BIS Hanoi
Curriculum Information Booklet
2018 - 2019

Key Stage 3
Dear Parents

At BIS Hanoi, we aim to inspire original and creative thinking in our students. We want our students to engage with their learning by using the tools of enquiry and reflection that we will teach them during their education at BIS Hanoi.

Our curriculum at Key Stage 3 and 4 has it roots in the British tradition of scholarly excellence. On these roots we have embedded international mindedness. Our curriculum creates caring global citizens through the expectation of service to our local community and the encouragement to allow all students to place this service within a global context. Our curriculum is built to offer our students a balanced, broad curriculum that enables rich learning opportunities to learn languages, deepen knowledge of the world, experience a vibrant sporting programme and expand their creativity through the arts. We also strongly believe that all students should have the chance of participating in opportunities that allow them to flourish and expand their potential. Therefore through Nord Anglia we are able to offer the unique offerings of Juilliard for our performing arts and MIT for our computing and technology strands.

Alongside our formal curriculum, we offer a rich, vibrant extra-curricular activity programme. This allows our students to explore their abilities in activities such as Model United Nations, international sporting competitions and the visual arts. Our Duke of Edinburgh International Award is very successful and BIS Hanoi is the only school in Vietnam to offer the gold award level.

We also offer all of our students the ability to be successful in the exams that they present for at each stage of their education. We build into our curriculum assessment opportunities that are rigorous and prepare each student for their final exams at BIS Hanoi - the International Baccalaureate Diploma Programme. In order to be successful at these final exams, we prepare our students carefully with internal assessment at key points throughout the first three years, then students move onto a high-performing two year course studying a range of subjects that enable the student to present for the internationally recognised Cambridge IGCSE qualification.

After completing their IGCSE exams, students move on into our sixth form, where they will embark on their Diploma Programme studies. With successful completion of the DP, the majority of our students will continue their studies in universities all over the world, including North America, the United Kingdom, continental Europe, Korea and Hong Kong.

We wish your child a joyous journey through BIS Hanoi and should you have any queries please contact your child’s tutor in the first instance.

Yours sincerely

DVaughan

Mrs Diane Vaughan - Assistant Head Curriculum
Index

Core Subjects
Vietnamese (for Vietnamese passport holders)
English
Mathematics
Science

Foundation Subjects
Art and Design
Computing
Drama
Geography
History
Modern Foreign Language (MFL)
Vietnamese Studies (Non-Vietnamese Passport holders)
Korean
Music
Physical Education

Additional Areas of Study
Outdoor Education
Life Skills
BIS values and attributes
Vietnamese

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

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.
- Through the study of important Vietnamese Literature and World Literature texts, students will build up a core of knowledge of Vietnamese and World Literature development of the last century up to the present day.

Curriculum content

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<th>Term 2</th>
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<tr>
<td><strong>Year 7</strong></td>
<td></td>
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<tr>
<td>Folk songs, Proverbs, Legends, Fairy Tales Fables</td>
<td><strong>Novel:</strong> Đế mênh Phiêu Lưu Kỳ- Tố Hoài</td>
<td><strong>Non-fiction:</strong> Newspaper/Articles</td>
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<tr>
<td></td>
<td><strong>Play:</strong> Kịch Quân Âm Thị Kinh</td>
<td><strong>Public Speaking:</strong> Informative Speeches (Objects)</td>
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<tr>
<td><strong>Year 8</strong></td>
<td></td>
<td></td>
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<tr>
<td>Poetry: Thơ Dân gian và Hiện đại- Cách Đọc- Hiệu và Phân tích một bài thơ theo các Đặc điểm kỹ thuật thơ ca (Câu trúc, nhịp điệu, ngôn ngữ hình ảnh biểu tượng...)</td>
<td>Media Play News</td>
<td>Tiểu thuyết: Đất Rừng Phương Nam- Đoàn Giới</td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
<td></td>
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</tr>
<tr>
<td>Short stories Poetry (rhyming couplets, syllabic verse and free verse)</td>
<td><strong>Public Speaking:</strong> Informative Speeches (Concepts)</td>
<td>Narrative: Novel</td>
</tr>
<tr>
<td></td>
<td>Non-fiction: Discussion Essays</td>
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</tbody>
</table>

Resources

Should you have any questions about the Vietnamese curriculum, please do not hesitate to contact me:

hai.nguyen@bishanoi.com

Mrs H Nguyen (Subject Leader - Vietnamese)
Vietnamese Studies

4 lessons per two weeks of Vietnamese Studies in KS3

**Curriculum aims**
Teaching should focus on developing students’ skills of speaking, listening, reading and writing base on a foundation of core grammar and vocabulary. It should help students to find it as easy as possible to adapt to their new environment. It should also provide suitable preparation for further study.

