

Key Stage 3

Curriculum Guide



BRITISH INTERNATIONAL SCHOOL
HO CHI MINH CITY
A NORD ANGLIA EDUCATION SCHOOL



Assessment at Key Stage 3

As you will no doubt be aware, National Curriculum attainment targets and levels have now been removed from the UK education system as they were considered to be no longer fit for purpose. This presented schools – including British international schools such as ourselves – with the exciting opportunity to devise their own systems of assessment which were bespoke for both students and contexts, as well as focusing on the purposes and principles of assessment. At BIS HCMC, we have worked in partnership across the whole school to create Age-Related Expectations (AREs) for each subject, ensuring continuity and progression in the curriculum from Early Years all the way through to the end of Year 9. With this, and in line with current UK practice and our own determination to provide the very best education for your child, we reviewed our curriculum to ensure that it was relevant, contemporary and allowed our students to flourish as learners.

Throughout Key Stage 3, your child will be assessed in many specific areas within each subject using the four categories described below. Results will be recorded by the subject teacher and reported to you each term. These reports are complemented by Parent Teacher Student Consultations (PTSCs), where you have the opportunity to discuss your child's learning and progress with subject teachers.

S your child has been introduced to the Age-Related Expectation. Teacher support is required with tasks generally not completed independently or sustained once support is withdrawn.

D after receiving support and examples of the Age-Related Expectation from teachers, your child is developing understanding. Independence is beginning but learning may not be retained over time and will require further consolidation.

M your child is able to work independently and confidently, demonstrating good attainment of the Age-Related Expectation. Work is reproduced appropriately at a constant rate with key concepts retained over time.

E your child is secure in and has a deep understanding of the Age-Related Expectation, rarely make mistakes. They can explain thinking and reasoning clearly through well-developed speaking, listening and presentation skills. Students are also able to apply and transfer their learning into new situations and concepts without prompting from teachers.



Frequently Asked Questions

Why assess students?

Assessment provides teachers and your child with valuable achievement information. Regular termly analysis of progress made is then used by teachers to support every student in their learning.

When will my child be assessed?

We will assess continually and use this assessment to maintain records of progress, as well as inform our approaches to teaching and learning.

What happens if my child does not meet or exceed the Age-Related Expectations by the end of the year?

Assessment allows us to easily and quickly identify learning gaps. If your child is falling below expected levels, you will be informed with regular updates given throughout the year. Teachers will explore ways to improve learning for every child that will support successful progression to Age-Related Expectations.

What happens if my child reaches Exceeding early on in the year?

As part of our comprehensive curriculum review we have ensured sufficient challenge for all students within each age group, allowing ample time for students to get to grips with new knowledge as well as developing a wide range of skills. However, if a student Meets and then Exceeds an ARE, our staff will ensure that there is still stretch and challenge in every lesson through careful and appropriate differentiation and extension.

How will I know if my child is improving?

In each report you will find a list of Age-Related Expectations in every subject that have been focused on in the curriculum, with an evidence-based judgment of how your child progressing towards it: the S, D, M and E outlined previously.

This will give a very clear idea of where your child is in relation to each ARE. These will be added to in each report so that, by the end of the year, you will see how your child has progressed against all of the Age-Related Expectations in each subject.

How can I use this information to support my child?

Each subject area has identified the skills, knowledge and understanding – expressed through the AREs – which are fundamental to students' progress. By reporting this attainment and progress to you in each term, our objective is that you will use this to inform your conversations with your child about their learning. If they require teacher Support to complete tasks, or are Developing their understanding in certain areas of the curriculum, you can explore this through discussing how and why this might be the case. Through this discussion, you can identify ways in which you as parents can help them but also how they as students can take ownership for their learning. What can they do to help them to progress? What resources are available to them to help them achieve this? Equally, if they are Meeting or even Exceeding in specific AREs, celebrate their achievement and encourage them to reflect not just on what they have achieved but on how they have achieved it. What strategies have they used as a learner which could be applied to AREs which they perhaps find more challenging? Could these be extended to other areas of the Key Stage 3 Curriculum?

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Art

Age-Related Expectations: *Art Year 7*

Observe

OB1: You use your sketchbook to explore ideas, artists, cultures and techniques.

OB2: You can use more than one source when collecting information. Sources such as: real life, books, interviews, photographs, websites.

OB3: You use observational drawing as a way to develop your artist eyes.

Explore

EX1: You show that you can persevere when learning new skills, you don't give up!

EX2: You show that you are able to keep trying new things and aren't scared to take a risk.

EX3: You make choices about what works best for you, you persist with finding your own style.

