

A photograph of two students in a chemistry laboratory. They are wearing white lab coats and safety goggles. The student on the left is holding a test tube, and the student on the right is holding a test tube with a red liquid. In the foreground, there is a beaker labeled 'Na2CO3 Sodium Carbonate' and a rack of test tubes. The background shows laboratory equipment and a fume hood.

Secondary School

Your Guide to Key Stage Three



NORD ANGLIA
INTERNATIONAL SCHOOL
HONG KONG

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We have included a short video on our Secondary School Curriculum. Please download and install a QR code app on your phone. You can search on “QR code reader” or “QR code scanner”. Most of these apps are free.



Introduction



Be Ambitious

We are ambitious for our students. We believe there is no limit to what our students can achieve so we encourage them to be ambitious, to be creative and innovative and to reach for their dreams. We support our students to achieve more than they may have thought possible through our shared commitment to personalised learning enhanced through unique global opportunities.

Our Key Stage Three Curriculum handbook gives students and parents an introduction to, and an overview of, the curriculum for Years 7, 8 and 9. Key Stage Three is an immensely important time as it involves a new start in the Secondary school. Year 7 students



are the youngest in this part of the school and Year 9 students are on the path to becoming responsible adults. Our aim is to lead and embolden our students, whatever their age, to enable them to be the best they can be.

We ensure that every child in the school aspires to reach and exceed their potential. Our educational philosophy seeks to stretch each

student so they are fulfilled and stimulated to reach their true potential and for them to be ever ambitious, seeking and aspiring for greatness. We empower our students to achieve beyond what they may have imagined, academically, socially and personally through our thorough and broad curriculum and extra-curricular activities.

[What makes a Nord Anglia education special?](#)



Our Vision, Mission and Promises



Our Vision, Mission and Promises set out the direction and character of our school, teachers and students.

Our school vision is to:

- Create intellectually confident learners by having very high standards and expectations achieved;
- Develop socially confident global citizens who are creative, inquiring and collaborative;
- Treat each child as an individual, drawing on their own strengths and personality.

Our Mission is that EVERY student:

- Be academically successful;

- Be independent, creative thinkers, learning effectively on their own and collaboratively;
- Have respect for themselves, other people and the environment;
- Take responsibility for their own actions and make informed choices;
- Develop personally, socially and emotionally through enriching opportunities inside and out of the classroom;
- Make a positive, effective contribution as global citizens;
- Be tolerant of others in keeping with the multicultural nature of the school.

OUR PROMISES:

- Your child will succeed through our individualised approach in a safe, caring, happy environment.
- Your child will be encouraged to have self-respect, respect for others and to contribute as a global citizen.
- Your child will have the opportunity to discover and nurture interests and talents.

Year 7 Transition

The move from Primary to Secondary school is a major milestone for your child. It's a time of change in many aspects but especially in their development, education and life. Secondary school provides numerous opportunities to challenge your child and to develop the life skills they will take into adulthood.

Key Stage Three offers new social and learning opportunities. Children are often excited about new friendships, subjects, teachers and routines, but secondary school also means a move from the familiar to the unknown, and a whole new way of doing things.

Although the move to our Secondary school is physically not very far, the change in routine and teaching and learning styles is significant. Students are now taught a range of subjects, some of which are completely new to them, by a number of different teachers in a number of different, specialist

classrooms. This involves moving to specialist areas around the school and being organised enough to arrive in the right place, at the right time, with all the right equipment.

Year 6 students will already have received a taste of this during transition days, which are designed to ease the change from Primary school to Secondary. Students will have all the help they need to settle into a positive routine at the speed which is right for them, especially from their House Tutors who will see their tutees every morning.

Students will need to adapt to new teaching and assessment styles as well as cope with a wide range of subjects, adjust to having different teachers in different classrooms, become more responsible for their own learning, manage a heavier study and homework load, learn a new and more complex timetable, and possibly cope with new transport arrangements.

Leaving Primary school can be exciting and daunting. There are ways you can help make this move as smooth as possible:

- Talk to your child about their concerns and anxieties, and get feedback on transition days
- Ensure your child has all the equipment they will need
- Create a routine before returning to school
- Complete homework assigned during the holidays
- Create a timetable for homework allocating time each night
- Ensure your child gets to bed early
- Arrange a time to meet with your child and their Form Tutor
- Check your emails and Firefly frequently. Updates on the blogs, academic achievement and parent updates are all posted here.

Communication

We see effective communication as vitally important to the success of your child. We have advanced systems in place to allow the free-flow of information between all stakeholders in our school community through our Virtual Learning Environment (VLE). This includes secondary blogs that inform parents of what is going on in lessons on a weekly basis, and subject specific curriculum areas where teaching materials are hosted for students and parents to view.

As a general rule we would suggest that parents check our VLE at least once a week to check announcements or news relevant to their children. We also encourage parents to communicate regularly, through e-mail, with their child's House Tutor, as a first point of contact on academic and day-to-day matters, and with their respective Head of House for more serious concerns. As both of these members of staff are responsible for your child's academic and pastoral wellbeing at school, they are useful people to make contact with. This is why we host House social evenings at the start of the Autumn term.



The House System



The House system forms the conduit through which parents, teachers and students connect, and is the basis of pastoral care and academic support.

Upon entry to our school your child is assigned to one of the four Houses: Windsor, Sandringham, Caernarfon or Balmoral. This becomes their community for their time in our school. Each House is led by a Head of House who is responsible for the pastoral and academic welfare of the students under their care. This ensures that as your child moves through our Secondary school they have someone who knows and understands them as individuals. Once in their House, students are placed in a tutor group with others from across their Key Stage. These groups have a tutor whose role is to look after students' welfare on a day-to-day basis and monitor

their academic progress through our reporting system. We are very proud of the fact that we have small House tutor groups that allow for excellent relationships to be built between tutors and tutees. In this way we can guarantee time and attention for every Secondary student, which in turn means close

pastoral and academic support.

