



BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI
A NORD ANGLIA EDUCATION SCHOOL

CURRICULUM BOOKLET

YEAR 7





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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

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

- **Idea:** 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:** colour theory, painting, printing, observational 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>

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 7 students will start to gain a better understanding of what a computer is. They will learn how to structure instructions into clear algorithms that solve a problem, and start developing their skills in translating these instructions into a language the computer can understand. As well as this they will become confident in accessing the internet safely and responsibly.

Key Skills

- Logical thinking, problem solving and basic programming skills
- E-Safety skills
- Explaining technical concepts in simple terms
- Programming in Swift

Enrichment Opportunities

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

Course Content

Programming and Development *using a visual programming language*

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

Microbit Circuitry

- Making Pong
- Bluetooth Communication
- Using a Gyroscope

Hardware & Processing

- Internal aspects of the computer

Learn to Code

- Apples Swift Language
- Learning to make apple apps

Networks

- How networks work
- What they are
- Hardware needed

Useful Resources

- <http://code.org/> - This resource is useful for learning the basics in programming
- <http://www.bbc.co.uk/education/> - The KS3 section on Computing is a helpful resource for this course.
- <https://scratch.mit.edu> – The online Scratch editor that is used for multiple units of work

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 Hardware Project (Assemble a PC)

Term 2 Think Like a Computer: Apple Swift Application

Term 3 Microbit: Circuitry Project

Term 3 End of year assessment: An end of year project

DANCE

Aims and Objectives

In year 7 students will examine different **forms and styles** of dance, through the core works developed via the **Juilliard dance** programme. They will learn to work **collaboratively** with others to explore **space, relationships and dynamics**, and create movement phrases using the set topic. They will experiment with **structure and meaning**, while creating connections with drama through using dance as a tool for **storytelling**. Students will reflect on their own work and that of others using key words.

Key Skills

- Developing choreography skills
- Building phrases
- Group work and leadership
- Balance and symmetry
- Rhythm and tempo
- Knowledge of dance in own and other cultures

Enrichment Opportunities

- Dance ECA groups
- Opportunities to perform work throughout year in class
- Opportunity to take part in annual school musical
- Juilliard and Global Campus Projects
- Assembly performances

Course Content

- An Introduction to Dance
- Musical Theatre
- Evolution of Hip-Hop
- World Dance

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

Dance in Y7 is assessed across three stands, and takes the form of a practical dance demonstration at the end of each unit of work.

- **Composition** - The choreography the students create through rehearsals, which will reflect an understanding of the area of dance being focused on.
- **Performance** - The practical performance of a dance piece.
- **Appreciation** - Describing studied work using key terms, and the ability to identify strengths and weaknesses in both own work and that of others.

DRAMA

Aims and Objectives

The aim in Year 7 is to introduce students to the core building blocks of drama, as well as developing an **understanding of theatre**. Students will focus on building core skills needed for devising work, which they will then use to **experiment and investigate** a range of ideas and stimuli. They will build **leadership** skills and learn to **work as part of a team**, working with and solving problems with their peers. They will also develop their **performance skills** and be given opportunities to develop their use of **spoken English** to address an audience. By the end of year 7 students should be familiar with the demands of performing for an audience, and be capable of presenting work with good **focus**.

Key Skills

- Learn a variety of explorative strategies which they can implement in devised work
- Mime
- Building tension
- Developing a plot from a stimulus
- Experimenting with voice and movement to develop character
- Performance of script
- Leadership and directing
- Evaluating own work and that of others

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

- An introduction to Drama: Explorative Strategies and Devising
- Performance Poetry
- Physical Theatre
- Devising Theatre

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 *(unit outcomes in writing and speaking)*

Note: Each unit also contains a reading, vocabulary and grammar skill

1. W - Write a paragraph describing a current trend and why it is popular
S - Role-play a school committee discussion reaching a decision about a new building on campus
2. W - Create a business and write a description explaining the colours you will use and why
S - Group presentation- Describe key aspects of a building they have designed
3. W - Write a paragraph in response to a question on an online discussion forum about politeness.
S - Give a short presentation on bad manners
4. W - Express and support your opinion about what makes a competition unfair
S - Develop a board game
5. W - Write a plan for a family business
S - Hold a discussion on Business
6. W - Write a paragraph describing a process
S - Present ideas on IT
7. W - Write an opinion paragraph on the environment
S - Present ideas on how we can become more environmentally friendly

8. W - Create an FAQ page
 S - Participate in a group discussion on the topic 'public health'

Useful Resources

- Microsoft Teams
- Q skills online platform
- Q skills Textbooks
- Language Development Diary
- Englishrevealed.com
- Readtheory.org
- British Council

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 | | | |

ENGLISH

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.

