



BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI
A NORD ANGLIA EDUCATION SCHOOL

CURRICULUM BOOKLET

YEAR 9





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Introduction

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

National Curriculum Levels Explained

Levels of achievement

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

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

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

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

Approaches to Learning

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

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



Lisa S-Brown

Head of Secondary



ART

Aims and Objectives

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

Key Skills

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

Enrichment Opportunities

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

Course Content

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

Useful Resources

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

Assessment

Each year students will complete three projects. Colour and paint, print and draw and 3D. In each of these projects students are assessed on their skills in the in the four key skills: Ideas, making, evaluating and knowledge. Each project will entail processes, practical techniques and contextual research. Students are encouraged to regularly reflect on their learning with an emphasis on their attitude and effort. Students receive formative feedback as they work through each project and a summative assessment takes place at the end of each topic to give an overall holistic grade taking into account all four key skills. This ensures progress and that we can set relevant individual targets.

COMPUTER SCIENCE

Aims and Objectives

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

Key Skills

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

Enrichment Opportunities

- Computer Science Education Week
- Apple App Design for students
- Minecraft

Course Content

Back to the Future

- A look at future technologies and How they work. Where will be in 20 years?

Programming and Development *using a visual programming language*

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

Minecraft

- Python Programming
- Social engineering and protecting yourself
- Digital footprints and T&Cs

Photoshop

- Image Manipulation
- Image Design
- How design influences the mind

Movie Making

- The rise of YouTube
- Netflix where are we
- Design impact

Useful Resources

- <http://code.org/> - This resource is useful for learning the basics in programming
- <https://www.python.org/> - this is a high-level programming language used to teach programming
- <https://www.esafety.gov.au/education-resources/classroom-resources/tagged/language-options/vietnamese> - Esafety website with Vietnamese subtitles

Assessment

A range of assessments are used to identify a student's progress which include both class and homework. Key assessments at the end of each unit are also used and these all contribute to end of term and end of year progress grades:

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

Term 2 Cryptography: The public key diagram and programming challenges

Term 3 Artificial Intelligence: The presentation and mini essay

Term 3 End of year assessment: a project

DRAMA

Aims and Objectives

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

Key Skills

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

Enrichment Opportunities

- Performances throughout the year to present class work
- ECA drama performance projects
- Assembly performances
- Annual Musical Production
- Juilliard and Global Campus projects
- Drama Live Lunch sessions

Course Content

- Practitioner project: Frantic Assembly
- Shakespeare
- Theatrical Masks
- Bertolt Brecht
- Devising

Useful Resources

- The BBC Bitesize website offers detailed revision of drama explorative strategies
- BVIS have an online subscription to Digitaltheatre+ which allows your child to access professional work.

Assessment

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

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

Aims and Objectives

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

Units of work are designed to develop students critical thinking skills and provide them with the academic knowledge needed to improve writing, reading, speaking and listening. More specifically, the curriculum aims to encourage students to:

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

Key Skills

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

Enrichment Opportunities

- Bilingualism week in October
- Enrichment day opportunities
- Online challenge resources available through readtheory and quizlet.

Course Content

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

Useful Resources

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

- Englishrevealed.com
- Readtheory.org

Assessment

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

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

ENGLISH

Aims and Objectives

To ensure that all students are prepared for their iGCSE studies. They will be able to analyse and evaluate texts with increasing depth and sophistication. Students will also be increasingly confident in their ability to produce texts with different purposes. They will also gain a further insight into the works of Shakespeare. At the end of the year, students will sit an assessment that considers whether they are suitable to study First Language and English Literature, Second Language and English Literature or Second Language at iGCSE.

Key Skills

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

Literacy

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

Enrichment opportunities

- Bilingualism Week
- World Book Week
- NAE Creative Writing Competitions/ECA
- Accelerated Reader milestones
- Fobisia Creative Writing Competitions

Course Content

1a. Lord of the Flies

Students will study William Golding's classic text 'Lord of the Flies'. They will consider contextual factors that influenced Golding's writing and consider a psychoanalytical viewpoint. Students will end the term with an assessment that will assess their understanding of an extract from the text at both a comprehension and deeper level.

1b. Contemporary Non-Fiction Extracts

Students will read non-fiction extracts that approach gender inequality, racism and sexism. They will consider the context in which these texts were written and the style of writing. They will end the term with a writing assessment that explores writing for a specific purpose.

2a. Baseline Fiction Writing

During this shorter term, students will develop a single piece of creative writing focused on the fiction theme.

