



BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI

A NORD ANGLIA EDUCATION SCHOOL

Key Stage 3

Curriculum Booklet

Year 8





BRITISH VIETNAMESE
INTERNATIONAL SCHOOL
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Introduction

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

National Curriculum Levels Explained

Levels of achievement

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

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

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

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

Approaches to Learning

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

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



Lisa S-Brown

Head of Secondary



English

Overview/ Aims and Objectives

To **introduce** students to a variety of English text types and genres. To **reinforce** and **extend** students understanding/ use of vocabulary, grammar and general literacy skills. To **develop** the students ability to write accurately and creatively in the English language. To **extend** and **add depth to** students ability to analyse increasingly difficult texts.

Key Skills

- **Vocabulary** - To increase and improve students ability to understand and manipulate the English language.
- **Inference** - Develop the ability to understand texts beyond surface meaning.
- **Discursive writing and connectives** - Structuring discursive writing and linking arguments.
- **Poetic Techniques** - Further understand figurative techniques, sound techniques and rhyme.
- **Structuring writing** - Learning how to structure analytical writing using P.E.AL.
- **Persuasive techniques** - Writing for specific audiences and purposes.
- **Narrative Structure** - How to organise a narrative to be effective.

Literacy

- Narrative Tenses (Past Present and Past Continuous)
- Auxiliary Verbs
- Reported Speech
- Conditional
- Past simple tense
- Passive Voice
- Compound and complex sentences
- Verb Subject Agreement

Enrichment opportunities

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

Course Content

1a. Realistic Fiction

- **Reading Focus:** Students explore authors and texts focusing on “real life”, considering how literary and narrative techniques develop our understanding of human behaviour, individual problems and global issues. Students analyse character, considering comparisons and contrast in relation to their own lived experience
- **Writing Focus:** Students develop their own piece of fictionalised writing inspired by their lived experience
- **Literacy Focus:** Verb Subject Agreement and review of narrative tenses. Organising and developing paragraphs,

real conditionals – present and future, descriptive adjectives, and their use and placement

1b. Narrative Poetry

- **Reading Focus** - students examine longer-form classical poetry, from Alfred Noyes to Edgar Allen Poe, and modern interpretations of the form
- **Writing Focus** - Students create their own narrative poems, exploring a range of subject matter and structural devices to develop plot, character and narrative flow
- **Speaking and Listening Focus** - Students perform their poems, receiving and giving critical feedback to and from their peers
- **Literacy Focus:** Synonyms and raising vocabulary impact, parallel structure, personal response paragraphs, and summary writing

2a. Dragons' Den

- **Reading Focus** - Students analyse a range of advertising texts, developing their understanding of persuasive techniques and their more modern application, and learning to distinguish fact from opinion
- **Writing Focus** - students apply their knowledge of persuasive language to develop a marketing campaign to “sell” an innovative product to investors
- **Speaking and Listening Focus** – students collaborate and incorporate feedback to create and present their marketing campaign to the investors. They focus on pitch, voice and expression to engage their audience
- **Literacy Focus** – Suffixes, compound sentences and writing opinion essays

2b. Shakespeare - War and Gender

- **Reading Focus** – Students focus on Macbeth, exploring how Shakespeare presents female characters, war, and hierarchical structures in relationships and society
- **Writing Focus** – Developing analytical essay skills on how writers use language to explore themes
- **Literacy Focus** – Shifts between past and present time frames, phrasal verbs , gerunds and infinitives

3a. Autobiography and Memoir

- **Reading Focus** – Students will explore how writers recount and represent personal experiences into anecdotal and dramatic narratives, and unite these in a longer narrative structure
- **Writing Focus** – Students will use own experiences to develop a short collection of autobiographical writing, using vocabulary, sentence structure and pacing to provide narrative structure and coherence
- **Listening focus** – Students will listen to a range of autobiographical material, to broaden their understanding of context, accent and dialectal forms of spoken English
- **Literacy Focus** – Collocations with nouns, complex sentences

