



**BRITISH  
INTERNATIONAL  
SCHOOL**  
HANOI

A NORD ANGLIA EDUCATION SCHOOL



**BIS Hanoi**  
**Curriculum Information Booklet**  
**2017 - 2018**

**Year 7**

September 2017

Dear Parents,

The purpose of this booklet is to give you detailed information about the subjects your child will study in Year 7.

We hope you will find this booklet both interesting and useful, as a reference throughout the year. It will tell you the areas of study within each subject and can be used by yourselves to support the teaching and learning that takes place in school.

In most subjects, the teaching at BIS follows the Programmes of Study of the National Curriculum for England at Key Stage 3. This ensures continuity and progression for our students transferring from the Primary School and onto IGCSE and the IB programme. During the year the students will be introduced to progressively more demanding ideas, knowledge and understanding using a variety of resources and learning methods.

The progress students make will be recorded and reported to you using National Curriculum Levels. This will enable you to monitor how well your child is doing compared to their achievement at the end of Key Stage 2.

I am confident that your child will make good progress at BIS Hanoi in a supportive yet intellectually demanding environment. However, if you wish to discuss any concerns you may have about your child's learning, you can contact your child's Tutor.

Yours sincerely



Tim Webb  
Head of Secondary



Amy Wild  
Head of Year 7,8 & 9

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## Attendance

Attendance in school is essential for successful attainment. The odd day off here and there soon mounts up and has a significant impact on learning. Reasons for absence must always be communicated to the Secondary Office and will be dealt with in accordance to the attendance policy clearly detailed in the Secondary Parents Handbook.

The following is a quote from a study on the impact of school absence by the National Foundation for Educational Research in the UK ([www.nfer.ac.uk](http://www.nfer.ac.uk))

*There appears to be a significant association between authorised and unauthorised absence and attainment at both Key Stage 3 and Key Stage 4, even when pupil and school level characteristics have been taken into account. At Key Stage 3, this was most evident in relation to overall achievement and to the probability of making at least one level of progress at Key Stage 3, while at Key Stage 4 higher levels of absence (though, particularly, higher levels of unauthorised absence) were negatively associated with lower capped eight scores, a reduced probability of attaining five A\* to C grades and an increased probability that young people would not obtain any GCSEs above a grade D. Across both Key Stages, the impact of pupil absence on attainment was more apparent amongst boys than amongst girls, particularly in relation to unauthorised absence.*

*An examination of the coefficients for authorised and unauthorised absences suggests that higher levels of unauthorised absences may be more significant in determining the extent to which young people's performance at GCSE is affected by their attendance in school. However, there was also evidence that there may be critical thresholds of absence (31 or more half-day sessions), above which performance is significantly lower, whether or not young people's absence is authorised or unauthorised. It is worth acknowledging that the impact of such non-attendance may have a bigger impact on boys' achievement than on girls' achievement.*

Note: 31 half day sessions equals about 15 school days or 3 weeks of school.

## Assessment

Assessment is designed to give students, parents and staff an accurate idea of the attainment and progress of students. It should also give information on what a student needs to do to improve.

Each department uses a traffic light system for formative assessment (which can be found in student work books) which clearly shows the student how well they have performed against the objectives set for the task, in addition to this all subjects use comments to highlight how students can improve their work and boost attainment.

Formal assessment always uses the National Curriculum levels (shown on the next page) and the data is used to track student progress.

All staff use a common set of codes to communicate language errors. These are:

- Spelling (SP)
- Grammatical error (G)
- Punctuation (P)
- Capital letter (CL)
- Paragraphing (//)
- Vocabulary (V)

Year 7 students will sit subject assessments during two assessment windows: 20th-24th November and 28th May-1st June. Students will be assessed formally in Mathematics, English, Science, Geography, History, MFL and Vietnamese. The remaining more practical subjects will be regularly teacher assessed throughout the academic year.

## Reports and Meetings with Parents

Reports are issued on the dates below and there are two opportunities for parents to meet the teachers throughout the year. Parents are also free to contact Tutors, Teachers, Heads of Year or the Head of Secondary at any time during the year if they have any questions. Contact details are in the Parent Handbook.

We also have information sessions each term for individual year groups:

3rd/4th October	Year 7 Tutor Meeting
15th December	First Report
13th March	Teacher/Parent meeting
21st June	Year 7 Work Share Event
22nd June	Second report

## National Curriculum Levels

Students are given National Curriculum levels for key pieces of work in all subjects. Levels are also reported to parents two times a year on reports. These levels are a UK national approach to recording students' attainment and are designed to show progress within school and between schools. They cover most subjects through the age range 5 to 14 years old on a scale of 1-8.

In most subjects there are a number of different areas to assess. The report will show an average so that you can see progress. Sometimes there is a slight variation due to skills assessed at that time but this can be discussed with the relevant teacher if progress is not as expected.