The House system is also a place where your child can develop their leadership skills. Every House has a student captain who are elected for the year to lead the student community. It encourages our senior students to take a full role in the life of the school, and act as role models for the younger members of the Houses.

Finally, each House has a focus on service. We see this as an essential part of each student's rounded education. Whether through volunteering for a House sports team, as a House Captain, or in raising money for the House charities, the House system seeks to encourage our students to see themselves as part of communities that support each other.



Assessment, Reporting and Target Setting

Assessment

Every day our specialist teachers are assessing students' individual strengths and areas for development. The better we know our students, the more we are able to offer our individualised teaching approach to support, encourage and challenge them at a higher level.

At our school, we fully embrace Assessment For Learning (AFL). AFL is based upon structured, formative feedback, specific to an individual that guides their future progress.

This ensures that assessment becomes, not only a meaningful tool for the teacher to track progress and take learning further, but also provides information for students on how to improve their learning outcomes.

All subjects use a variety of assessment techniques throughout the academic year, including peer and self-assessment, teacher-assessment of group and individual work and marking of tests. Regular end of unit tests are planned by teachers to reinforce the learning covered in class. On entering

our Secondary school, teachers administer baseline assessments which are used to track individual progress throughout the school.

Reporting

Each year, parents receive three reports. These give information on what students have covered so far, what they are achieving and their targets for continued improvement. These are followed by Parent – Teacher Consultations, where parents are invited to discuss progress, attainment and goals in more detail with each subject teacher.

Target setting

Every Secondary school student is part of our Mentoring programme, which sees their Head of House meet regularly each term to discuss their academic progress. Using a mixture of data, such as previous reports and work completed in exercise books, the student and Head of House agree individual targets together which becomes the focus for that term. This positive system of discussion, support and evaluation allows students to grow as independent learners, taking control of their own achievement and encouraging them to focus on improvement.

Rewards and Sanctions

We believe students work best in a disciplined, inspiring and rewarding environment. Our students receive ongoing feedback on their performance and conduct and behaviour above the expected norm is rewarded with House points. House points can be awarded for a myriad of reasons:

- Improvement in work
- Being responsible or respectful
- Sustained effort or achievement
- Outstanding achievement
- Caring and responsible acts
- Contribution to the school and wider community
- Participation in extra-curricular activities
- Demonstrating great manners.

House point totals are recorded by the teachers and an accurate total is kept for the individual and the House as a whole. Achievement certificates are awarded in the weekly House assemblies:

Bronze – 25 points

Silver – 50 points

Gold – 100 points

Platinum – 200 points



At the end of each week the House point totals are read out in assembly and the winning House celebrated. A House Point cup is awarded annually at our prize giving ceremony for the House which has accumulated the most House points over the year.

To celebrate individual attainment, each week, Highly Commended certificates are awarded to students who have excelled in a particular area. The themes for these change throughout the year to cover all the curriculum areas as well as behaviour and attitude.

At the end of the school year the

school has a prize giving ceremony to celebrate students' achievement in all aspects of school life. Students from every year group are selected for outstanding achievement over the year.

Sanctions are also used when necessary. These include lunchtime and after-school detentions, placing students on report, internal exclusions from lessons, and external exclusions from school. Most of our students need firm boundaries but respond well to our expectation that they take responsibility for their own behaviour. We expect students to behave responsibly at all times.



The Global Campus

Our students have the chance to learn in our Global Campus, collaborating and learning with 32,000 students, from 42 schools in 15 countries every day. The Global Campus gives students daily access to a world of exciting opportunities. Our Global Campus connects children from across the world and allows them to experience diverse perspectives, new and challenging concepts, and a variety of subjects, topics and ways of learning. The Global Campus is broken into three distinct areas of learning: Online, In School and Worldwide.



Learning Outside the Classroom

Education is about much more than lessons and qualifications, important though they are. We offer our students experiences designed to be fun, challenging, inspiring, and motivating. From the first steps on stage in the chorus of a year group play, to the lead role in a whole school performance, these are the journeys that students make as they develop and grow at our school. We see passion and pride in our students as they represent the school in football tournaments. We applaud their triumphs as members

of dance groups, orchestras, bands and choirs, or as they experience the thrill of solo performances.

Our Residential programmes extend our curriculum to offer students experiences designed to be fun, challenging, inspiring, and motivating. Living and working with others brings out the best in everyone and, through service projects in Asia, our students see how life looks through other peoples' eyes.

All Residential trips in Secondary

school are organised by professional tour companies. The companies provide expert guides for all facets of the trips. Briefings for parents are given in the weeks leading up to the trips. Teachers also do a pre-inspection of the destinations prior to the residential trips going ahead. Each residential in Secondary school is a 4 night/5 day adventure focusing on four key outcomes:

- Education - history, culture, biology, geology, environment, anthropology
- Outdoor Education - mountain biking, kayaking, abseiling, camping, snorkelling, rock climbing
- Community Engagement - local school interaction, community service, conservation
- Team Building - communication, cooperation, consideration, coordination

School Trips in Hong Kong

Throughout the year, various field trips within Hong Kong are organised to consolidate learning. The list is extensive and often changes year-by-year. Students and parents are informed in advance and parents are required to fill out a permission form which includes contact and medical information.



Global Campus online

Here students discuss, collaborate and learn from their peers around the world in our vibrant online learning community. Through challenging activities, discussions and tailored resources, global campus online enables our students to lead their own learning and develop transferable skills.



