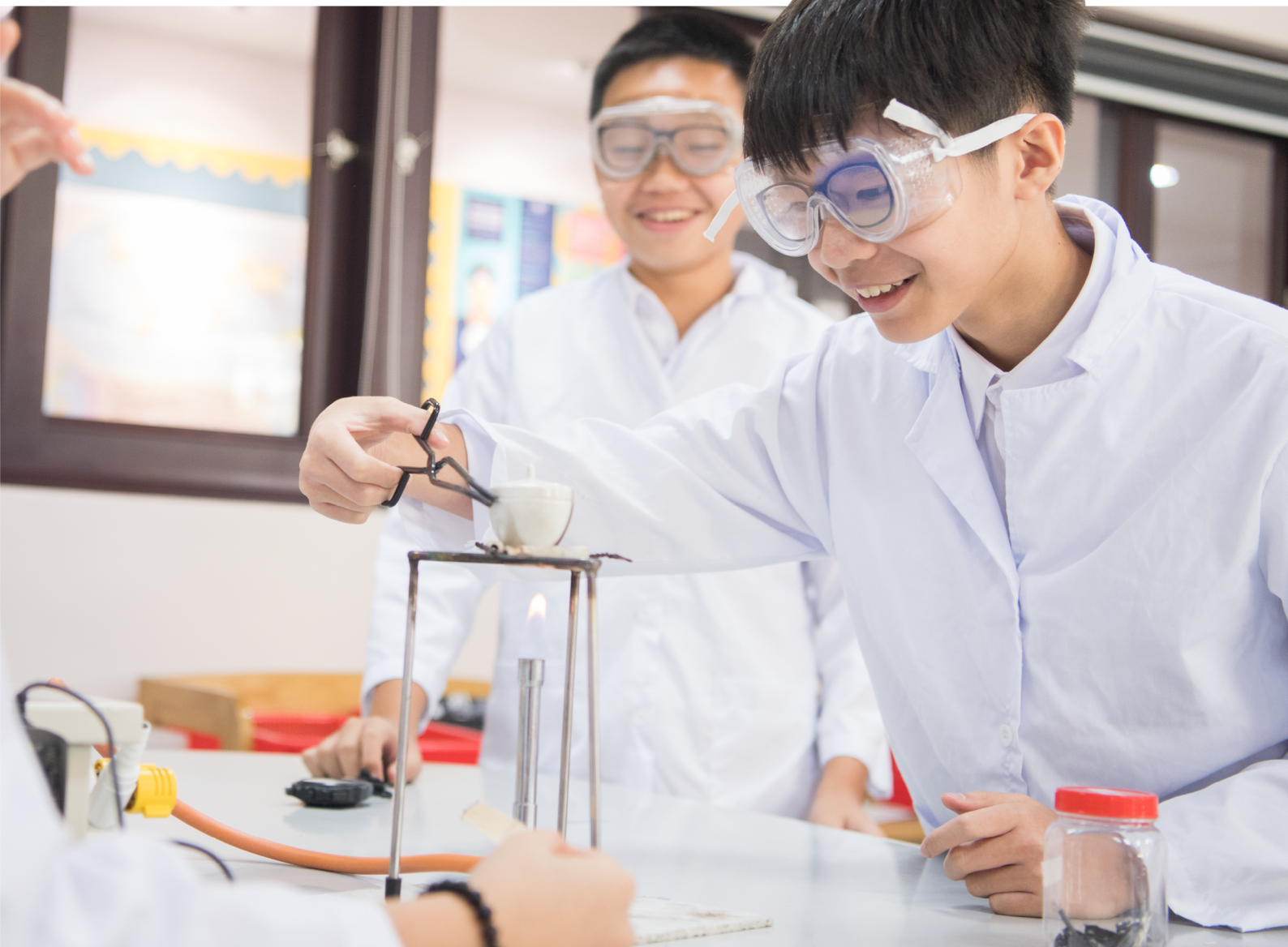




BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI
A NORD ANGLIA EDUCATION SCHOOL

