



THE BRITISH SCHOOL
OF GUANGZHOU
A NORD ANGLIA EDUCATION SCHOOL

Key Stage 3

Curriculum Guide
2020

Our Core Values



Core Values

"Developing a love of learning creates lifelong academic success." Mark Thomas, Principal.

A Love of Learning

Our primary aim is to nurture intellectual curiosity through engaging and enquiry-led teaching. We encourage students to work independently and collaboratively as they demonstrate creativity and innovation in their approach to solving problems. Students are always provided with a safe, stimulating and supportive learning environment, allowing them the courage to take calculated risks and to learn and improve from feedback. We use innovative teaching methods and technology to further enhance our students' mastery and enjoyment of their studies helping to foster a love of learning that will last a lifetime.

Respect

BSG actively works to help students nurture awareness and respect for all by giving opportunities to develop self-esteem and self-confidence each day. This respect is evident in interactions between our students, parents, staff and environment. Respect requires an open mindedness that incorporates an understanding, tolerance and compassion towards others in both thought and action. Our aim is to develop international awareness and cultural sensitivity within all of our students and to provide repeated opportunities to demonstrate this.

Integrity

As a school community we aim to act in a completely transparent manner. We see integrity as being honest, open and truthful. We believe in being trustworthy in our dealings with each other and in being able to give and receive constructive feedback. We encourage students to have the courage in their convictions and the strength of character to stand up for what they believe is right.

Responsibility

Students are expected to take responsibility for their learning and their behaviour. We aim to make our students confident, autonomous learners who are able to meet deadlines and learn to solve problems effectively. Students develop a sense of responsibility by making informed choices, by learning to consider the consequences of their actions and through leadership opportunities. Responsibility extends beyond the classroom as the school's community demonstrates consideration towards others and to the environment.

Commitment

We seek to establish a strong work ethic within our students and a desire to strive for excellence. Students are encouraged to develop a resilient attitude and persevere to overcome difficulties. We believe that sustained effort greatly enhances our students' chances of success.

Important Dates

Every academic year, you will receive 3 reports. Each report will contain information relating to the student's current attainment in every subject on a 9-to-1 scale. It also provides feedback on the current status of Classwork and Homework.

There are also 2 Parent Teacher Conference (PTCs) scheduled per year. You will be able to schedule appointments with teachers one week before each event using our online booking system.

Year 7

Report 1 Release Date:	10 December 2019
PTC 1 Date:	15 November 2019
Report 2 Release Date:	23 January 2020
PTC 2 Date:	4 March 2020
Assessment Week:	4 -8 June 2020
Report 3 Release Date:	19 June 2020

Year 8

Report 1 Release Date:	10 December 2019
PTC 1 Date:	15 November 2019
Report 2 Release Date:	23 January 2020
PTC 2 Date:	4 March 2020
Assessment Week:	4 -8 June 2020
Report 3 Release Date:	19 June 2020

Year 9

Report 1 Release Date:	10 December 2019
PTC 1 Date:	15 November 2019
Report 2 Release Date:	23 January 2020
PTC 2 Date:	4 March 2020
Assessment Week:	4 -8 June 2020
Report 3 Release Date:	19 June 2020



Curriculum Content

Art

Art, craft and design embodies some of the highest forms of human creativity. Our schemes of work engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design with reference to different skills and movements and global perspectives.

AIMS

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To visually and verbally communicate ideas through their work.
- Evaluate and analyse creative works using the language of art, craft and design
- Know about a wide range of artists, craft-makers and designers, and understand the historical and cultural development of their art forms

SKILLS

- Use a range of techniques to record their observations in sketchbooks and other larger media as a basis for exploring their ideas
- Use a range of techniques and media, including painting, drawing and printing
- Increase their proficiency in the handling of different materials
- Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- Know about the history of art, craft, design and architecture, including periods, styles and major movements and global perspectives from ancient times up to the present day

TOPICS

- Year 7: The elements of Art
- Drawing, shape, space and tone
 - Colour theory and painting
 - 3D design/ construction
 - The big draw: mono printing
- Year 8: Portraiture
- Realism and drawing self portraits
 - Artist studies
 - Split portraits with mixed media
 - The big draw: relief printing and mixed media
- Year 9: Identity
- Realism and drawing (object representation)
 - Paint (exploring artist styles)
 - Lino Print (typography theme)
 - Collage and transfers
 - Mixed media surface exploration
 - The big draw: collaborative experimental drawing.