3b. Multi-media Portfolio showcase

- **Reading focus** – students will conduct more in-depth research into two to three areas of their English learning, to enable them to consider the contexts of the non-fiction and fiction texts they have covered
- **Writing Focus** – Students will revisit their writing over the year, selecting, assessing and revising key pieces for their portfolio. Their curated pieces will be presented to parents near the end of term
- **Speaking and Listening Focus** – Students will practise and use a variety of presentation and multi-media skills – video, collaborative presentations and individual speeches and one-to-one conversations – in preparation for, and during, the presentation of their portfolios to parents
- **Literacy focus** - Collocations with adjectives and prepositions, sentence fragments, writing an argumentative essay

Useful resources

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

Assessment

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

| Term 1a | Term 1b | Term 2b | Term 2b | Term 3b | Term 3b |
|-------------------|--|--|-----------------------------|-----------------------------------|-------------------------------------|
| Realistic Fiction | Narrative Poetry | Dragons' Den | Shakespeare: War and Gender | Autobiography and Memoir | Multi-media Showcase |
| Reading focus | Writing Focus and Speaking and Listening Focus | Writing and Speaking and Listening Focus | Reading Focus | Writing Focus and Listening Focus | Reading, Writing and Speaking Focus |



Mathematics

Overview/ Aims and Objectives

Mathematics is all around us. It is the building blocks for everything in our daily lives, including mobile devices, architecture, art, money, engineering, and even sports. In Year 8 students build on the skills and understanding from Year 7 and learn to:

- Become more confident expressing an opinion using the correct English vocabulary.
- Structure worked solutions with problems which have multiple steps.
- Use a calculator effectively.
- Form mathematical statements using algebraic notation correctly.
- Develop reasoning skills.
- Apply mathematical strategies to real life situations.
- Appreciate how Mathematics can be seen as a logical subject.

Key Skills

- Communicating logical thinking verbally and through written methods.
- Explaining and justifying results, providing more detailed solutions.
- Spotting patterns and forming conjectures using algebraic statements.
- Representing problems and connecting information in algebraic, geometric or graphical form.
- Interpreting data to develop convincing conclusions.

Enrichment Opportunities

- FOBISIA Mathematics Challenge in March – 8 students will be selected to participate in an international competition involving 30 to 40 leading schools from across Asia.
- Hanoi International Maths Challenge in November.
- UKMT Junior Maths Competition in April.
- House Competition in June.
- Making Maths Meaningful Challenges – Saturdays throughout the year.

Course Content

- Number – HCF, LCM, Standard Form, Order of Operations, Powers.
- Algebra – Solving Linear Equations with Fractions and Single Brackets, Substitution, Straight Line Graphs.
- Data – Averages from Grouped Data, Simple Probability, Histograms.
- Shape – Circles, Interior and Exterior Angles, Bearings, Enlargements, Pythagoras' Theorem.

Useful Resources

- Myimaths and Maths Podcasts.
- Textbook: KS3 Maths Pupil Book 2.3 (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.

* Formal assessments for Year 8 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 December | Formal Assessments* | 40% | March | Formal Assessments* | 70% | May |
| | | | Maths Project | 30% | January | | | |

Science

Overview/ Aims and Objectives

In addition to obvious subject development (see course content below) The aim throughout KS3 science is to develop students' **scientific understanding** in relation to experimentation and investigation. By building on the skills developed in year 7 BVIS science department aims for all year 8 to begin understanding the **investigation process as a cycle**. Students will form their own individual **hypotheses** that can be tested. We aim to develop students' **understanding of variables** and develop their **graphical construction and interpretation**. Students' **conclusion skills** will develop further through their scientific understanding and they will develop the skills of scientific evaluation to critically reflect on their experimentation. By the end of year 8 we want students to be confident in appreciating that subsequent hypotheses could be developed and tested, and hence the cyclic nature of scientific advancement.