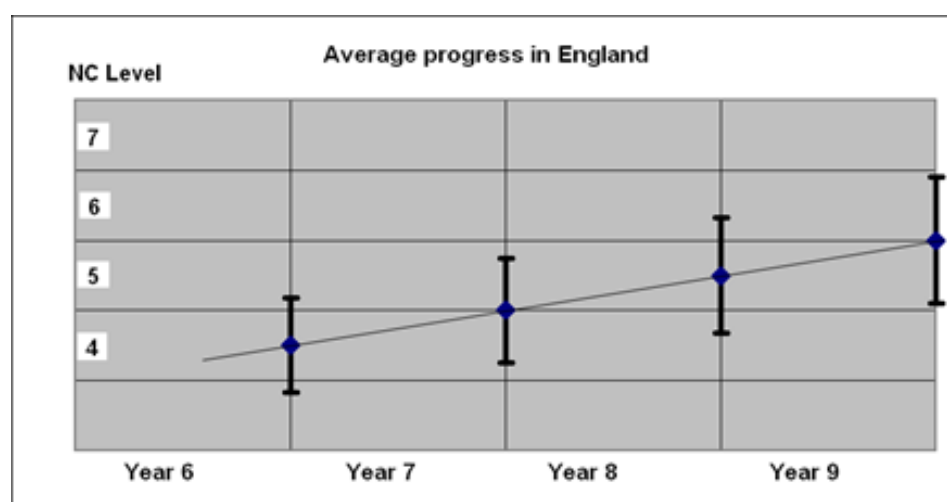
The British Government expects the large majority of students to have achieved the equivalent National Curriculum Level 4 in most subjects by the time they leave primary school and to achieve a mixture of Levels 5 and 6 across all subjects by the end of Year 9. The expected rate of progress for an average student is one level every two years.

Please note that Drama is not a compulsory subject in primary schools. Consequently, in Years 7 and 8 students will probably be working at lower levels than in other subjects. However, the levels in these subjects are designed to enable students to make more rapid progress through them and to still reach levels 5 and 6 by the end of Year 9.

In order for us to show progress during an academic year we sub-divide the levels as follows (using level 4 as an example):

- 4a Working near the top of the level (a good level 4)
- 4b Working well within the level (a solid level 4)
- 4c Working just within the level (just level 4)

### Progression through levels



## **Inclusive Education**

At BIS we firmly believe in every child's right to learn and we aim to make all our lessons as inclusive as possible. Alongside this, we have a dedicated Learning Support and English as an additional Language department which seeks to support the progress of pupils who may not always be able to access lessons fully. The departments work with the classroom teacher, student concerned and family to ensure any support offered is explained and agreed upon by all concerned. There is a set procedure for any intervention work and parents will be informed at the earliest opportunity. Intervention is always time-bound and structured with very clear targets.

The departments can work with students on a 1-to-1 level, in small groups and via in-class support.

Support will focus on specific academic areas, such as reading, writing or numeracy. However, we also withdraw pupils in order to develop their approaches to learning, such as how to break down a question, self-manage, concentrate on a given task. These skills can be extremely beneficial in encouraging pupils to become independent learners for life.

## **Textbooks and Resources**

As is common with schools following the British Curriculum either in the UK or overseas we don't have a set textbook in any subject that we follow throughout the course. Any textbooks we may use are listed in each subject entry; other resources such as websites are also listed.

# Vietnamese

6 lessons per two week cycle (applicable to Vietnamese passport holders)

All Vietnamese students are required by law to study their home language of Vietnamese.

## Curriculum aims

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

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

## Curriculum content

### Term 1

#### ***Folk songs, Proverbs, Legends, Fairy Tales and Fables***

- *Ca dao trữ tình: Ca dao Vùng- Miền: Ngôn ngữ địa phương*
- *Tục ngữ về Lao động sản xuất*
- *Truyện ngụ ngôn: Nghệ thuật ẩn dụ và miêu tả trong truyện ngụ ngôn dân gian*

#### ***Poetry: (shape poems ,acrostic verse, quatrain, ballads, free verse)***

- Thơ Tố Hữu- Thơ lục Bát và các đặc điểm nghệ thuật của Lục Bát
- Thơ Trần Đăng Khoa: Đặc điểm kỹ thuật thơ ca: Ngôn ngữ hình ảnh, biểu tượng, sử dụng nhân hóa, so sánh và ẩn dụ trong thơ
- Thơ Nguyễn Anh Nông cho thiếu nhi: Hình ảnh và thiên nhiên trong thơ

### Term 2

#### ***Novel: Dế mèn Phiêu Lưu Ký- Tô Hoài***

- Nghệ thuật kể chuyện -chương hồi
- Nghệ thuật miêu tả: Lựa chọn ngôn ngữ tổng miêu tả
- Nghệ thuật ẩn dụ và nhân hóa
- Lập luận và giải thích



**Play:** Kịch Quan Âm Thị Kính

- Đặc điểm kịch dân gian
- Ngôn ngữ kịch và nhân vật

*Term 3*

**Non-fiction: Newspaper/Articles**

- Ký và bút ký
- Bài báo tường thuật sự kiện
- Tiểu sử
- Viết để thông báo

**Public Speaking: Informative Speeches (Objects)**

- Thuyết minh về một địa danh
- Thuyết minh về một sự vật, hiện tượng

### **Assessment**

Students will undergo one assessment test per unit and will be awarded for excellent work. Verbal and written feedback will be given when appropriate. The assessment also counts on students 'own writing' which is based on the unit studies. The Levels shown on their reports will be an average of the skills covered throughout the year.