Thông tin chương trình học *Bậc KS3*

Khối lớp 9





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Introduction

The purpose of this booklet is to give you detailed information about the subjects that your child will study in years 7-9. It can be used to support the teaching and learning that takes place in school. In most subjects, the teaching at BVIS follows the Programmes of Study for the National Curriculum for England. This ensures continuity and progression for our students transferring from the Primary School, as well as onto iGCSE and A level. The progress students make will be recorded and reported to you four times a year using National Curriculum Levels.

National Curriculum Levels Explained

Levels of achievement

We use levels to assess student progress and enable students to understand their achievement in each subject in Years 7, 8 and 9. These standards range from Levels 1 through to 8. Pupils progress through the levels as they get older and learn more:

- most Year 7 students on entry are expected to achieve at least a Level 4
- most Year 9's are expected to achieve Levels 6 in all subjects
- Level 7 + is very good, and in Maths only we assess up to Level 8

We report throughout the year in sub levels, for example:

- 6c - students are attaining just into the level 6 grade
- 6b - students are secure within a level 6
- 6a - students are at the top end of a level 6

Approaches to Learning

We believe in trying to develop the attributes of integrity, respect, caring, enquiry, reflection and perseverance in all that we do both inside and outside the classroom. We aim to challenge and stretch each student and help them to be ambitious.

If you have any further questions about your child's learning and progress, please do not hesitate to contact us or your child's form tutor.



Lisa S-Brown

Head of Secondary



English

Overview/ Aims and Objectives

To ensure that all students are prepared for their GCSE studies. They will be able to **analyse** and **evaluate** texts with increasing depth and sophistication. Students will also be increasingly confident in their ability to **produce** texts with different purposes. They will also gain a further **insight** into the works of Shakespeare and Dickens - two of England's greatest writers.

Key Skills

- **Contextual Knowledge** - Learning how to effectively weave contextual knowledge into analysis
- **Inference and deduction** - Students will learn to make increasingly complex deductions
- **Text Types** - Students will be able to analyse and compose a variety of text types
- **Advanced techniques** - Students become familiar with advanced poetic and dramatic techniques
- **Sentence Structures** - Students use a variety of sentence structures and adapt them to be used at appropriate times.

Literacy

- Relative clauses
- Definite and Indefinite clauses
- Past Perfect Continuous
- Subjunctives
- Colons
- Semi Colons
- Hyphens
- Brackets
- Review of all KS3 literacy concepts.

Enrichment opportunities

- Bilingualism Week
- Shakespeare Week
- World Book Week
- House Spelling Bee
- Creative Writing Competitions/ECA
- Accelerated Reader Competition

Course Content

1a. Dystopian Fiction

- **Reading Focus:** Through a range of dystopian texts and extracts, students further develop their analytical skills, evaluating how language, literary techniques and structure are used for reader effect
- **Writing Focus:** Students respond to the texts through the creation of their own piece of dystopian writing, building setting and atmosphere through the application of the techniques they have studied

- **Literary Focus:** Organising and developing an essay, restrictive relative clauses, three-paragraph analytical essay structure

1b. Conflict Poetry

- **Reading Focus:** Students analyse a range of poetry covering war and conflict, from the WW1 poets, to more modern poetry examining conflict at an individual level. Students are also encouraged to engage with conflict poetry from their own cultural background and the emergent of new poetry from ongoing conflicts around the world
- **Writing Focus:** students respond to individual texts through contextual prose, composing their own piece of descriptive writing
- **Speaking and Listening Focus:** Students participate in developing arguments at the discursive level and also more formal development of debate strategies
- **Literacy Focus :** Collocations with nouns, definite and indefinite articles, descriptive essay