Key Skills

- Forming of unique hypothesis based on scientific ideas or principles.
- Ability to produce a step by step method to be followed by others.
- Ability to construct results table to collect data
- Graphical skills; drawing and in-depth interpretation
- Skills of forming conclusions using the 'D-E-E-K' method
- Skills of evaluation to improve

Enrichment Opportunities

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

Course Content

B1. Health and Lifestyle

B2. Ecosystem Processes

B3. Adaptations and Inheritance

C1. The Periodic Table

C2. Separation Techniques

C3. Metals and Acids

C4. The Earth

P1. Electricity and Magnetism

P2. Energy

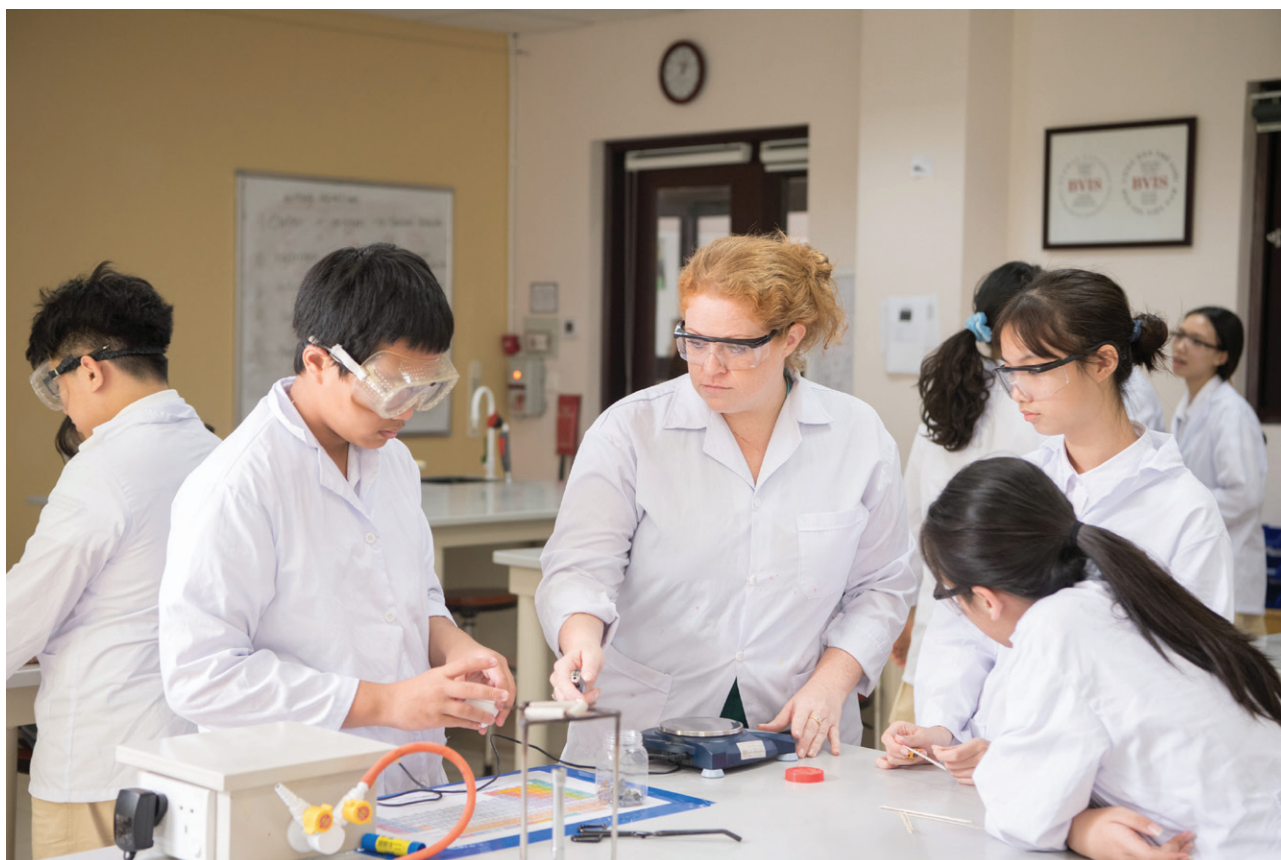
P3. Motion and Pressure

Useful Resources

Further reading through: BBC bitesize BVIS library science books. Students can access their online textbook at www.kerboodle.com Please note that at Y7 and Y8 we follow the Activate by Kerboodle scheme of work.