Global Campus in school

In addition to the National Curriculum that we study, we expand our students' horizons with a global perspective. For example, we ensure we choose topics that will engage and enable our students to learn about the world around them, making sure they benefit fully from their international experience. Our students also participate in Global Campus and fund raising initiatives.



Global Campus Worldwide

The Global Campus has designed experiences to allow our students to explore the world and collaborate with their peers. Our students can develop their passions through initiatives such as our Global Orchestra, aiding our sponsored school in Tanzania or attending a Juilliard summer school.

Curriculum Overview



We follow the National Curriculum for England and Wales, enhanced and adapted by us to meet the needs of our international student community.

In Key Stage Three, students take on greater academic responsibility with a diverse range of subjects, a timetable of lessons and increased levels of homework. This comes with the reward of discovering the areas of learning where they are most passionate.

Students study a broad and balanced curriculum, allowing them to become comfortable with a wide range of study areas, in readiness for when they choose to study them as separate courses in Key Stage Four.

All of these courses are taught by specialist teachers who have a passion for delivering their subject.

Subjects offered to all students at Key Stage Three:

Art
Computing
Drama
English
Geography
History
Mandarin
Mathematics
Music
PE
PSHEE (Personal, Social, Health and Economic Education)
Science
Spanish

These subjects are described in detail in this guide.

After Key Stage Three

During Year 9, students and their parents select the subjects they wish to follow on to Cambridge IGCSEs (International General Certificate of Secondary Education). During the time leading up to these

options we will support and advise families in making these choices.

When students move into Year 10 they begin to study for their IGCSE examinations. The IGCSE course is operated in over 105 countries around the world and the qualifications are recognised, respected and understood by both employers and educators. The IGCSE has gained a reputation of providing an excellent preparation for further study, in particular for the transition to IB Diploma.

Our experienced teachers assess IGCSE work in a variety of ways, covering coursework, practical assessments and formal examinations. Some components are assessed internally by teachers and externally moderated while others are marked by the examinations board. Students will take their final exams at the end of Year 11.

Following this, students in Year 12 and 13 have the opportunity to study for the IBDP (International Baccalaureate Diploma Program). The IB Diploma is one of the most respected and recognised educational programmes in the world. Not only does it prepare students academically for university entrance, it is also a holistic programme which allows for extensive personal development.

Use of Technology

We are very proud of the fact that technology and e-learning is an essential part of our overall delivery of the curriculum. In recognition of the fact that current generations of students are 'digital natives' our teachers utilise the very latest educational technology to enhance their teaching practice. This includes a comprehensive Virtual Learning Environment (VLE) which allows teachers to set work and host resources for students. In turn our VLE allows students to submit work in a digital format and receive detailed and speedy

feedback from their teachers. It also opens students to new methods of learning and wider communities of students through the Nord Anglia Global Campus. This worldwide online community connects the thousands of students at Nord Anglia schools and is hub for academic discussions, competitions and cultural exchange.

In terms of investment in technology, as you would expect from a new school, we lead the way amongst Hong Kong schools. Our one-to-one device policy gives every student access to a

tablet or laptop, and with much of the curriculum based on our VLE platform there is a seamless integration between classroom and home use of technology to support learning.

In addition to a focus on the value of technology, there is an equal emphasis on e-safety and digital literacy, through the PSHEE and Computing curriculum. We want to produce responsible and independent digital citizens who can harness the full benefits of technology in a world increasingly reliant upon it.





Art & Design

Art, craft and design embody some of the highest forms of human creativity. Our high-quality art and design education engages, inspires and challenges students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As students progress, they will be able to think critically and develop a more rigorous understanding of art and design. They will learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our world.

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

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques

- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Students will be taught to develop their creativity and ideas, and increase proficiency in their execution. They will develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Students will be taught:

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting



- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
- To develop their use of line, colour, shape, space, pattern, texture, tone and form to represent ideas and feelings through a variety of themes and subject matter.
- About a range of genres including still life, portraiture, landscape, jewellery design, graphic design and sculpture to extend their subject knowledge, technical ability, and research skills.
- To explore the mediums of drawing, painting, printmaking, collage, mixed media and ceramics.

Programmes of Study			
	Expressive	Design	Artist & Designers
Year 7	<ul style="list-style-type: none"> • Still Life • Sculpture 	<ul style="list-style-type: none"> • Jewellery Design • Mask Design 	<ul style="list-style-type: none"> • Students will research appropriate artists and designers that link with their practical themes through subject matter, culture and time period.
Year 8	<ul style="list-style-type: none"> • Portraiture • Landscape 	<ul style="list-style-type: none"> • Textile Design • Graphic Design 	As above
Year 9	All of the above	<ul style="list-style-type: none"> • Product Design • Fashion Design 	As above

Computing



The Computing syllabus at Key Stage Three has received perhaps the most attention in the latest update to the National Curriculum for England and Wales. In recognition of the increasing importance of computer science, all students are expected to learn at least two programming languages and we deliver a comprehensive curriculum that focuses on this key element.

In addition to web design with HTML and CSS, we have invested

in Raspberry Pi computers to allow students to code with Python and design projects that test their skills on a practical level. We also look at the process of planning computer-based solutions, teaching students to consider factors like audience, life-cycle and cost.

In preparation for the demanding IGCSE in Computer Science offered in Year 10 we also study databases: how data can be stored and managed, as well as other basics of computing: Boolean logic,



binary, computer hardware and networking.

As part of our commitment to produce not only technically proficient students, but also responsible ones, we include a heavy element of e-safety. This includes making students aware of their online presence, the potential risks of putting too much personal information online and the social impact of technology on society.