### **Homework**

Homework is set once a week in accordance to the BIS Hanoi homework policy. Wherever possible, homework will be topical. The homework targets key Vietnamese skills and is designed to extend the students by asking them to reflect on what they have studied in class. Homework will be marked and verbal or written feedback given. There will be an overall effort grade for homework at the end each term. Students are expected to work independently and to ensure all work is handed in on time to receive written feedback.

### **Suggested home activities**

Your child needs opportunities to reflect on what they have learnt and you can support your child's understanding of Vietnamese Literature by the reading of different genres of books and talk to them about what they find out about plots, themes, characters and how writers start or finish their stories. Encourage them to get reading so that it will become a habit and to write a diary. A part of our course (study) is to ask the student to write their own work which is based on the unit studies. To ensure progress (their work is successful), you can support them by collecting ideas and building plans.

# English

9 lessons per two week cycle.

## Curriculum aims

In English we aim to develop and progress students skills in the three main areas: Reading, Writing and Speaking & Listening. These skills are developed through Literature specifically: poetry, novels, short stories and drama.

Each skill area is further broken down into sub categories

- **Reading:** Reading for meaning, quotation and reference, inference and deduction, structure and organisation of texts, writer's use of language, Writer's purpose and viewpoint, text's context.
- **Writing:** Writing interesting texts, texts which are appropriate to task and audience, organisation and sequencing, using paragraphs, varying sentence structures, varying punctuation, varying vocabulary and using correct spelling.
- **Speaking & Listening:** Talking to others, talking with others, talking within drama and talking about talk.

## Curriculum content

Skill areas are revisited each year and with each passing year, areas are covered in greater depth. The skills that are covered are:

### *Term 1*

- **Reading:** Reading for meaning, quotation and reference, inference and deduction.
- **Speaking and Listening:** Talking to others, talking with others and talking about talk.
- **Writing:** Writing texts which are appropriate to task and audience, organisation and sequencing, using paragraphs, correct spelling.

### *Term 2*

- **Reading:** Structure and organisation of texts, writer's use of language, Writer's purpose and viewpoint.
- **Writing:** Writing interesting texts, varying sentence structures, varying punctuation, varying vocabulary.

### *Term 3*

- **Reading:** Understanding a text's context.
- **Speaking and Listening:** Drama and role-play

## **Assessment**

Students will undergo an assessment each half term (5 in total). These will test their understanding of the skills that they have learnt in lessons.

The Levels shown on their reports will be an average of the skills covered throughout the year (19 skills in total).

## **Resources**

Students will study a selection of literature throughout each year. The literature selected will be by teacher choice but will come from the list below.

### *Term 1*

- Language and Civilisation

Choice of novels from:

- The Signalman (S1&2)
- Beowulf
- One week with the Queen (S3&4)
- Nicholas Nickleby (S3&4)

### *Term 2*

- Teen Heroes

Choice of novels from:

- Holes (S1&2)
- Stormbreaker (S3&4)

### *Term 3*

- Literature and Performance
- A Midsummer Night's Dream by William Shakespeare
- Poetry Slam

## **Homework**

Homework will be set once a week and will be a challenging task. Students will have several days to do this and are expected to complete homework to the best of their ability.

## **Suggested home activities**

- Start writing a daily journal in English, checking for spelling, punctuation and grammar.
- Acquire a copy of the selected novel, noting down what happens in each chapter and making sure that all main events and characters have been noted.

- Regularly purchase a selection of Vietnamese/English newspapers/magazines and keep up to date with issues in the news, paying attention to the style in which different articles are written.
- Research and find out as much as you can about the playwright William Shakespeare

Students will be allowed to use copies of these books in class only. They are free to purchase their own copies and read these in advance. Active reading of any literature will have beneficial effects on student progress and understanding particularly in a second language setting.

# Mathematics

8 lessons per two week cycle

## Curriculum aims

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

The National Curriculum is divided into five main areas:

- 1) Mathematical processes and applications
- 2) Number
- 3) Algebra
- 4) Geometry and Measures
- 5) Statistics

## Curriculum content

Topic groups are revisited on a yearly basis, and with each passing year, areas are covered in greater depth. The topics students study are arranged as follows:

### *Term 1*

- Place value and integers
- Mensuration
- Equations, formulae and expressions
- Integers, powers and roots
- Averages
- Probability
- Fractions, decimals and percentages
- Sequences and functions

### *Term 2*

- Lines and shapes
- Coordinates
- Handling data
- Place value and calculators
- Sequences and functions with graphs
- Construction and loci
- Transformations

### *Term 3*

- Planning, collecting, processing, representing and interpreting data
- Ratio and proportion
- Shapes and nets

Students are expected to practise questions regularly to reinforce their understanding, and are encouraged to approach their teachers regularly for extra help with questions. They are expected to come fully prepared to lessons with their equipment, which must include a scientific calculator, protractor and compass.

### **Assessment**

Following a baseline test early in August, students will undergo a summative assessment twice in Term 1 and once both in Term 2 and Term 3.

The Levels shown on the report each term are a weighted average of their assessments in the various topics covered.