Chinese

There are four levels in KS3 Chinese, and which are CAL 1 (Chinese as an additional language lower level), CAL2 (Chinese as an additional language higher level), CFL1 (Chinese as first language lower level) and CFL2 (Chinese as first language higher level). Students are taught by their abilities.

AIMS

- Read using a range of techniques such as skimming and scanning
- Read a range of texts and extract information with accuracy
- To produce written outcomes that have been communicated, clearly, accurately and appropriately
- To use and control a variety of grammatical structures
- To demonstrate knowledge and understanding of a range of appropriate vocabulary
- To be able to convey information and express opinions effectively
- To develop speaking skills in a range of contexts

SKILLS

- Acquire a range of high frequency vocabulary relevant to their experiences
- Use key grammatical structures which allow them to manipulate language to express themselves clearly
- Read and listen for gist and detail.
- Express their ideas clearly in spoken and written form
- Understand and use basic knowledge of Chinese literature and the common sense of Chinese culture according to students' level

TOPICS

- KS3 CAL1 & CAL2 students will learn the topics using different learning materials including self-introduction, appearance, technology and social media.
- KS3 CFL1 students will learn to improve reading and writing skills by studying texts in the various areas including historical stories, poetic charm, adolescent issues, festivals and traditions.
- KS3 CFL2 students will study Classical Chinese, National Culture and Festivals, Foreign Fairy Tales and Fables, Scientific essays, Ancient poetry, Prose, Narration, Expository text, Argumentation, Articles on Architectural Art, Articles on Colorful Seasons, Articles on the Animal World, Articles on Man and Environment and Articles on Patriotism.

Computer Science

The Computer Science curriculum is deeply concerned with how computers and computer systems work. At the heart of computer science lies the notion of computational thinking which teaches students how to design systems and solve problems. Learners apply their understanding and knowledge of programming to develop computer-based solutions. They also develop the ability to effectively test and evaluate computing solutions. By conceptualising and understanding computer-based technology, students are better equipped to function in modern society.

AIMS

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Be responsible, competent, confident and creative users of information and communication technology

SKILLS

- Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems
- Make appropriate use of data structures (for example, lists, tables or arrays); design and develop modular programs that use procedures or functions
- Understand simple Boolean logic and some key algorithms that reflect computational thinking (for example, sorting and searching algorithms)
- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- Understand how instructions are stored and executed within a computer system
- Understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally

TOPICS

Year 7:

- Binary number system
- Input & output devices
- Computer components
- Computer control
- Flowcharts
- Computer animation
- Visual programming
- Physical computing through the Microbit

Year 8:

- Binary & hexadecimal number system
- Input, output & storage devices
- Computer components and the CPU
- Networking and the Internet
- Computer control
- Command line programming
- Spreadsheets

Year 9:

- Number systems
- Computer control
- Command line programming
- Advanced Algorithms
- Spreadsheet modelling
- Graphic design & photo editing

Dance

All students in Key Stage 3 receive at least one block of dance lessons within each academic year. Through the Julliard-Nord Anglia Performing Arts Programme, students will learn the history and movement behind influential dance pieces, while improving their own physical coordination and expression. Students develop their skills in performance, creating and responding whilst developing their understanding of a range of dance styles via the 12 core dance works.

AIMS

The dance curriculum aims to prepare students for the world stage by:

- Giving students the skills and confidence to be expressive
- Igniting curiosity
- Nurturing students' imagination and allowing for creative and personal choice
- Developing self-expression
- Improving co-ordination and motor skills
- Developing reflective learners
- Enabling collaboration skills
- Improving student's cultural awareness through the arts

SKILLS

Performance:

- Dance styles and techniques
- Expression and performance quality
- Solo, partner and group collaboration

Creating:

- Choreographic devices and process
- Components of dance
- Creativity and its effect
- Theme and form

Responding:

- Analysis of dance
- Self and peer reflection
- Expression of opinion

TOPICS

Key stage 3 students study a wide range of dance styles and topics including:

- Bollywood and exploration of the core works
- Spiritual Dance, Ancient Roots
- STOMP and exploration of the core works
- Folk origins and forms: Flamenco: Algreias, Farruca and Solea
- Sport or Dance? And the exploration of the core work
- Space, time and dance: Merce Cunningham: How to pass, kick, run and fall
- Triumph and defeat and the exploration of the core works. Dancer as a citizen: Kurt Jooss: The Green table
- Urban dance and exploring the styles of street dance and parkour. From street to stage: Rennie Harris: Continuum

Drama

Through the Juilliard-Nord Anglia Performing Arts Programme, our Drama curriculum is enhanced with core works from different cultures and periods in history to provide students with a grounding in the forms, structures and elements they might draw on, utilize and manipulate when exploring and viewing dramatic works. The works have been carefully chosen based on their iconic quality and give breadth to students learning allowing them to deepen their engagement and appreciation with professional theatre.

AIMS

- Nurture an appreciation and understanding of theatre
- Develop an analytical and artistic opinion of live works using the language of a performing artist and director
- Develop collaborative skills
- Take part in the creation and performance of theatre
- Explore and respond to elements of theatre from around the world and of different periods
- Understand and utilize the skills required to communicate effective characters to an audience

SKILLS

Creation:

- Collaboration
- Generation of Ideas
- Focus

Performance:

- Theatrical techniques
- Creating a Character
- Sustaining a Role
- Stagecraft

Responding:

- Reflective and Critical Analysis on self and live works

TOPICS

Year 7:

- Storytelling core works, 'Orpheus & Eurydice' and 'Grandma and the Eagle' with core work storytellers Gonzalez and Koram, Physical theatre, Mime & Movement with Mind the Gap

Year 8:

- Physical theatre; Mime and use of space with performer Joe Bone. Scripted work: Charlie and the Chocolate factory by Roald Dahl. Devised theatre for youth: Patch Theatre company: Me and my Shadow

Year 9:

- Practitioners; Stanislavski, Artaud and Brecht. Scripted work: Noughts and crosses by Malorie Blackman. Devising from stimulus. Core elements of play: Kruckemeyer: The Boy at the Edge of everything

English as an Additional Language (EAL)

The EAL curriculum in key stage 3 is predominantly based on the development of skills and grammatical areas. To achieve this a wide range of age-relevant topics are used which serve to both teach language in context, as well as develop English required for academic purposes. Students are exposed to a wide range of genres and are scaffolded by using a step-by-step approach to writing tasks. Students are exposed to vocabulary and grammar that is linked to the level of study and this is frequently recycled in myriad contexts to make it memorable.

AIMS

- Read using a range of techniques such as skimming and scanning
- Read a range of authentic texts and extract information with accuracy
- To produce written outcomes that have been communicated, clearly, accurately and appropriately
- To employ an appropriate register/style when writing
- To use and control a variety of grammatical structures
- To demonstrate knowledge and understanding of a range of appropriate vocabulary
- To develop listening skills in a range of authentic contexts
- To be able to convey information and express opinions effectively
- To develop speaking skills in both formal and informal contexts

SKILLS

Receptive Skills: Reading and Listening:

- Identify and retrieve facts and details
- Understand and select relevant information
- Recognise and understand ideas, opinions and attitudes and the connections between related ideas

• Understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

Productive Skills: Writing and Speaking:

- Communicate clearly, accurately and appropriately
- Convey information and express opinions effectively
- Employ and control a variety of grammatical structures
- Demonstrate knowledge and understanding of a range of appropriate vocabulary
- Observe conventions of paragraphing, punctuation and spelling
- Employ appropriate register/style
- Employ suitable pronunciation and stress patterns

TOPICS

Year 7:

Topics include - Homes and Habits, Student Days, Fun Time, Our World, Feelings, Leisure and Fashion, Out and About, This Is Me, Fit and Healthy, A Question of Taste

Years 8 & 9:

Topics include - A Family Affair, Leisure and Pleasure, Happy Holidays, Food, Study Time, My First Job, High Adventure, Dream of the Stars, Secrets of the Mind, On the money

English

All students at Key Stage 3 follow a broad curriculum that gives them the opportunity to study and learn about Literature and Language. We read fiction and non fiction; drama texts, poetry, novels, short stories, speeches, reports and articles. We also explore how the written and spoken word influences people and how we can use language effectively to manipulate, influence or guide our reader. We develop the skills of analysis as well as creative writing.