2a. Ted talks

- **Writing Focus:** during this short half-term, students focus on creating an impassioned speech, incorporating the specific persuasive techniques of logos, ethos and pathos that make Ted Talks so compelling. This unit will also emphasis the importance of redrafting at the micro and macro level
- **Speaking and Listening Focus:** Students practice perfecting their delivery techniques, learning the range of approaches to ensuring each individual can engage with a live and broadcast audience
- **Literacy Focus:** Prefixes and suffixes, writing a narrative essay and varying sentence patterns, past perfect and past perfect continuous

2b. Shakespeare in the 21st Century

- **Reading Focus:** Students consider the continued influence of Shakespeare in global literary texts, and gain a deeper understanding of the characters and themes found in a range of Shakespeare's plays and poetry
- **Speaking Focus:** Students collaborate to create a short modern play script, reinterpreting Shakespeare's themes and language for a contemporary audience
- **Speaking and Listening Focus:** Students perform their short plays, or scenes from their plays, during pop-up theatre in Shakespeare Week
- **Literacy Focus:** Subordinators and transitions to compare and contrast, cause and effect collocations, agents with the passive voice

3a. Non-fiction media and journalism

- **Reading Focus:** Students examine a range of journalistic voices, from environmental to war reporting, to emerging forms of citizen journalism and social media
- **Writing Focus:** Students create their own media product, reporting on a pressing contemporary issue in school, or in the wider world
- **Speaking and Listening Focus:** Students will use an appropriate media platform such as video or podcast to broadcast their final piece, and listen and assess their peers' work.
- **Literacy Focus:** Word forms, reported speech with the present and shifting tenses, writing a summary Useful resources

3b. IGCSE preparation: Literature and Language

- **Reading focus:** students are introduced to key literary texts that will be used in Years 10 and 11. The continue to practise and develop their analytical essay writing skills
- **Writing Focus:** Students write articles and responses on a range of source material that is used at IGCSE. This term allows them to reflect upon their skills and work on targets to ensure they are ready to begin their IGCSE

English

- **Speaking and Listening Focus:** Students pull together the range of speaking and listening tasks they have covered in Key Stage Three, and continue to hone their discursive and debating skills
- **Literacy focus:** Word roots, writing an opinion essay, adverb phrases of reason, writing a persuasive article, collocations with prepositions, adverb clauses of concession

Useful resources

- All class texts for literature and language are supplied by the department.
- Accelerated Reader
- Ipads

Assessment

Each unit will be assessed either by a practical project or a formal test. The attainment level over the year will be formed through:

Term 1a	Term 1b	Term 2b	Term 2b	Term 3b	Term 3b
Dystopian Fiction	Conflict poetry	Ted Talks	Shakespeare in the 21st Century	Non-fiction media and journalism	IGCSE preparation
Writing focus	Reading Focus	Writing and Speaking and Listening Focus	Writing Focus	Reading and Writing Focus	Reading, Writing and Speaking and Listening Focus



Mathematics

Overview/ Aims and Objectives

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

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

Key Skills

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

Enrichment Opportunities

- Hanoi International Maths Challenge in November
- UKMT Intermediate Maths Competition in February
- House Competition in June
- In February a Year 9 Enriched Pathway will form. Students selected for this class will commence studies towards their CIE IGCSE in Extended Mathematics with the aim to complete the course at the end of Year 10

Course Content

- Number – Indices, Compound Units, Bounds
- Algebra – Quadratic Expressions, Simultaneous Equations, Non-Linear Graphs, Inequalities, Rearranging, Quadratic Sequences
- Data – Loci, Probability – Tree diagrams, Correlation, Cumulative Frequency Graphs
- Shape – Sectors, Negative and Fractional Enlargements, Right Angled Trigonometry

Useful Resources

- Myimaths and Maths Podcasts
- Textbook: KS3 Maths Pupil Book 3.3 (Maths Frameworking)
- All students will need a scientific calculator. We recommend the Casio fx-570 VN Plus or Casio FX 500 VN plus

Assessment

Students in Mathematics are assessed in a variety of ways. The below information may change to ensure that the curriculum is adapted to the students' strengths and needs

* Formal assessments for Year 9 will require the use of a scientific calculator.

