

Key Stage 3

Curriculum Guide



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



Assessment at Key Stage 3

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

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

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 Teacher support is required with tasks generally not completed independently or sustained once support is withdrawn.

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

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

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



Frequently Asked Questions

Why assess students?

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

When will my child be assessed?

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

What happens if my child does not meet or exceed the Age-Related Expectations by the end of the year?

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

What happens if my child reaches Exceeding early on in the year?

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

How will I know if my child is improving?

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

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

How can I use this information to support my child?

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

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Art

Age-Related Expectations: Art Year 7

Record

R1: Collecting and recording ideas and information about artists, cultures and techniques

R2: Using real life objects and direct observation to improve drawing

R3: Show understanding of visual elements

Explore

EX1: Applying new techniques and processes through exploration and sustained practice.

EX2: Explore a range of ideas and approaches in order to develop a personal style.

EX3: Explore mark making with a variety of tools and techniques.

Develop

DEV1: Develop skills and ideas relating to a personal investigation of an artist or culture.

DEV2: Refine and adapt work as it progresses. Respond positively to feedback .

DEV3: Apply understanding of Artist's styles to the development of ideas and techniques.

Present

PR1: Presenting a final piece using a technique or style which has been practiced and developed.

PR2: Apply understanding of formal elements in the way the final piece has been arranged.

PR3: Show understanding of visual language in the final presentation.

Year 7: Overview

Term 1

Unit/Topic	Which AREs?	Activities
Baseline Observational Drawing Test	R1, EX1, DEV1, PR2	Still life drawing with a surreal twist
Exploring the formal elements of Art pattern/colour/shape . An investigation of Alebrijes	All	Drawing techniques, painting, digital and 3D construction
Homework Project	R2, EX3, DEV1, PR1	Study Board 1/sketchbook research investigation

Term 2

Unit/Topic	Which AREs?	Activities
Mark making: drawing and printmaking	All	mark making and drawing techniques exploring a range of scale, surface and mediums. simple printmaking -mono print and imprinting
Homework Project	R2, EX3, DEV3, PR3	Study Board 2/sketch book - Artist response

Term 3

Unit/Topic	Which AREs?	Activities
Sculpture: Everyday People	All	Creating a sculpture inspired by the work of Giacometti.
Homework Project	OB2, EX3, DEV3, PR3	Study Board 3 - Observational drawing - everyday people

Age-Related Expectations: Art Year 8

Record

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

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

R3: Drawing with a range of mediums to show understanding of colour, texture and form.

Develop

DEV1: Develop skills and ideas relating to investigations of a relevant artist.

DEV2: Communicate verbally and in the sketch book showing understanding of the formal elements of Art.

DEV3: Review ideas and refine techniques as a response to feedback.

Explore

EX1: Selecting and combining appropriate mediums when investigating how artists achieve effects.

EX2: Exploring ideas and new approaches with media in order to achieve a personal style.

EX3: Show persistence when exploring a range of techniques.

Present

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

P2: Apply understanding of formal elements in the way the final piece has been arranged and the techniques applied.

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

Year 8: Overview

Term 1

Unit/Topic	Which AREs?	Activities
Baseline Test	EX3, DEV3, PR1	Portrait transcription with coloured pencil techniques
Fine Art: Oil Pastel Portraits	All	Learning how to draw the face in proportion investigation into ways artists convey meaning in their portraits through distortion and use of colour
Homework Project	OB1, EX1, DEV1, PR3	Study Board 1/sketch book - Facial proportions and portrait development.

Term 2

Unit/Topic	Which AREs?	Activities
3D Unit (sculpture)	All	Exploring a range of 3D techniques and responding to sculptural natural forms
Homework Project	R2, EX3, DEV3, PR3	Study Board 2 - sculpture research

Term 3

Unit/Topic	Which AREs?	Activities
Photography/ Digital Art/ Surrealism	All	Learn to use software to manipulate images and create dynamic digital art.
Homework Project	R1, EX1, DEV1, PR3	Study Board 3 - Photography. Using a range of techniques to improve skills.

Age-Related Expectations:

Art Year 9

Record

R1: Recording personal and relevant ideas and intentions through sustained drawing and own photography.

R2: Critical investigation into artists and their ways of working using a range of sources.

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

Explore

Ex1: Applying and combining appropriate techniques and processes to create mixed media effects.

Ex2: Selecting from a range of ideas and ways of working in order to achieve a personal outcome. Annotations show understanding of visual language.

Ex3: Show persistence when exploring a technique in order to refine the final outcome.

Develop

DEV1: Develop a final outcome which has been informed with investigations and sustained practice studies.

DEV2: Reflecting on work as it progresses. Applying knowledge and understanding of the formal elements of Art.

DEV3: Use source material independently to show critical understanding as ideas and techniques are developed.

Present

P1: Effective time management and use of source material in the presentation of the final outcome.

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

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

Year 9: Overview

Term 1

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

Term 2

Unit/Topic	Which AREs?	Activities
Printmaking: Linography	All	Develop skills with this technique and produce a series of reduction prints.

Term 3

Unit/Topic	Which AREs?	Activities
understanding Contemporary Art approaches: Installation	All	Looking at ways that Art can convey a big message. Use of space around school to bring attention to an important issue.
Homework Project	R1, EX1, DEV1, PR3	Study Board - Anthony Gormley artist response.

Chinese

Age-Related Expectations: Chinese Year 7

Listening

1. Understand simple passages about the most recent topic studied.
2. Understand the gist of longer passages, including opinions.
3. Identify key words in different tenses.

Speaking

1. Respond satisfactorily to straight forward questions.
2. Use accurate structure and relevant vocabulary to communicate.
3. Speak with good pronunciation, intonation and fluency.

Reading

1. Understand simple passages about the most recent topic studied.
2. Understand the gist of longer passages, including opinions.
3. Identify key words in different tenses.

Writing

1. Express opinions relevantly and clearly.
2. Write characters accurately (minor errors accepted).
3. Write sentences with good accuracy and content.

Year 7: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
About Self and Family	All	<ul style="list-style-type: none">Family tree poster and presentationMake a video to introduce your family (name, birthday, nationality, job and hobbies)	Module assessments - Listening, Reading, Writing and Speaking

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Experience of the world <ul style="list-style-type: none">CountriesLanguagesOccupation and workplace	All	Interview a teacher/ staff	Module assessments - Listening, Reading, Writing and Speaking

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Daily routine <ul style="list-style-type: none">TransportationTime	All	Brochure to introduce how to practise a good daily routine	End of year assessments

Age-Related Expectations: Chinese Year 8

Listening

1. Understand passages about the most recent topic studied.
2. Understand more complex sentences.
3. Identify confidently different tenses.

Speaking

1. Communicate different tenses satisfactorily.
2. Use accurate structure and relevant vocabulary to state and justify opinions.
3. Speak with good pronunciation, intonation and fluency.

Reading

1. Understand passages about the most recent topic studied.
2. Understand more complex sentences.
3. Identify confidently the different tenses.

Writing

1. Express opinions and/or develop ideas relevantly and clearly.
2. Write characters accurately (minor errors accepted).
3. Write paragraphs with good accuracy and content.

Year 8: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Holiday <ul style="list-style-type: none">• Weather• Holiday activity• Clothing	All	Plan a dream holiday	Module assessments - Listening, Reading, Writing and Speaking

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Hobby	All	Write about a hobby and a CCA	Module assessments - Listening, Reading, Writing and Speaking

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
School Life	All	Introduction video to new BIS students about school life	Module assessments - Listening, Reading, Writing and Speaking

Age-Related Expectations: Chinese Year 9

Listening

1. Understand longer passages about the most recent topics studied.
2. Understand complex sentences and unfamiliar language.
3. Identify confidently different tenses.

Speaking

1. Communicate different tenses satisfactorily, develop own ideas and opinions.
2. Use a wide range of structures accurately and relevant vocabulary to state and justify opinions.
3. Speak with good pronunciation, intonation and fluency.

Reading

1. Understand longer passages about the most recent topics studied.
2. Understand complex sentences and unfamiliar language.
3. Identify confidently different tenses.

Writing

1. Express opinions and/or develop ideas relevantly and clearly with justification.
2. Write characters accurately (minor errors accepted).
3. Write a longer piece (up to 150 characters) with good accuracy and content.

Year 9: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
<ul style="list-style-type: none">• Health and Food• Body parts• Personality• Illness• Food• Health	All	<ul style="list-style-type: none">• Ordering food• Create a poster about healthy living• Role play-seeing a doctor	Module assessments - Listening, Reading, Writing and Speaking

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
My school	All	Poster: how to live healthier	Module assessments - Listening, Reading, Writing and Speaking

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Shopping	All	Role play: A mini-market in class	End of year assessments

Computing

Age-Related Expectations: Computing Year 7

Digital Literacy

DL1: Design work to meet the needs of a given intended audience.

DL2: Use criteria and feedback to improve the effectiveness and efficiency of solutions.

Safety, Security and the Law

SSL1: Be aware of software copyright licenses and other related legal and ethical issues.

SSL2: Construct and use secure passwords.

Technology in the World

TW1: Explore the effect of the reduction of global boundaries and the global spread of news and through the use of IT.

Skills

SK1: Select appropriate tools and techniques to construct a complex ICT based system.

SK2: Design and implement effective sequences of instructions.

SK3: Develop efficient solutions to programming problems.

SK4: Use appropriate software to analyse and manipulate data.

Technical Understanding

TU1: Understand the impact of changing variables in a Model.

TU2: Manage files across cloud based storage, personal laptop and networked computers.