Programmes of Study						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Introduction to the school network. Responsible behaviour on the network and data security. Digital Media 1: iMovie.	Data Handling 1: use of spreadsheets to collate and store data. Use of basic formula and features of Excel.	Computer Hardware and Software: how a computer system is constructed. Peripheral devices. Use of Raspberry Pi computers.	Introduction to Binary, Boolean logic, key algorithms for sorting and flowcharts for problem solving. Scratch game development	Networking computers: how different types of network have grown and developed and how they work.	First look at pseudocode and debugging. Digital Media 2: Photoshop and manipulating images digitally. End of year assessment
Year 8	The Internet and the World Wide Web. Introduction to coding with HTML and CSS. Web design	Data Handling 2: introducing databases and modelling with more advanced spreadsheets.	E-safety and Social Media: individuals' online presence. Logic gates and further work on Boolean logic with circuits.	Learning Python with Raspberry Pi computers.	Digital communication: blogs, wikis and surveys.	App design and project. End of year assessment
Year 9	Examining the impact of technology in society.	Further HTML, CSS and introducing basic JS.	Using technology to control or analyse the physical environment.	Design, build and test a system relating to Spring 1 module.	Further Python programming.	Gaming and Augmented reality. End of year assessment.

Drama



Drama at Key Stage Three builds on the creative learning that children have explored previously and is part of our arts-rich curriculum.

Students will consolidate their understanding of dramatic explorative strategies (such as narration, tableaux and cross-cutting) and link these further to various mediums of drama (such as script, movement, voice, use of props and lighting.)

Students will also explore different styles of Drama, developing their understanding of the rich history of

the subject as well as the various cultural conventions that have been inspired by this art form.

Drama at Key Stage Three continues to be a cross-curricular investigation and it builds on the various 'spoken language' skills taught in English, where children have the opportunity to improvise, devise and script original drama with an increased understanding of the purpose and the audience of their work.

Shakespeare and the conventions of Elizabethan Theatre, are a key

element of the curriculum and our students have the opportunities to experiment with his work, building to a scene study or performance.

By the end of Year 9, students are prepared for the demands of the IGCSE Drama syllabus and have sound knowledge in how to make dramatic choices that can shape successful and exciting performances as well as an understanding of how Drama can influence both culture and society.

Programmes of Study

Programmes of Study			
Year 7	Beowulf <ul style="list-style-type: none"> Develop an understanding of how contrast and characterization can affect a performance Perform devised theatre pieces based on a text experimenting with voice and language Evaluate performance and understanding of text 	Canterbury Tales <ul style="list-style-type: none"> Develop an understanding of a variety of explorative strategies: tableaux, cross-cutting, thought-tracking, mime-through an exploration of Chaucer's stories Perform plays using a variety of drama strategies to entertain Evaluate the success of work by reflecting on performances and our use of strategies studied 	Assessment Scheme: Developing Character <ul style="list-style-type: none"> Develop a character from a visual stimulus and devise and perform a short script Evaluate work and that of others, looking in particular at realistic characterization
Year 8	Citizenship Infomercials <ul style="list-style-type: none"> Develop an understanding of global issues about public safety Perform advertisements with a given audience and purpose and create effective infomercials Evaluate the success of work through peer assessment and feedback Greek Theatre <ul style="list-style-type: none"> Develop an understanding of the history of theatre and a specific type of performance Create and perform extracts from a Greek Tragedy Evaluate how successfully we have used the conventions of a given style 	Shakespeare: Exploration One <ul style="list-style-type: none"> Develop an understanding of Shakespearean language including verse speak, and prose Perform an extract from a Shakespearean text Evaluate their performance 	Assessment Scheme: Theatrical Design <ul style="list-style-type: none"> Demonstrate a sound knowledge in mediums of drama and how they can be used to develop effective performances – such as props, costume and lighting Perform set pieces using different mediums of Drama
Year 9	Pantomime <ul style="list-style-type: none"> Understand the conventions of pantomime and its origins in Comedia Dell'arte Perform pantomimes based on developed stock characters Evaluate the success of their live performance to other students in Key Stage One 	Shakespeare: Exploration Two <ul style="list-style-type: none"> Develop a deeper understanding of Shakespearean language such as iambic pentameter soliloquy and antithesis Perform a Shakespeare play to a live audience Evaluate rehearsal process by keeping a rehearsal diary 	Assessment Scheme: Melodrama <ul style="list-style-type: none"> Develop write and perform a melodrama using demonstrating an understanding of the genre, conventions and history Evaluate the success of performance in the given style

English

Language and communication is at the heart of what it means to be a human being. If students can use language accurately and with confidence then a world of opportunity is opened up to them.

We have developed an English curriculum that we hope students will find exciting, challenging and liberating. Our curriculum develops students who are well read and knowledgeable about language but also skilled in debate and discussion about their ideas and attitudes. We aim to achieve

a balance of structure and skills to give support while offering opportunities for developing creativity and individuality.

Preparation is key to our curriculum with students doing the groundwork for success at IGCSE, the IB Diploma and higher education while opening up pathways leading to lifelong learning by developing a love of language and literature. We will also be adopting a cross-curricular approach linking themes and activities with History, Drama, Art and other subjects.