Develop

DEV1: You develop your own personal ideas rather than just copying from research.

DEV2: You use your knowledge of colour, line, pattern, texture and tone.

DEV3: You use shapes and space in a way that is carefully considered.

Present

PR1: You show that you can use less words and more artistic techniques to express yourself.

PR2: You present your work carefully and with pride.

PR3: You understand how you are using visual language to communicate your vision.

Year 7 : Overview

Term 1

Unit/Topic	Which AREs?	Activities
Baseline Test	OB1, EX1, DEV1, PR2	Still life drawing.
Fine Art: Drawing	All	Drawing activities and techniques: tone, line, shape and composition.
Homework Project	OB2, EX3, DEV1, PR1	Study Board 1 - Looking at famous artist.

Term 2

Unit/Topic	Which AREs?	Activities
Fine Art: Painting (Beautiful Cells)	All	Watercolour painting, acrylic painting and mixed media. Use of colour to recreate cells observed in the microscope.
Homework Project	OB2, EX3, DEV3, PR3	Study Board 2 - Artist response: Erin Mcintosh

Term 3

Unit/Topic	Which AREs?	Activities
Sculpture: Everyday People	All	Creating a sculpture inspired by the work of Giacometti.
Homework Project	OB2, EX3, DEV3, PR3	Study Board 3 - Observational drawing - everyday people

Age-Related Expectations: *Art Year 8*

Observe

OB1: You use study boards to investigate themes, artists, cultures and techniques.

OB2: Your research includes more first-hand sources such as photography, collected objects and interviews.

OB3: Your observational drawing links to your theme research.

Explore

EX1: You can expand your ideas and thoughts in a creative visual way as well as writing about them.

EX2: You can experiment in the art room.

EX3: You make choices about what works best for you, you persist with finding your own style.

Develop

DEV1: You keep trying different techniques and methods until you find something that is right for you.

DEV2: You try to combine ideas or techniques in order to find out something new and unique.

DEV3: You question your work as it is progressing and make changes in order to improve.

Present

PR1: You manage your time effectively in order to finish your work by the deadline

PR2: Your ideas flow and go together to create an exciting body of work.

PR3: You understand how you are using visual language to communicate your personal vision.

Year 8 : Overview

Term 1

Unit/Topic	Which AREs?	Activities
Baseline Test	EX3, DEV3, PR1	Still life drawing.
Fine Art: Oil Pastel Portraits	All	Develop skills with this medium and learn to compose a captivating portrait.
Homework Project	OB1, EX1, DEV1, PR3	Study Board 1 - Facial proportions and portrait development.

Term 2

Unit/Topic	Which AREs?	Activities
Textiles: Shibori products	All	Using methods of die to create a pattern on fabric. making a useful product using the sewing machine.
Homework Project	OB2, EX3, DEV3, PR3	Study Board 2 - Product Design

Term 3

Unit/Topic	Which AREs?	Activities
Photography/ Digital Art	All	Learn to use software to manipulate images and create dynamic digital art.
Homework Project	OB1, EX1, DEV1, PR3	Study Board 3 - Photography. Using a range of techniques to improve skills.

Age-Related Expectations: *Art Year 9*

Observe

OB1: Your study boards show a strong sense of your ideas and style.

OB2: Your research is selective and creative. You use primary sources to investigate themes, cultures and artists.

OB3: When you record observations you use a range of technical skills.

Explore

EX1: When you are expanding your ideas you make sure your work remains deeply connected to your personal vision

EX2: As you are making something you stop to reflect every once in a while. You respond to feedback in a positive and productive way.

EX3: You are selective when making decisions about the direction of your work. You can explain your thought process through annotation.

Develop

DEV1: You are showing passion and commitment in your work. You begin to follow your own direction.

DEV2: You can show skills when selecting and combining your best ideas.

DEV3: You can choose and learn to use your resources independently and with growing maturity.

Present

PR1: You manage your time effectively in order to finish your work by the deadline.

PR2: Your study boards and outcomes are complete and well presented.

PR3: You understand the visual language you have used in the making of your work and can explain it verbally.

Year 9 : Overview

Term 1

Unit/Topic	Which AREs?	Activities
Baseline Test	EX3, DEV3, PR1	Still life drawing.
Illustration: Book Project	All	Develop skills with various ink and wash techniques. Create an illustrated book on a theme of your choice.
Homework Project	OB2, EX3, DEV2, PR2	Study Board - Artist Response and research.

Term 2

Unit/Topic	Which AREs?	Activities
Printmaking: Linography	All	Develop skills with this technique and produce a series of reduction prints.