Year 7: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Introduction to Computing	SSL2	Introduction to Computing, passwords, emails and looking at BIS systems	N/A
Control: Introduction to programming	DL1, DL2, SK2, SK3, TU1, TU2	Learn about instructions and algorithms with basic code and flowcharts.	End of topic test.
Spreadsheets	DL2, SK1, SK4, TU1, TU2	Learn various functions, formulae and graphs in spreadsheet software.	Homework assessment on formulae. End of topic test.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Databases	DL2, SK1, SK4, TU2	Develop skills in database construction and use of simple and complex query techniques to produce results from large data sets.	End of topic test.
Microbit	SK2, SK3, SSL1, TU1, TW1	Using a Microbit device students learn to code and make programs such as games, a timer, a thermometer and a compass.	End of topic test.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Kodu game design	DL1, DL2, SK2, SK3, SSL2, TU1, TU2	Learn about game design, creating worlds, movement of interaction of objects and characters. Create a series of mini games. Using skills learnt design and create their own game.	Peer assessment of game. Final assessment of own game.

Age-Related Expectations: Computing Year 8

Digital Literacy

DL1: Explain and adapt work to be suitable for more than one intended audience.

DL2: Select, explain, record and cross reference appropriate online sources used in work.

Safety, Security and the Law

SSL1: Understand that the use of technology should be responsible, ethical and legal.

Technology in the world

TW1: Use, adapt and explain how models have a real world context.

Skills

SK1: Select and combine appropriate tools and techniques to implement a simple ICT based system or product.

SK2: Understand how to construct sequences of instructions using graphical interfaces or a text based language.

SK3: Employ efficient solutions to computational problems.

SK4: Construct complex spreadsheet formulae to create and adapt working models.

SK5: Select appropriate software packages to present work for a range of intended audiences, with some degree of consistency.

Technical Understanding

TU1: Explain the effect of changing a variable in a model.

TU2: Evaluate practical ICT outcomes against task requirements and suggest appropriate improvements.

TU3: Manage personal files, versions of files and folders between cloud and local storage across networked and standalone devices.

Year 8: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Microbit	SK2, SK3, SK5, SSL1, TU1, TW1	Using a Microbit device students learn to code and make programs such as games, a timer, a thermometer and a compass.	End of topic test
Scratch	DL1, SK2, SK3, SSL1, TU1, TU2, TU3	Learn various programming techniques, design and edit graphics and produce a game for an intended audience.	User testing. Final game assessment.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Spreadsheets	SK1, SK4, TU1, TU3, TW1	Learn various functions, formulae and graphs in spreadsheet software.	Mid topic assessment. End of topic test.
Small basic	DL1, SK2, SK3, TU1, TU2, TW1	Learn programming concepts and put them into practice using a text based language. Create solutions to problems and create programs that could be used in the real world.	Annotation of code assessment.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Databases	DL2, SK1, SK4, TU2	Develop skills in database construction and use of simple and complex query techniques to produce results from large data sets.	End of topic test.
Graphics	DL1, DL2, SSL1, TW1, SK1, SK5, TU2	Creating 2D and 3D images for real life scenarios.	Upload final product for feedback.

Age-Related Expectations: Computing Year 9

Digital Literacy

DL1: Evaluate and adapt work to be suitable for a variety of intended audiences.

DL2: Justify, select and formally reference appropriate online sources used in work.

Safety, Security and the Law

SSL1: Consistently use technology in a responsible, ethical and legal way.

Technology in the world

TW1: Identify the stakeholders in a given scenario and assess the social and ethical impact the use of IT systems can have.

TW2: Understand how computer systems can be used to control real world artefacts.

Skills

SK1: Select and combine appropriate tools and techniques to implement a complex and meaningful ICT based system or product.

SK2: Implement advanced software features to model scenarios.

SK3: Design and implement efficient sequences of instructions.

SK4: Independently use complex logical and appropriate structures to organise and process data.

SK5: Employ a range of advanced techniques to create digitally altered images.

Technical Understanding

TU1: Explain instructions in a text based language.

TU2: Use logical and appropriate structures to organise and process data, and independently manage both local and cloud based storage where required.

Year 9: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Website Design	DL1, DL2, SSL1, SK1, SK3, TU1, TU2	Learn HTML and CSS to make a basic website. Use these skills and web authoring software to create a professional looking website.	Topic test. Final website teacher and self assessment.
Python	DL1, TW2, SK1, SK3, SK4, TU1	Building on from the previous years knowledge and using more complex functions and procedures to make more complex programs that could be used in the real world.	Annotation of code assessment. End of topic test.

Term 2

Office Skills	DL1, DL2, SK1, SK2, TU2, TW1	Students revisit the Databases and Spreadsheets from previous years. They also learn skills from Word and Powerpoint that will be skills to help them in the future.	2 topic tests.
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Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Microbit next steps	DL1, TW2, SK1, SK3, SK4	Building on from the previous years knowledge, students use the Microbit to solve real world problems.	Presentation and annotation of skills learnt to show understanding.

Design and Technology

Age-Related Expectations: Design and Technology Year 7

Design

D1: Collect information from a range of sources, analyses research and can identify information that is useful to their design work.

D2: Communicate their ideas through a wide range of techniques including; annotating 3D sketches and computer aided designs.

Evaluation

E1: Use design criteria that reflects their research and considers different users, available resources, form, function and quality.

E2: Reflect and explain the success of their designs against any design criteria or by testing their product in use by the intended user.

Making

M1: Select tools and equipment to manufacture their design independently applying their knowledge and understanding of materials.

M2: Check the quality and accuracy of their work to ensure that the product is suitable for the end user.

Technical Knowledge

TK1: Relate and apply a range of knowledge from across subject areas to their Design and Technology products.

TK2: Understand the characteristics of the materials, tools and machines they have used to ensure that their product performs to the users' expectations.

Year 7: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Graphic Communication	D2	Isometric Drawing and variety of other graphic techniques.	Variety of hand drawn outcomes.
Product Time Line Project	TK1	Researching a product in history and plotting its evolution.	Document illustrating their chosen products development.
Ball Bearing Game	D1 D2 M1 M2	Drawing using CAD packages in 2D, and modelling in 3D. Using CAM to realise their own product. Evaluating the outcome.	Ball Bearing Game Final design outcome document. Print outs of all CAD and CAM documentation.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Tea Light Project	D1 M1 E2 TK1	Communicating designs in a variety of media. Making a tea light product of their choice.	Design and creative outcome document. Print outs of all CAD and CAM documentation.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Packaging Project	D1 D2 M2 E1 TK2	Designing and trialing a packaging for a given brief. Modelling and realisation of the packaging.	Design sheets plotting the evolution of the package. CAD and CAM outcome.

Age-Related Expectations: Design and Technology Year 8

Design

D1: Investigate and identify different sources of relevant information and users to support designing and making in meaningful and creative ways.

D2: Use a range of design methodology to identify and evaluate appropriate methods of communicating their ideas.

Making

M1: Select the correct tools and equipment to manufacture their designs with accuracy, demonstrating their increasing knowledge of materials.

M2: Make decisions about the materials and processes they use to support accurate manufacturing of quality products.

Evaluation

E1: Evaluate the work of existing designers and the needs of the intended users to support their own design thinking and methodology.

E2: Test their designs against specific criteria and use ongoing evaluation to help them refine their ideas and support the manufacture of high quality products.

Technical Knowledge

TK1: Use their understanding of the characteristics and properties of different materials recognising the need for structural integrity when designing and making.

TK2: Recognise how different systems can be utilised in the design and manufacture of a range of products.

Year 8: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Graphic Communication	D2	Isometric and Orthographic Drawing and variety of other graphic techniques.	Variety of hand drawn outcomes.
Marble Lift	D1 M1 M2 E1 TK1	Analysing existing products and creating an inventory of parts. Using a variety hand tools and machines modelling the design in resistant materials.	Sheets detailing full in-depth analysis of an existing design. Diary with annotated photographs detailing production. Final evaluation sheet. Mid project theory on-line test.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Mechanism Project	D2 M1 M2 E2 TK2	Analysing existing products. Modelling a chosen mechanism using iterative design processes. Modelling virtually with 3D software and producing a refined CAD CAM model in acrylic.	Product analysis. Design documentation for their product. Models with photographic evidence. Refined outcome

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Mirror Project	D1 M1 M2 E1 TK1	Using a variety of research techniques to disassemble products for evaluation. Using naturally occurring shapes in inspire design.	Research. Design sheets by hand and virtually modelled in 3D. Production journal. Final Product. Evaluation.

Age-Related Expectations: Design and Technology Year 9

Design

D1: Investigate and identify different technical sources of relevant information and effectively analyse this information to support meaningful and creative design activities.

D2: Use a wide range of design methodology to identify, record and evaluate appropriate methods of communicating their ideas considering different audiences.

Evaluation

E1: Effectively analyse the work of existing designers and evaluate the decisions made about the materials and processes used to support the manufacture of quality products.

E2: Effectively review and test their designs against specific criteria and use ongoing user evaluations to help refine their products, and to continue to strive for design and manufacturing excellence.

Making

M1: Make considered decisions about the tools and equipment they use to manufacture their designs with increasing accuracy and precision.

M2: Use innovative approaches that demonstrate their increasing knowledge of materials to fully meet the demands of the design proposal.

Technical Knowledge

TK1: Effectively analyse and implement their understanding of the characteristics and properties of different materials recognising the need for structural integrity when designing and making quality products.

TK2: Recognise how different systems can be utilised in the design of a range of products, and how they are able to integrate them into their own ideas.

Year 9: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Graphic Communication	D2	Isometric and orthographic presentations and a variety of other graphic techniques. IGCSE exam question.	Variety of hand drawn outcomes.
Logo Design	D1 E1	Researching a given brief. Creating a logo for the brief. Designing by hand and transferring to 2D CAD.	Design and creativity sheet. Screen shots of design from 2D design package. Evaluation.
Top Trumps	D1 E2 TK2	Animal biomimicry investigation project from MIT. Research techniques. Adobe Photoshop manipulating images.	Top Trump card based on research from animal super powers. Journal of the creative graphic design.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Card Engineering Project	D2 M2 E2 TK1	Researching and making a variety of pop up mechanisms. Refining production of a pop up to a specific brief.	Verbal presentation of the product. Prototype of the product Design Journal

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Dragons' Den Project	D1 M1 E2 TK2	Students identify a prototype of a product of their choice in a group. Realise a prototype and pitch the design to judges.	Verbal presentation of a full pitch to 'Dragons'. Prototype of the design.