AIMS	SKILLS	TOPICS
<ul style="list-style-type: none"> • Read a wide range of texts fluently and with good understanding • Enjoy the experience of reading world literature • Understand and respond to literary texts in different forms and from different countries and cultures • Read critically and use knowledge gained from wide reading to inform and improve own writing • Appreciate different ways in which writers achieve their effects • Communicate an informed personal response appropriately and effectively • Write effectively and coherently using standard English appropriately • Use grammar correctly, punctuate and spell accurately • Acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language • Listen to and understand spoken language, and use spoken English effectively • Explore the contribution of literature to an understanding of areas of human concern 	<p>Reading skills:</p> <ul style="list-style-type: none"> • Understanding, and selection, of evidence • Deduction, inference and interpretation • Language, form and structural devices • Writer purpose/ intent/message and affect on readers • Social, cultural, historical context • Fluency of articulation <p>Writing skills:</p> <ul style="list-style-type: none"> • Write with technical accuracy using a range of punctuation and sentence structures for effect • Organise and present whole texts effectively, through sequencing and structuring paragraphs and layout • Write imaginative, interesting and thoughtful texts, which are appropriate to task, reader and purpose • Select appropriate and effective vocabulary, using correct spelling • Presentation of work both handwritten and produced electronically 	<p>TOPICS</p> <p>Year 7 :</p> <ul style="list-style-type: none"> • Letter Diary - PQC, Newspaper, non-chronological report, speech, interaction & discussion, presentations, individual talks <p>Year 8:</p> <ul style="list-style-type: none"> • Empathic – reflective/narrative, PQC & L, information magazine article, comparative, interaction & discussion, presentations, individual talks <p>Year 9:</p> <ul style="list-style-type: none"> • Empathic – narrative, PEZAL, opinion magazine article, comparative, speech, formal report, individual talks, debate skills

Geography

All students at key stage three follow a broad curriculum that aims to build on the skills they have acquired at primary school. All the topics students study link to a range of different places and contexts. The topics we study cover both the physical arm of geography which is more scientific and the human arm which focusses on the way we as people interact with the world around us. Allowing students to learn to explain and problem solve key issues that impact on the planet today.

AIMS	SKILLS	TOPICS
<ul style="list-style-type: none"> • Develop and extend their knowledge and understanding of different places around the world • Develop students as independent learners and as critical and reflective thinkers • Develop the ability to question key geographical issues • To understand the importance of physical and human geographical concepts and how the two interrelate • To communicate their geographical knowledge and skills in a range of different ways 	<p>SKILLS</p> <p>At key stage three students follow a broad curriculum that focuses on students developing key geographical skills. The key skills that permeate throughout the key stage three curriculum are as follows:</p> <ul style="list-style-type: none"> • Geographical Knowledge • Explanation • Evaluation • Data Interpretation • Map Skills <p>We focus on looking at issues a range of different scales ranging from the local to the global.</p>	<p>TOPICS</p> <p>Year 7:</p> <ul style="list-style-type: none"> • The main focus during this year is helping students to differentiate between human and physical geography. They do this through developing key map skills and applying these skills to field work around the school. <p>Year 8:</p> <ul style="list-style-type: none"> • The main focus here is development, considering economic and sustainable development. <p>Year 9:</p> <ul style="list-style-type: none"> • The curriculum focuses on key global issues such as water and evaluating a range of different geographical issues.

History

History is not just blindly accepting the world for what it says it is but always questioning it. History helps to make better citizens through looking at past events and interpretations of them, while thinking independently, critically and objectively about the world around them. By engaging with a wide range of historical narratives, students are encouraged to appreciate their place in the broad sweep of humanity; recognising a common experience which goes beyond national and temporal boundaries. History broadens horizons and promotes cohesion. By engaging with complex and emotive issues in the past, students are led to draw relevant and contemporary parallels which challenge them to maintain open minds and confront prejudice. There is always something which will interest students in History because it involves the whole of human experience.