Term 3

Unit/Topic	Which AREs?	Activities
Mixed Media/ Installation	All	Looking at ways that Art can convey a big message. Use of space around school to bring attention to an important issue.
Homework Project	OB1, EX1, DEV1, PR3	Study Board - Anthony Gormley artist response.

Chinese

Age-Related Expectations: *Chinese Year 7*

Listening

1. Understand the present tense and be aware of other tenses.
2. Understand the gist of longer passages.
3. Understand and respond to classroom instructions in the target language

Speaking

1. Take part in a conversation with awareness of tenses.
2. Use and adapt language to express opinions.
3. Pronounce most words accurately.
4. Adapt the language learnt for use in other contexts.

Reading

1. Understand main points and some details in texts.
2. Use context and knowledge of cognates and patterns to deduce meaning and improve understanding.

Writing

1. Write short paragraphs using prior knowledge of language patterns.
2. Use the present tense accurately and have awareness of other tenses.
3. Use simple punctuation correctly according to the target language.
4. Adapt the language learnt for use in other contexts.

Year 7 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
About Myself and Family	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1,3	<ul style="list-style-type: none">Family tree poster and presentationMake a video to introduce your family (name, birthday, nationality, job and hobbies)	Module assessments - Listening, Reading, Writing and Speaking

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Experience of the world <ul style="list-style-type: none">CountriesLanguagesOccupation and workplace	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1, 2, 3	Interview a teacher/ staff	Module assessments - Listening, Reading, Writing and Speaking

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Daily routine <ul style="list-style-type: none">TransportationTime	All - ongoing	Brochure to introduce how to practise a good daily routine	End of year assessments

Age-Related Expectations: *Chinese Year 8*

Listening

1. Understand information on a range of topics.
2. Understand present, past/or future events.
3. Understand most information on the first hearing, but may need to hear things again.

Speaking

1. Take part in conversations, using the present tense with either the past or the future tense.
2. State and justify opinions.
3. Be understood most of the time.
4. Adapt the language learnt for use in other contexts.

Reading

1. Understand a range of written materials, which include texts using the present tense with either the past or the future tense.
2. Understand main points, specific details, including opinions.

Writing

1. Produce short pieces of writing which use prior knowledge of language patterns.
2. Use the present tense with either the past or the future tense.
3. Begin to use grammar in new contexts, albeit with some errors.
4. Adapt the language learnt for use in other contexts.

Year 8: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Holiday <ul style="list-style-type: none">- Weather- Holiday activity- Clothing	Listening 1,2 Speaking 1,2,3 Reading 1,2 Writing 1,3	Plan a dream holiday	Module assessments - Listening, Reading, Writing and Speaking

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
School Life	Listening 1,2 Speaking 1,2,3 Reading 1,2 Writing 1,2,3	Introduction video to new BIS students about school life	Module assessments - Listening, Reading, Writing and Speaking

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Environment <ul style="list-style-type: none">- School facilities- Direction	All - ongoing	Role-play to ask about directions	End of year assessments

Age-Related Expectations: *Chinese Year 9*

Listening

1. Understand familiar words in a new situation.
2. Understand information on present, past and future events.
3. Draw conclusions from information and understand the gist of situations if new language or context is used.

Speaking

1. Start and maintain conversations which use present, past and future tenses.
2. Use the target language and be understood.
3. Be more spontaneous with the target language.
4. Adapt the language learnt for use in other contexts.

Reading

1. Understand all main points and some specific details, including opinions.
2. Understand a range of written materials, which includes texts using the present, past and future tenses.
3. Use contextual clues when deducing the meaning of unfamiliar language.

Writing

1. Write in paragraphs using descriptive language and using the present, past and future tenses.
2. Communicate ideas effectively, although not necessarily error free.
3. Use grammar with confidence and begin to introduce some more complex structures.
4. Adapt the language learnt for use in other contexts.