Key Stage Three English uses three lesson formats a week:

- **Theme:** Ongoing units and topics usually centered around a key text, theme or skill from English, featuring close reading and analysis of texts and genres, study of social and historical context and development of writing skills (3 lessons per week)
- **Knowledge About Language (KAL)** Lessons which develop students awareness and use of topics such as grammar, punctuation, sentence structure,



Programmes of Study					
	Term 1 Part 1	Term 1 Part 2	Term 2	Term 3 Part 1	Term 3 Part 2
Year 7	Stories of Ourselves: Biography and Autobiograph	The Roots of English Part One: Beowulf and the Anglo-Saxons	The Roots of English English Part Two: The Canterbury Tales by Geoffrey Chaucer	The Write Stuff Writing Skills	Pictures in Poetry: Focus on Imagery- simile, metaphor, personification
KAL	The parts of speech		Punctuation and effective sentences	Paragraphing and structure	
Year 8	'It's all Greek to me' 1 Oedipus The King by Sophocles/ the legacy of the Greek language on English	'It's all Greek to me' Part 2: Homer's Odyssey	Star Crossed Shakespeare: Twelfth Night or other plays	The Sound of Poetry Poetic form, rhyme and sound techniques	Powers of Persuasion: Introduction to Rhetorical techniques
KAL	Parts of speech: revision and extension		Advanced punctuation and sentences	Paragraphing and structure: revision and extension	
Year 9	Spontaneous Overflow: Romantic Poetry such as Coleridge, Blake, Shelley etc	Gothic Monsters: Frankenstein, Jekyll and Hyde or Wuthering Heighs	Words at War: War Poetry from around the World Tennyson, Owen, Sassoon and others	Comforting the Afflicted and Afflicting the Comfortable: Political Writing such as Animal Farm by George Orwell etc	I Have a Dream: Freedom and rhetorical language
KAL	Purpose, Audience, Format		Adding style to your writing	Academic writing	

paragraphs and other areas (1 lesson per week)

- **Reading for Enjoyment or Writing for Enjoyment:** Working with our librarian to select and read suitable texts, following Nord Anglia's Global Library program, preparing for

the Battle of the Books and other reading related events (1 lesson every two weeks), using journals and writing stimuli to develop personal writing habits and related skills (1 lesson every fortnight).



English as an Additional Language (EAL)

English as an Additional Language (EAL) offers a great way to improve and extend students' English skills.

We offer two types of EAL support. The first kind, intensive EAL, is for students still mastering the basics of the language. There are two strands of intensive EAL. The first, is for students who are very new to the language. This class begins with the simplest of sentences and vocabulary and expands to teach reading and writing in English.

The second, or core level, is for students with some proficiency of written and spoken English but who still need some academic support, particularly in the area of literacy.

After progressing through the program and achieving the required level of listening, speaking, reading and writing, students



leave intensive EAL. Each student's progress is then tracked so that they progress from intensive EAL support, once targets are reached.

The second type of EAL support runs parallel to, and replaces, regular English lessons. While continuing to develop the building

blocks of the language, students follow a modified English National Curriculum programme. We have similar learning objectives and follow similar activities to the mainstream English classes but work at a pace suited to EAL students.

Geography

Geography is the study of the earth's landscapes, peoples, places and environments. It is unique as it provides the bridge between the social sciences (Human Geography) and the natural sciences (Physical Geography).

Human Geography concerns the understanding of the dynamics of cultures, societies and economies, and Physical Geography concerns the understanding of the dynamics of physical landscapes and the environment.

Everything that has ever existed (or ever will) is in some way related to Geography. Over the course of their geographical studies, students will study the broadest range of topics. Topics as diverse and as destructive

as volcanoes and earthquakes and as fundamental as the evolution of life on earth!

In Year 7, 8 and 9 students will be equipped with all the necessary tools with which to be highly successful in IGCSE and IB examinations later in their school career. The core geographical principles include locational and place based knowledge, as well as the application of skills and developing an understanding of the route to geographical enquiry.

Students will contextualise their studies during Key Stage Three in a wide range of locations, ranging from the study of tourism in the French Alps in Year 7 to the causes of desertification in the Horn of Africa

in Year 8 and the impact of the fashion industry on Myanmar in Year 9.

In Geography, we believe that it is critically important to expose students to the rapidly changing tools that technology has to offer. Whilst exploring our diverse and detailed curriculum, students will develop their presentation, evaluation and analysis skills using everyday software such as Google Maps but also more specialized applications such as the latest school-based Geographical Information Systems (GIS software). Students will also learn how to select and process relevant information from the Internet, often using real time data to inform their studies.

Programmes of Study			
	Term One	Term Two	Term Three
Year 7	Where Am I? How can we describe where we are and what tools can we use to do this?	How Did I Get Here? How did people get here and how long have we been here?	Rivers and Flooding Why do we have a love hate relationship with water End of Year Case Study Project: The UK
		What if I (was shipwrecked)? How could I survive being lost on a desert island?	
Year 8	Coastal Conflict Does the land shape the sea or the sea shape the land?	Extreme Environments: Hot Deserts Why do people live and work in extreme environments?	Population Explosion What will happen when we get to 10 Billion? End of Year Case Study Project: China
	Weather and Climate Why does it always rain on me?	Extreme Environments: The Polar Regions Why do people live and work in extreme environments?	
Year 9	Plate Tectonics Why do 500 million people live near to tectonic hazards?	Geography of Sport What impact do global sporting events have on people?	International Development Why do more than 1 billion people live in poverty? End of Year Case Study Project: The Horn of Africa
		Geography of My Stuff Where does my stuff come from?	





History

Hong Kong is a city created by global historical forces and where these factors continue to surround us. Even everyday activities such as the languages we speak, the food we eat and the areas we live in are rich with echoes of events from previous eras.

We approach History as a living subject that can have a direct impact on the way we understand the world around us. The curriculum we have developed aims to take the best of the British system but with a more global perspective to reflect the international nature of our school and our city. At times we link global events with local historical events, people, places and artifacts to be more tangible with day trips and guest speakers.

We have adopted a chronological approach at Key Stage Three

with each year group focusing on a different period in history explored across continents allowing opportunities for contrast and comparison. Over the three years, students develop a broad overview of many of the factors that lead towards the world we live in today.