Drama

Age-Related Expectations: Drama Year 7

Creating

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

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

C3: Work with my group to use a range of Drama skills to create different effects within our scenes.

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

C5: Begin to experiment with how design can contribute to a performance.

Performing

P1: Perform on stage and maintain focus.

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

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

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

Responding

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

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

Year 7: Overview

Term 1

Unit/Topic	Which AREs?	Activities
Introductory lessons	Creating C1, C2 Performing P1 Responding R1, R2	Devising, interpreting, confidence, tableau, using scripts.
Personification	Creating C1, C2, C3 Performing P1, P2, P3 Responding R1, R2	Discussion, hot seating, proxemics, tableaux, narration, offering feedback, thought tracking, assessed performance.
Storytelling (Juilliard)	Creating C1, C2, C3, C4 Performing P1, P4 Responding R1, R2	Chorus, vocal skills, physicality.
Trestle masks	Creating C1, C2, C3 Performing P1, P3 Responding R1, R2	Mime, physicality, mask work.

Term 2

Unit/Topic	Which AREs?	Activities
The Tempest	Creating C1, C2, C4 Performing P1, P4 Responding R1, R2	Use of set to create atmosphere, line learning, flashback, physical theatre, use of music, status, choral techniques, introduction to comedy,

Term 3

Unit/Topic	Which AREs?	Activities
Rainforest, Space, Time and Dance. (Juilliard)	Creating C1, C2 Performing P1, P2,P3 Responding R1, R2	Movement, physicality, contrast.
Research Presentation	Creating C1, C2 Performing P1, P3 Responding R1, R2	Research skills, Presentations skills, Introduction to world theatre, Assessed presentation
Clowning (Juilliard)	Creating C1, C2 Performing P1,P2,P4 Responding R1, R2	Interpretation, physicality, mime, devising.

Age-Related Expectations: Drama Year 8

Creating

- C1: Think of several ideas for each piece and collaborate with my group to develop them.
- C2: Work with my group to use a range of drama skills when creating scenes.
- C3: Understand how the message of your performance should affect the style in which it is performed.
- C4: Take risks with the exploration and creation

Performing

- P1: Be confident on stage and stay in character throughout performances.
- P2: Perform in a role that is nothing like me
- P3: Understand how different styles of performance are appropriate for different pieces.
- P4: Understand how elements of design such as set, props and costume can enhance a performance.

Responding

- R1: Have a good drama vocabulary and use this when I discuss my work and the work of others.
- R2: Use feedback and reflections to adapt my performance during rehearsal.
- R3: Begin to use rehearsal notes to reflect on the creating and performing aspects of drama.
- R4: Begin to make critical analysis of my own and others design choices within performances.

Year 8: Overview

Term 1

Unit/Topic	Which AREs?	Activities
Devising	Creating C1, C2, C4 Performing P1 Responding R1, R2, R3	Devising, exploration, creating rehearsal notes, character creation, set and costume design.
Puppetry	Creating C1, C2, Performing P1, P4 Responding R1, R2, R4	Puppet making and manipulation.
Boal	Creating C1, C2, C3 Performing P1, P3 Responding R1, R2	Boal's theories, research, presentation skills, newspaper theatre, invisible theatre, forum theatre.

Term 2

Unit/Topic	Which AREs?	Activities
Mafia	Creating C1, C2, C3 Performing P1, P2, P3 Responding R1, R2	Character creation, combat skills, Shakespeare exploration, tension, devising, script analysis, ensemble performance.

Term 3

Unit/Topic	Which AREs?	Activities
Working with script	Creating C1, C2, C4 Performing P1, P2, P4 Responding R1, R2, R3	Script analysis, set design, creation of atmosphere, naturalism, Stanislavski's theories.

Age-Related Expectations: Drama Year 9

Creating

- C1: Frequently contribute, experiment and take risks with different ideas and techniques, whilst adapting and extending the ideas of others
- C2: Work responsibly, sensitively and co-operatively, maintaining my role and responsibilities to produce a devised performance.
- C3: Confidently use a range of different techniques for creating a particular mood, atmosphere or meaning and discuss why I have chosen that technique.
- C5: Understand how theatre design elements contribute to the creation and performance of theatre.

Responding

- R1: Regularly express my opinion about my own work and the work of others using a wide range of vocabulary.
- R2: Use rehearsal notes to help develop a character or performance.
- R3: Discuss how and why particular effects were achieved, and evaluate how successful they were.

Performing

- P1: Develop and sustain a character or substantial piece of work over several class sessions and discuss my character's development.
- P2: Use my voice, body and movement to create a range of contrasting characters.
- P3: Experiment with different ways of showing my character's feelings and responses to a situation.
- P4: Use language, sound, space and movement in an abstract way.

Year 9: Overview

Term 1

Unit/Topic	Which AREs?	Activities
Working with Scripts	Creating C1, C2, C4 Performing P1, P4 Responding R1, R2, R3	Script analysis, set design, creation of atmosphere, naturalism, Stanislavski's theories.
Frantic Assembly	Creating C1, C2, C3 Performing P1, P4 Responding R1, R2	Introduction to a theatre company; Frantic Assembly. Creation of Chair Duets Assessed performance
Inspirational sets	Creating C1, C5 Performing P1, P3 Responding R1, R2	Set design, annotation and design notes.

Term 2

Unit/Topic	Which AREs?	Activities
Collaborative project	Creating C1, C2, C4 Performing P1 Responding R1, R2	Research and implementation of a theatre company, devising, designing, IB style portfolio and performance for assessment.
Abstract Cultures	Creating C1, C2, Performing P1, P3, P4 Responding R1, R2	Abstract techniques, devising, audience connection.

Term 3

Unit/Topic	Which AREs?	Activities
Theatre companies	Creating C1, C2, C3, C4 Performing P1, P2, P3, P4 Responding R1, R2, R3	Devising, ensemble work, research, portfolio notes.

English

Age-Related Expectations: English Year 7

Reading

R1: Understanding

Understands key ideas in a text and uses some quotations to support understanding.

R2: Structure

Identifies structural techniques and considers their possible effects.

R3: Language

Identifies some language features used in a text and considers some possible effects on the reader.

R4: Purpose and Context

Identifies the main purpose of a text with relevant explanation.

Writing (Content)

W1: Style & Purpose

The style of writing is suited to the audience and purpose.

W2: Structure

Overall structure is considered and is sometimes used for effect.

W3: Vocabulary

Uses a variety of appropriate vocabulary.

W4: Language & Literary Techniques

Uses some language & literary techniques appropriately.

Writing (Accuracy)

W1: Spelling

Normally uses correct spelling, with occasional errors in more challenging words.

W2: Sentences & Punctuation

Uses a range of sentence structures and basic punctuation marks.

W3: Grammar

Control of verb tenses, and use of articles and plurals is generally secure.

Spoken and Social Communication

SSC1: Individual

Speaks clearly and appropriately to engage the listener or audience.

SSC2: Group

Takes responsibilities in groups, asks relevant questions and engages in discussion.

Year 7: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Poetry	R1, R2, R3, R4. SSC1.	Group/individual learning: identifying key features of poetry. Writing a poem in a specific style (individual).	Reading assessment: analysis of a poem. Spoken & Social Communication assessment: poetry recital.
Poetry Recital Competition	SSC1	Select an interesting poem and offer a reading to the class/year group.	Spoken & Social Communication: Individual presentation.
Novel Study	W1, W2, W3, W4 (Content) W1, W2, W3 (Accuracy)	Descriptive writing task based on understanding of setting. Read & discuss key aspects of the novel. Nord Anglia Creative Writing Competition	Writing assessment: descriptive.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Newswise Journalism Unit	W1, W2, W3, W4 (Content) W1, W2, W3 (Accuracy) R1, R2, R3, R4	Creative writing task Create a board game based on a short story. Close reading and extract analysis. FOBISIA Short Story Competition	Writing assessment: writing a newspaper article. Reading assessment: newspaper analysis.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Introduction to studying Drama	R1, R2, R3, R4 SSC2	Introduction to drama terminology. Research project about the drama text. Create a short video trailer based on the play.	Reading assessment: character analysis. Spoken & Social Communication assessment: group activity.
Reading & Writing Review	W1, W2, W3, W4 (Content) W1, W2, W3 (Accuracy) R1, R2, R3, R4	Selected writing and reading tasks to review and develop skills learned throughout the year	Various reading and writing assessment tasks.
Introduction to studying Drama	R1, R2, R3, R4 SSC2	Introduction to drama terminology. Research project about the drama text. Create a short video trailer based on the play.	Reading assessment: character analysis. Spoken & Social Communication assessment: group activity.

Age-Related Expectations: English Year 8

Reading

R1: Understanding

Understands a range of key ideas in a text and carefully chooses relevant quotations to support understanding.

R2: Structure

Comments on how a text is structured and can explain possible effects on the reader.

R3: Language

Identifies language techniques used in a text to support analysis and discussion of effects on the reader.

R4: Purpose and Context

Identifies the main purpose of a text and shows an awareness of context.

Writing (Content)

W1: Style & Purpose

Adapts style to suit the purpose and audience.

W2: Structure

Overall structure shows control and is used for effect.

W3: Vocabulary

Chooses vocabulary with increasing precision and for effect.

W4: Language & Literary Techniques

Uses a variety of language and literary techniques appropriately.

Writing (Accuracy)

W1: Spelling

Normally uses correct spelling, with occasional errors in more challenging words.

W2: Sentences & Punctuation

Uses a range of sentence structures purposefully and uses a variety of punctuation for effect.

W3: Grammar

Control of verb tenses, and use of articles and plurals is generally secure.

Spoken and Social Communication

SSC1: Individual

Adapts speech to meet the demands of different situations and contexts.

SSC2: Group

Takes responsibility in groups, asks thoughtful questions and encourages discussion.