Year 9: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Health <ul style="list-style-type: none">- Body parts- Personality- Illness	Listening 1,2 Speaking 1,2,3 Reading 1,2,3 Writing 1,2,3	<ul style="list-style-type: none">• Introduce a famous person• Create a vlog about healthy living	Module assessments - Listening, Reading, Writing and Speaking

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Food and Health	Listening 1,2 Speaking 1,2,3 Reading 1,2,3 Writing 1,2,3	Create a healthy food menu for school	Module assessments - Listening, Reading, Writing and Speaking

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
The world of work <ul style="list-style-type: none">- Education plan	All - ongoing	Writing about priorities and future plans	End of year assessments

Computing

Age-Related Expectations: *Computing Year 7*

Digital Literacy

DL1:

Design work to meet the needs of a given intended audience

DL2:

Use criteria and feedback to improve the effectiveness and efficiency of solutions

Safety, security and the law

SSL1:

Be aware of software copyright licenses and other related legal and ethical issues

SSL2:

Construct and use secure passwords

Technology in the world

TW1:

Explore the effect of the reduction of global boundaries and the global spread of news and through the use of IT

TW2:

Identify positives and negative elements in presentation media

Skills

SK1:

Select appropriate tools and techniques to construct a complex ICT based system

SK2:

Design and implement effective sequences of instructions

SK3:

Develop efficient solutions to programming problems

SK4:

Use appropriate software to analyse and manipulate data

Technical Understanding

TU1:

Understand the impact of changing variables in a Model

TU2:

Manage files across cloud based storage, personal laptop and networked computers

Year 7 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Spreadsheets	DL2, SK1, SK4, TU1, TU2	Learn various functions, formulae and graphs in spreadsheet software.	Homework assessment on formulae. End of topic test.
Control: Introduction to programming	DL1, DL2, SK2, SK3, TU1, TU2	Learn about instructions and algorithms with basic code and flowcharts.	End of topic test.
Image Pixelation	DL1, SK1, SK4, TU2, TW2	Learn about manipulation of images and tools in Adobe Photoshop to manipulate their own image.	Assessed final image.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Presentations	DL1, DL2, SK4, SSL1, SSL2, TU2, TW1, TW2	Students research about the digital footprint. Learn presentation skills and produce a presentation about digital footprint.	Presentation homework quiz. Final presentation they have produced is assessed.
Databases	DL2, SK1, SK4 TU2	Develop skills in database construction and use of simple and complex query techniques to produce results from large data sets.	End of topic test.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Kodu game design	DL1, DL2, SK2, SK3, SSL2, TU1, TU2	Learn about game design, creating worlds, movement of interaction of objects and characters. Create a series of mini games. Using skills learnt design and create their own game.	Peer assessment of game. Final assessment of own game.

Age-Related Expectations: *Computing Year 8*

Digital Literacy

DL1:

Explain and adapt work to be suitable for more than one intended audience.

DL2:

Select, explain, record and cross reference appropriate online sources used in work

Safety, security and the law

SSL1:

Understand that the use of technology should be responsible, ethical and legal

Technology in the world

TW1:

Use, adapt and explain how models have a real world context

Skills

SK1:

Select and combine appropriate tools and techniques to implement a simple ICT based system or product

SK2:

Understand how to construct sequences of instructions using graphical interfaces or a text based language

SK3:

Employ efficient solutions to computational problems.

SK4:

Construct complex spreadsheet formulae to create and adapt working models

SK5:

Select appropriate software packages to present work for a range of intended audiences, with some degree of consistency

Technical Understanding

TU1:

Explain the effect of changing a variable in a model

TU2:

Evaluate practical ICT outcomes against task requirements and suggest appropriate improvements

TU3:

Manage personal files, versions of files and folders between cloud and local storage across networked and standalone devices

Year 8 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Spreadsheets	SK1, SK4, TU1, TU3, TW1	Learn various functions, formulae and graphs in spreadsheet software.	Mid topic assessment. End of topic test.
Scratch	DL1, SK2, SK3, SSL1, TU1, TU2, TU3	Learn various programming techniques, design and edit graphics and produce a game for an intended audience.	User testing. Final game assessment.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Microbit	SK2, SK3, SK5, SSL1, TU1, TW1	Using a Microbit device students learn to code and make programs such as games, a timer, a thermometer and a compass.	Presentation and annotation of skills learnt to show understanding.
Infographics	DL1, DL2, SSL1, TW1, SK1, SK5, TU2	Explore ways in which data can be digitally altered, as images, sound and online. Been able to identify online scams.	Digitally altered image. Staying safe online test. Podcast assessment.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Python	DL1, SK2, SK3, TU1, TU2, TW1	Learn programming concepts and put them into practice using a text based language. Create solutions to problems and create programs that could be used in the real world.	Annotation of code assessment.