Assessment

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



Art

Overview/ Aims and Objectives

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

Key Skills

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

Enrichment Opportunities

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

Course Content

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

Useful Resources

- <https://artprof.org/courses/>
- <https://www.moma.org/>
- <http://www.tate.org.uk/kids>

Enlight app, Animation desk app, Ibis paint app

Assessment

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

Drama

Overview/ Aims and Objectives

Students in Year 8 will build on the core skills they developed in year 7, by exploring a variety of **theatrical styles** such as physical theatre. They will undertake a basic overview of **theatre history**, and understand how this can impact on the work they are creating now. **Reflection and evaluation** of the work they have created will be further developed, enabling students to improve their practical output. Students will also be encouraged to share **leadership and responsibilities** to develop collaborative goals when preparing or devising drama/theatre work.

Key Skills

- Ability to perform in a variety of theatrical styles
- Mask Work
- Understanding of physical theatre and exploration of movement based storytelling
- Technical design skills
- Directing theatrical work
- Interpreting a script for performance
- Developing a character

Enrichment Opportunities

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

Course Content

- 8A- Physical Theatre
- 8B- Greek Theatre
- 8C- Devising
- 8D- Directing and performing scripted work from another culture
- 8E- Preparing a performance of a Shakespeare text

Useful Resources

BBC Bitesize resource on Physical Theatre

Ideas for creating drama

Assessment

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

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

Music

Overview/ Aims and Objectives

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

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

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

Key Skills

- Perform, listen to, review and evaluate music from a range of historical periods, genres, styles and traditions, including the works of famous composers and musicians.
- Learn to sing, and to use their voices to create and compose music on their own and with others.
- Have the opportunity to learn a musical instrument, and use music technology appropriately.
- Understand and explore how music is created, produced and communicated

Enrichment Opportunities

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

Course Content

| | |
|------------------------|--|
| Listening & Appraising | Recognise how the different musical elements are combined and used expressively. Make improvements to work commenting on the intended effect. Suggest improvements to own and others work saying how intentions have been achieved. Describe, compare and evaluate different kinds of music using musical vocabulary. |
| Notation | Perform from simple notation. Identify and use simple staff notation. |
| Composing | Compose by developing musical ideas within musical structures. Improvise melodic and rhythmic phrases as part of a group performance. |

| | |
|------------|--|
| Performing | <p>Sing in tune with expressions.</p> <p>Maintain own part.</p> <p>Perform significant parts from memory,</p> <p>Identify and explore the relationship between sounds and how music reflects different intentions.</p> <p>Perform a solo part.</p> <p>Show awareness of how the different parts fit together to achieve overall effect.</p> <p>Identify and explore the relationship between sounds and how music reflects different intentions.</p> |
|------------|--|

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. r.

Geography

Overview/ Aims and Objectives

To consider Geography by handling and analysing global data on population statistics and indicators of development with confidence. Students will learn how to create and interpret data from a range of different graphs to draw conclusions on worldwide issues. They will learn skills of accuracy and identification. Map skills will be used and applied to create a project with selected map types. To learn skills of graph building and analysis, as well as using instruments for practical fieldwork.

Key Skills

- **Vocabulary** - To increase students' understanding of key geographical terms and phrases connected with data handling in Geography
- **Research Skills** - Students will use a range of resources to add more information to help explain their findings
- **Map Skills** - To use map skills successfully to represent information for a promotional booklet
- **Data Collection** - To develop the skills required to know how to collect data and present it in the most efficient way
- **Data Processing** - The ability to select the most appropriate data gathered to link it to the topics being studied
- **Data Interpretation and Analysis** - The ability to explain and discuss the data gathered in a way that shows understanding of the issues involved. Students will also consider the merits of solutions for some of these issues
- **Graph Construction and Interpretation** - The ability to use data to construct and understand a variety of graph types

Enrichment Opportunities

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

Course Content

- **Extreme weather** - Students will research types of weather that are unusual and will present them as a scholarly presentation to their peers
- **Weather and Climate** - the main features of weather and climate will be studied including types of rain, weather instruments, depressions and anticyclones plus different types of climate. They will investigate microclimates at BVIS using weather instruments
- **Recap of map skills** - 4 and 6 figure grid reference practice and the use of scale to create a series of maps that can be used to describe and interpret a place
- **Population** - population distribution around the world, dense and sparse populations, understanding the Demographic transition model. Students will describe population patterns around the world and future concerns, they will also learn how to interpret population pyramids and compare them
- **Development** - Students will consider the reasons for uneven and unequal development around the world and will consider the range of ways to improve development
- **Tropical Rainforests** - the distribution of tropical rainforests will be considered and links drawn to climatic factors affecting areas with tropical rainforest. Students will learn to distinguish between the different rainforest layers and explore the different types of adaptations of species in this environment. They will learn about indigenous people and how their lifestyle is threatened. They will understand the reasons for deforestation and will discuss how the rainforest can be more sustainably managed