**Curriculum content**

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<thead>
<tr>
<th>Year 7 Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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</thead>
<tbody>
<tr>
<td>Myself</td>
<td>My school</td>
<td>My house</td>
</tr>
<tr>
<td>yourself</td>
<td>subjects</td>
<td>Where is my house</td>
</tr>
<tr>
<td>Family</td>
<td>timetable</td>
<td>Describing my house</td>
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<tr>
<td>Physical description</td>
<td>likes and dislikes</td>
<td>Learning objects</td>
</tr>
<tr>
<td></td>
<td>describing teachers</td>
<td>Using opinions</td>
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</table>

<table>
<thead>
<tr>
<th>Year 8 Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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</thead>
<tbody>
<tr>
<td>Holiday</td>
<td>Food</td>
<td>Free time</td>
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<tr>
<td>Countries</td>
<td>Food routine</td>
<td>Sports</td>
</tr>
<tr>
<td>Means of transports</td>
<td>What you eat and when</td>
<td>Cultural activities</td>
</tr>
<tr>
<td>Holidays activities</td>
<td>Opinion on food</td>
<td>Opinion</td>
</tr>
<tr>
<td>Past tense/future tense opinions</td>
<td>Learn a recipe</td>
<td>Past/future tense invitations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9 Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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</thead>
<tbody>
<tr>
<td>My town</td>
<td>Health</td>
<td>Work</td>
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<tr>
<td>Where is my town</td>
<td>Food</td>
<td>Professions</td>
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<tr>
<td>Services</td>
<td>Sports</td>
<td>After school opportunities</td>
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<tr>
<td>Buildings</td>
<td>Illness</td>
<td>Ideal job</td>
</tr>
<tr>
<td>Activities to do</td>
<td>Wellbeing</td>
<td>Wellbeing at work</td>
</tr>
<tr>
<td>Opinions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideal town</td>
<td></td>
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</tbody>
</table>

**Resources**


Should you have any questions about the Vietnamese Studies curriculum, please do not hesitate to contact me: hai.nguyen@bishanoi.com

Ms.Hai Nguyen (Subject leader- Vietnamese)
English

9 lessons per two week cycle

Curriculum aims

In English we aim to develop students skills in the three main areas: Reading, Writing and Speaking & Listening. We do this through showing our love of the English language, using texts of different times, contexts, forms and themes. The study of these different types of Literature help students to not only develop a greater understanding of stylistc features and interpretations but an appreciation of the wider world we live in.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language and civilisation</td>
<td>Teen Heroes</td>
<td>Literature and performance</td>
</tr>
<tr>
<td></td>
<td>A variety of short texts are used to explore this theme, including Greek Myths, English short stories and Beowulf</td>
<td>The novel Holes is used to explore this theme in more depth</td>
<td>Shakespeare’s A Midsummer Night’s Dream is explored through language, as well as performance as a dramatic text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>International perspectives in Literature</td>
<td>Conflict</td>
<td>Literature and performance</td>
</tr>
<tr>
<td></td>
<td>Short stories from different cultures and civilisations are read, predominantly from the book Tomo, which contains stories based on the Japanese earthquake</td>
<td>The novel Private Peaceful, based on events in WW1, will be analysed to support the theme for the term.</td>
<td>Shakespeare’s Romeo and Juliet is explored through language, as well as performance as a dramatic text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coming of Age</td>
<td>Gothic Horror</td>
<td>Literature and performance</td>
</tr>
<tr>
<td></td>
<td>Classes will look at a combination of the novels The Outsider and The Giver under this theme, as well as exploring the idea of dystopian fiction</td>
<td>A variety of Gothic Horror classics are examined, including Woman In Black, Frankenstein, The Tell Tale Heart and many others</td>
<td>Shakespeare’s MacBeth is explored through language, as well as performance as a dramatic text</td>
</tr>
</tbody>
</table>

Resources

Should you have any questions about the English curriculum, please do not hesitate to contact me: Kate.Wilson@bishanoi.com

Ms Kate Wilson (Subject Leader English)
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
## Resources

We use a variety of resources in lessons, most of which are posted on the google 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, dates permitting. More information can be found on these events organised by the University of Leeds in the UK here: [http://www.ukmt.org.uk/](http://www.ukmt.org.uk/).