### **Resources**

The main textbooks we use are part of the Cambridge SMP Interact series, which by year group are allocated as follows:

7T (ISBN number: 978-0-521-53797-1)

7S (ISBN number: 978-0-521-53793-3)

7C (ISBN number: 978-0-521-53790-2)

Children in Year 7 are encouraged to leave their textbooks in the classroom.

To help with revision and homework we frequently use the website [www.myimaths.com](http://www.myimaths.com).

To extend students, top sets will participate in the Junior and Intermediate UKMT Maths Challenges. More information can be found on these events organised by the University of Leeds in the UK here: <http://www.ukmt.org.uk/>.

### **Homework**

Homework is set once a week and students are normally given several days to complete the tasks. The tasks are often from [www.mymaths.com](http://www.mymaths.com) or homework sheets.

### **Suggested home activities**

Each student has a personal login and password for the mymaths website which they can use to learn about and revise topics. Homework may also be frequently set using this website, so students will require an up-to-date version of Adobe Flash Player so that they may access it.

# Science

8 lessons per two week cycle

## **Curriculum aims**

In Science we aim to provide a broadly based and balanced education which will provide the foundation for further Science learning in IGCSE Science, Biology, Chemistry or Physics.

The National Curriculum is divided into 3 main areas:

- 1) Biology
- 2) Chemistry
- 3) Physics

## **Curriculum content**

The main Science concepts are revisited on a yearly basis, Year 7 and Year 8 will cover all the main aspects of Science. One “block” of work consists of 1 unit of Biology, 1 unit of Chemistry and 1 unit of Physics. One “block” will take about 12 weeks.

### *Term 1 - Block 1*

Exploring Science unit 7A – Cells and Transplants  
Exploring Science unit 7K – Forces and Their Effects  
Exploring Science unit 7G – What a Waste

### *Term 2 – Block 2*

Exploring Science unit 7B – Sex and Science  
Exploring Science unit 7L – Solar System  
Exploring Science unit 7E – Acids and Alkalis

### *Term 3 – Block 3*

Exploring Science unit 7D – Classified  
Exploring Science unit 7J – Electrical Circuits  
Exploring Science unit 7F – Bubbles, Bangs and Burning

## **Assessment**

After each topic the students will be tested on that material and their assessment levelled. For report purposes the levels shown will be an average of all the skills they acquire during lessons.

An end of year examination will assess all the topics they have studied to date.

## **Resources**

The main textbook we use is Exploring Science Year 7

Year 7 - ISBN -9781405892469

Digital copies of the textbooks are available to students on the BVIS computer server. However they are not Apple Mac OSX, only Microsoft. Students this term have been allocated one textbook, and must bring these to lessons if the teacher asks them to.

## *Websites*

- <http://www.bbc.co.uk/bitesize/ks3/science/>
- <http://www.brainpop.com>
- <http://www.wpbschoolhouse.btinternet.co.uk>
- <http://home.howstuffworks.com>
- <http://www.parentsplace.com/first9months/main.html>
- <http://www.bbc.co.uk/science/humanbody/body>
- <http://www.bbc.co.uk/schools/revisewise>

## **Homework**

Homework is set once a week and students are normally given one week to complete the task. Most of the homework will be completed by worksheets however, homework could be reading about a topic on the internet, or learning work for quick tests.

## **Suggested home activities**

Some parents may be reluctant to help children with work in science if they don't have a scientific or technical background themselves. All parents can help promote the excitement of science by discussing science issues raised in newspapers and visiting science themed museums or attractions when you travel.



# Art and Design

3 lessons per two week cycle

## Curriculum aims

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

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

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

## Curriculum content

There are a number of key concepts that underpin the study of art, craft and design:

- *Creativity* - Exploring and experimenting with ideas, materials tools and techniques. Taking risks and learning from mistakes.
- *Competence* – Using tools, materials and techniques effectively.
- *Cultural understanding* – Students at BIS will study contemporary and traditional art from a range of cultures, they will be encouraged to study historical and contemporary work from their own Vietnamese heritage alongside Western, European and a variety of global cultures. Students will understand the importance of the role of the artist, in a range of cultures, times and contexts
- *Critical understanding*- They will take part in critical discussions when analysing their own and others' work.

## Art and Design curriculum themes (projects)

*Term 1a*      *Basic Skills /Drawing Media*

An introduction to the formal elements and artist research. Observational drawing from first hand sources. Students focus in particular on colour, mark making and form.

### *Term 1b Impressionism / Painting*

Students utilise their skills in colour mixing and mark making as well as their knowledge of different impressionist artists to plan and create a painting from still life.

- **Artist Research: Study of classical and contemporary impressionist artists**

### *Term 2 Gargoyles / 3D*

Starting point is cultural research, looking at the Gargoyles of Notre Dame. Students produce ideas and design their own Gargoyle before using a combination of 2D and 3D materials including Card, Paper Mache and Paint to create their own large scale Gargoyle

- **Artist research:** Gothic Art and the Gargoyles of Notre Damn

### *Term 3 Surrealism / Mixed Media*

This term students build on knowledge gained in term 1 and look to explore ways of combining different media in Art & Design. They study a broad range of Surreal Art from different cultures before using a combination of digital image manipulation, acrylic paint and charcoal to create a unique and surreal eye based on The False Mirror by Rene Magritte.