Through studying history, our students will:

- Become greater scholars, through gaining the skills to investigate, analyse and debate past and contemporary events
- Gain an appreciation of the importance of studying the past, an understanding of the links between the past and their own lives, a love of the process of learning and a desire to continue it
- Grow as members of Nord Anglia International School Hong Kong, through developing their



learning habits and gaining deeper understanding of the links between History and other subjects

- Develop their understanding of the world around them and gain a deeper insight into human societies, actions and themselves.

Programmes of Study					
	Term 1 part 1	Term 1 part 2	Term 2	Term 3 part 1	Term 3 part 2
Year 7 topic The Middle Ages 500-1500 AD	What is History?	Medieval England	Medieval China	Growth of Islam	The Middle Ages Around the World Project
Year 8 topic Early Modern Period 1500-1800	The Ancient World and the Renaissance	Exploration and its effects	Religion and Reformation	Expansion, Trade and Industry	Trade and Empire around the World Project
Year 9 topic Modern Period 1800 to Present	Revolution and Romanticism	Slavery and Human Rights	The World at War 1	The World at War 2	The Post-War World around the world Project

Mandarin

Mandarin Chinese is spoken by over 1.3 billion people worldwide, making it the most widely spoken language in the world. English, is the world language, but Mandarin is growing in significance as a language of commerce, culture and communications.

Hong Kong is an amazing multi-cultural society, and as citizens of such a bustling city, we should all embrace the opportunity to learn to understand others' traditions and culture. Studying Mandarin allows

our students to communicate in the business language of the world and to converse in their local environment.

Besides preparing students for the future, studying Mandarin will nurture important skills which will help their development. Students will need to use different learning skills to master the language. They will improve their speaking and listening skills as well as visual memory.

We will use different learning tools



to aid student progress, including audio visual material. Our focus will be on using real life situations allowing students to become confident when interacting with native speakers.



Advanced Programme of Study				
Year 7	Speech and Performance I	Idioms and Legendary Stories	Chinese Poem and prose	Famous People I
Year 8	Fairy tales and Legendary Stories II	Speech and Performances II	Famous Scenic Spots	Practical reading and writing: book reflection, short speech.
Year 9	Mythological Stories	Famous People	World Miracles	

Intermediate Programme of Study						
Year 7	Professions & Dream Job	Directions & Asking the Way	My House	Daily Routine & Making an appointment	Clothing	Extra-curricular Activities
Year 8	My House and Room	Food & Drink	Body parts & Sickness	Animals & Pets	Friendship	School & Learning
Year 9	School facilities	Stationery	Family & Relatives	Housework	Chinese Holidays	Holiday activities

Beginners Programme of Study				
Year 7	Pinyin Vocabulary building Basic Sentence patterns Question patterns	Jobs and work place Transportation	Time and daily routine	Making comparisons
Year 8	Self and Family All about me Communication skills	Colour and Clothing Culture and customs	Hobby: sports and music Reading comprehension	Weather and climate
Year 9	Vocabulary building Sentence patterns Communication skills	Mid-Autumn Festival	Careers and future Hobby: sports and music Reading comprehension	School life and activities

Mathematics



The importance of Mathematics as a subject can never be underestimated. It is a creative and highly inter-connected discipline that has been developed over centuries and provides the answers to many intriguing problems. It is essential to everyday life and necessary for financial literacy and almost all forms of employment.

Mathematics in Key Stage Three is about enjoyment and engagement with the subject. Students are encouraged to be involved in making lessons relevant by making

links to their own lives and other subjects studied at school. In Key Stage Three we help prepare the students from the simplest tasks of everyday life, such as ensuring the correct change is given, to understanding the trigonometry behind great engineering feats.

The curriculum is divided into the strands of Number, Algebra, Shape, Space and Measure and Data Handling. New content is introduced, built upon and revisited regularly to ensure proficiency as students progress through the Key

Stage. As well as having a focus on building mathematical fluency, we place emphasis on problem solving and mathematical reasoning skills.

Lessons in Key Stage Three are not just about solving routine calculations, students are encouraged to deepen their knowledge through a series of 'rich tasks'. These tasks are designed to extend knowledge or apply it in a new context, requiring students to see and make sense of underlying principles or make connections between different

areas of Mathematics. The students work within intriguing contexts to develop their problem solving skills and both deepen and broaden their mathematical content knowledge. By the end of Year 9, students will be confident in their application of the skills they have learnt. They

will have the confidence to step into activities even when the route to a solution is unclear and to think outside of the perceived limits to find a path to success.



Programmes of Study				
	NUMBER	ALGEBRA	SHAPE, SPACE & MEASURE	DATA HANDLING
Year 7	<ul style="list-style-type: none"> Calculate using directed numbers Calculate with decimals, fractions and percentages Use ratio notation and ratios to find totals or missing quantities 	<ul style="list-style-type: none"> Investigate, generate and describe sequences Write and simplify expressions and formulae Set up and solve equations 	<ul style="list-style-type: none"> Convert between units of measure Use angles in polygons and lines Calculate the volume and surface areas of cubes and cuboids Use cartesian coordinates and find the equations of basic lines 	<ul style="list-style-type: none"> Read and interpret statistical diagrams and use measures of central tendency
Year 8	<ul style="list-style-type: none"> Calculate with primes, use HCF and LCM, powers and roots Solve more complex percentage problems involving increase, decrease, profit and loss Compare and graph using direct and indirect proportion 	<ul style="list-style-type: none"> Use algebraic expressions involving powers Solve equations with fractional coefficients Draw graphs from linear and quadratic equations 	<ul style="list-style-type: none"> Transform an object using enlargements and translations Perform constructions Calculate the surface area and volume of prisms Calculate the circumference and area of circles 	<ul style="list-style-type: none"> Calculate the probability of mutually exclusive and exhaustive events Use relative frequency and experimental probability
Year 9	<ul style="list-style-type: none"> Calculate in standard form using both positive and negative powers of ten Examine limits of accuracy when using rounded data Solve algebraic fractions 	<ul style="list-style-type: none"> Solve simultaneous, quadratic and cubic equations graphically and algebraically Factorise quadratics with both positive and negative coefficients 	<ul style="list-style-type: none"> Use Pythagoras' theorem, including in 3-Dimensional situations Use trigonometric ratios to calculate angles and lengths Calculate the surface area and volume of cylinders and composite shapes 	<ul style="list-style-type: none"> Plan and investigate a hypothesis using appropriate data collection and representation techniques