Should you have any questions about the Mathematics curriculum, please do not hesitate to contact me: [kerry.fernandes@bishanoi.com](mailto:kerry.fernandes@bishanoi.com)

Ms Kerry Fernandes (Subject Leader Mathematics)
Science

8 lessons per two weeks of general science in Year 7 and Year 8. In Year 9 students are taught in rotating blocks of biology, chemistry, physics and environmental science by a specialist teacher.

Curriculum aims
In Science we aim to provide a broadly based and balanced education which will provide the foundation for further science learning at IGCSE Biology, Chemistry and Physics or IGCSE Co-ordinated and Combined Sciences

Curriculum content

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<th>Year 7</th>
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<th>Term3</th>
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<tbody>
<tr>
<td></td>
<td>Cells</td>
<td>Structure and function of body systems</td>
<td>Reproduction</td>
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<td></td>
<td>Elements, atoms and compounds</td>
<td>Particles</td>
<td>Acids and Alkalis</td>
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<td></td>
<td>Forces</td>
<td>Reactions</td>
<td>Light</td>
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<td></td>
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<td>Sound</td>
<td>Space</td>
</tr>
<tr>
<td>Year 8</td>
<td>Health and lifestyle</td>
<td>Ecosystem processes</td>
<td>Adaptation and Inheritance</td>
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<tr>
<td></td>
<td>The periodic table</td>
<td>Metals and acids</td>
<td>The Earth</td>
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<tr>
<td></td>
<td>Separation techniques</td>
<td>Energy</td>
<td>Motion and pressure</td>
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<tr>
<td></td>
<td>Electricity and magnetism</td>
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<tr>
<td>Year 9</td>
<td>Biology - Inheritance</td>
<td>Biology - Fit and healthy</td>
<td>Biology - Forensic science</td>
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<tr>
<td></td>
<td>Chemistry - Introduction to chemistry</td>
<td>Chemistry - Reactions of metals and metal</td>
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<td></td>
<td>Physics - Energy and electricity</td>
<td>compounds</td>
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<td></td>
<td>Environmental Science - Plants</td>
<td>Physics - Forces, motion and space</td>
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<td>Environmental Science - Human impacts on</td>
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<td>world cycles</td>
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Resources
In Year 7 and 8 students follow the OUP Activate course with a digital textbook and resources through Kerboodle (www.kerboodle.com) and in Year 9 they have access to the Exploring Science digital textbook (on which our course is loosely based), through google classroom (code: m1ma06)

Websites

- [http://www.brainpop.com](http://www.brainpop.com)
- [http://home.howstuffworks.com](http://home.howstuffworks.com)
- [https://www.youtube.com/channel/UCsooa4yRKGN_zEE8iknghZA](https://www.youtube.com/channel/UCsooa4yRKGN_zEE8iknghZA)
● https://www.fuseschool.org/users/sign_in?PHPSESSID=015fda18c1a02eb499a0572e843615d0
● http://www.darvill.clara.net/myon.htm
● https://www.youtube.com/results?search_query=scishow+kids
● https://www.youtube.com/channel/UCqOoboPm3uhY_YXhvhmL-WA
● http://www.darvill.clara.net/

Should you have any questions about the Science curriculum, please do not hesitate to contact me: paul.forsythe@bishanoi.com

Mr Paul Forsythe (Subject Lead Science)
Art and Design

4 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 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

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<tr>
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<tbody>
<tr>
<td></td>
<td>Basic Skills</td>
<td>Gargoyles</td>
<td>Abstraction</td>
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<tr>
<td></td>
<td>Drawing &amp; Painting</td>
<td>Sculpture</td>
<td>Mixed Media/Sculpture</td>
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<tr>
<td></td>
<td>Impressionism</td>
<td>Gothic Architecture</td>
<td>Henry Moore &amp; Barbara Hepworth</td>
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<td></td>
<td>Alice in Wonderland</td>
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<td></td>
<td>Illustration</td>
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<td></td>
<td>Surrealism</td>
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<tr>
<td>Year 8</td>
<td>Natural Forms</td>
<td>Stop Motion Animation</td>
<td>Urban Macro</td>
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<tr>
<td></td>
<td>Mixed Media/Sculpture</td>
<td>Card Animations</td>
<td>Printmaking/Sculpture</td>
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<td></td>
<td>O’Keeffe/Yayoi Kusama</td>
<td>History of Animation</td>
<td>Jay Taylor</td>
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<td>Light &amp; Shadow</td>
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<td></td>
<td>Stencils</td>
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<td></td>
<td>Rob Ryan/Yuken Teruya</td>
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<tr>
<td>Year 9</td>
<td>Architecture</td>
<td>Wire Sculptures</td>
<td>Art in Context</td>
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<tr>
<td></td>
<td>Design/Illustration</td>
<td>Sculpture</td>
<td>Mixed Media</td>
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<tr>
<td></td>
<td>World Architecture</td>
<td>Giacometti/Barbara Licha</td>
<td>Banksy</td>
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<td>Portraiture</td>
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<td></td>
<td>Digital Media/Painting</td>
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<td></td>
<td>Andy Warhol</td>
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</table>
Resources - 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.