**Artist research: Salvador Dali, Rene Magritte and other contemporary Surrealist Art**

### **Sketchbook**

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

### **Assessment**

In addition to the standard school policy of written feedback, it is school policy to use previous National Curriculum Levels of Attainment. Students will be given written feedback for homework, an effort grade for homework and an overall effort grade at the end of each project (term). Students will be given levels for preparatory work as well as final outcomes for each each project. The Levels shown on their reports at the end of the year will be an average of the skills covered throughout that year.

### **Homework**

Homework is set when appropriate in accordance to the BIS Hanoi homework policy. Homework is an important part of the work set in Art, Craft and Design. Usually homework tasks involve written research or gathering images and resources that will be used in the next lesson. Students who arrive at the lesson with incomplete or poor quality homework will be at a disadvantage to others. Students are required to show they can work independently, through homework tasks and class work, to achieve level 6 or above. There is an excellent library within the school where students can work during lunchtimes if they are unable to work at home, they may borrow dry media (pencils and coloured pencils) from the art room and use the

printer if they do not have these facilities at home. Students will be shown examples of the layout and quality of work expected for homework tasks, they will be given an Analysing Art handout to be used for written work (see below). Points will be awarded for homework of exceptional quality.

## ANALYSING ART, CRAFT & DESIGN

You must be as descriptive as possible when answering these questions. Write in essay format e.g. do **NOT** write out the questions **OR** put the number in the margin

1. **What is the title and date of your picture / piece of art?**
2. **Who painted / made it?**
3. **Describe the context of the art work ( culture, period of time or art movement )**
4. **What media (material) has the artist used?** *E.g. oil paints, pastel, screen printing inks, clay, wire, plaster, paper, cardboard, fabric, camera and software etc.*
5. **What technique has the artist used?** *E.g. line and tone, crosshatching, expressive mark making, thick brushstrokes, painting, printing, clay over wire, stitching and embroidery, etching etc.*
6. **What is the subject matter?** *E.g. describe what the piece of art is about.*
7. **Describe the composition (layout)** *E.g. where are the objects placed and why are they there?*
8. **Has the artist used perspective (to make objects look near and far)?**
9. **Describe the colours. What mood do the colours create?**
10. **Are the colours naturalistic ( normal) or abstract( unnatural)**
11. **Write why you like / dislike the art.**
12. **How could you recognise other works by the artist?**  
*E.g. materials, technique, subject matter, context, colour?*
13. **How does this piece of art give you ideas for your own work?**

### Suggested home activities

Parents are encouraged to support students with project themes and homework, whilst allowing students to produce the work themselves. Visits to museums and art galleries are to be encouraged. When discussing ideas with students , parental knowledge and first-hand experience of historical, cultural or local events can be invaluable. There is no right or wrong, no guaranteed formula to provide solutions in art; this is the challenge of the subject. We have high expectations at BIS and expect every student to attain their highest level by applying their best effort and producing creative and skillful work they will be proud to exhibit.

# Computing

3 lessons per two week cycle

## Curriculum aims

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

The aims of the curriculum are that all students :

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

## Curriculum content

In year 7 students will be introduced to computing. The aim of this course is to help develop their technical aptitude and project management skills to be better and more logical thinkers. They will also constantly reflect on the work they have done throughout the year and judge their success on the products they create.

They will start by understanding computers; whilst it is widely accepted that most of our students are able to use computers by the time they reach year 7, they do not understand what a computer actually is and how it works! Students will then learn about how computers can be controlled using software and will also consider how they can be used in a safe way - this is very important! Students will then go on to create some interactive content by making a computer game in a new language and then finally creating application software, or as we know it, an 'app'.

Also, students are expected to become familiar with cloud technology as their primary workspace tool. As such they will be given a Google apps account that will be administered by the school.

## Assessment

Computing is a practical subject and as such feedback to the student is mostly formative and instant. It takes place every single lesson and improvement is continuous. Students will complete an evaluative assessment at the end of each topic covered. This evaluation will help the student achieve their target grades and establish a target grade for future topics. This assessment is of a practical nature and is usually completed online. Each topic will be summative marked and a level awarded in line with school policy.

**Resources**

The main resources for students will be online. Through our Google Apps account the BIS Hanoi ICT & Computing Department has its own website <https://sites.google.com/a/bishanoi.com/bis-ict-computing/home>. Students and parents will find resources on this website.

**Homework**

Homework is set as appropriate within the topic being studied. It is designed to allow students to either reflect on their learning, extend their learning or to consolidate concepts taught in class.

**What Parents can do at home to help learning in Computing**

Parents can encourage students to use the internet safely by installing parental control features and by monitoring use of social media so that it is used safely and responsibly.

# Drama

3 lessons per two week cycle

Drama has a major role to play in the delivery of the English curriculum and the School's cross-curricular themes. The dramatic context of a particular activity will determine which particular curricular area/theme is addressed, in addition to contextualizing Drama as a subject area with a history and conceptual content of its own.

## **Curriculum aims:**

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

## **Curriculum content**

Students will initially learn about Key Drama Skills including Freeze-frame, Thought-tracking, Mime and Improvisation. With these core skills, students are enabled to progress to explore topics such as 'Murder Mystery' and 'Synchronised Dance'.