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	15%		Homework	15%		Homework	15%	
Classwork	15%		Classwork	15%		Classwork	15%	
Formal Assessments*	70%	October November	Formal Assessments*	40%	March	Formal Assessments*	70%	June
			Maths Project	30%	January			

Science

Overview/ Aims and Objectives

In addition to obvious subject development (see course content below) the aim throughout KS3 science is to develop students' **scientific understanding** in relation to experimentation and investigation. Prior to the start of iGCSE in year 10, we aim for students to fully appreciate the **cyclic nature of scientific investigation**. We aim for students to be confident by the end of year 9 in **forming hypotheses, planning methods** that consider **variables**, test and **record data effectively**, produce suitable data representation (using ICT and by hand), **writing conclusions** and **scientific evaluation** to critically reflect on their experimentation, in particular the use of controls (e.g. placebos in medicine). We aim to introduce language and terminology that is elevated from students' year 8 studies so that they are better prepared for the academic studies at iGCSE (year 10).

Key Skills

- Forming of unique hypothesis based on scientific ideas or principles using precise terminology
- Ability to produce a step by step method (in relation to variables) to be followed by others
- Ability to construct results table for collect data
- Ability to process data prior to data presentation (e.g. appropriate averages, dealing with anomalies and repeating tests)
- Data presentation and interpretation
- ICT graphical presentation
- Formation and writing of academic conclusions (still using the 'D-E-E-K- method)
- Skills of evaluation to improve investigations

Enrichment Opportunities

- STEAM opportunities (Cross curricular Science, Technology, Engineering, Art and Maths).
- Global Campus STEM challenge
- Enrichment day opportunities

Course Content

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

- Microscopy
- Growth of plants
- Genetics
- Enzyme action
- Rates of reaction
- Reactivity series
- Heat Transfer
- Electrical circuits
- Forces
- Materials

Useful Resources

Further reading through: BBC bitesize and Scibermonkey.org and BVIS library science books.

Assessment

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
2 practical assessments	10%	Sep-Dec	2 practical assessments	10%	Jan-Feb	1 Practical assessment	5%	Apr
2 Showcase pieces (literacy)	10%	Sep & Nov	2 Showcase pieces (literacy)	10%	Jan & Feb	1 Showcase piece (literacy)	5%	May
2 summative assessments	10%	Oct & Dec	2 summative assessments	10%	Feb & Mar	End of Year Exam	30%	Jun



Art

Overview/ Aims and Objectives

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

Key Skills

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

Enrichment Opportunities

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

Course Content

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

Useful Resources

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

Assessment

Students are assessed on their ability to explore, investigate, analyse and evaluate using a range of processes, practical techniques and contextual research. Students are encouraged to regularly reflect on their learning with an emphasis on their attitude and effort. Summative assessment takes place at the end of each topic and includes both classwork and independent learning to provide a full picture of progress and set relevant, individual targets.

Drama

Overview/ Aims and Objectives

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

Key Skills

- Devising skills
- Directing
- Script analysis
- Character development
- Stage design
- Costume design
- Lighting design
- Practitioner theory and practical application

Enrichment Opportunities

- Take part in several performances across the year to present class work
- Opportunity to audition for the annual school production
- Annual FOBISIA Drama Festival

Course Content

- 9A. Brecht's 'The Caucasian Chalk Circle'/ An exploration of Epic Theatre
- 9B. Berkoff's 'Metamorphosis'/ An exploration of Total Theatre
- 9C. Stanislavski/ Character work
- 9D. Stylised theatre through scripted work
- 9E. Stylised theatre through scripted work

Useful Resources

BBC bitesize information about Brecht and Epic Theatre
Stanislavski and naturalism resource