Should you have any questions about the Visual Arts curriculum, please do not hesitate to contact me: stephanie.miller@bishanoi.com

Ms Stephanie Miller
Computing

4 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

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<th>Term 1</th>
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</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Basic computer architecture</td>
<td>Controlling the computer through software</td>
<td>Building applications</td>
</tr>
<tr>
<td>Year 8</td>
<td>The evolution of computers and their impact on the world</td>
<td>Creating and developing through music and 3D</td>
<td>Introduction to programming - Python</td>
</tr>
<tr>
<td>Year 9</td>
<td>Creation of websites with interactive languages</td>
<td>Programming - Arduino</td>
<td>Logic and problem solving</td>
</tr>
</tbody>
</table>

Resources
The main resources for students will be online. Through our Google Apps account the BIS Hanoi ICT & Computing Department has its’s own website -

https://sites.google.com/a/bishanoi.com/bis-ict-computing/home.

Students and parents will find resources on this website.

Should you have any questions about the Computing Science curriculum, please do not hesitate to contact me: martin.toner@bishanoi.com

Mr Martin Toner (Subject Leader Computing Science)
Drama

2 lessons per two week cycle

Curriculum aims
All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

1. To maintain and/or stimulate lasting pupil curiosity, interest and enjoyment in Drama. To create an atmosphere where pupils wish to learn, so that they come to enjoy Drama because they are active participants in it.

2. To enable pupils to be familiar with a body of knowledge, principles, skills, techniques and vocabulary related to Drama.

3. To enable pupils 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.

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

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<th>Term 1a</th>
<th>Term 1b</th>
<th>Term 2a</th>
<th>Term 2b</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7</strong></td>
<td>Storytelling – an introduction to basic drama techniques</td>
<td>Storytelling – Greek Theatre (World Theatre)</td>
<td>Jabberwocky – adapting the poem for stage</td>
<td>Ernie’s Incredible Illuminations (Play text)</td>
<td>Anti-bullying – using non-naturalistic skills to create an educational drama piece</td>
</tr>
<tr>
<td><strong>Year 8</strong></td>
<td>Acting skills – workshop lessons based on Stanislavski method of acting</td>
<td>Science Fiction – creating own pieces of drama with sci-fi themes</td>
<td>The Red Tree – Expressionist drama based on Sean Tan’s illustrated book</td>
<td>Shakespeare - A tour of Shakespeare’s most famous plays with a focus on how to perform them</td>
<td>The Accordion Shop – by Cush Jumbo (play text)</td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
<td>Physical Comedy and Commedia Del’arte (world theatre)</td>
<td>Blackout by Davey Anderson (play text)</td>
<td>Warden X – Whole class creation of story based on young offenders. Character development and improvisation skills.</td>
<td>Fame, celebrity and reality TV – Impressions, positive and negative of being famous, creating a style for your drama</td>
<td>Devising – What is a stimulus? How do we begin to create? Working in a group to create and develop an original piece of drama</td>
</tr>
</tbody>
</table>
Resources

Should you have any questions about the Drama curriculum, please do not hesitate to contact me: kathryn.loveday@bishanoi.com

Ms Kathryn Loveday (Subject Leader Drama)
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.

Geography is 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

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<th>Term 1</th>
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<tbody>
<tr>
<td>Year 7</td>
<td>What is geography</td>
<td>Weather and Climate</td>
<td>Ecosystems</td>
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<td>Map Skills</td>
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<tr>
<td>Year 8</td>
<td>Coasts and tourism</td>
<td>Population and migration</td>
<td>Geography of Russia</td>
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<td>Rivers and flooding - Bangladesh case study</td>
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<tr>
<td>Year 9</td>
<td>Global Interactions</td>
<td>Blood Diamonds</td>
<td>Skills development</td>
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<td>Trade, globalisation, energy and sustainability</td>
<td>Sierra Leone</td>
<td>Geography of USA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Geography of Mekong Delta</td>
</tr>
</tbody>
</table>
Resources

The textbook used in Year 9 lessons is: **Geog. 3 Oxford University Press: ISBN 978-0-19-913495**, copies of which are available in the library.