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
- **Poetic Techniques** - Further understand figurative techniques, sound techniques and rhyme
- **Persuasive techniques** - A selection of techniques used in descriptive, narrative and non-fiction
- **Structuring writing** - Learning how to structure analytical writing

Literacy

- Present Tense (Continuous and Perfect)
- Future Tense
- Narrative Tense (Past perfect and Past continuous)
- Subject/Verb Agreement
- Modals/Imperatives
- Colons/Semi Colons/Commas

Enrichment opportunities

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

Course Content

1a. Novel

Students will read 'Coraline', a short, fantasy novel by Neil Gaiman. Students will begin to understand and develop their analytical skills, ending the term with an assessment that will assess their understanding of an extract from the text at both a comprehension and deeper level.

1b. Myths and Legends

Students will read a collection of extracts from Greek mythology, developing their understanding of the underworld, Battle of Troy and heroism. Students will end the term with an assessment of their writing skills, considering how they can use their own language and structure to write descriptively. 2a. Media Literacy

2a. Baseline - Non-fiction writing

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

2b. Shakespeare

Students will be introduced to Shakespeare, learning about the context of Elizabethan England, the genres Shakespeare wrote in and experiencing extracts from the bard. Students will be assessed on their understanding and ability to analyse the language of the 16th century.

3. Poetry

Students will study poetry through time – spanning from the 6th century with Scandinavian ‘Beowulf’ to modern day ‘Living Space’ set in the over-crowded Mumbai. Students will have an assessment based on their understanding of the language, structure and form of a poem they have studied.

Useful resources

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

Assessment

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

| Term 1a | Term 1b | Term 2a | Term 2b | Term 3a |
|--------------------|-------------------|---------------|---------------|---------------------|
| Novel (‘Coraline’) | Myths and Legends | Non-Fiction | Shakespeare | Poetry Through Time |
| Reading Focus | Writing Focus | Writing Focus | Reading Focus | Reading Focus |

GEOGRAPHY

Aims and Objectives

Geography is the study of the earth's landscapes, peoples, places, and environments. It is, quite simply, about the world in which we live. Geography encompasses the understanding and dynamics of different cultures, societies, and economies, whilst linking to the varied physical landscapes, processes, and environments of the world. Geography allows our students to develop a sense of awe about the planet in which they live, both inside and outside of the classroom. In Year 7 at BVIS this important subject is an introduction to the study of global Geography.

BVIS students develop an understanding of social and physical processes, and demonstrate a vast range of key skills including teamwork, questioning skills and data collection skills

Key Skills

- **Vocabulary** - To start to understand (and be able to use) key geographical terms and phrases
- **Data Collection** - To develop the skills required to know how to collect data for use within the topic being studied
- **Data Interpretation and Analysis** - The ability to explain and discuss the data you have gathered in a way that shows understanding of the topics involved
- **Case studies** - To consider Geographical topics using real-life study areas and examples
- **Critical thinking** - Students are taught skills in problem-solving and planning which actions to take
- **Map Skills** - To be able to interpret an OS map using basic skills
- **Fieldwork** - To demonstrate skills of data collection using instruments successfully outside the classroom, working both independently and in a team

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

- **What is Geography?** - Students are introduced to the three main components of Geography, they look at the Geography of Asia and the main world biomes.
- **Map Skills** - Students learn the basic skills needed for reading a map including four and six-figure grid referencing, identifying map symbols, showing height on a map, scale and measuring distance.
- **Africa** - Students study the continent of Africa, with a particular focus on the country of Malawi. They will look at the meaning of development and study the issue of water shortage across the continent.
- **Antarctica** - Students are introduced to our last great wilderness. They will study how and why people live in Antarctica, they will also consider Antarctic food webs and how this place is protected. The great expedition of Ernest Shackleton will be followed in detail and issues with his voyage will be revealed.
- **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 |
|------------------|-----------|-----------|------------------|-----------|----------|------------------|-----------|----------|
| Baseline Test | 30% | September | Map Skills Test | 30% | February | Africa Test | 30% | April |
| End of Term Test | 70% | November | End of Term Test | 70% | March | End of Year Test | 70% | May/June |