Music

Music is a crucial and engaging part of every child's education and covers the three National Curriculum strands of the subject: Performing, Composing and Listening and Appraising.

Music is important for a wide variety of reasons as it develops a broad skill set and transferrable skills applicable in all subjects. Musical training helps to develop language and reasoning, increased hand-eye coordination and motor skills, pattern recognition particularly relevant in maths, fine-tuned listening skills and development of creative thinking. Most importantly, music develops social skills such as teamwork, self-confidence and the ability to interact with others



on an emotional level, particularly through performance.

Students will engage in a vibrant curriculum, not only learning an instrument, but developing their knowledge of music theory through keyboard skills. They will also begin to use software such as Garageband and Sibelius in order to create their own compositions

using professional tools. Students explore different styles of music, taking a close look at polyrhythms and syncopation. Composition is focussed on and students are encouraged to improvise their pieces to create new, imaginative works using extended chords and chord structures.

Programmes of Study			
	Term 1	Term 2	Term 3
Year 7	Song writing	The Blues	Music and Space
Year 8	African Music and Reggae	Theme and Variations/ Music from India	Jazz Music
Year 9	Rock and Roll/ Fanfares	Minimalism/ Musicals	Music for Film
The Performance Strand			
Students will learn to play and perform in a range of solo and ensemble contexts, using their voice, playing orchestral and other instruments musically, with control.			
The Improvising and Composing Strand			
Students will learn to improvise and compose music, and extend and develop musical ideas, by drawing on a range of musical structures, styles, genres and traditions.			
The Knowledge and Understanding Strand			
Students will use staff and other notations. They will identify and use the dimensions of music, including tonalities, different types of scales, and other musical devices. They will listen with increasing discrimination to a range of music from great composers. They will develop understanding of music they perform and listen to, and its history. They will use keyboards and music software.			

Physical Education

A high-quality Physical Education curriculum inspires all students to succeed and excel in competitive sport and other physically demanding activities. Our Key Stage Three curriculum provides opportunities for students to become physically confident in a way that supports their health and fitness. Opportunities are given to compete in sport and other activities that build character and help to embed values such as fairness and respect.

Your child will continue with the physical development and skills learned in Key Stages One and Two, become more competent, confident

and expert in their techniques, and apply them across different sports and physical activities. They will understand what makes a performance effective and how to apply these principles to their own and others' work. They will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

More specifically, our students will be taught to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games



such as badminton, basketball, football, netball, softball and table tennis. Students will develop their technique and improve their performance in other competitive sports such as athletics, parkour and swimming. Dances will be performed using advanced techniques within a range of dance styles and forms.

Students will also be encouraged to work in a team, building on

trust and developing skills to solve problems, either individually or as a group. A significant part of the Key Stage Three curriculum focuses on students analysing their performances compared to previous ones and demonstrating improvement to achieve their personal best. Students should be inspired to take part in competitive sports and activities outside school through community links or sports clubs.



Programmes of Study			
	Performance/Skills & Techniques	Analysis of performance	Tactical Awareness
Year 7	Students will cover a variety of activities mainly taking the form of small-sided or conditioned games. Repetition drills will be performed with external feedback being given from the teacher.	Students will learn how to analyse performances and highlight strengths and weaknesses that can be improved upon.	Students will look at basic tactics in team games such as man to man marking in basketball and simple tactics in individual activities such as moving an opponent around the court in badminton.
Year 8	Students will continue to develop the skills and techniques in the activities covered in Year 7. Practices will be more complex challenging students to develop their own internal feedback.	Students will analyse their own performance and devise training/drills to improve their skill and fitness levels.	Students will explore tactics that require them to work as part of a team such as assigning roles in a 4x100m relay team dependent on individual strengths and weaknesses.
Year 9	Students will continue to develop the skills and techniques in the activities covered in Year 8 with the addition of several new activities. Pressure practices will be performed where students will be required to perform quickly and precisely. Building towards - Full version games.	Students will analyse performances and learn how to give appropriate feedback to improve performance.	Students will cover advanced tactics that require higher order thinking skills such as deploying a team strategy in opposition to an opponents' strategy.



Personal, Social, Health and Economic Education (PSHEE)



PSHEE stands for Personal, Social, Health and Economic Education. This is where students will consider ideas and look at topics that support them to make informed decisions about their life, now and in the future.

PSHEE is taught in House Tutor groups which allow teachers to cover sensitive subjects in a safe environment. We promote healthy and positive lifestyles as part of our school culture, and we help students to become healthier, more independent, more responsible

and more active members of the communities in which they are involved.

The course includes aspects of citizenship, where students learn how to make a positive contribution to society. The dual focus on your child as an individual and as a member of a society will reappear throughout the course, and there is plenty of opportunity to look at both aspects of PSHEE.