AIMS

- Develop and extend their knowledge and understanding of key events, periods and societies in history
- Develop students as independent learners and as critical and reflective thinkers
- Develop the ability to ask relevant questions, to investigate issues critically and to make valid judgements using a range of sources in their historical context
- Develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions

SKILLS

- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'ideology' and 'revolution'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used to make historical claims and discern how and why contrasting interpretations have been constructed
- Gain historical perspective by placing their knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political and social history

TOPICS

Year 7:

- What is History
- 1066 and the medieval period
- The Industrial Revolution

Year 8:

- The Slave Trade and Empire
- The Civil Rights Movement
- Conflict in Asia – Korea and Vietnam

Year 9

- WWI
- The Treaty of Versailles
- Europe between the wars
- WWII and Nazi Germany

Mathematics

"We strive to inspire and stimulate young minds to exceed their potential"

Mathematics is the language in which the Universe is written. We aim to not only achieve the best possible results, but to also foster a sense of exploration and wonder for this infinitely compelling subject. All students in Key Stage 3 study a broad syllabus that incorporates elements of Number, Algebra, Geometry and Data. In addition to this, we aim to nurture creative thinking and logical mathematical processes.

AIMS

- The language of mathematics and the rules of logic
- How to state a mathematical idea precisely
- How to prove or disprove a mathematical conjecture
- How to extract meaning from mathematics on the written page
- How to use mathematics to describe the physical world

We give the students the opportunity to develop the ability to approach problems with tenacity and persistence. We expect students to become independent learners while also being able to learn with other students as a collaborative effort.

SKILLS

- Presenting a solution clearly, making assumptions explicit
- Gaining insight into a difficult problem by examining special cases or sub-problems
- Approaching the same problem from different points of view
- Tackling a problem with confidence, even when the solution is not obvious

The entire Key Stage 3 Curriculum has been designed from beginning to end to ensure that all students are appropriately equipped with the tools and desire to excel at IGCSE and beyond.

TOPICS

Year 7:

- We aim to consolidate the foundations of the subject, whilst building resilience. We also expose students to higher order applications of Mathematics.

Year 8:

- The targets of this year are to enhance conceptual understanding and logical reasoning over procedural fluency.

Year 9:

- Top set students will start their IGCSE programme. All other students will be refining their skillset in order to prepare themselves for the start of this course in Year 10.

Modern Foreign Languages (MFL)

Students from Years 6 to 9 follow a course based on the UK National Curriculum in which they follow topics centred on personal information and experiences with the ability to communicate in, as a minimum, the past, present and future tenses. Where possible, internationalism and interculturalism are covered in the Course of Study and teachers are encouraged to seek all opportunities to do so.

AIMS

- To develop students speaking, listening, reading and writing skills in the language of study so that they become confident communicators
- To be develop students confidence when expressing their opinions
- To give students insight into life for young people in the countries where their chosen language is spoken
- To develop an appreciation for the value of languages and foster a love of learning

SKILLS

- A range of high frequency vocabulary relevant to their experiences
- Rules of spelling and pronunciation in their chosen language
- Key grammatical structures which allow them to manipulate language to express themselves clearly
- How to read and listen for gist and detail
- How to express their ideas clearly in spoken and written form

TOPICS

Year 7:

- Life in school
- Life at home

Year 8:

- Friends, relationships and free time
- Travel and tourism

Year 9:

- Healthy Lifestyle
- The environment and social issues



Music

The KS3 Music curriculum supports and encourages learners to listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment.

AIMS

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

SKILLS

- Performing:
- Performance from traditional and non-traditional notations as part of an ensemble or as a soloist
 - Performing on different instruments
 - Performs with flexibility of expression, interpretation and improvisation
- Creating:
- Composing and improvise music in many different genres, styles, structures and traditions for different instruments
 - Extend and develop musical ideas using compositional techniques from a range of stimuli
- Responding:
- Listen and respond to all styles of music using analytical techniques and appropriate musical terminology
 - Develop a deepening understanding of musical context and cultural awareness

TOPICS

Year 7:

- Voice and the elements of music, Chinese music, Samba, Jazz and improvisation, Stomp!

Year 8:

- Remix, Variations, Scales and Movie Soundtracks

Year 9:

- Song-writing, Rhythm, Duration, Structure, Texture and Dynamics.