Useful resources

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

Assessment

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

| Term 1 | | | Term 2 | | | Term 3 | | |
|-------------------------------|-----------|-------------------|---|-----------|-------------|--|-----------|-----------|
| Name | Weighting | Date | Name | Weighting | Date | Name | Weighting | Date |
| Extreme Weather Presentation | 20% | September | Population Distribution Choropleth Maps | 30% | January | Islands for Sale Booklet | 40% | April |
| Climate Graph Comparison Task | 35% | October | Population Pyramid Analysis | 35% | February | Tropical Rainforest Plant/Tree Design - Annotated poster | 25% | April/May |
| Micro-climate Project | 45% | November/December | Development Writing Assessment | 35% | March/April | Tropical Rainforests Sustainable Management | 35% | May |

History

Overview/ Aims and Objectives

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

Key Skills

- 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

- The Italian Renaissance
- The Reformation in Europe (The Tudors)
- The Mughal Empire
- The Stuarts
- The British and French Empires
- Transatlantic Slave Trade

Useful Resources

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

- The Renaissance, Rose Barling
- The Italian Renaissance, Peter Mantin
- Empire and Citizens, Ben Walsh
- Crown and Country, Martyn Whittock

Assessment

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

| Term 1 | | | Term 2 | | | Term 3 | | |
|---|-----------|----------------|---|-----------|---------------|--|-----------|----------------|
| Name | Weighting | Date | Name | Weighting | Date | Name | Weighting | Date |
| The Renaissance End of Unit Test | 33% | September 2019 | How Golden was Elizabethan England? Comparison study with Mughals | 25% | January 2020 | Why was there so much suffering during the Middle Passage? | 20% | April 2020 |
| How important were monasteries (group presentation) | 33% | October 2019 | Who was responsible for the English Civil War? Extended Writing | 25% | February 2020 | Who was most significant in the abolition of slavery? | 30% | April/May 2020 |
| Did Mary deserve her nickname Bloody? Source assessment | 33% | December 2019 | Empire Assessment | 50% | April 2020 | End of Year Exam | 50% | June 2020 |

Computer Science

Overview/ Aims and Objectives

In year 8 students will learn 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 conduct research into current technological developments in AI. As well as this they will become confident in accessing the internet safely and responsibly, and gain an understanding of the importance of cryptography.

Key Skills

- Logical thinking, problem solving and basic programming skills (using Python)
- E-Safety skills
- Explaining technical concepts in simple terms
- Critical analysis and critical thinking skills

Enrichment Opportunities

- FOBISIA Creative Coding
- AppJamming competition

Course Content

Cryptography

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

Programming and Development using a visual programming language

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

Data & Data Representation

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

Algorithms

- Pattern Recognition
- Problem Solving
- Logical Reasoning

E-Safety

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

Artificial Intelligence

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

Useful Resources

- <https://compsci.bvisrc.com> - the class wiki of information
- <http://code.org/> - This resource is useful for learning the basics in programming
- <https://www.python.org/> - this is a high-level programming language used to teach programming
- <http://flippybitandtheattackofthehexadecimalsfrombase16.com> – a fun game that helps students practice and learn binary and hexadecimal numbers

Assessment

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

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

Term 2 Cryptography: The public key diagram and programming challenges

Term 3 Artificial Intelligence: The presentation and mini essay

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

EAL

Overview/ Aims and Objectives

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

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

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

Key Skills

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

Enrichment Opportunities

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

Course Content

1. W - Describe a "How to" paragraph that details the steps involved in making a good impression
S - Describe in detail an accurate first impression
2. W - Write a descriptive paragraph about your favourite dish using adjectives
S - Conduct a class survey and discuss food preferences.
3. W - Write two paragraphs: One paragraph summarising a reading text and one paragraph - long personal response to the text.
S - Participate in a group discussion emphasizing the advantages and disadvantages of change.
4. W - Write a four paragraph opinion essay about advertising
S - State and support your opinions concerning the influence of advertising on our behaviour