Year 8: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Novel Study (Trash or Breadwinner)	R1, R2, R3, R4 W1, W2, W3, W4 (Content) W1, W2, W3, (Accuracy)	Hot-seating as a character from the novel. Creating and describing a new character. Close reading of key extracts.	Reading Assessment: character focused extract analysis. Writing Assessment: descriptive .
Advertising Unit	SSC2, W1, W2, W3, W4 (Content) W1, W2, W3, (Accuracy)	Examine the techniques of advertisers. Create a print advert (Individual). Advertising Competition (Group).	Writing Assessment: write a persuasive speech. Spoken and Social Communication: group presentation.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
World Poetry	W1, W2, W3, W4 (Content) W1, W2, W3, (Accuracy) R1, R2, R3, R4	Discuss the importance of cultural context. Create a cultural display. Analyse a range of poems from/about different cultures	Writing Assessment: create a poem in the style of an anthology poem. Reading Assessment: analytical essay on a poem.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Romeo & Juliet	R1, R2, R3, R4	Research on context; Elizabethan England etc. Analysing key speeches. Drama based activities re-enacting scenes. Performance at the Saigon Opera House	Reading Assessment: critical essay on a key scene from the play.
Speaking Competition	SSC1	Research an interesting topic and prepare a persuasive speech.	Spoken and Social Communication: assessment of public speaking and the art of persuasion.

Age-Related Expectations: English Year 9

Reading

R1: Understanding

Understands a range of themes and ideas in a text.

Carefully chooses a range of pertinent quotations and other textual features to support understanding.

R2: Structure

Gives relevant analysis of structural techniques and explains their effect on the reader.

R3: Language

Identifies language techniques used in a text and provides close analysis of their effects on the reader.

R4: Purpose and Context

Identifies and clearly explains the main purpose of a text, and makes relevant comments on context and meaning.

Writing (Content)

W1: Style & Purpose

Writes convincingly to suit the audience and purpose.

W2: Structure

Overall structure shows imagination and adds to the effect of the writing.

W3: Vocabulary

Uses vocabulary with precision and increasing sophistication.

W4: Language & Literary Techniques

Uses a variety of language and literary techniques with style and imagination.

Writing (Accuracy)

W1: Spelling

Uses correct spelling, with occasional errors in more challenging words.

W2: Sentences & Punctuation

Uses a range of sentence structures and punctuation imaginatively and for deliberate effect.

W3: Grammar

Control of verb tenses, and use of articles and plurals is secure.

Spoken and Social Communication

SSC1: Individual

Adapts speech and non-verbal techniques to match context and purpose with a sense of personal style.

SSC2 Group

Takes responsibility in groups, encourages discussion and can support and challenge the views of others.

Year 9: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Conflict Poetry	R1, R2, R3, R4	Research historical context and reality of life in WW1 and other areas of global conflict.	Reading Assessment: analysis of a selected poem.
Short Stories	W1, W2, W3, W4 (Content) W1, W2, W3, (Accuracy)	Read and analyze a range of short stories. Study key features of genre. Revise descriptive techniques and how to create tension and suspense.	Writing Assessment: write the opening or ending of a short story.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Macbeth	R1, R2, R3, R4	Research project on witches and Jacobean England. Write a newspaper report or letter based on an incident from the play. Group drama activity: re-enacting a key scene.	Reading Assessment: analysis of character development.
Novel Study	R1, R2, R3, R4 SSC1	Hot-seating as a character. Class debate on an issue raised by the novel.	Reading Assessment: key extract analysis.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Novel Study (cont)			
Debating Competition	SSC2	Students work in debating teams to research and prepare a coherent debate for or against a specific motion	Speaking assessment: oral group work

French

Age-Related Expectations: French Year 7

Listening

1. Understand simple passages about the most recent topic studied.
2. Understand the gist of longer passages, including opinions.
3. Identify verbs in the present tense.

Speaking

1. Take part in a conversation of at least four questions and answers.
2. Express opinions clearly.
3. Pronounce most words accurately.

Reading

1. Understand simple passages about the most recent topic studied.
2. Understand the gist of longer passages, including opinions.
3. Identify verbs in the present tense.

Writing

1. Use a range of different verb forms to create structured sentences.
2. Express opinions clearly.
3. Write accurately (minor errors accepted).

Year 7: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Myself and others	All	Poster about a French speaking person	Module assessments - Listening, Reading, Writing and Speaking
My school	All	Group video about our school	Module assessments - Listening, Reading, Writing and Speaking

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
My hobbies	All	Collaborative class survey on hobbies	Module assessments - Listening, Reading, Writing and Speaking
Where I live	All	Collaborative murder mystery task	Module assessments - Listening, Reading, Writing and Speaking

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Holidays	All	Research and presentation of a place in France	End of year assessments

Age-Related Expectations: French Year 8

Listening

1. Understand passages about the most recent topic studied.
2. Understand more complex sentences.
3. Identify confidently the present and past tenses.

Speaking

1. Take part in conversations using the present and past tenses.
2. State and justify opinions.
3. Speak clearly with accurate pronunciation.

Reading

1. Understand passages about the most recent topic studied.
2. Understand more complex sentences.
3. Identify confidently the present and past tenses.

Writing

1. Write a structured paragraph, using connectives and adverbs.
2. Use the present and past tenses with appropriate time expressions.
3. Express and justify opinions with few errors.

Year 8: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
TV/Cinema/Reading/Internet	All	Book or film review	Module assessments - Listening, Reading, Writing and Speaking
A visit to Paris	All	Webquest about Paris	Module assessments - Listening, Reading, Writing and Speaking

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
My identity, my style	All	Fashion Show	Module assessments - Listening, Reading, Writing and Speaking
Where I live	All	Carnival project	Module assessments - Listening, Reading, Writing and Speaking

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Talent and ambition	All	Talent show	End of year assessments

Age-Related Expectations: French Year 9

Listening

1. Understand longer passages about the most recent topics studied.
2. Understand complex sentences and unfamiliar language.
3. Identify the present, past and future tenses.

Speaking

1. Understand longer passages about the most recent topics studied.
2. Understand complex sentences and unfamiliar language.
3. Identify the present, past and future tenses.

Reading

1. Understand longer passages about the most recent topics studied.
2. Understand complex sentences and unfamiliar language.
3. Identify the present, past and future tenses.

Writing

1. Write a structured text, composed of several paragraphs.
2. Use three tenses and increasingly complex structures.
3. Express and explain points of view, making very few errors.

Year 9: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
My social life	All	Make a Facebook page	Module assessments - Listening, Reading, Writing and Speaking
Health	All	Create a vlog about healthy living	Module assessments - Listening, Reading, Writing and Speaking

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
The world of work	All	Predicting the future of a friend Job interview	Module assessments - Listening, Reading, Writing and Speaking
Holidays	All	Blog entry - holidays - various tenses	Module assessments - Listening, Reading, Writing and Speaking

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
My rights and my priorities	All	Writing about priorities and worries in life	End of year assessments

Geography

Age-Related Expectations: Geography Year 7

Contextual World Knowledge

1. Describe a range of places, environments, features and issues at a local and/or global scale.
2. Identify and describe how patterns vary at global and national scales.
3. Incorporate place-specific details, sometimes including specific facts/figures.

Understanding

1. Explain processes and how these can lead to geographical change.
2. Explain some geographical similarities, differences and links between places, global issues or sustainability.
3. Express and begin to explain opinions or findings. Identify and begin to interpret different perspectives and their implications.

Geographical Enquiry

1. Carry out structured geographical enquiries using a range of relevant sources and perspectives.
2. Make developed points with some supporting evidence.
3. Evaluate strengths and weaknesses to form a judgement.

Skills

1. Carry out structured geographical enquiries using a range of relevant sources and perspectives.
2. Make appropriate and developed explanations.
3. Evaluate strengths and weaknesses to form a judgement.

Year 7: Overview

Term 1

Unit/Topic	Which AREs?	Activities
Factfulness	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills.	Why do we have negative assumptions about the world? Why does the media make mountains out of molehills? How can spatial data be represented visually? Why do we think we live in a divided world? What should “we” call “them”? What is life like for people in different places? How can we control our gap instinct?

Term 2

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

Term 3

Unit/Topic	Which AREs?	Activities
Polar Regions: Enquiry	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills.	Why are polar regions important? How do the poles differ? How are polar regions used? What are the issues in polar regions? How can we solve the issues in polar regions?

Age-Related Expectations: Geography Year 8

Contextual World Knowledge

1. Describe a range of places, environments, features and issues at a range of geographical scales.
2. Explain how patterns and trends vary depending on scale.
3. Incorporate place-specific details, including specific facts/figures.

Understanding

1. Explain a variety of processes that lead to geographical change across time and space.
2. Explain the geographical similarities, differences and links between places, global issues and/or sustainability.
3. Express and explain findings and opinions in some detail. Interpret and begin to evaluate different perspectives and their implications.

Geographical Enquiry

1. Carry out structured geographical enquiries using a relevant range of more complex sources and perspectives accurately and appropriately.
2. Make logical developed points with some appropriate evidence.
3. Evaluate sources, issues and perspectives to justify arguments.

Skills

1. Use atlases and maps with increasing independence. Use a range of map skills and sources of evidence accurately.
2. Accurately use appropriate vocabulary and diagrams to demonstrate knowledge and understanding.
3. Analyse and begin to draw conclusions from geographical data and multiple sources.

Year 8: Overview

Term 1

Unit/Topic	Which AREs?	Activities
Factfulness	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	Why do we have negative assumptions about the world? Why does the media make mountains out of molehills? How can spatial data be represented visually? Why do we think we live in a divided world? What should “we” call “them”? What is life like for people in different places? How can we control our gap instinct?

Term 2

Unit/Topic	Which AREs?	Activities
Human Threats: Enquiry	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	What are the biggest threats to humans today? What are the facts about climate change? Why is there conflict over water? Why do diamonds lead to the exploitation of people? Why are we waging a war on plastic? How do threats connect to the SDGs? How can we limit the impacts of human threats?