Physical Education (PE)

A high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. Students follow a broad and varied syllabus that incorporates elements of health and fitness, swimming, striking and fielding, invasion games, sports culture, racket sports, OAA and rock climbing. In lessons we aim to nurture of philosophy of 'Be active, be healthy, be ambitious'. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

AIMS	SKILLS	TOPICS
<ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Engage in competitive sports and activities • Be physically active for sustained periods of time • Lead healthy, active lives 	<ul style="list-style-type: none"> • Knowledge of health and fitness. • Knowledge of rules, tactics and strategies. • Teamwork and communication skills. • The language for learning and sport specific terminology. • Problem solve and apply sport specific knowledge competitively. • Develop leadership skills • Support skill and technique development • Build confidence, self-belief and creative thinking skills • Goal setting and personal challenge 	<p>Year 7:</p> <ul style="list-style-type: none"> • Athletics, Basketball, Volleyball, Football, Touch rugby, Racket sports, Health and fitness, Striking and fielding, Invasion games, Swimming and Outdoor adventurous activities (OAA). <p>Year 8:</p> <ul style="list-style-type: none"> • Athletics, Basketball, Volleyball, Football, Health and fitness, Swimming, Racket sports, Striking and fielding, Sports Culture, Rock Climbing and OAA. <p>Year 9:</p> <ul style="list-style-type: none"> • Athletics, Football, Volleyball, Basketball, Racket sports, Dance, Health and fitness, Rock climbing, Personal survival, Swimming, Striking and fielding, Invasion games, Sports Culture and OAA.

Science

We live in a world where science is all around us. Every day we hear news stories that are underpinned with scientific facts, discoveries and information. Everything from the latest gadgets to medical breakthroughs have their basis in pure science. We believe that it is essential that our pupils have a thorough understanding of Science ensuring they can understand and make sense of their world. We value the integration of practical activities in lessons and the skills that these provide to pupils, who are encouraged to develop understanding and abilities. Pupils are equipped to apply the knowledge that they gain to a range of contextualised real-life situations and, to do this. The department has a highly experienced and enthusiastic team of teachers and technicians who have a deep interest in their specialist subject areas. They motivate pupils to find out more about the subject as well as allowing them to achieve their full potential throughout their school career.

AIMS	SKILLS	TOPICS
<ul style="list-style-type: none"> • A better understanding of the technological world, with an informed interest in scientific matters • relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness • an interest in, and care for, the environment • better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment • the ability to recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life • an understanding of the scientific skills essential for both further study and everyday life 	<ul style="list-style-type: none"> • Handle equipment confidently and safely and identify hazards • Follow instructions to use appropriate techniques, apparatus and materials to conduct scientific investigations • Make scientific predictions using scientific language and then understanding • Measure with accuracy and precision using appropriate SI units • Make scientific observations, record results in a suitable table and conduct basic data calculation • Use simple equations to calculate new results from experimental data • Draw and analyse graphs from the experimental results • Interpret results and write conclusions. • Improve the experiment by repeatability, reproducibility and objectivity • Design experiments by using independent, dependent and control variables • State theories built on evidence 	<p>Year 7:</p> <ul style="list-style-type: none"> • Characteristics of living organisms, cells • Reproduction and ecology • Acids and alkalis. Solid, liquids, gases • Forces, Fuels, Energy and Electricity <p>Year 8 :</p> <ul style="list-style-type: none"> • Food and Digestion, Respiration and Breathing, Doctors and diseases • Water and Separating Mixtures, Elements, compounds and mixtures • Forces and Transport, Light and Sound, Heat Transfer <p>Year 9:</p> <ul style="list-style-type: none"> • Inheritance, Selective breeding and genetic engineering, Coordination and Movement, Practical Plants • Properties of metals and metal compounds, Mass and energy in chemical reaction, Environmental chemistry, Reactions of metals, Industrial chemistry, Rates of reaction, Solubility, insolubility and precipitation • Speed, distance and acceleration, Pressure and Moments, Satellites, Solar Systems and Space, Electricity

Personal, Social, Health and Economic Education (PSHE)

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

AIMS

- To support every student to become a confident, healthy, considerate and responsible young adults in an international world
- To equip each student with the knowledge and skills to make informed choices to enhance and enrich their lives and the lives of others
- To provide opportunities for students to reflect on their own learning and achievements and identify their own personal development targets
- To develop skills of communication and self-reflection
- To promote students moral, social and cultural development
- To provide students with information, skills and positive values

THE 7 STRANDS

The course is based upon 7 strands of well-being, which are as follows:

1. Physical Health and Wellbeing: Information on the foundations of well-being and keeping ourselves physically healthy
2. Positive Relationships: This explores what is arguably the most important aspect of well-being; namely our relationships with other people.
3. Core Values: Looking at the core values at BSG; respect, integrity, responsibility and commitment alongside a love of learning.
4. Global Citizenship: Living sustainably, considering our place in the international world and dealing with transition.
5. Risk: This aspect of the course exposes students to social and personal dangers.
6. Careers: This strand allows and encourages student reflection on life beyond BSG.
7. Reflection: Students will reflect on their own learning and achievements and identify their own personal development targets.