Assessment

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

- **Creating:** Experimenting and developing ideas through the rehearsal process
- **Performing:** Performing work to an audience with a specific focus
- **Responding:** Reflecting on choices in own work and that of others

Music

Overview/ Aims and Objectives

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

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

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

Key Skills

- Perform, listen to, review and evaluate music from a range of historical periods, genres, styles and traditions, including the works of famous composers and musicians
- 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, and use music technology appropriately
- Understand and explore how music is created, produced and communicate

Enrichment Opportunities

- The School Production (for those that audition)
- Singing Club (Choir)
- Live Lunch
- Music Competition
- Battle of the Bands
- Nord Anglia Music Festival (possibility for those that successfully audition)
- Attend performances/workshops given by some Juilliard alumni

Course Content

Performing	Perform significant parts from memory, Perform a solo part. Show awareness of own contribution (leading, solo part, providing rhythmic support). Evaluate how venue, occasion and purpose affects the way music is created performed and heard. Identify and explore musical devices and how music reflects time and place Make expressive use of tempo, dynamics, phrasing and timbre
Composing	Compose music using appropriate musical devices such as melody, rhythms, chords and structures. Improvise melodic and rhythmic material within given structures. Use relevant notations to plan, revise and refine material.
Notation	Perform significant parts from notation. Use a variety of notation. Use staff notation to compose. Identify, describe and use articulation, dynamics and tempo.

Listening and Appraising	Refine and improve own work. Analyse and compare musical features. Make critical judgments about the use of musical conventions Discriminate between musical styles, genres and traditions
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Useful Resources

- www.musictheory.org
- GCSE Bitesize
- Edpuzzle

Assessment

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

Reports - A student's level will be based upon everything they have done up until that point and takes into consideration all the skills they have demonstrated to their teacher.



Geography

Overview/ Aims and Objectives

To **stimulate** an interest in your surroundings and in the wide range of human and physical conditions that exists on the earth's surface. To **develop** and help you to realise just some of the many different aspects of Geography that make planet earth such a cool place to live in! To teach you practical **fieldwork skills** on tourism in Hanoi.

Key Skills

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

Enrichment Opportunities

Weather fieldwork, using instruments successfully to collect data, World Scholar's Cup ECA and MUN ECA.

Course Content

The Geography of Crime - This interesting unit will introduce students to different types of conflict around the world, including modern piracy, the drug routes, knife-crime, blood diamonds and child soldiers

Coasts - IGCSE SOW - erosional and depositional features of coastlines around the world and the different ways that coasts can be managed

Tourism - different types of tourism are studied, for example ecotourism, adventure tourism and sustainable tourism. They will look at the benefits and problems of tourism using case studies for an LEDC and MEDC country. Students consider the reasons for tourism change in the last 50 yrs both globally and in Vietnam. Students will learn how to do a complete a full piece of investigative fieldwork to IGCSE standard.

Back to bikes - Students will use OS maps to plan a long-distance itinerary by bike. They will also consider the benefits of sustainable transport

Tectonics - students will begin to show a basic understanding of plate tectonics, describing the origin, characteristics of seismic activity and volcanic activity, fold mountains and rift valleys, natural hazards and how we cope with and can manage these hazards

Useful resources

Websites to include Geography All The Way, Geography for 2019 and Beyond, Gapminder and KS3 BBC Bitesize Revision websites. Microsoft Teams: access given at the start of the year should be checked regularly as it contains homework and lesson resources; students should also be encouraged at home to follow both Vietnamese and World News.