2b. Shakespeare

Students, having learnt about Shakespeare in year 7 and 8, will study the full text of 'Romeo and Juliet'. They will look at characterisation, themes and the genre of a tragedy. Students will be assessed on their understanding and ability to analyse the language of the 16th century.

3. Poetry (Disturbed Voices)

Students will look at a variety of poems from different poets who explore first person narration. Students will have an assessment based on their understanding of the language, structure and form of a poem they have studied.

Students will conclude the year with a summative assessment, based on the iGCSE Language papers, to support their allocation in iGCSE English.

Useful resources

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

Assessment

Each unit will be assessed through formative and/or summative assessment. The attainment level over the year will be formed through:

Term 1a	Term 1b	Term 2a	Term 2b	Term 3
Novel (LOTF)	Non-Fiction Ex-tracts	Fiction Writing	Shakespeare	Poetry (Disturbed Voices_
Reading Focus	Writing Focus	Writing Focus	ReadingFocus	Reading Focus

GEOGRAPHY

Aims and Objectives

Geography is the study of the earth's landscapes, peoples, places, and environments.

In Year 9, you will be encouraged to have an interest in your surroundings and in the wide range of human and physical conditions that exist on the earth's surface. To develop and help you to realize just some of the many different aspects of Geography that make planet earth such a cool place to live in!

Key Skills

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

Enrichment Opportunities

Regular following of both Vietnamese and World News is a must. There are geography-related events happening throughout the year, which students are encouraged to take part in. Students should read widely and study the topics covered after every lesson.

Course Content

Climate Change - students will learn about the causes and effects of this increasingly important global issue. Students will learn about what they can do to help prevent climate change in Hanoi and across Vietnam.

Tourism - different types of tourism are studied, for example ecotourism, adventure tourism and sustainable tourism. They will look at the benefits and problems of tourism. Students consider the reasons for tourism change in the last 50 years both globally and in Vietnam.

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

Global Campus – Students will be involved in a virtual learning environment called Global Campus where they will learn with fellow Nord Anglia students around the world. They will learn from invited experts, take part in various challenges and competitions, and collaborate with peers on geographical topics.

Useful resources

Websites to include Geography All The Way, Geography for 2021 and Beyond, KS3 BBC Bitesize, Microsoft Teams (please refer to this for homework tasks and resources shared from lessons)

Students should also be encouraged at home to follow both Vietnamese and World News and should have a knowledge of the continents and major countries and oceans of the world.

Assessment

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

Term 1	Weighting	Due Date	Term 2	Weighting	Due Date	Term 3	Weighting	Due Date
Climate Change	30%	October	Tourism	30%	February	Crime & Conflict	30%	April
End of Term Test	70%	November	End of Term Test	70%	March	End of Year Test	70%	May

HISTORY

Aims and Objectives

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

Key Skills

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

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

Enrichment Opportunities

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

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

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

Course Content

- World War One
- 20th Century Russia
- Nazi Germany
- World War Two & The Holocaust
- African American Civil Rights in the Twentieth Century
- South African Apartheid
- Israel-Palestine Conflict

Useful Resources

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

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

Assessment

A range of assessments are used to identify a student's progress which include both class and homework. Key assessments are also used and these all contribute to end of term and end of year progress grades – as can be seen by the table below. We will consider the whole term in reflection of each student's level and effort and not solely one test or one piece of writing.

Term 1		Term 2		Term 3	
Name	Date	Name	Date	Name	Date
WW1 end of unit test	October 2021	Nazi Germany end of unit test	February 2022	African American Civil Rights end of unit test	April 2022
Variety of iGCSE exam based questions	Ongoing	Evacuation of Dunkirk Essay	March 2022	South African Apartheid end of unit test	May 2022
Russia end of unit test	December 2021	WW2 & Holocaust end of unit test	March 2022	End of Year Exam	June 2022

MATHEMATICS

Aims and Objectives

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

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

Key Skills

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

Enrichment Opportunities

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

Course Content

- Number – Percentages, Fractions, Ratio
- Algebra – Equations and formulae, Expanding Brackets, Factorising quadratics, Equations from Graphs. DST Graphs, Exponential graphs
- Data – Scatter graphs and correlation, Mean from grouped data, Cumulative Frequency and interquartile range
- Shape – Angles on parallel lines, Pythagoras' Theorem, Circles, Polygons, Volume and Surface areas, Right angles triangles, Compound Units

Useful Resources

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

Assessment

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

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

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

MUSIC

Aims and Objectives

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

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

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

Key Skills

- Perform, listen to, review and evaluate music from a range of historical periods, genres, styles and traditions, including the works of famous composers and musicians
- Learn to sing, and to use their voices to create and compose music on their own and with others
- Use, apply and develop instrumental skills
- Understand and explore how music is created, produced and communicate

Enrichment Opportunities

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

Course Content

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

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

- www.musictheory.org
- GCSE Bitesize
- Edpuzzle

Assessment

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

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

PHYSICAL EDUCATION

Aims and Objectives

To inspire students with the knowledge, skills and opportunity to be a physically active, physically educated and therefore physically able, not just for the now, but for a lifetime, beyond their school education. To experience the highs and lows of competition, to be good teammates, humble winners and gracious in defeat, to play fairly and play hard, embrace their struggles and support others.