TOPICS

Year 7:

- Study skills and organization
- Friendships and bullying
- Communication and teamwork
- Love of learning
- Adolescence and puberty

Year 8:

- Digital literacy
- Personal Hygiene
- Emotional health and wellbeing
- Love and relationships
- First aid
- Rights, responsibilities and discrimination
- Smoking, and alcohol

Year 9:

- Conflict
- Managing use of technology
- Careers and IGCSE options
- Identity
- Sex and relationships
- Drugs and addiction
- Study skills and revision

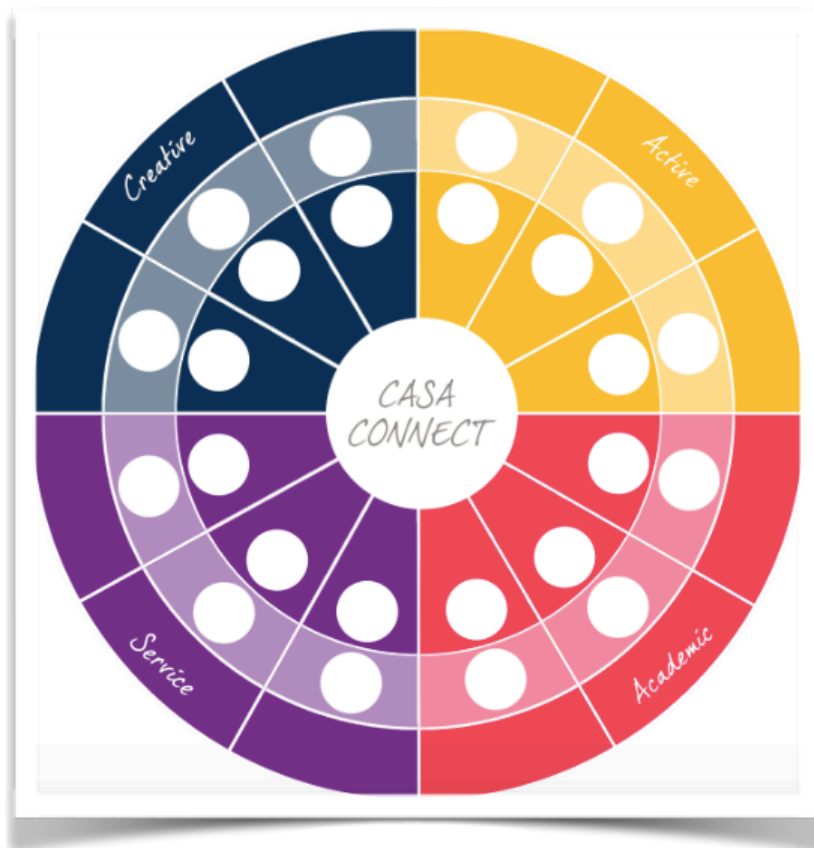
Global Perspectives (GP)

All students in Key Stage 3 follow a course in Global Perspectives, which leads into the GCSE course of the same name. The course aims to give students a wider understanding of the world in which we live. Students will cover topics such as the UN Global Goals, food sustainability, the UN Charter of human rights, migration and refugees. The course also encompasses elements of Global Campus and UNICEF programmes, which are determined by Nord Anglia each year.

CASA

Creative Active Service Academic

In addition to their formal studies, students are encouraged to participate in a range of other activities.



Students can complete their CASA Connect Wheel (above) by participating in ASAs, completing an Adventure Week or an additional evidenced activity. Students can achieve Bronze, Silver or Gold certification as detailed below:

CASA Bronze

- 2 x Per ASA*
- 4 x Adventure Week*
- 2 x Evidenced Additional CASA*
- Total 12 Stickers*

CASA Silver

- 2 x Per ASA*
- 4 x Adventure Week*
- 8 x Evidenced Additional CASA*
- Total 18 Stickers*

CASA Gold

- 2 x Per ASA*
- 4 x Adventure Week*
- 14 x Evidenced Additional CASA*
- Total 24 Stickers*



Be Ambitious