Useful Resources

- Microsoft Teams
- Q skills online platform
- Q skills Textbooks:

- British Council
- Language Development Diary

Assessment

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

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

Physical Education

Overview/ Aims and Objectives

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

Key Skills

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

Enrichment Opportunities

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

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

Course Content

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

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

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

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

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

Gymnastics: In gymnastics students will be looking at rolls, jumps, balances and methods of travel. They will learn to link these to create individual and partner sequences on both mats and apparatus.

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.

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 games.

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

Useful Resources

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

Assessment

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



PSHE

Overview/ Aims and Objectives

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

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

Key Skills

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

Enrichment Opportunities

Guest Speakers

Course Content

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

Useful Resources

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

Assessment

PSHE does not have any official summative assessment.

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



Vietnamese Humanities

Overview/ Aims and Objectives

- Describe the governing policies of the Northern feudal invaders imposed on Vietnam from 179 BC to the 10th century as well as the impact of those policies
- Narrate revolts against the northern invaders from the 1st to the 10th century, such as the revolts of Hai Ba Trung, Ba Trieu, Ly Bi, Ngo Quyen, ...
- Learn about the diversity of Vietnam's marine resources
- Analyse the formation and tectonics history of the Vietnamese territory.

Key Skills

- The ability to use historical event narrative schema
- The ability to observe and exploit geographic maps
- Group collaboration skills
- History theatrical skill

Enrichment Opportunities

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

Course Content

- Vietnamese history and revolts under the Northern domination (179 BC - 10th century)
- Vietnamese sea
- History of the territorial formation and mineral resources in Vietnam

Useful Resources

- History Textbook Year 6
- History Workbook Year 6
- Vietnamese History in Pictures (set of thick) - Volume 2: Revolts against the Northern invaders
- Geography textbook Year 8
- Atlas of Geography Year 8

Assessment

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



Vietnamese Literacy

Overview/ Aims and Objectives

Based on skills developed in year 7, BVIS Vietnamese Literacy department aims for all year 8 students to continue to improve their understanding about some types of folk literacy and know the techniques for writing poetry. During this school year, students are also improving their Sino-Vietnamese vocabulary and practice in order to enhance their ability to use words flexibly and logically. The traditional beauty of Vietnamese culture and people in the Middle Ages and the historical elements are also enriched. Finally, students learn about the theatrical types, practise script writing, and apply interdisciplinary knowledge from drama to make their own play.

Key Skills

- Mind map skills
- Ability to make outline for articles and speech.
- Development of reading skills, giving the feedback and evidence to analyse the content or technique used in a context
- Teamwork and personal skills.
- Improvement of text writing and narrative skills
- Development of translanguaging skills in discussion and presentation

Enrichment Opportunities

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

Course Content

- In language: understanding synonyms, antonyms, and homonyms; literary rhetoric and enumeration; sentence transformations; types of punctuation; different types of single sentences
- In literature: explaining the meaning of folk songs, understanding deeply the content of the context; analysing or writing passages and commentary writing; variety of Tang poetry and 5-word poetry
- In culture: learning about family love, country love in folk songs, natural beauty in each season, traditional customs in each region through the writings; feeling the patriotism in medieval poetry and Ho Chi Minh' poetry.

Useful Resources

- Textbook : Vietnamese Literacy 7 (1 & 2)
- Reference book in the Library

Assessment

Student's progress is assessed through homework, classwork, end of topic tests, end of term tests as followed:

| Term 1 | | | Term 2 | | | Term 3 | | |
|---------------------------------|-----------|----------|------------------------|-----------|---------|------------------------|-----------|------|
| Name | Weighting | Date | Name | Weighting | Date | Name | Weighting | Date |
| Folk songs - Expression writing | 20% | October | Grammar and vocabulary | 10% | January | Drama literacy | 5% | May |
| Medieval poem | 20% | December | Commentary writing | 20% | April | End of year assessment | 25% | June |

Be Ambitious