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

Key Skills

DOING

- Isolated sport skills: to develop the underlying skills needed in a variety of sports. For example: dribbling in basketball or setting in volleyball

THINKING

- Tactics and knowledge of sport: to broaden their knowledge in a range of sports and learn and be able to apply the tactics to game situations.

BEING

- Teamwork & collaboration: to learn to work well with other in a variety of sporting situations.
- Communication: to develop effective communication in both Vietnamese and English.
- Sportsmanship: to learn and demonstrate the values of being fair and generous in a sporting context.

The overall aim of Physical education in KS3 is to expose students to many different sporting opportunities to encourage positive physical and mental well-being through resilience and perseverance in physical activity

Enrichment Opportunities

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

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

Course Content

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

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

Swimming: Development of basic swimming technique in freestyle, breaststroke and backstroke. Personal survival skills such as treading water, safe entry and exit and basic rescue techniques

Trampolining: Students will learn how to bounce safely and with control. Basic body landing such as seat, front and back landings, rotations and routine development

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

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

Swimming: Swimming is one of the most important life skills that a child can learn. Students will learn about water safety and develop water confidence as well as technical aspects of a number of strokes. Personal survival skills such as treading water, safe entry and exit and basic rescue techniques

Striking and fielding: Students will develop hand-eye coordination while studying either cricket or rounders. They will learn about fielding and batting techniques and when to use them in a game

Rock Climbing: Students will learn how to use a harness safely and climb safely

Useful Resources

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

Assessment

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

Students are assessed on the 3 strands above

1. **Thinking** – A student ability to think critically in PE lessons through observation and analyses of their own and peer's ability.
2. **Being** – A student's ability to be a good team worker, consider others, persevere and work diligently as well as work well with and against others
3. **Doing** – A student's ability to perform the learned skills in both isolation and in game situations.

PHYSICAL SOCIAL HEALTH AND ECONOMIC EDUCATION

Aims and Objectives

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges that they will face throughout school and beyond. At BVIS the programme is split into four main strands. Staying Happy and Healthy, Digital Citizenship, Living in the Wider World and Relationships.

Key Skills

- Increase self-esteem and confidence
- Develop the ability to make responsible decisions
- Know where to access help and advice
- Stand up for your rights and know your responsibility to yourself and others
- Build resilience
- Create positive relationships
- Understand Healthy lifestyles for a healthy body and mind
- Develop Global understanding and Citizenship
- Positive use of technology
- Identifying and developing strengths

Course Content

Staying Happy and Healthy

- Safeguarding
- Physical activity and nutrition
- Mental Health
- Substances

Digital Citizenship

- Positive use of Technology
- Staying safe online
- Creating an online profile
- Digital Footprint

Living in the Wider World

- Career
- Life skills
- Global Citizenship

Relationships

- Sexual Relationship Education (SRE)
- Friendships
- Body image and self esteem
- Rights and Responsibilities

Useful Resources

- PSHE Association
- TES
- LifeSkills

Assessment

PSHE does not have any official summative assessment.

The students' progress is assessed through summative and formative assessment from their class work and other completed projects and assignments such as posters, group presentations and quizzes.

SCIENCE

Aims and Objectives

The Year 9 curriculum has been redesigned to develop key skills that students need to access their IGCSE and A-level studies. The course has been created to ensure that, prior to the start of their IGCSE studies, all students have a comprehensive and thorough knowledge of scientific theory and its applications. We will be teaching key practical skills alongside course content to ensure students fully appreciate the **cyclic nature of scientific investigation**. We aim for students to be confident by the end of year 9 in **forming hypotheses, planning methods** that consider **variables**, test and **record data effectively**, produce suitable **data representation** (using ICT and by hand), **writing conclusions** and **scientific evaluation** to critically reflect on their experimentation, in particular the use of controls (e.g. placebos in medicine). The course content will bridge the gap between KS3 studies and IGCSE studies, and will challenge students to identify real-life applications of the science they are learning about in school.