## **Assessment**

The three main areas of Drama are: Devising, Performing and Appraising. Students will be assessed in each of these areas. Students learn to assess each other and themselves. They learn to give feedback to each other; a valuable life skill. The Levels shown on their reports will be an average of the skills covered throughout the year.

## **Suggested home activities**

Exposure to a range of Drama; for example: theatre, film or television is an excellent way to stimulate an interest in Drama. Active conversations about what the family are watching are an excellent way to stimulate ideas and make the process an active one.

# Geography

4 lessons per two week cycle

## Curriculum aims

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

<https://www.rgs.org/OurWork/Schools/Running+a+successful+department/National+Curriculum.htm>

Geography is a unique subject because the nature of its content means that skills and knowledge required for other academic subjects (such as Maths, English, Humanities, the Sciences and ICT) can be developed through Geography. The aims of Geography are outlined below;

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes,
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time,
- Are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes,
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS),
- To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239087/SECONDARY\\_national\\_curriculum\\_-\\_Geography.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf)

In addition to these aims, Geography is also excellent at developing your child's thinking skills. Developing these skills is fundamental in ensuring that your child is fully prepared for life after they finish their schooling. The main skills that we focus on in Geography are;



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

### **Curriculum content**

Topic groups are revisited on a yearly basis, and progressively, areas are covered in greater depth. The topics students study are arranged as follows:

#### *Term 1*

What is Geography?  
Map Skills  
Settlement

#### *Term 2*

Weather and Climate

#### *Term 3*

Ecosystems - Hot and Cold Environments  
Geology Rocks  
*Field Trip - National Geology Museum*

Students are expected to complete homework to a high standard to reinforce their understanding. Please do encourage your child to ask for help if they do not understand the classwork or homework. If your child is absent for a lesson, they are expected to catch up on the work they missed by borrowing another student's book. They are expected to come fully prepared to lessons with their equipment, exercise book and a positive attitude.

### **Assessment**

Students will undergo a formal levelled assessment once for every topic. Students learn the skills required to conduct self and peer assessment throughout this year. This means that you child should be able to have regular conversations with me about the level that they are at, and be very aware of what they can do to improve their work. As well as this, they should be giving constructive feedback to their peers on the same matter. They will also be assessed during the course of the year through their classwork. The Levels shown on their report for each term will be an average of their assessments in the various topics covered.

## **Resources**

The textbooks used across Key Stage 3 are shown below; however, we use a variety of resources to suit the activity being taught. Some of these are commercial and some are teacher-developed. They provide a much more fun and interactive learning environment whilst still maintaining the highest of standards of teaching and learning. They can however, prove to be a valuable tool for reinforcing what your child has learnt in the home.

<https://global.oup.com/education/content/secondary/series/geog-123-third-edition/;jsessionid=879ADE292B6669509337FFCD402F5A3D?region=international>

Textbook: Geog. 1 Oxford University Press: ISBN 978-0-19-913493-9

## **Homework**

When appropriate, homework is set in accordance with the School Homework Policy and students are normally given one week to complete the tasks.

## **What Parents can do at home to help learning in Geography**

Aside from regularly reading the news from reputable local and international sources, please encourage your child to utilise these websites for research to help with homework and studying for exams:

<http://greenfieldgeography.wikispaces.com>

<http://bishngeography.blogspot.com/>

<http://www.geographypods.com/>

<http://www.bbc.co.uk/education>

<http://www.geographyalltheway.com/>

<https://www.cia.gov/library/publications/the-world-factbook/>

# History

4 lessons per two week cycle

## Curriculum aims

In the History curriculum we aim to give students the knowledge and skills needed to make sense of the past, and to develop within them an open-minded, curious, and truly international perspective. Our syllabus reflects this aim and presents opportunities for students to engage with a wide range of topics drawn from different regions and periods.

Our curriculum divides Historical skills into:

1. Analysis of causes and consequences
2. Evaluation of continuity and change
3. Enquiry skills using sources of evidence
4. Interpretation - looking at history from different perspectives
5. Communication - writing and speaking about history in different forms

## Curriculum content

In Year 7 students will study THREE key areas of history. In Term 1, they will develop their key skills in history by creating accurate timelines, classifying sources of evidence, and focus on topics contained within the theme 'Ancient Civilisations', which includes South East Asia and Europe; in Term 2, they will study Medieval Europe, with a focus on how monarchs of the period controlled their kingdoms and waged warfare; finally, in Term 3, they will explore the developments in trade, religion and civilisation in both Imperial China and the Islamic Empires.

## Key Enquiry Questions

- What is History?
- Why does History change over time?
- Why was the Roman Army so effective?
- Why did Duke William of Normandy defeat King Harold at Hastings in 1066?
- How could you attack a medieval castle?
- Why was Imperial China so advanced?
- How could you avoid the Black Death?

Students are expected to do homework and end of topic tests to reinforce their understanding, and are encouraged to approach their teachers for extra help with questions. They are expected to come fully prepared to lessons with their equipment, which must include a ruler, pencil, pen and exercise book. We encourage students to bring their own device to lessons, too.