Term 3

Unit/Topic	Which AREs?	Activities
Migration and Media	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	Where and why do people move? How can spatial data be represented visually? What are the different perspectives of migration? What are the impacts of migration at different scales? How does the media play a role in dehumanising ‘others’? How can we be globally-minded through language?

Age-Related Expectations: Geography Year 9

Contextual World Knowledge

1. Describe a wide range of places, environments, features and issues at a range of geographical scales.
2. Analyse how patterns and trends vary across time and space.
3. Incorporate place-specific details, including specific facts/figures.

Understanding

1. Analyse a wide variety of processes that lead to geographical changes across time and space.
2. Analyse the geographical similarities, differences and interactions between places, global issues and/or sustainability.
3. Express and explain findings and opinions thoroughly. Interpret and evaluate a range of different perspectives and their implications.

Geographical Enquiry

1. Independently plan and carry out geographical enquiry effectively using a relevant range of evaluated sources and perspectives accurately and appropriately.
2. Make developed points that are supported with appropriate evidence.
3. Evaluate source reliability, issues and perspectives to make valid, well-supported arguments.

Skills

1. Use atlases and maps independently. Select and use a range of map skills and sources of evidence accurately.
2. Accurately use appropriate vocabulary and diagrams to demonstrate their knowledge and understanding.
3. Analyse and draw conclusions from geographical data and multiple sources of increasing complexity.

Year 9: Overview

Term 1

Unit/Topic	Which AREs?	Activities
The Almighty Dollar	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	How am I a part of 'the economy'? Where does money go when you spend it? Why is the dollar significant? How has China become the 'workshop of the world'? Where will be the world's workshop in the future? How is China connected to Africa and Nigeria? What is life like in Nigeria? Why does India have a tax problem? Why is infrastructure important? How are oil and conflict connected?

Term 2

Unit/Topic	Which AREs?	Activities
Green Gold	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	What are the similarities and differences between a biome and an ecosystem? Why is biodiversity important in a changing world? What causes deforestation? How am I connected to palm oil? Who's to blame for rainforest destruction? How can we conserve tropical rainforests?

Term 3

Unit/Topic	Which AREs?	Activities
Contrasts in Africa: Enquiry	Contextual World Knowledge, Understanding, Geographical Enquiry, Skills	What do we know about the geography of Africa? What are our misconceptions about Africa? What is the physical landscape of Africa? How did the boy harness the wind in Malawi? How are global issues being solved on a local scale in African countries? What is driving innovation in African places?

History

Age-Related Expectations: History Year 7

Change and Continuity

1. Describe change and continuity in detail within and across different periods.
2. Independently research and record key events accurately on a timeline.

Significance

1. Identify significant people, groups, features from a range of information.
2. Some understanding of the broad context eg width of impact.

Cause and Consequence

1. Categorise causes of events into political, social, military and economic themes.
2. Discuss and evaluate the consequences
3. Describe connections between causes.

Interpretation

1. Identify what the point of view is.
2. Support decisions using quotations from the source.

Enquiry

1. Use sources to support /challenge a statement or answer a question.
2. Make basic inferences from sources.

Year 7: History Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
What is History?	Change and Continuity, Enquiry	Tollund Man investigation Bog Bodies presentation	Infer from and Categorise sources. Compare and contrast bog bodies.
The Romans	Interpretation, Cause and Consequence	Were the Romans civilised? The Roman Emperor's Problems	Analyse sources on different aspects of Roman life. Explain different reasons why the Empire collapsed.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Origins of Ancient China	Significance Change and Continuity	Study of the Yellow River The Shang and Zhou dynasties	Explain the significance of the Yellow River to the development of China. Compare the Shang and Zhou dynasties in several areas of life.
The First Emperor of China	Cause and Consequence	Study of the First Emperor of China and his rule	Evaluate the consequences of Qin Shi Huangdi's new laws. Create a timeline of the First Emperor's life.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
South East Asian History	Significance Interpretation	A study of different countries and developments in the region over time	Identify significant people, groups, features from a range of information Identify and support different points of view

Age-Related Expectations: History Year 8

Change and Continuity

1. Explain why change happens.
2. Observe patterns on a timeline.

Cause and Consequence

1. Explain interrelationships between causes and consequences.
2. Start to group factors into more complex themes, given by the teacher.

Significance

1. Compare the significance of events, people and changes.
2. Good understanding of the broad context eg width and depth of impact.

Interpretation

1. Compare how one interpretation is different to another.
2. Explain how time, place and person can affect someone's interpretation.

Enquiry

1. Describe origin, nature and purpose.
2. Make developed inferences from sources.

Year 8: History Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
The Transatlantic slave trade	Interpretation and Enquiry	Experiences of slavery Source analysis: Olaudah Equiano	Compare accounts from different people. Infer from sources describing the Middle Passage and identify their nature, origin and purpose.
The Abolition of Slavery	Significance Change BIS Learning Skills	The Apprentice group work Abolitionists research Class debate	Observe patterns on a timeline. Compare the significance of different abolitionists.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Empire	Interpretation Cause and Consequence, BIS Learning Skills	Analyse sources on British India Group presentation on Indian independence	Compare and explain different interpretations of empire. Explain why did India gain independence?

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Civil Rights 1860-2009	Significance Change Enquiry	Research essay on people and groups of the Civil Rights Movement Source analysis	Explain and compare the significance of groups or people. Make inferences from photographs and identify origin, nature and purpose.

Age-Related Expectations: History Year 9

Change and Continuity

1. Evaluate the extent and nature of change
2. Analyse turning points on a timeline

Cause and Consequence

1. Evaluate the relative importance of causes and consequences
2. Categorise causes and consequences using their own themes.

Significance

1. Judge significance of events, people and changes.
2. Excellent understanding of the broad context eg depth, width, impact over time

Interpretation

1. Test an interpretation using your own knowledge
2. Judge if you think the interpretation is valid

Enquiry

1. Identify values and limitations of a source using origin, nature and purpose in context
2. Identify the main message and sub message of the source

Year 9: History Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Gender in the early Twentieth Century - Women's Rights in the UK	Change Enquiry Causation	Suffragettes Study Research essay	Explain the extent and nature of change in women's lives. Identify the main and sub messages of sources. Judge the importance of the Suffragettes compared to other factors in women obtaining the vote.
Nationalism in the Twentieth Century - Japan and China	Interpretation	Source investigation	What happened in Nanjing? Test and judge interpretations using your own knowledge.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Nationalism in the Twentieth Century - Japan and USA: The Pacific War	Enquiry BIS Learning Skills	Case studies in South East Asia Source investigation on Japanese internment in the USA. Research on the dropping of the atomic bomb	Group presentations Explain the values and limitations of relevant sources. Class discussion.
Conflict in the Middle East: Israel and Palestine	Significance	Events in the Middle East in the early 20th Century	Decide what the most important factor was in the creation of Israel.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Conflict in the Middle East	Change and Continuity Interpretation	Events in the Middle East in the late 20th Century The Fence	Evaluate the extent and nature of change in the Arab-Israeli conflict since 1945. How is "The Fence" viewed differently by different people?
Was the 20th Century a Time of Progress?	BIS Learning Skills	Exploring a range of areas such as medicine, the United Nations, technology	Class debate and public speaking on a given issue of interest.

Math

Age-Related Expectations: Mathematics Year 7

Number

1. Use basic mathematical operations accurately.
2. Perform simple calculations with fractions, decimals and percentages.
3. Understand and use simple number relationships.

Geometry

1. Understand and use simple angle facts.
2. Solve simple Area and Volume problems.
3. Construct and transform shapes.
4. Use common units of measure.

Handling Data

1. Present information in different forms.
2. Analyse data accurately using basic statistical techniques.
3. Understand and use basic probability concepts.

Algebra

1. Manipulate and use simple expressions, equations and formulae.
2. Understand and describe simple patterns algebraically and graphically.

Problem solving

Apply mathematical knowledge to solve unstructured problems.

Year 7: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Sequences Equations	Algebra	Describing sequences Solving equations	Homework tasks Online questions Written test
Place value and Directed Numbers	Number	Understanding, and calculating with, different types of number	Homework tasks Online questions Written test
Area and Perimeter Angles	Geometry	Basic area, perimeter and angle facts	Homework tasks Investigation Written test
Integer and decimal calculations	Number	Calculating with decimals	Homework tasks Online questions Written test
Probability	Statistics	Basic probability concepts	Homework tasks Investigation Written test

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Fractions, decimals and percentages	Number	Understanding the relationships between the three	Homework tasks Online questions Written test
Quantitative Data	Statistics	Basic tools of analysis and drawing charts to represent data	Homework tasks Online questions Written test
Graphs	Algebra	Plotting and interpreting graphs	Investigation Online questions Written test
Logic	Problem Solving	Basic Set notation and Venn diagrams	Homework tasks

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Transformations	Geometry	Applying and describing basic transformations	Homework tasks Online questions Written test
Ratio and Proportion	Number	Understanding and using basic concepts of ratio and proportion	Investigation Online questions Written test
Volume	Geometry	Finding volume of basic objects.	Homework tasks Online questions Written test
Investigations	Problem solving	Developing problem solving skills with open-ended tasks	

Age-Related Expectations: Mathematics Year 8

Number

1. Use a range of mathematical operations accurately.
2. Perform a range of calculations with fractions, decimals and percentages.
3. Understand and use a range of number relationships.

Handling Data

1. Present and interpret information in appropriate forms.
2. Analyse different data types effectively and appropriately.
3. Understand and apply basic probability concepts.

Geometry

1. Understand and apply angle facts to a variety of problems.
2. Solve a range of Area and Volume problems.
3. Accurately construct and transform a range of shapes.
4. Use and solve problems with units of measure.

Algebra

1. Manipulate and apply expressions, equations and formulae.
2. Understand and describe linear patterns algebraically and graphically.

Problem solving

Apply mathematical knowledge to solve unstructured problems.