Assessment

Each unit will be assessed either by a practical project or a formal test. The attainment level over the year will be formed through:

Term 1	Weighting	Due Date	Term 2	Weighting	Due Date	Term 3	Weighting	Due Date
Geography of Conflict / Mapping Knife-Crime	25%	September	Back to Bikes Mapping activity	25%	February	Types of plate boundaries Test	20%	May
Blood Diamonds Poster / Child Soldiers	35%	October	Tourism Project	75%	March/April	Tectonics News Reports	55%	
Coasts test	45%	December				End of Year Exam	25%	June

History

Overview/ Aims and Objectives

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

Key Skills

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

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

Enrichment Opportunities

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

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

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

Course Content

- World War One
- 20th Century Russia
- Nazi Germany
- World War Two
- The Holocaust
- American Civil Rights in the Twentieth Century

Useful Resources

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

- Modern Minds, The Twentieth Century World, Jamie Byrom
- GCSE Modern World, Ben Walsh

Assessment

A range of assessments are used to identify a student's progress which include both class and homework. Key assessments are also used and these all contribute to end of term and end of year progress grades – as can be seen by the table below:

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Lions led by donkeys	33%	September	Terror was the most important element of control for Hitler and the Nazis.	27%	January	America were right to drop the atomic bomb on Japan.	30%	April
WW1 End of Unit Test	40%	October	Nazi Germany and Int'l Peace collapse End of Unit Test	40%	February/ March	The Holocaust End of Unit Test	40%	May
How successful was the NEP?	27%	December	The evacuation of Dunkirk was a triumph..	33%	March	End of Year Exam	30%	June



Computer Science

Overview/ Aims and Objectives

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

Key Skills

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

Enrichment Opportunities

- FOBISIA Creative Coding
- App development ECA

Course Content

Cryptography

- Simple encryption algorithms
- Intro to public key cryptography
- Breaking codes

Programming and Development using a visual programming language

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

Data & Data Representation

- Binary and Hexadecimal data
- Storing Images as Data
- Hardware storage devices

Algorithms

- Pattern Recognition
- Problem Solving
- Logical Reasoning

E-Safety

- Cyberbullying
- Social engineering and protecting yourself
- Digital footprints and T&Cs

Artificial Intelligence

- Current developments in technology
- The technological singularity
- Ethics in computer science

Logic Gate and Circuits

- AND, OR and NOT Gate
- NAND, NOR and XOR Gates

Useful Resources

- <http://code.org/> -This resource is useful for learning the basics in programming
- <https://www.python.org/> - this is a high-level programming language used to teach programming
- <http://flippybitandtheattackofthehexadecimalsfrombase16.com> – a fun game that helps students practice and learn binary and hexadecimal numbers
- <https://www.w3schools.com/python/default.asp> - One of the best python programming courses on the WWW.
- <https://appshed.com/> - The app development software that we plan to use.
- <https://www.esafety.gov.au/education-resources/classroom-resources/tagged/language-options/vietnamese> - Esafety website with Vietnamese subtitles

Assessment

A range of assessments are used to identify a student's progress which include both class and homework. In Year 8 we use the 'Badges' system, where students collect badges by completing tasks with increasing levels of challenge every week. Later, these map to National Curriculum levels, which your child can show you using the link on their badges page. Key assessments at the end of each unit are also used and these all contribute to end of term and end of year progress grades:

Term 1 BBC micro:bits / Turtle Python: The independent challenges

Term 2 Cryptography: The public key diagram and programming challenges

Term 3 Artificial Intelligence: The presentation and mini essay

Term 3 End of year assessment: a paper based levelling test covering all content from the year

EAL

Overview/ Aims and Objectives

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

Units of work are designed to develop students critical thinking skills and provide them with the academic knowledge needed to improve writing, reading, speaking and listening. Also included are;

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

Key Skills

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

Enrichment Opportunities

- Bilingualism week in October
- Online challenge resources available through the Q Skills for success online platform

Course Content

1. W - Write an analytical essay about the qualities that make a person admirable and provide examples of accomplishments
S - Give a presentation on how to be an effective leader
2. W - Write a descriptive essay on consumer behaviour
S - Role-play a conversation offering advice to help someone become better organized
3. W - Write a narrative essay about a personal memory of someone or something that influenced you when you were younger
S - Present a personal story describing an important event in your life that made you feel grown up
4. W - Write an essay comparing and contrasting two forms of writing
S - Present a business plan