### **Assessment**

Students will be given a range of different types of assessment, that address different skills, and these will happen throughout the academic year. These skills are revisited every year, but at a more challenging level. There will be one formal assessment per half-term at the end of each topic.

The levels shown on the report at each term are an average of their assessments in the various skills covered.

### **Resources**

A wide range of textbooks are used, covering the variety of topics listed. Not only does each topic have a main textbook, but selections are made from other material to support them. Copies of these textbooks are available to the students in the Library for reference. Teacher developed materials, documentary films, and internet resources are also used where appropriate.

### **Homework**

Homework is set once a week and students are normally given several days to complete the tasks. The tasks often involve independent research, which acts as a preparation for the next lesson.

### **Suggested home activities**

Students who read a great deal, who visit museums or who travel to places of historical interest show great progress in developing their analytical skills. Discussion is an extremely good way to help students reflect and review what they have learnt.

## Modern Foreign Languages - Spanish or French

4 lessons per two week cycle (applicable to non-Vietnamese passport holders)

### Curriculum aims

In Spanish and French we aim to provide a broadly based and balanced education which will provide the foundation for further learning at IGCSE level. This syllabus is designed for learners who are learning Spanish or French as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

It also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

### Curriculum content

#### *Everyday activities*

- Home life and school
- Food, health and fitness
- Home life School routine Eating and drinking Health and fitness

#### *Personal and social life*

- Self, family and personal relationships
- Holidays and special occasions
- Self, family, personal relationships, pets
- House and home Leisure and entertainments
- Festivals and special occasions
- Holidays; getting around
- Natural and made environment
- People, places and customs

### Assessment

Students will be given a range of different types of assessment, that address different skills, and these will take place throughout the academic year. These skills are revisited every year, but at a more challenging level.

*Listening* - Students listen to a number of recordings and answer questions testing comprehension.

*Reading* - Students read a number of texts and answer questions testing comprehension.

*Speaking* - Students create role plays, topic presentation/conversation and general conversations.

*Writing* - Students respond in the target language to different tasks.

### **Resources**

There are a range of textbooks used, selections made from other materials and teacher developed resources are also used to cover the variety of topics listed.

### **Homework**

Homework is set once a week and students are normally given seven days to complete the tasks.

### **Suggested home activities**

Each student has a login and password for the [linguascope.com](http://linguascope.com) website which they can use to learn about and revise topics. Homework may also be frequently set using this website, so students will require an up-to-date version of Adobe Flash Player so that they may access it.

## **Vietnamese Studies (KS3)**

2 lessons per two week cycle (applicable to non-Vietnamese passport holders)

### **Curriculum aims**

In Vietnamese Studies we aim to provide a basic introduction to the Vietnamese language and also to introduce Vietnamese culture and history.

### **Curriculum contents**

#### ***Beginners***

##### **Term 1**

#### ***Vietnamese Alphabets and tones Introductions and make acquaintances***

Topic 1: Anh tên là gì? (What's your name?)

Topic 2: Anh làm nghề gì? (What's your job)

Topic 3: Anh bao nhiêu tuổi? (How old are you?)

#### **Family**

Topic 4: Đây là nhà tôi (This is my house)

Topic 5: Anh có em gái phải không? (Do you have sister?)

Topic 6: Nhà mới của chị đẹp không? ( How does your house look?)

Topic 7: Revisions

##### **Term 2**

#### **Time**

Topic 8: Bây giờ là mấy giờ? (What time is this?)

Topic 9: Hôm nay là ngày bao nhiêu? (What's date today?)

Topic 10: Bây giờ là mùa xuân (Seasons)

Revision

Assessment

##### **Term 3**

#### **Houses**

Topic 11: Trong phòng có một cái tủ lạnh (There is.....)

Topic 12: Nhà tôi không rộng lắm ( Talking about your house)

Topic 13: Phòng khách rộng bằng phòng ngủ (Comparison)

Topic 14: Revisions

Assessment

## **Pre-intermediate**

### **Term 1**

#### **Travels and Transports**

Topic 15: Anh làm ơn cho tôi hỏi nhà thờ ở đâu? (Where is the church?)

Topic 16: Tôi thích đi du lịch bằng ô tô (Transports)

Topic 17: Bạn đã ăn bún bò Huế bao giờ chưa? (Food)

#### **Entertainment**

Topic 18: Tôi thích nghe nhạc nhưng không thích chơi nhạc (I like listening to music but playing instruments)

Topic 19: Tôi thích phim Việt Nam (I'd like Vietnamese movie)

Topic 20: Tôi không bao giờ ngủ trước 12 giờ đêm (I never go to bed before 12a.m)

Topic 21: Revision

### **Term 2**

#### **Services**

Topic 22: Cái này bao nhiêu tiền (How much is this?)

Topic 23: Cho tôi thêm một cốc nước nữa (In the restaurant )

Topic 24: Ở đây các dịch vụ đều rẻ (Services)

Topic 25: Mặc dù trời mưa nhưng họ vẫn đi làm (Although ....)