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

- 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

- Introduction into historical concepts (significance, chronology, interpretations)
- The Romans (How Roman were the Romans?)
- The Vikings (Is Terry Deary right to call the Vikings Vicious?)
- Anglo-Saxons short assessment (Was it really a golden age for the Anglo-Saxons?)
- Medieval Europe
 - 1066 'and all that' (How did William consolidate his rule of England?)
 - How religious were Medieval people?
 - Health and Hygiene and The Black Death (How did the Black Death affect the world?)
- The Islamic Empire in the Middle Ages (What did the Islamic Empire look like by 1400?)
- African Empires
 - Why were the Kingdoms of West Africa so great? (A case study of Ghana and Mali)

Useful Resources

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

- The Roman Empire, John D Clare

- Empire and Citizens, Ben Walsh
- Medieval Realms, Nigel Kelly
- Medieval Britain, Walter Robson
- Islamic Empires 600-1650, Tim Leadbeater
- <https://africankingdoms.co.uk>
- <https://www.ocr.org.uk/Images/208299-african-kingdoms-ebook-.pdf> (Aimed at A-level but could be skim read in places)
- West African Kingdoms: Empires of Gold and Trade, Rourke Publishing

Assessment

A range of assessments are used to identify a student's progress which include both classwork 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 |
| Variety of written explanation questions e.g. Why was the Roman army so powerful? | Ongoing | Anglo-Saxon end of unit test | January 2021 | The Islamic Empire end of unit test | April/May 2021 |
| The Romans End of Unit Test | October 2020 | Who was the strongest contender for the throne in 1066 essay | February 2021 | African Kingdoms end of unit test | May 2021 |
| Why did the Vikings Raid? | December 2020 | Medieval Health & Hygiene end of unit test | March/April 2021 | End of Year Exam | June 2022 |

MATHEMATICS

Aims and Objectives

Mathematics is a creative and inter-connected subject that provides solutions to some of the world's most intriguing problems. In Year 7 students learn to:

- Discuss methods and results using English vocabulary.
- Structure worked solutions.
- Develop fluency with number calculations.
- Consider ways of algebraic thinking.
- Develop spatial awareness by exploring properties of shapes.
- Experience the role of Mathematics in real life situations.
- Appreciate how Mathematics can be seen as a creative subject.

Key Skills

- Communicating logical thinking verbally and through written methods.
- Collaborating with peers using the correct mathematical vocabulary.
- Explaining and justifying results.
- Spotting patterns, forming conjectures and developing reasoning skills.

Enrichment Opportunities

- FOBISIA Mathematics Challenge in March – 8 students will represent the school 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 May/June.
- Making Maths Meaningful Challenges – Saturdays throughout the year.

Course Content

- Number – Directed Numbers, Ratio, Fractions, Percentages.
- Algebra – Expressions and formulae, Sequences, Coordinated and Graphs, Equations.
- Data – Averages, Probability, Pie Charts and Bar graphs.
- Shape – Area and perimeter, Angles in Shapes, Symmetry, 3D Shapes.

Useful Resources

- Myimaths and Maths Podcasts.
- Textbook: KS3 Maths Pupil Book 1.3 (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 7 will not require the use of a 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* | 40% | October November | Formal Assessments* | 70% | March | Formal Assessments* | 70% | May |
| Maths Project | 30% | December | | | | | | |

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, develop and apply instrumental skills
- 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
- Attend performances/workshops given by some Juilliard alumni