Key Skills

- Forming unique hypotheses based on scientific ideas or principles using accurate terminology
- Ability to produce step by step methods (in relation to variables)
- Ability to construct results tables for collecting data
- Ability to process data prior to data presentation (e.g. appropriate averages, dealing with anomalies and repeating tests)
- Constructing graphs and charts
- Using sophisticated mathematical skills to analyse graphs
- Formation and writing of academic conclusions
- Skills of evaluation to improve methods and equipment

Enrichment Opportunities

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

Course Content

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

- Cell Biology
- Plant Growth
- Atoms and the Periodic Table
- Reactivity
- Force Fields and Electromagnetism
- Energy and Motion

Useful Resources

Further reading through: BBC bitesize and BVIS library science textbooks, and other online learning tools such as Kognity and Kahoot

Assessment

Students will be assessed using end-of-topic tests, teacher's in-class assessment (classwork, homeworks, literacy assessments during presentations and written work), and using an end-of-year exam. All of these grades will be used to inform the 'working at' grades for the reports, to inform students of their progress, and to help teachers identify how to support and challenge students further.

To calculate an end-of-year grade, the following weightings will apply:

Teacher Assessment: 10%

End of Topic Tests: 60%

End of Year Exam: 30%

These weightings will ensure that the student's end-of-year grade is a reflection of their hard work in all lessons, their attitude to learning throughout the year, and of their performance in assessments.

VIETNAMESE HUMANITIES

Aims and Objectives

- Understand Vietnamese history from the 10th to the 15th century under the different dynasties of Ngo, Dinh, Tien Le, Ly, Tran, Ho, Hau Le
- Depict the political, economic and cultural situation of Vietnam in those dynasties
- Narrate the revolts against foreign invaders: Tong, Mong - Nguyen, Minh
- Understand the common characteristics of Vietnamese ecosystems and how impact human life.

Key Skills

- The ability to use narrative schema for historical events
- The ability to describe and recall historical characters and events
- Map Skills
- Teamwork

Enrichment Opportunities

- Vietnamese National Day Assembly
- Tet Assembly
- Mid-Autumn Festival Assembly
- School events which include folk games
- Folk Games Club (in ECA programme).

Course Content

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

Useful Resources

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

Assessment

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	30%		Homework	25%		Homework	25%	
End of Term 1 Exam	70%	December	End of Term 2 Exam	75%	March	End of Term 3 Exam	75%	June

VIETNAMESE

Aims and Objectives

Based on the skills developed in Year 8, the BVIS Vietnamese department aims for all Year 9 students to develop their knowledge and understanding of poems and songs from the beginning of the 20th century. Students aim to improve their vocabulary and practise words and sentences in line with the context and purpose of communication. In addition, the historical background and lives of farmers, women and children in Vietnamese literature during the period 1930 - 1945 is also included in the curriculum. Finally, students are taught how to construct argumentative essays, explanatory essays, and will practice writing administrative - official documents.

Key Skills

- Ability to recognise and use colloquial and formal words in line with the context and purpose of communication
- Essay Writing
- Speaking and Listening
- Development of literacy skills such as reading, giving the feedback and evidence to analyse the content or technique used in literary works
- Teamwork and personal skills
- Debating
- Using ICT to enhance their work
- Development of translinguaging skills in discussion and presentation

Enrichment Opportunities

- Moon Festival Assembly
- Tet Assembly
- ECA on folk games
- School assemblies in relation to folk games

Course Content

- Language: understanding the features, the differentiation of vocabulary, onomatopoeia, hierogram, figurative languages (hyperbole, euphemism), parts of speech, sentence types (compound and connective sentences), pronouns and word turns in dialogue
- Literature: Understanding the features of medieval literacy discourse, writing discourse essays; understanding and identifying some elements of short stories to improve their analytical writing; memorising writing explanatory essays; writing passages about poetry in the style of the period of 1900 - 1945; creating administrative documents
- Culture: Learning about the historical background in medieval literature, Vietnamese artwork through poems and prose during the period of 1900 - 1945, natural beauty and lifestyle of Vietnamese people in narrative works

Useful Resources

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

Assessment

A range of assessments are used to identify a student's progress which include both classwork and homework. Key assessments or essay tests at the end of each the topic, year-end exams are also used to assess students' ability. Specifically, the contribution of each topic in each semester is shown in the table below:

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Short and long story	30%	October	Grammar and vocab	30%	January	Administrative articles	30%	May
Medieval literacy discourse	70%	December	Poems and prose in the beginning of 20th century	40%	April	End of year assessment	70%	June
End of Term 1 Assessment	30%		End of Term 2 Assessment	30%				