Year 8 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Factors Fractions Rounding	Number	Using number facts and manipulating fractions.	Homework tasks Online questions Written test
Data analysis	Data Handling	Averages and charts	Homework tasks Online questions Written test
Nets and Surface area Angles	Geometry	Drawing and using diagrams and angle facts	Homework tasks Investigation Written test
Brackets	Algebra	Algebraic manipulation with brackets	Homework tasks Online questions Written test

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Percentages ratio and Proportion	Number	Investigating number relationships	Homework tasks Online questions Written test
Probability	Data Handling	Probabilities with more than one event	Homework tasks Online questions Written test
Formulae and Equations Straight line graphs	Algebra	Algebraic problem solving and the algebra of linear graphs	Homework tasks Online questions Written test
Pythagoras Polygons	Geometry	Investigating triangles and other polygons	Homework tasks Investigation

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Circles and Cylinders	Geometry	Circle facts and their applications	Homework tasks Online questions Written test
Similarity	Geometry	Scale factors and problem solving with proportion	Investigation Online questions Written test
Speed/Distance/ Time	Geometry	Graphs and calculations with SDT	Homework tasks Online questions Written test

Age-Related Expectations: Mathematics Year 9

Number

1. Use sophisticated mathematical operations accurately and appropriately.
2. Apply fractions, decimals and percentages skills to a range of problems.
3. Understand and use complex number relationships.

Geometry

1. Understand and apply relevant angle facts to complex problems.
2. Solve a range of sophisticated Area and Volume problems.
3. Construct and transform shapes in a variety of contexts.
4. Use units of measure including compound units.

Handling Data

1. Clearly and effectively present and interpret data in a variety of appropriate forms.
2. Analyse data and draw appropriate conclusions.
3. Understand and apply probability concepts to solve a range of problems.

Algebra

1. Construct and manipulate expressions, equations and formulae.
2. Understand and describe complex patterns algebraically and graphically.

Problem solving

Apply mathematical knowledge to solve unstructured problems.

Year 9: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Graphs and Equations Sequences	Algebra	Linear and non-linear graphs and the algebra of non-linear functions.	Homework tasks Online questions Written test
Probability	Data Handling	Theoretical and experimental probabilities	Homework tasks Online questions Written test
Constructions Transformations	Geometry	Accurate drawings, loci problems and transforming shapes	Homework tasks Investigation Written test
Fractions and Percentages	Number	Applying to complex problems	Homework tasks Online questions Written test

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Inequalities	Algebra	Solving inequalities algebraically	Homework tasks Online questions Written test
Area, perimeter and volume Trigonometry	Geometry	Extending knowledge of shapes and objects and applying trigonometry to right angled triangles	Homework tasks Online questions Written test
Indices and Standard Form	Number	Laws of indices and the use of Standard Form	Homework tasks Online questions Written test
Statistical Diagrams	Data Handling	Scatter graphs and correlation	Homework tasks Investigation

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Cumulative Frequency	Data Handling	Drawing and interpreting Cumulative Frequency graphs	Homework tasks Online questions Written test
Estimation and approximation	Number	Rounding and upper/lower bounds	Homework tasks Online questions Written test
Quadratic functions	Algebra	Graphs and algebra of quadratic functions.	Homework tasks Online questions Investigation

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

Music

Age-Related Expectations: Music Year 7

Ways of Being

COLLABORATIVE:

MY7B1 Perform in an ensemble with an awareness of the intended goals of group performance.

EXPRESSIVE:

MY7B2 Perform with a developing awareness of how musical expression affects others.

MY7B3 Perform with a clear sense of musical interpretation and phrasing.

CULTURALLY:

MY7B4 Make accurate references to the cultural/historical context of the music.

Ways of Doing

PERFORMERS:

MY7D1 Perform in unison with confidence.

MY7D2 Sing/play independent melodies and harmonies in 2 - 4 parts.

LITERATE:

MY7D3 Aurally identify various different orchestral instruments, a range of world instruments and small/large ensembles.

PERCEPTIVE:

MY7D4 Explore aural skills through call and response.

MY7D5 Express personal interpretations and draw more complex connections.

Ways of Thinking

CREATIVE:

MY7T1 Improvise and perform a range of music with developing fluency, intonation and stylistic awareness.

MY7T2 Improvise in a group with sensitivity to other musicians, experimenting with ideas and desired outcomes.

CURIOS:

MY7T3 Actively engage with unfamiliar music and pursue exploring composers, performers, cultural origins and traditions, suggesting own ideas why something may be so.

REFLECTIVE:

MY7T4 Evaluate own performance and explain decisions using musical vocabulary.

Year 7: Overview

Term 1

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Band/String/Choral Programme	MY7D1,MY 7D4, MY7B1, MY7D3, MY7T3,MY 7T1, MY7B4	Chants du Burgam Mozart and Paulo Prestini	Developing performing, ensemble and literacy through learning a string or wind instrument or in choir

Term 2

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Band/String/Choral programme	MY7T1, MY7D5, MY7B3	Beethoven	Developing performing, ensemble and literacy through learning a string or wind instrument or in choir

Term 3

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Band/String/Choral Programme	MY7T4, MY7B1, MY7D2		Developing performing, ensemble and literacy through learning a string or wind instrument or choir

Age-Related Expectations: Music Year 8

Ways of Being

COLLABORATIVE:

MY8B1 Perform confidently as an ensemble musician.

EXPRESSIVE:

MY8B2 Articulate sophisticated and personal responses to hearing and performing music, with an understanding of emotion and how this is conveyed by performer and composer.

MY8B3 Begin to analyse multiple sections and layers of a piece to discuss how the music develops.

CULTURALLY:

MY8B4 Discuss music from various cultures and historical contexts, exploring different perspectives and showing insight into the different musical features.

Ways of Doing

PERFORMERS:

MY8D1 Perform confidently as a soloist or within a duet.

LITERATE:

MY8D2 Demonstrate understanding of instrument specific notation through sight-reading.

MY8D3 Demonstrate an understanding of good techniques appropriate to specific instruments.

MY8D4 Play with confidence a major and a minor scale.

MY8D5 Play musically, fluently and, with accuracy and expression, including dynamics and articulations.

PERCEPTIVE:

MY8D6 Begin to analyse multiple sections and layers of a piece to discuss how the music develops.

Ways of Thinking

CREATIVE:

MY8T1 Improvise and experiment confidently in a group with sensitivity to other musicians.

MY8T2 Compose with other exploring multiple ideas and taking on different roles.

CURIOUS:

MY8T3 Arrange a piece using original ideas for two or more instruments taking inspiration from a range of sources.

REFLECTIVE:

MY8T4 Reflect on the music I can hear using subject specific vocabulary.

Year 8: Overview

Term 1

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Band/String programme	MY8Di, MY8D2, MY8B2, MY8T4		Developing performing, ensemble and literacy through learning a string or wind instrument.
Band/String programme	MY8D3, MY8T1, MY8B4	Blue Monk	Developing performing, ensemble and literacy through learning a string or wind instrument.

Term 2

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Band/String programme	MY8D4, MY8T3, MY8B3	Ligeti	Developing performing, ensemble and literacy through learning a string or wind instrument.

Term 3

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Band/String programme	MY8D5, MY8B1, MY8T2	Ambush and Mendelssohn	Developing performing, ensemble and literacy through learning a string or wind instrument or in choir.

Age-Related Expectations: Music Year 9

Ways of Being

COLLABORATIVE:

MY9B1 Perform confidently as an ensemble musician with expression and accuracy.

EXPRESSIVE:

MY9B2 Articulate sophisticated and personal responses to hearing and performing music, with an understanding of emotion and how this is conveyed by performer and composer.

CULTURALLY:

MY9B4 Discuss music from various cultures and historical contexts, exploring different perspectives and showing insight into the different musical features.

Ways of Thinking

CREATIVE:

MY9T1 Improvise and experiment confidently in a group with sensitivity to other musicians using your own original ideas.

MY9T2 Compose with others exploring multiple ideas and taking on different roles, using instrument specific notation.

CURIOS:

MY9T3 Actively engage with unfamiliar music and explore composers, performers, cultural origins and traditions and find commonalities, suggesting their own ideas and offering other examples to make their point.

REFLECTIVE:

MY9T4 Evaluate own performance and explain decisions using more advanced musical vocabulary.

Ways of Doing

PERFORMERS

MY9D1 Perform confidently and accurately as a soloist.

MY9D2 Confidently play independent melodies and harmonies in 2 - 4 parts with an awareness of all other parts.

LITERATE:

MY9D3 Sight read with a developing sense of fluency.

MY9D4 Continue to demonstrate an understanding of good techniques appropriate to specific instruments.

MY9D5 Recognise/play a chromatic scale.

Year 9 : Overview

Term 1

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Band/String programme	MY9T1, MY9B2, MY9D2, MY9T4	Gershwin	Developing performing, ensemble and literacy through learning a string or wind instrument.
Band/String programme	MY9T3, MY9D3, MY9D4,	Stravinsky	Developing performing, ensemble and literacy through learning a string or wind instrument.

Term 2

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Band/String programme	MY9B1, MY9B4, MY9D1,	Bach	Developing performing, ensemble and literacy through learning a string or wind instrument.

Term 3

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Band/String programme	MY9T2, MY9D5	John Williams	Developing performing, ensemble and literacy through learning a string or wind instrument.

DE

Age-Related Expectations: PE Year 7

Students are assessed by how well they have displayed the following attributes.

HANDS

- Gross and Fine Motor Skills
- Fitness Levels
- Sport specific skills and techniques
- Competitiveness
- Problem solving and application of tactics

HEAD

- Knowledge of rules
- Analysis of their own and others performance
- Acting on feedback
- Understanding of tactics
- Principles of attacking and defending

HEART

- Effort
- Resilience
- Leadership and Teamwork
- Respect
- Confidence
- Responsibility
- Fairplay and ethics

Year 7: Overview

Term 1

Unit/Topic
Indoor Athletics
Basketball
Football
Gymnastics

Term 2

Unit/Topic
Swimming
Volleyball
Badminton

Term 3

Unit/Topic
Softball
Dance
Table Tennis

Age-Related Expectations: PE Year 8

Students are assessed by how well they have displayed the following attributes.