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 academic rigour. Below is a list of recommended websites, which are valuable for reinforcing what your child has learnt in the home.

http://greenfieldgeography.wikispaces.com
http://bishngeography.blogspot.com/
http://www.geographypods.com/
http://www.bbc.co.uk/education
http://www.geographyalltheway.com/

Should you have any questions about the Geography curriculum, please do not hesitate to contact me: bradley.minchin@bishanoi.com

Mr B Minchin (Head of Humanities)
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. We have devised the Year 9 programme of study to enable all students to move on to IGCSE History with confidence.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Development of historical skills through the theme of Ancient civilisations</td>
<td>Medieval Europe Controlling the kingdom and waging warfare</td>
<td>Imperial China and Islamic Empire Trade, religion and civilisation</td>
</tr>
<tr>
<td>Year 8</td>
<td>Legacy of Tudor monarchs in England</td>
<td>Trans-atlantic slave trade - the development and the abolition</td>
<td>19th Century Britain Industrialisation and empire building</td>
</tr>
<tr>
<td>Year 9</td>
<td>Causes of the First World War</td>
<td>Nazi dictatorship in Germany - inter-war period</td>
<td>International relations - 1919 - 1939 Events in Europe and South East Asia</td>
</tr>
</tbody>
</table>
Resources

There are a wide range of textbooks 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.

We believe that encouraging students to search for and identify their own diverse range of sources of evidence and information is essential; therefore, we do not prescribe a specific course book or primer.

Should you have any questions about the History curriculum, please do not hesitate to contact me: bradley.minchin@bishani.com

Mr B Minchin (Head of Humanities)
Modern Foreign Languages

4 lessons per two weeks of French and Spanish in KS3

Curriculum aims

Teaching should focus on developing the breadth and depth of pupils’ competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Curriculum content

| Year 7   | Term 1                        | Term 2                        | Term3
|----------|-------------------------------|-------------------------------|------------------
|          | Myself                        | My school                     | My house
|          | yourself                      | subjects                      | Where is my house
|          | Family                        | timetable                     | Describing my house
|          | Physical description          | likes and dislikes            | Learning objects
|          |                               | describing teachers           | Using opinions
| Year 8   | Holiday                       | Food                          | Free time
|          | Countries                     | Food routine                  | Sports
|          | Means of transports           | What you eat and when         | Cultural activities
|          | Holidays activities           | Opinion on food               | Opinion
|          | Past tense/future tense       | Learn a recipe                | Past/future tense
|          | opinions                      |                               | invitations
| Year 9   | My town                       | Health                        | Work
|          | Where is my town              | Food                          | Professions
|          | Services                      | Sports                        | After school opportunities
|          | Buildings                     | Illness                       | Ideal job
|          | Activities to do              | Wellbeing                     | Wellbeing at work
|          | Opinions                      |                               |                  
|          | Ideal town                    |                               |                  |

Resources

In Year 7, 8 and 9 students follow the Viva (Spanish) and Studio (French) courses with a digital textbook and resources through Activelearn (https://www.pearsonactivelearn.com).
Websites

- https://www.linguascope.com/
- https://www.youtube.com/channel/UC_pPeAf8ujwebsBeSage5gQ/playlists?view_as=subscriber

Should you have any questions about the MFL curriculum, please do not hesitate to contact me: lina.rojas@bishanoi.com

Ms Lina Rojas (Subject Leader MFL)
Korean

4 lessons per two week cycle (Korean students only)

Curriculum aims

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

- The teaching and development of literary reading strategies.
- Understanding structure, language, viewpoints and context of literary 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.
- Understanding Korean life and society thorough study of important Korean Literature.

