thể loại - Rèn luyện kỹ năng tạo lập văn bản hướng dẫn và thuyết minh</p>	<p>III. THƠ Thơ và các đặc điểm kỹ thuật thơ ca - Thơ dân gian - Thơ Trần Đăng Khoa Nhận dạng các kỹ thuật ngôn ngữ tu từ trong thơ.</p> <p>IV. VĂN BẢN MIÊU TẢ - Văn tả cảnh - Văn tả người</p> <p>V. VĂN BẢN PHI VĂN HỌC Tranh cổ động - Các kỹ thuật của tranh cổ động</p>	<p>VI. TIỂU THUYẾT Đế Mèn Phiêu Lưu Ký - Xây dựng phát triển nhân vật - Dẫn dắt, phát triển tình huống truyện - Sáng tạo trong văn miêu tả</p> <p>VII. VĂN BẢN NHẬT DỤNG - Văn viết thư - Nhật ký</p>
Year 8	<p>I. THƠ 1. Thơ dân gian - Ca dao về tình yêu quê hương, đất nước - Ca dao về tình cảm gia đình</p> <p>2. Thơ hiện đại - Quê hương - Tế Hanh - Đoàn thuyền đánh cá - Huy Cận - Bức tranh quê - Hà Thu - Khi con tu hú - Tố Hữu - Về quê hương - Định Hải</p>	<p>III. TRUYỆN NGẮN - Thằng ăn cắp; Răng con chó nhà tư sản - Nguyễn Công Hoan - Tình huống truyện - Ngôn ngữ đối thoại - Các dạng câu hỏi đọc hiểu</p> <p>IV. VIẾT CHO MEDIA - Phóng sự - Bản tin</p> <p>V. VĂN BẢN PHI VĂN HỌC</p>	<p>VI. TIỂU THUYẾT - Đất Rừng Phương Nam - Xây dựng nhân vật - Miêu tả trong kể chuyện - Các loại câu hỏi đọc-hiểu - Văn miêu tả</p> <p>VII. VĂN BẢN NHẬT DỤNG & NGHỊ LUẬN - Văn bản thuyết minh - Nghị luận thảo luận</p>

	Term 1	Term 2	Term 3
	II. VĂN BẢN NHẬT DỤNG <ul style="list-style-type: none"> - Văn bản hành chính đơn thư - Văn bản thông báo 	Văn bản quảng cáo <ul style="list-style-type: none"> - Các đặc điểm kỹ thuật của văn bản Quảng cáo 	
Year 9	I. TIỂU THUYẾT Tiểu thuyết hiện đại “Tắt Đèn”- Ngô Tất Tố <ul style="list-style-type: none"> - Xây dựng bối cảnh và không khí truyện - Kỹ thuật mô tả trong kể chuyện - Xây dựng nhân vật và tình huống điển hình - Dẫn dắt kể chuyện - Đọc hiểu văn bản và các dạng câu hỏi đọc hiểu II. VĂN BẢN PHI VĂN HỌC Các đặc điểm kỹ thuật của thể loại của: <ul style="list-style-type: none"> - Tranh biếm họa - Truyện tranh 	III. THƠ Thơ hiện đại: Anh Thơ/ Vũ Đình Liên, Xuân Quỳnh <ul style="list-style-type: none"> - Hình ảnh trong thơ - Các kỹ thuật tu từ trong thơ - Phân tích văn bản thơ IV. VĂN BẢN PHI VĂN HỌC <ul style="list-style-type: none"> - Văn bản báo chí: Môi trường Công nghệ Vấn đề về trẻ em 	V. TRUYỆN NGẮN Truyện Ngắn Nam Cao (Lão Hạc, Bài Học Quét Nhà) <ul style="list-style-type: none"> - Đọc hiểu - Phân tích đoạn trích - Viết văn miêu tả VI. VĂN BẢN NGHỊ LUẬN <ul style="list-style-type: none"> - Văn bản thuyết phục - Văn bản lập luận - Viết đề khuyến VII. VĂN BẢN PHI VĂN HỌC <ul style="list-style-type: none"> - Bộ ảnh về phụ nữ và trẻ em

Should you have any questions about the Vietnamese curriculum, please do not hesitate to contact me: hai.nguyen@bishanoi.com.

Mrs H Nguyen (Head of Vietnamese)



Vietnamese Studies

5 lessons per two-week cycle of Vietnamese Studies in KS3.

Curriculum Aims

Teaching should focus on developing students' skills of speaking, listening, reading and writing based on a foundation of core grammar and vocabulary. It should help students to find it as easy as possible to adapt to their new environment. It should also provide suitable preparation for further study.