HANDS

- Gross and Fine Motor Skills
- Fitness Levels
- Sport specific skills and techniques
- Competitiveness
- Problem solving and application of tactics

HEAD

- Knowledge of rules
- Analysis of their own and others performance
- Acting on feedback
- Understanding of tactics
- Principles of attacking and defending

HEART

- Effort
- Resilience
- Leadership and Teamwork
- Respect
- Confidence
- Responsibility
- Fairplay and ethics

Year 8: Overview

Term 1

Unit/Topic

Swimming
Track and Field
Badminton
Gymnastics

Term 2

Unit/Topic

Volleyball
Basketball
Football

Term 3

Unit/Topic

Paddle Tennis
Cricket
Rounders

Age-Related Expectations: PE Year 9

Students are assessed by how well they have displayed the following attributes.

HANDS

- Gross and Fine Motor Skills
- Fitness Levels
- Sport specific skills and techniques
- Competitiveness
- Problem solving and application of tactics

HEAD

- Knowledge of rules
- Analysis of their own and others performance
- Acting on feedback
- Understanding of tactics
- Principles of attacking and defending

HEART

- Effort
- Resilience
- Leadership and Teamwork
- Respect
- Confidence
- Responsibility
- Fairplay and ethics

Year 9: Overview

Term 1

Unit/Topic

Netball
Track and Field
Floor Hockey
Gymnastics

Term 2

Unit/Topic

Volleyball
Rugby
Water Polo

Term 3

Unit/Topic

Softball
Ultimate Frisbee
Dance

Science

Age-Related Expectations: Science Year 7

Investigative Skills

Planning:

Identifies most key variables and hazards, and uses for both in their plans.

Processing and Presenting Data:

Processes data correctly and presents it in both tables and graphs with headings, units and a line of best fit.

Analysis and Evaluation:

Outlines relationships between key variables, links them to scientific ideas and describes some strengths and limitations.

Science Communication

Formal writing:

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

Biology

Cells and the human body:

Understands the structure of cells, tissues, organs and how they combine to function as a system using the human digestive system as an example.

Classification:

Recognises key features organisms and uses them to correctly group organisms and through keys can identify species.

Chemistry

Particles:

Explains the properties of solids, liquids and gases in terms of the nature and behaviour of particles, using diagrams.

Acids and Alkalis:

Describes the differences between acids and alkalis and uses this knowledge to measure the pH and perform neutralisation reactions.

Separating substances:

Understands the techniques for separating substances according to their properties e.g. filtration, evaporation, distillation, and chromatography.

Atoms, elements and compounds:

Defines and appreciates the distinctions between an element, a compound and a mixture.

Physics

Energy:

Recognises simple energy changes and represents such energy transformations in Sankey diagrams.

Current in circuits:

Describes the behaviour of current in series and parallel circuits.

Light:

Draws accurate ray diagrams to represent reflection and refraction and can use ray diagrams to investigate internal reflection.

Year 7: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Safety	None	CSI - forensic science investigation	Forensic scientist job application
Energy	Energy; Processing and Presenting Data; Formal Writing	Bouncing ball investigation	Letter writing, lab report and energy circus
Particle Theory	Particles; Processing and Presenting Data	Diffusion of tea	Lab report
Classification	Classification	Online plant identification	Written reflection
Acids and Alkalis	Planning; Acids and Alkalis	Acid rain investigation	Classification experiment and lab report
Cells, Microbes & Human Body	Cells and the human body; Processing and Presenting Data; Formal Writing	Measuring energy in food; Cheese Sandwich Story Writing	Extended writing task and Lab report

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Current in Circuits	Current in circuits; Processing and Presenting Data; Analysis and Evaluation	Measuring resistance in a wire	Lab report; synoptic test
Ecology	Processing and Presenting Data; Analysis and Evaluation	Investigating 'spaghetti worm' selection	Lab report
Writing Like A Scientist	Formal Writing	New species expedition	Application for expedition funding
Separation Techniques	Separating substances	Cleaning up the Mekong proposal	Presentation

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Light	Light; Processing and Presenting Data	Measuring total internal reflection	Lab report
Atoms, Elements and Compounds	Atoms, elements and compounds	Identifying mystery substances	topic test
Magnets and Electromagnets	None	Changing the strength of electromagnets	Lab report

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

Age-Related Expectations: Science Year 8

Investigative Skills

Planning:

Identifies almost all key variables and hazards and uses both effectively in their plans.

Processing and Presenting Data:

Processes data correctly and presents it in both tables and graphs with associated headings, units, uncertainty and a line of best fit.

Analysis and Evaluation:

Explains relationships between key variables, links them to scientific ideas and explains most strengths and limitations.

Science Communication

Formal writing:

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

Chemistry

Generating, Collecting and Testing Gases:

Can confidently use a range of methods to collect and test for gases.

The Periodic Table, Metals and salts:

Understands the structure of the periodic table, the information it provides about atomic structure and how the properties of elements vary.

Physics

Potential difference:

Demonstrates a good understanding of current and potential difference in both series and parallel circuits.

Forces & Motion:

Calculates speed, and shows a working knowledge of the need to control friction and air resistance through force diagrams.

Biology

Fitness:

Explains how the breathing and circulatory systems provide the raw materials needed for cell respiration, and how this can be affected by smoking, drugs and alcohol.

Reproduction:

Describe the development of systems and processes that lead to the creation of a foetus and its birth in humans.

Plants & Photosynthesis:

Explains how a plant obtains the raw materials needed for photosynthesis, and how plants convert these inorganic materials into the organic materials that sustain all of the life on Earth.

Year 8: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Potential Difference	Processing and Presenting Data; Potential difference	Investigating the effect of voltage on current	Lab report and topic test
Sound and Music	None	Measuring the speed of sound	Lab report
Fitness	Fitness	formulating health advice to patients	Letter
Generating, Collecting and Testing Gases	Generating, Collecting and Testing Gases	'At the races' - measuring the speed of diffusing gases	Quiz
Reproduction	Reproduction; formal writing	Menstrual cycle bracelets	Leaflet

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Forces & Motion	Forces & Motion; Planning	The F1 Project	Presentation
The Periodic Table, Metals and salts	The Periodic Table, Metals and salts	Periodic table project	Research report
Plants and Photosynthesis	Analysis and Evaluation; Planning	Investigate a factor affecting photosynthesis	Lab report
Writing Like a Scientist	Formal writing	Critical writing in response to scientific question	Essay

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Science Fair	None	Investigation to answer a scientific question	Presentation
Heat transfer & Kinetic Theory	Planning; Processing and Presenting Data; Analysis and Evaluation	Investigating heat loss	Lab report

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Age-Related Expectations: Science Year 9

Investigative Skills

Planning:

identifies all key variables and hazards, and uses both in effectively in their plans.

Processing and Presenting Data:

processes data at the correct precision and presents it in both tables and graphs with headings, units, uncertainty and a line of best fit.

Analysis and Evaluation:

explains relationships between key variables, links them to scientific ideas and discusses most strengths and limitations.

Science Communication

Formal writing:

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

Biology

Microbes:

describes how pathogens are transmitted and how both the body and modern medicine fight infectious diseases.

Genetics:

explains the variation of genotypes and phenotypes in a population, and describes how this is used in genetic modification and cloning.

Human Biology:

outline the role of homeostasis in the human body

Chemistry

Particle nature of chemistry:

describes how all matter can be expressed in terms of the particle model and, on a deeper level, can be studied on an atomic level.

Stoichiometry & energy changes:

formulates and balances symbol equations of simple chemical reactions.

Organic chemistry:

outlines the process of cracking, and describes the structure of short chain alkanes and alkenes, and explains their separation.

Physics

Moments and Torque:

shows good understanding of centre of gravity and moments and is able to use this to solve off-centre balance problems.

Energy:

understands the different ways energy can be stored and transferred as well as how we measure and pay for electricity in our homes

Current, Voltage & Resistance:

interprets circuits involving multiple components in both series and parallel, including a potentiometer, calculating both resistance and electrical power.

Astronomy:

understands our place in the Solar System and Milky Way; shows awareness of the difficulties involved in space travel.

Year 9: Overview

Biology

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Microbes and Diseases	Microbes and Diseases	Investigating handwashes	Laboratory report and classwork
Human Biology	Human Biology	Temperature control investigation	Laboratory report and classwork
Genetics	Genetics	Variation, inheritance, genetic modification and cloning,	Synoptic test and classroom quizzes.

Chemistry

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Particle nature	Planning, data processing & presentation, particle nature	Melting point investigation, diffusion investigation, organisation of the Periodic Table	Laboratory report & written test
Energetics	Planning, data processing & presentation, Stoichiometry	Calorimetry investigation, writing and balancing equations	Laboratory report & written test
Organic Chemistry	Analysis & evaluation	Energy in fuels investigation	Laboratory report

Physics

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Moments and Torque	Data processing, Moments and Torque	Toppling bottles investigation, finding the mass of a ruler by moments	Laboratory report and calculations
Energy	Energy	Circus of energy changes, bouncing balls investigation	Sankey diagrams and calculations
Current, Voltage and Resistance	Current, Voltage & Resistance	Building simple circuits, circuit components investigation, resistance investigation	Laboratory report
Astronomy	Writing Like A Scientist	Extended Essay	Essay

Physics

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Shoestring science	None	Students teach a scientific concept to students from a community partner school.	Self-evaluation and reflection

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

Spanish

Age-Related Expectations: Spanish Year 7

Listening

1. Understand the present tense and be aware of other tenses.
2. Identify specific information within a short passage.
3. Transcribe words and short phrases.

Speaking

1. Demonstrate accurate use of present tense.
2. Use and adapt language to express opinions with justification.
3. Pronounce most words accurately.