Useful Resources

- Microsoft Teams
- Q skills online platform
- Q skills Textbooks
- British Council
- Language Development Diary

Assessment

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

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

Physical Education

Overview/ Aims and Objectives

Through sport students will learn the discrete skills required to perform in a range of activities, as well as the tactics involved, which will be learnt through conditioned games/performances. They will also learn about leadership, teamwork, communication, values and sportsmanship. PE aims stimulate an interest in sport and encourage students to take part in physical activity and exercise to maintain a healthy active lifestyle.

Key Skills

- **Isolated sport skills:** to develop the underlying skills needed in a variety of sports. For example: dribbling in basketball or setting in volleyball
- **Tactics and knowledge of sport:** to broaden their knowledge in a range of sports and learn and be able to apply the tactics to game situations
- **Teamwork & collaboration:** to learn to work well with other in a variety of sporting situations
- **Communication:** to develop effective communication in both Vietnamese and English
- **Sportsmanship:** to learn and demonstrate the values of being fair and generous in a sporting context
- **Vocabulary:** to increase and improve your understanding of key terms link to each sport

Enrichment Opportunities

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

- practise skills at breaks and lunchtimes and at home
- take part in school sport, either competitively or socially
- take part in house competitions
- join clubs in the community and/or use local facilities
- watch live and recorded matches to appreciate high-quality performance.

Course Content

Fitness/Baseline Testing: Students will test themselves in a variety of different fitness activities. They will also participate in various methods of fitness training; such as circuit training, interval training and continuous training.

Invasion games: this includes sports such as basketball and football, where students will learn isolated skills such as dribbling, passing and shooting. They will then implement them in open situations, predominantly through small sided conditioned games.

Athletics: Students will learn the various track and field disciplines of athletics, as seen in the Olympics. They will have the opportunity to compete in different events during the annual sports day.

Volleyball: Students will work on the technique of various skills such as setting, digging and serving, and then implement them in open situations, predominantly through small sided conditioned games.

Badminton: Students will look to outwit opponents using a variety of skills. They will mainly be focussed on the technical aspect various shots such as serving, net shots and smashing.

Gymnastics: Students will learn to work in a variety of disciplines such as floor routines, vaulting and trampolining. They will develop control of their body while in flight, looking to perform a variety of basic shapes, such as tuck jumps, up to more advanced skills, such as handsprings and somersaults.

Swimming: Students will have the opportunity to take part in competitive swimming or lifesaving. Competitive

swimming will help prepare swimmers for competitions and teach them the laws of each of the 4 strokes. Those who chose lifesaving will learn techniques and methods for saving themselves and others if they experience difficulty in water.

Sports leadership: Students will learn about the qualities that we believe good leaders should possess. Through learning how to deliver a safe and fun sports session to their peers the aim is for them to build their confidence and develop their leadership qualities.

Students may also have the opportunity learn rock climbing during the school year.

Useful Resources

<https://www.brianmac.co.uk/> , <http://www.teachpe.com/>

Assessment

A range of assessments are used to identify a student's progress in each sport. Students will be continually assessed throughout their unit of work however a formal assessment will take place during their final lesson on each sport.

PSHE

Overview/ Aims and Objectives

The aim of the PSHE scheme is to add to the students' curriculum by preparing them to deal with the challenges of life and also focus on how to make positive decisions, in order to reduce the likelihood of students starting to smoke, drink or use drugs. The scheme also aims at students focusing on their health through understanding nutrition and exercise.

The 6th form concentrates more on mental health, HE and careers in order to prepare them for their tertiary education path.