Students explore topics such as bullying, healthy lifestyles, dealing with stress and emotions,

alcohol and drugs, friendships and relationships, global issues, the environment, human and animal rights, managing money, dealing with racism and prejudice, becoming a responsible citizen, careers and the business world, coping with pressure and managing learning.

All topics are tackled sensitively and at the age appropriate level but if you would like to talk to us about what we cover and how we cover it, please contact our PSHEE coordinator.





Science

Science is everywhere! It continues to be in the news and shapes our lives irrevocably. Our Science Curriculum consciously embraces this belief. Whether it involves burning food to understand its nutritional value or investigating air rockets, the range of activities used in our curriculum reflects the rich diversity of Science in the real world.

The Science Faculty is committed to providing students with a broad and balanced British style curriculum of the highest quality. We provide students with a strong foundation in all aspects of Science by utilising the latest developments in learning and teaching so that



they all have a successful learning journey. Students will become scientifically literate, independent learners who are able to acquire knowledge and understand scientific processes. This will give

them the confidence and skills to make informed decisions and solve scientific problems.

Students connect their practical experience with scientific ideas as they experiment and discover that our knowledge of science is based on what scientists have found out from their experiments.

Students will see how scientific ideas help to develop our world; affecting industry, business and medicine and improving everyone's quality of life. Students will study the development of science worldwide and see the impact it has had on different cultures.

Teachers will work with students in the three main aspects of science: biology, chemistry and physics. They will start to see what each of the sciences is about and learn the skills and ideas that they all share.

Programmes of Study			
	Term 1	Term 2	Term 3
Year 7	Cells, Tissues, Organs and Systems	Muscles and Bones	Ecosystems
	Reproduction in animals	Atoms, elements and Molecules	Acids and Alkalis
	Particles	Mixtures and Separation	Forces
	Energy	Current Electricity	Sound
Year 8	Food and Nutrition	Metals and their uses	Breathing and Respiration
	Unicellular Organisms	Rocks	Combustion
	The Periodic Table	Plants and their Reproduction	Fluids
	Energy Transfers	Light	Space
Year 9	Humans and the Environment	Drugs	Chemistry Revision for IGCSE
	Energy	Pressure	Biology Revision for IGCSE
	Chemical Reactions	Chemical Patterns	Physics Revision for IGCSE

Spanish



Spanish is a great asset for anybody wanting to expand their knowledge of a culture and increase their opportunities to work internationally. Learners make rapid progress as it is a very phonetic language. By the end of Year 7 students will be able to handle a conversation in Spanish, and talk about friends and places they have visited. Students will be able to ask questions about daily life and common topics.

Year 8 brings more challenge. They will learn to describe people and places, to ask questions and will talk about topics with a more advanced vocabulary.

In Year 9 students will be able

to arrange holidays, to talk to people about themselves and their passions.

By the end of Key Stage Three, as the students prepare to start their IGCSE course, they will have learned to talk about events in the past, present and future tense. Students will also have learnt about globalisation and about how important it is to be tolerant towards people from other countries. The emphasis in Spanish is to “skill-up” students in how to approach the four different skills (reading, writing, speaking and listening), to show them how to manipulate basic sentence structures which they can apply

to different topics. We help them to develop their independent study skills outside class and most importantly to engender a love for languages by delivering fun, engaging and varied lessons.



Programmes of Study

	Term 1	Term 2	Term 3
Year 7	<p>¡Bienvenidos! (WELCOME) Giving personal information Rucksack and classroom items Talking about age and asking someone else’s age Dates and Birthdays Classroom Instructions, days of the week</p> <p>Tú y Yo (YOU AND I) Countries and nationalities Personal details (family and pets) Physical description Cultural awareness of Celebration of Christmas in Spanish (Navidad)</p>	<p>¡Vamos al instituto! (SCHOOL) Subjects and opinions Telling time Talking about Timetable and Mealtimes Describing School Saying how one gets to school</p> <p>En casa (HOUSE AND HOME) Describing the house (Rooms, floors, furniture) Talking about daily routine, Ideal home</p>	<p>El Tiempo Libre (FREE TIME) Free Time: sports, leisure, activities, future plans Talking about what one likes doing in their free time Talking about going out Saying about what one is going to do at the weekend (Future tense)</p>
Year 8	<p>NOS PRESENTAMOS (HERE WE ARE)– Listos 2 Module 1 Asking for, giving and comparing personal information; Asking for and saying what one needs; Talking about buying gifts for people; describing personalities, Writing thank you letters</p> <p>DE COMPRAS (SHOPPING) Shopping for clothes, describing an outfit, saying what you will wear to a party, giving opinions about uniform</p>	<p>La Comida (FOOD) What one eats, food preferences, mealtimes in Spain and Rest of the World (HK), buying fruit/veg, ordering in a restaurant- Role-plays at the market/restaurant</p> <p>TOPIC EL TURISMO (TOURISM) Town Description, directions, places of interest, Past and ideal holidays, future plans, weather</p>	<p>LA SALUD (HEALTH) Healthy Living, Parts of the body, Illnesses, At the chemist</p>
Year 9	<p>LA SALUD (HEALTH) Healthy Living, Parts of the body, Illnesses, At the chemist Injuries; Imperative, Modal verbs</p> <p>¿QUÉ TE HA PASADO? (WHAT HAPPENED) Booking Hotel accommodation and arriving at a campsite Checking in at hotel or campsite Lost property</p>	<p>Mi Pueblo (MY TOWN) Details about geographical surroundings in Spain, Directions, Descriptive vocabulary Language-learning skills based on MFL Framework</p> <p>EN RUTA Revising directions and places in town, getting travel information, Dealing with accidents and breakdowns</p>	<p>EN EL TRABAJO (WORLD OF WORK) Describing part-time jobs and how you spend your money; Talking about work Speaking skills practice</p>



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