Curriculum content

	Term 1	Term 2	Term3
Year 7	Myself yourself Family Physical description	My school subjects timetable likes and dislikes describing teachers	My house Where is my house Describing my house Learning objects Using opinions
Year 8	Holiday Countries Means of transports Holidays activities Past tense/future tense opinions	Food Food routine Whatyoueatandwhen Opinion onfood Learn a recipe	Free time Sports Cultural activities Opinion Past/future tense invitations
Year 9	My town Where is my town Services Buildings Activities to do Opinions Ideal town	Health Food Sports Illness Wellbeing	Work Professions After school opportunities Ideal job Wellbeing at work

Resources

In Year 7, 8 and 9 students follow the Happy Vietnamese Text Books and Que Viet Books with a digital textbook and resources www.tiengvietonline.com.vn/index.php/2014-02.../tieng-viet-vui

Should you have any questions about the Vietnamese curriculum, please do not hesitate to contact me: hai.nguyen@bishanoi.com.

Mrs H Nguyen (Head of Vietnamese)

Ways of Learning

1 lesson per two-week cycle

Curriculum Aims

The Ways of Learning curriculum is a space to equip our students with the self-awareness, skills, habits and mindset to empower them to make smart learning choices. We want our students to thrive both in an academic domain and in the wider, global context. In order to do so they must ensure they are aware of their own learning strengths and limitations and the strategies they need to adopt in order to be successful.

Our curriculum is built around the BIS Hanoi Aide Memoire:

Respect- I actively participate, demonstrating that I understand the importance of active listening. I seek perspectives in and outside the classroom to challenge my understanding and opinions.

Care- I take care in my learning to produce high quality, unbiased work, which includes interrogating sources to understand the strengths and limitations within research and results.

Reflection- I take responsibility for understanding the challenges I face and seek to find alternative approaches to my learning processes in the future.

Enquiry- I am systematic in building habits for planning, questioning, researching and developing relevant solutions to problems.

Integrity- I develop well-supported arguments and ideas through organised notetaking to summarise, cite and list sources of ideas, information and images of others.

Perseverance- I understand good learning is challenging and use effective tools to ensure that I stretch myself just beyond by current ability.

	Term 1	Term 2	Term 3
Year 7	Perseverance- academic transition, learning journey, stretch zone and mindset	Respect- active listening and roles in a team Enquiry- Outlook habits, prioritisation	Care & Integrity- self guided learning project
Year 8	Perseverance- Learning journey, stretch zone and mindset	Respect- active listening and roles in a team Enquiry- Outlook habits, prioritisation	Care & Integrity- self guided learning project
Year 9	Reflection- Introduction to the options process. Considering on our Future	Respect- active listening and roles in a team Perseverance- learning journey, stretch zone and mindset	Care & Integrity- self guided learning project

Should you have any questions about the Ways of Learning curriculum, please do not hesitate to contact me: stephanie.miller@bishanoi.com.

Ms Stephanie Miller – Deputy Headteacher.



Wellbeing

2 lessons per two-week cycle, in addition to time in registration each morning.

Curriculum Aims

The aim of the Wellbeing curriculum is to provide students a balance of essential life skills they need to successfully navigate challenges they face now and in their future. It should also provide opportunities for students to recognize and enhance their own wellbeing by developing their self-awareness, taking responsibility for their own time management and learning to feel positive about themselves.

The course focuses on group discussion activities, which involve the students in communication and listening skills, leadership and learning how to co-operate and negotiate. There are also enrichment opportunities to work with the BIS community.

Students are presented with situations in which they have to work with others, to analyse information, to consider moral and social dilemmas and to make choices and decisions.

By working together on school and community projects, students have the chance to develop key skills they will require in an ever-changing world.

The key themes are:

- Rights, responsibilities, and values.
- Celebrating Diversity and Equality
- Relationships and Sex Education
- Staying Safe, online and offline
- Health and Wellbeing
- Life Beyond school

Curriculum content

	Term 1	Term 2	Term3
Year 7	Organisation & Time Management Self-esteem Emotional Literacy Mental Health - Resilience	Relationships Peer Coaching Puberty Body Image Sex Education	Nutrition Drugs Physical Health Managing Conflict Communication skills Identity and Diversity
Year 8	Mindfulness Organisation & Time Management Self-esteem Friendships (dealing with conflict). Relationships	Relationships Peer Coaching Puberty Body Image Sex Education	Nutrition Drugs Physical Health Managing Conflict Communication Skills (debating) Identity and Diversity
Year 9	Mindfulness Organisation & Time Management Self-esteem Friendships (dealing with conflict). Relationships	KS3 Wellbeing Festival Puberty Body Image Sex Education	Nutrition Drugs Physical Health Managing Conflict Communication Skills (debating) Identity and Diversity

Assessment is continual, based on student participation and implementation of the core values within the course.

Should you have any questions about the Wellbeing curriculum, please do not hesitate to contact me: rob.taylor@bishanoi.com.

Mr Rob Taylor (Assistant Headteacher- Wellbeing)





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