Key Skills

- Increase self-esteem
- Increase the ability to make decisions and solve problems
- Communicate effectively
- Avoid misunderstandings
- Manage anxiety
- Make new friends
- Stand up for your rights
- Resist advertising pressures
- Resist pressure to use drugs

Enrichment Opportunities

Guest Speakers

Course Content

- Drug abuse
- Making decisions
- Media influences
- Coping with anxiety
- Social Skills
- Assertiveness
- Resolving conflicts
- Resisting peer pressure
- Mental health
- Careers: The old, the new and the unconventional
- Higher Education

Useful Resources

- LifeSkills
- Planet Health – Book and CD
- Media Ready – Book and CD
- SHAHRP – Online material
- BlackDog - Mental Illness online material
- Friends – Book
- Typing.com – online programme

Assessment

PSHE does not have any official summative assessment.

The students' progress is assessed through homework assignments, posters, group presentations and end of unit quizzes. This gives a good insight into the students' understanding of the material covered.



Vietnamese Humanities

Overview/ Aims and Objectives

- Learn about the Vietnamese history from the 10th to the 15th century in the dynasties of Ngo, Dinh, Tien Le, Ly, Tran, Ho, Le So.
- Revise the political, economic and cultural situation of Vietnam through those dynasties
- Narrate the revolts against foreign invaders: Tong, Mong - Nguyen, Minh
- Understand the common characteristics of Vietnamese natural components and their impact on human life

Key Skills

- The ability to use historical event narrative schema
- The ability to describe and briefly relate to historic characters and events
- The ability to observe and exploit geographic maps

Enrichment Opportunities

- Tet Assembly
- Tet fair
- Enrichment Day
- Moon Festival Assembly
- Translation programme

Course Content

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

Useful Resources

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

Assessment

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Entrance exam	10%	August	End of Term II Exam	25%	March	End of year Exam	25%	June
Mid-term I exam	20%	October						
End of Term I Exam	20%	December						

Vietnamese Literacy

Overview/ Aims and Objectives

Based on the skills developed in year 8, BVIS Vietnamese Literacy department aims for all year 9 students to have more understanding on poems and songs at the end of XVIII and the beginning of XIX. Students are aimed to improve their vocabulary and practise words and sentences in line with the context and purpose of communication. In addition, the historical background and portraits of farmers, women and children in Vietnamese literature in the period 1930 - 1945 are also shown in this school year. Finally, students are taught writing skills in essays and administrative documents.

Key Skills

- Ability to recognize and use colloquial and formal words relevant to the context and purpose of communication
- Skills to make outline for articles and speeches
- Development of reading skills, giving the feedback and evidence to analyse the content or technique used in a context
- Teamwork and personal skills.
- Ability to raise a topic, give opinions and protect your own ideas
- Ability to use ICT for presentation
- Development of translanguaging skills in discussion and presentation

Enrichment Opportunities

- National Assembly
- Moon Festival Assembly
- Tet Assembly
- Speaking competition, composing competition

Course Content

- In language: understanding the features, the differentiation of vocabulary, onomatopoeia, heirogram, figurative languages (hyperbole, euphemism), parts of speech, sentence types (compound and connective sentences), pronouns and word turns in dialogue.
- In literature: Understanding the features of medieval literacy discourse, understanding and realising the elements of short stories, poems and prose during 1900 - 1945, making an administrative context and assignments
- In culture : Learning about historical background in medieval literacy discourse, Vietnamese people portraits through poems and prose during 1900 - 1945, natural beauty and lifestyle of Vietnamese people from narratives.

Useful Resources

- Textbook : Vietnamese literacy 8 (1 & 2)
- Reference books in the Library

Assessment

A range of assessments are used to identify a student's progress which include both class and homework. Key assessments are also used and these all contribute to end of term and end of year progress grades – as can be seen by the table below:

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Short and long story	20%	October	Grammar and vocab	10%	January	Narrative	5%	May
						Administrative articles	5%	
Medieval literacy discourse	20%	December	Poems and prose in the beginning of XX	15%	April	End of year assessment	25%	June



Be Ambitious