Reading

1. Write longer sentences using a variety of linguistic features.
2. Write accurately (minor errors accepted).
3. Use the present tense accurately and demonstrate awareness of other tenses.

Writing

1. Write longer sentences using a variety of linguistic features.
2. Write accurately (minor errors accepted).
3. Use the present tense accurately and demonstrate awareness of other tenses.

Year 7: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Myself & free time activities	Listening Speaking Reading Writing	Presentation about self & others	Ongoing assessment and end of term assessment
Surrounding area	Listening Speaking Reading Writing	Make a video	Ongoing assessment and end of term assessment

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Holidays	Listening Speaking Reading Writing	Interview others about holidays activities	Ongoing assessment

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Entertainment, technology & free time	Listening Speaking Reading Writing	Writing a blog	Ongoing assessment and end of year assessments

Age-Related Expectations: Spanish Year 8

Listening

1. Understand information in the present, past and/or future.
2. Identify specific information within a passage.
3. Transcribe short pieces of information.

Speaking

1. Accurate use of present, past and/or future tense.
2. Use longer sentences using a variety of linguistic features.
3. Accurate pronunciation and intonation.

Reading

1. Identify confidently the present, past and/or future.
2. Identify specific information within passages.
3. Use context and language patterns to improve understanding.

Writing

1. Use the present past and/or future tense accurately.
2. Write longer sentences using a variety of linguistic features and justified opinions.
3. Demonstrate accuracy in familiar topics.

Year 8 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Food & Drink	Listening Speaking Reading Writing	Video clip - food diary	Ongoing assessment and end of term assessment
Health & Lifestyle	Listening Speaking Reading Writing	Blog about healthy lifestyles. Fitness & well-being guide	Ongoing assessment and end of term assessment

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Education and employment	Listening Speaking Reading Writing	Job application	Ongoing assessment

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Volunteering and helping others	Listening Speaking Reading Writing	Proposal to make change	Ongoing assessment and end of year assessments

Age-Related Expectations: Spanish Year 9

Listening

1. Recognise details given in the present, past and future tenses.
2. Deduce specific information within a longer passage.
3. Transcribe longer pieces of information.

Speaking

1. Accurate use of present, past and future tenses.
2. Introduce more complex vocabulary and structures.
3. Speak clearly with accurate pronunciation and intonation.

Reading

1. Recognise details given in the present, past and future tenses.
2. Identify relevant information within longer passages.
3. Identify key question words and respond appropriately.

Writing

1. Use the present, past and future tense accurately.
2. Write paragraphs using more complex vocabulary and structures.
3. Communicate message clearly with minor errors accepted.

Year 9 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Home life	Listening Speaking Reading Writing	Dream house & area	Ongoing assessment and end of term assessment
School	Listening Speaking Reading Writing	Clues treasure hunt	Ongoing assessment and end of term assessment
Food	Listening Speaking Reading Writing	Create a healthy food menu for school	Ongoing assessment and end of term assessment
Health and Fitness	Listening Speaking Reading Writing	Create a vlog about healthy living	Ongoing assessment and end of term assessment

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Self, family, relationships	Listening Speaking Reading Writing	Survey	Ongoing assessment
House and home	Listening Speaking Reading Writing	Brochure to promote a positive daily routine	Ongoing assessment
Leisure / Eating out	Listening Speaking Reading Writing	Interview business owner / make reservations	Ongoing assessment

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Holidays	Listening Speaking Reading Writing	Research and presentation of the topic relating to a Spanish speaking country	Ongoing assessment and end of year assessments

Vietnamese

Age-Related Expectations: Vietnamese Year 7

Reading

- Read and understand a range of genres.
- Use new vocabulary and structures found in the reading to respond in speech or writing.
- Identify the effect of a piece of text on the reader, with some explanation.

Writing

- Produce a short piece of writing on a given topic.
- Know how to use connective words, punctuation to develop written tasks.
- Adapt previously learnt language for their own purposes.
- Redraft their work to improve their accuracy.

Listening

- Produce a short piece of writing on a given topic.
- Know how to use connective words, punctuation to develop written tasks.
- Adapt previously learnt language for their own purposes.
- Redraft their work to improve their accuracy.

Spoken and Social Communication

- Talk about personal and topical matters in a fluent manner.
- Respond appropriately to questions.
- Be able to carry out conversations and share ideas on topics in small groups.

Year 7: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Văn học dân gian Việt Nam (cổ tích , truyền thuyết, ca dao)	Reading, writing, listening, spoken and social communication	Discuss about literary devices, plots, characters Summarise main points	Written essays Presentations
History Nhà nước Văn Lang – Âu Lạc	Reading, writing, listening, spoken and social communication	Make timeline of Hung dynasty	Presentation

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Truyện ngắn Việt Nam giai đoạn hiện đại	Reading, writing, listening, spoken and social communication	Discuss about literary devices, plots, characters Summarise main points	Written essays Presentations
Geography Cộng đồng dân tộc Việt Nam Việt Nam trên bản đồ thế giới (vị trí, giới hạn, hình dạng lãnh thổ)	Reading, writing, listening, spoken and social communication	Use Atlas to find out Vietnamese in the world map Research 54 nations in Vietnam	Presentation Map skills

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Sự hấp dẫn của ngôn ngữ Việt trong các phép tu từ vựng Văn miêu tả	Reading, writing, listening, spoken and social communication	Quiz show Handouts / discuss/ Research how to use literary devices, punctuations in the written tasks	Display works Essay
History & Geography Ôn tập	Reading, writing, listening, spoken and social communication	Written tasks Multiple choice Group discuss	Presentations

Age-Related Expectations: Vietnamese Year 8

Reading

- Understand various texts and display their attitudes and emotions.
- Give detailed explanations using accurate terminology.
- Research appropriate resources to understand the writer's choice of language and literary devices.

Listening

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

Writing

- Develop the length of written tasks.
- Choose appropriate styles for written tasks to suit the purpose and audiences.
- Spellings and grammar are accurate.
- Use a variety of punctuation effectively
- Know how to organise and develop ideas in a formal essay.

Spoken and Social Communication

- Manage unpredictable elements in various contexts.
- Develop debating skills
- Discuss facts & ideas to solve problems and to meet the demands of different situations and contexts.
- Use accurate language to present various topics.

Year 8: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Văn học dân gian Văn bản nhật dụng	Reading , writing, speaking and listening	Discuss about literary devices, plots, characters Summarise main points	Written essays Presentations
History Đô thị Việt Nam thời Bắc Thuộc	Reading , writing, speaking and listening	Make timeline of ancient capitals in Vietnam	Presentation
Geography Biển Việt Nam	Reading , writing, speaking and listening	Use Atlas to find out Vietnamese seas, borders and natural features	Presentation Map skills

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Văn học trung đại Việt Nam thể loại thơ	Reading, writing, listening, spoken and social communication	Discuss about literary devices, plots, characters Summarise main points	Written essays Presentations
History Các cuộc đấu tranh giành quyền độc lập dân tộc	Reading, writing, listening, spoken and social communication	Make timeline of all the resistance wars	Presentation Map skills

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Văn học trung đại thể loại văn xuôi	Reading, writing, listening, spoken and social communication	Discuss about literary devices, plots, characters Summarise main points	Written essays Presentations
Geography Natural resources in Viet Nam	Reading, writing, listening, spoken and social communication	Use Atlas to research where and what the resources are situated	Map skills and master all signals on the map

Age-Related Expectations: Vietnamese Year 9

Reading

- Understand and identify the main points, themes, plots, settings and rhetoric devices.
- Explore some features and conventions used by writers from different periods.
- Read and understand a range of genre.

Writing

- Extend the length of writing pieces using accurate academic language.
- Use a range of sentence structures purposefully and various punctuation effectively.
- Plan before writing, provide evidence to keep their essays persuasive and informative.
- Develop their own writing styles using accurate language.
- Know how to apply and analyse literary techniques appropriately.

Listening

- Listen to complicated passages from various sources such as documentary films, the State News and need to recognise and identify key points.
- Listen to the longer conversations and recognise topics they want to say.

Spoken and Social Communication

- Use accurate language to present ideas about the given topics.
- Justify opinions and give both in negative and positive feedback.
- Confidently debate with peers.
- Adapt the speech to meet the demands of different contexts.

Year 9: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Về đẹp con người Việt Nam trong văn xuôi giai đoạn 1930-1945 Các phép tu từ Văn bản thuyết minh	Reading, writing, listening, spoken and social communication	Discuss about literary devices, plots, characters throughout short stories in the period 30-45 Summarise main points Question & answer	Written essays Presentations Display works
History Đô thị Việt Nam thời Phong Kiến	Reading, writing, listening, spoken and social communication	Make timeline of ancient capitals under the feudal periods in Vietnam	Presentation
Geography Địa hình & khí hậu Việt Nam	Reading, writing, listening, spoken and social communication	Use Atlas to research nature and climate in Vietnam	Presentation Map skills

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Về đẹp con người Việt Nam trong thơ ca giai đoạn 1900-1945	Reading, writing, listening, spoken and social communication	Discuss about literary devices, plots, characters Summarise main points Focus on poem features	Written essays Presentations
History Các triều đại phong kiến Việt Nam và chính quyền thời vua Lê Thánh Tông	Reading, writing, listening, spoken and social communication	Make timeline of all the kings who belonged to the feudal period Focus on Le Thanh Tong dynasty	Presentation

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Về đẹp con người Việt Nam trong văn bản nghị luận trung đại Việt Nam	Reading, writing, listening, spoken and social communication	Discuss about literary devices, plots, characters Summarise main points Focus on commentary reading texts	Written essays Presentations
Geography Natural resources in Viet Nam – land	Reading, writing, listening, spoken and social communication	Use Atlas to research where and what the resources are situated	Map skills and master all signals on the map
History Các làng nghề thủ công truyền thống	Reading, writing, listening, spoken and social communication	Research to find out which villages are specialising in textile, pottery, art-craft	Map skills and understanding of culture

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