### **Term 3**

#### **Health and Sports**

Topic 26: Tôi bị ốm (I was sick)

Topic 27: Bóng đá (Football)

Topic 28: Revision



# Music

3 lessons per two week cycle

## **Curriculum aims**

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

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

## **Curriculum content**

In Year 7, Students are developing their understanding of musical elements through performance, composition and listening. We will continue our journey through the Juilliard Curriculum of Core Works, with focus on developing keyboard skills, musicianship and ways of thinking.

## **Assessment**

Music is assessed in three main areas: Composing, Performing, Listening and Appraising. Students learn to assess each other and themselves using the National Curriculum Criteria. This promotes their ability to analyse as well as the important life skill of giving useful feedback in a constructive and positive manner. The Levels shown on their reports will be an average of the skills covered throughout the year.

## **Suggested home activities**

Exposure to music whether through live concerts or a wide range of media at home is an invaluable way of building a child's love of music and therefore their desire to excel within the activities at school. The exact type of music is not important although a variety of different genres is encouraged.

# Physical Education

5 lessons per 2 week cycle

## Curriculum aims

Physical education develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality physical education curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. The curriculum aims to help students to develop skills in physical activity, learn how to make and apply decisions; developing their physical and mental capacity. Students will evaluate and improve their performances during the course. This will assist students in making informed choices about healthy and active lifestyles.

The study of PE will include activities that cover the following:

- a) Outwitting opponents, as in games activities.
- b) Accurate replication of actions, phrases and sequences, as in gymnastic activities.
- c) Exploring and communicating ideas, concepts and emotions, as in dance activities.
- d) Performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities.
- e) Identifying and solving problems to overcome challenges of an adventurous nature, as in life saving and personal survival in swimming and outdoor activities.
- f) Exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.

## Curriculum content

During the course of Key Stage 3, each year group are divided into the same activity skills set, each group participating in the activity at different stages throughout the year. The students will be able to improve on a wide range of sport related skills throughout the Key Stage.

Topics which will be covered throughout the course of the year:

- Racket sports: Tennis and Table Tennis
- Invasion Games: Basketball
- Striking and Fielding: Rounders
- Athletics: Track and Field events
- Health and Fitness: Speed, Agility and Quickness
- Gymnastics
- Net and Wall Games: Volleyball
- Swimming: Developing competitive strokes.
- Outdoor Education: Developing a game.

**Assessment**

The students will need to be able to demonstrate individual skills, demonstrate tactical knowledge and understanding and rules of the sport. A final level descriptor will be awarded at the end of each unit of work. Assessment will be throughout the unit with self and peer assessments included. The Attainment Level Descriptor ranges from simple skills in Level 1 to Exceptional Performance which is beyond Level 8. In Key Stage 3 students are expected to achieve between levels 4-8 in all of the activities. Levels shown on reports are an average of the activities completed that term.

**Resources**

We are introducing technology in the PE curriculum with use of Ipads and smartphones for activities. The use of the technology will help with analysis and instant feedback to the students. Students will have their own E-portfolios which will have copies of peer and self -assessment sheets and classwork.

**Homework**

Homework is set in PE to enhance knowledge and understanding. Homework will be done on Google classroom where students will develop their Sportfolio for the year. Homework can be set at the end of a topic.

**Suggested home activities**

Parents can support students by encouraging their participation in sport in and out of school. Please let us know if your child has an achievement for a sporting activity outside of school as we like to share success in assemblies.

## Outdoor Education/ Trips

Outdoor Education opportunities exist for students at all year levels.

*The benefits of Outdoor Education include:*

- *Development of leadership skills and responsibility*
- *Increased self-confidence and self-awareness*
- *Development and strengthening of relationships with peers and staff*

The Outdoor Education Programme at BIS Hanoi is structured sequentially - providing increasingly challenging ventures as students move through the school.

Trips away from school are an integral part of our curriculum, are included in our fees and are considered mandatory except under extreme circumstances.

Year 7 go on their first outdoor trip to La Vie Vu Linh in October.

## Life Skills

2 lessons per two week cycle within tutor groups and cross-curricular reinforcement.

### Course Description

This pastoral course is underpinned by the BIS Hanoi Values and Attributes and aims to promote these to achieve our goal of Global Citizens with a Vietnamese Perspective (graphic on the next page):

- Integrity
- Respect
- Caring
- Enquiry
- Reflection
- Perseverance

The course provides opportunities for students to learn how to grow as individuals, for example by developing self-awareness, taking responsibility for managing their time and learning to feel positive about themselves.

The course focuses on group discussion activities, which involve the students in communication and listening skills, leadership and learning how to co-operate and negotiate.

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

By working together on school and community projects students have the chance to participate fully in the life of BIS Hanoi and the community and develop skills that they will require as future citizens.

The 3 key themes within the course are:

- Health and Relationships
- The World We Live In
- Developing Us

Assessment is continual, based on student participation and implementation of the core values within the course; it is based upon both the Vietnamese and UK guidelines.

### Student Council and Form Council

The Form Council provides the structure for **all** students to be involved in the decision-making process within the school. Each Form Council elects a representative to the Student Council whose purpose is to represent their peers and be a forum for active and constructive student input into the daily life of the school community.

## Mission Statement Aide Memoire

The graphic below is displayed in every classroom. It shows clearly the aims and objectives we have in all lessons and activities.