Curriculum content

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1(Poetry)</th>
<th>Term 2(Novel)</th>
<th>Term 3(Prose)</th>
</tr>
</thead>
</table>
| 7    | -Reading Korean Poetry  
     | -Reciting, singing and debating review for Korean Poetry  
     | -Writing review of Poetry  
     | -Searching, reading and debating articles of Korean newspapers  
     | -Reading review of Poetry  
     | -Individual oral presentation  
     | -Role play Novel  
     | -Writing diary for reading article  
     | -Text Book - Korean Poetry 1  
     | -Text Book – Korean Novel 1  
     | -Creating "Scrapbook 1" articles collection  
| 8    | -Reading analysis and understanding Korean Poetry  
     | -Writing poem  
     | -Reciting friend’s written poem and debating interesting ideas in friend’s poem  
     | -Searching, reading and debating articles of Korean newspapers  
     | -Reading analysis and understanding Korean Novel  
     | -Debating interesting things for Korean Novel  
     | -Rewriting the Korean Novel(Change the narrator of Novel)  
     | -Creating "scrapbook 2" articles collection  
     | -Text Book - Korean Poetry 2  
     | -Text Book – Korean Novel 2  
     | -Text Book – Korean Prose (Same Year8-9)  

| Year 9 | -Understanding and analyzing Korean Poetry  
-Understanding Literature and Society | -Understanding and analyzing Korean Novel  
-Understanding differences between Novel, Movie and History  
-Writing review for Novel | -Searching and Reading articles of Korean newspapers  
-Understanding of reading Korean Prose  
-Writing review for prose  
-Creating read articles collection “scrapbook 3”  
-Text Book – Korean Prose (Same Year8-9) |

- Text Book - Korean Poetry 3  
- Text Book – Korean Novel 3
Music

2 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

<table>
<thead>
<tr>
<th></th>
<th>Term 1a</th>
<th>Term 1b</th>
<th>Term 2a</th>
<th>Term 2b</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>Classical Music</td>
<td>Jazz and Blues Music</td>
<td>World Music</td>
<td>Romantic Music</td>
<td>Multi Media Project</td>
</tr>
<tr>
<td>will be following the</td>
<td>J.S Bach. Cello Suite No3 in C Major</td>
<td>Gershwin &amp; Fitzgerald</td>
<td>Chants Du Burgam</td>
<td>Mendelssohn’s Violin Concerto in E Minor</td>
<td>John William’s score from ET</td>
</tr>
<tr>
<td>same Juilliard Core Work Programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources
Should you have any questions about the Music curriculum, please do not hesitate to contact me: laura.rea@bishanoi.com

Ms Laura Rea (Head of Performing Arts)
Physical Education

4 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Topics covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Aquatics: Swimming; Net and Wall Games: Volleyball; Invasion Games: Football;</td>
</tr>
<tr>
<td></td>
<td>Gymnastics; Outdoor Education: Develop a Game; Rackets: Badminton; Health:</td>
</tr>
<tr>
<td></td>
<td>Fitness; Athletics; Striking Games: Cricket</td>
</tr>
<tr>
<td>Year 8</td>
<td>Aquatics: Swimming; Net and Wall Games: Volleyball; Invasion Games: Basketball;</td>
</tr>
<tr>
<td></td>
<td>Gymnastics; Outdoor Education: Orienteering; Rackets: Table Tennis; Health:</td>
</tr>
<tr>
<td></td>
<td>Fitness; Athletics; Striking Games: Cricket</td>
</tr>
<tr>
<td>Year 9</td>
<td>Aquatics: Swimming; Net and Wall Games: Volleyball; Invasion Games: Basketball;</td>
</tr>
<tr>
<td></td>
<td>Outdoor Education: Lifesaving; Introduction to IGCSE PE; Athletics; Striking</td>
</tr>
<tr>
<td></td>
<td>Games: Rounders.</td>
</tr>
</tbody>
</table>

Resources

Should you have any questions about the P.E. curriculum, please do not hesitate to contact me: salome.airdrie@bishani.com

Mrs Salome Airdrie (Subject Leader Physical Education)
Outdoor Education

Outdoor Education opportunity is a vital part of the BIS Hanoi experience.

Trips with your child’s year group are an integral part of the curriculum and are included in the fees. They are considered mandatory and are designed to broaden your child’s horizons and build their independence.

We also offer many other opportunities to increase student confidence, independence and enable service to the community. The following are exceptional opportunities offered by BIS Hanoi:

- Service trip to Mai Chau
- Trip to Tanzania
- International Sporting Events
- Summer schools

And, of course, our extremely successful Duke of Edinburgh International Award - an exceptional programme which develops a young person’s leadership, responsibility and confidence.
Life Skills

2 lessons per two week cycle in 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 developing internationally minded Global Citizens:

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

The course weaves these elements together with key themes drawn from the British curriculum which are adapted to suit the needs of our increasingly internationally minded student body. There are 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 analyse 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 key themes within the course are:

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

Assessment is continual, based on student participation and implementation of the core values within the course.
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.