Course Content

| | |
|------------------------|---|
| Listening & Appraising | Recognise how musical elements can be used to create different moods and effects and to communicate ideas. Improve own work. Recognise how the different musical elements are combined and used expressively. Make improvements to work commenting on the intended effect. |
| Notation | Represent sound with symbols. Create symbols to represent a variety of sounds including the elements of music. Perform from simple notation. Identify and use simple staff notation. |
| Composing | Carefully choose and order sounds in a simple structure (beginning, middle, end) and in response to a given starting points. Combine several layers of sound. Improvise repeated patterns. Compose by developing musical ideas within musical structures. Improvise melodic and rhythmic phrases as part of a group performance. |

| | |
|------------|---|
| Performing | <p>Perform rhythmically simple parts that use a limited range of notes.</p> <p>Sing in tune with expres</p> <p>Sing using a limited range of notes.</p> <p>Sing in tune with expressions.</p> <p>Recognise and explore the way sounds can be combined and used expressively.</p> <p>Perform by ear.</p> <p>Maintain own instrumental part</p> <p>Sing songs by ear.</p> <p>Sing maintaining own vocal part.</p> <p>Maintain own 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.

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

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 the end of year 7, BVIS science aims for all year 7 to have a core understanding of the **safe working procedure** in a laboratory. Subsequently we aim for all students to appreciate the importance of forming **hypotheses** that can be tested, and being able to accurately record **results collected** during investigation. We aim to develop students' **conclusion skills**, and in doing so will develop students' **literacy in a scientific context**.

Key Skills

- Identifying hazards and taking precaution to avoid these hazards.
- Forming of a hypothesis.
- Ability to follow a method
- Ability to collect results in a suitable scientific format
- Graphical skills
- Using evidence to form conclusions
- Writing conclusions using scientific language.

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. Cells
- B2. Structure and function of body systems
- B3. Reproduction
- C1. Particles and their behaviour
- C2. Elements, atoms and compounds
- C3. Reactions
- C4. Acids and Alkalis
- P1. Forces
- P2. Sound
- P3. Light
- P4. Space

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% | April |
| 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 |

VIETNAMESE HUMANITIES

Aims and Objectives

- Discover the vestiges and life of people in Ancient Vietnam
- Illustrate the formation and development of Van Lang and Au Lac - the first two nation states in Vietnamese history
- Develop their understanding of historical and geographic maps and diagrams
- Understand the cultural diversity of the 54 ethnic groups in Vietnam
- Identify Vietnamese geographical location and territories as well as their impact on the development of the country.

Key Skills

- Teamwork
- Oracy
- Map Skills
- Using information to create diagrams

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

- Vietnam in ancient period
- Vietnam through different development periods
- General overview of maps and diagrams
- Ethnic Minorities in Vietnam
- Geographic location and territories of Vietnam
- Cultural characteristics of Vietnamese regions

Useful Resources

Year 6 History Textbook

Year 6 History Workbook

Vietnamese History in Pictures (volume 1 to 5)

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 |
| Entrance test at the beginning of the year | 10% | August | | | | | | |
| 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

The Vietnamese course for Year 7 aims to reinforce and foster students' basic knowledge of literature in general and Vietnamese literature, beginning with the knowledge of folklore. Year 7 students will understand the origin and structures of Vietnamese language in speaking and writing, improve reading comprehension skills, with a focus on folk literature. They will be familiar with diverse types of narrative text, descriptive text, and argumentative writing.

Key Skills

- Distinguish and analyse words and phrases so they apply them correctly in speaking and writing
- Develop text reading, searching, and filtering skills
- Develop collaborative learning skills
- Develop written and narrative skills
- Develop translanguaging skills for discussion and presentation.

Enrichment Opportunities

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

Course Content

- **In language:** understanding structure, meaning and origins of words for accurate use; recognise and use Vietnamese vocabulary appropriately; analyse the grammatical structure of sentences.
- **In literature:** exploring the genres and characteristics of folklore; distinguishing, reading and writing original narratives and imagined narratives; reading and writing descriptive texts; recreating historic scenes of folk lore through drama; write an argumentative paragraph
- **In culture:** explore Vietnamese culture through folk stories, poems, and literature. Students will learn about the unique geography of Vietnam.

Useful Resources

- Textbook : Vietnamese literacy 6 (1 & 2)
- Reference book in the Library
- <https://www.sachhayonline.com/tua-sach/kho-tang-truyen-co-tich-viet-nam>

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 |
| Folk literature Narrative writing | 30% | October | Grammar - words and sentences | 30% | January | Reading comprehension | 30% | May |
| Descriptive text | 30% | December | Composing poem | 30% | April | End of year assessment | 70% | June |
| End of Term 1 Assessment | 40% | | End of Term 2 Assessment | 40% | | | | |