Age-Related Expectations: *Computing Year 9*

Digital Literacy

DL1:

Evaluate and adapt work to be suitable for a variety of intended audiences

DL2:

Justify, select and formally reference appropriate online sources used in work

Safety, security and the law

SSL1:

Consistently use technology in a responsible, ethical and legal way

Technology in the world

TW1:

Identify the stakeholders in a given scenario and assess the social and ethical impact the use of IT systems can have

TW2:

Understand how computer systems can be used to control real world artefacts

Skills

SK1:

Select and combine appropriate tools and techniques to implement a complex and meaningful ICT based system or product

SK2:

Implement advanced software features to model scenarios

SK3:

Design and implement efficient sequences of instructions

SK4:

Independently use complex logical and appropriate structures to organise and process data

SK5:

Employ a range of advanced techniques to create digitally altered images

Technical Understanding

TU1:

Explain instructions in a text based language

TU2:

Use logical and appropriate structures to organise and process data, and independently manage both local and cloud based storage where required

Year 9 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Website Design	DL1, DL2, SSL1, SK1, SK3, TU1, TU2	Learn HTML and CSS to make a basic website. Use these skills and web authoring software to create a professional looking website.	Topic test. Final website teacher and self assessment.
Microbit	DL1, TW2, SK1, SK3, SK4	Using a Mircobit device students learn to code and make programs such as games, a timer, a thermometer and a compass.	Presentation and annotation of skills learnt to show understanding.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Digital Detectives	DL1, DL2, SSL1, TW1, SK1, SK5, TU2	Explore ways in which data digitally altered and to be able to identify online scams.	Podcast assessment. Staying safe online test. Digitally altered image.
Python	DL1, TW2, SK1, SK3, SK4, TU1	Building on from the previous years knowledge and using more complex functions and procedures to make more complex programs that could be used in the real world.	Annotation of code assessment. End of topic test.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Kodu game design	DL1, TW2, Sk1, SK3, TU2	Learn about game design, creating worlds, movement of interaction of objects and characters. Create a series of mini games. Using skills learnt design and create their own game.	Peer assessment of game. Final assessment of own game.

Design and Technology

Age-Related Expectations:

Design and Technology Year 7

Design (D)

1. Collect information from a range of sources, analyses research and can identify information that is useful to their design work.
2. Communicate their ideas through a wide range of techniques including; annotating 3D sketches and computer aided designs.

Making (M)

1. Select tools and equipment to manufacture their design independently applying their knowledge and understanding of materials.
2. Check the quality and accuracy of their work to ensure that the product is suitable for the end user.

Evaluation (E)

1. Use design criteria that reflects their research and considers different users, available resources, form, function and quality.
2. Reflect and explain the success of their designs against any design criteria or by testing their product in use by the intended user.

Technical Knowledge (TK)

1. Relate and apply a range of knowledge from across subject areas to their Design and Technology products.
2. Understand the characteristics of the materials, tools and machines they have used to ensure that their product performs to the users' expectations.

Year 7 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Graphic Communication	D2	Isometric Drawing and variety of other graphic techniques.	Variety of hand drawn outcomes.
Product Time Line Project	TK1	Researching a product in history and plotting its evolution.	Document illustrating their chosen products development.
Ball Bearing Game	D1 D2 M1 M2	Drawing using CAD packages in 2D, and modelling in 3D. Using CAM to realise their own product. Evaluating the outcome.	Ball Bearing Game Final design outcome document. Print outs of all CAD and CAM documentation.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Tea Light Project	D1 M1 E2 TK1	Communicating designs in a variety of media. Making a tea light product of their choice.	Design and creative outcome document. Print outs of all CAD and CAM documentation.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Packaging Project	D1 D2 M2 E1 TK2	Designing and trailing a packaging for a given brief. Modelling and realisation of the packaging.	Design sheets plotting the evolution of the package. CAD and CAM outcome.

Age-Related Expectations:

Design and Technology Year 8

Design (D)

1. Investigate and identify different sources of relevant information and users to support designing and making in meaningful and creative ways.
2. Use a range of design methodology to identify and evaluate appropriate methods of communicating their ideas.

Making (M)

1. Select the correct tools and equipment to manufacture their designs with accuracy, demonstrating their increasing knowledge of materials.
2. Make decisions about the materials and processes they use to support accurate manufacturing of quality products.

Evaluation (E)

1. Evaluate the work of existing designers and the needs of the intended users to support their own design thinking and methodology.
2. Test their designs against specific criteria and use ongoing evaluation to help them refine their ideas and support the manufacture of high quality products.

Technical Knowledge (TK)

1. Use their understanding of the characteristics and properties of different materials recognising the need for structural integrity when designing and making.
2. Recognise how different systems can be utilised in the design and manufacture of a range of products.

Year 8 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Graphic Communication	D2	Isometric and Orthographic Drawing and variety of other graphic techniques.	Variety of hand drawn outcomes.
Marble Lift	D1 M1 M2 E1 TK1	Analysing existing products and creating an inventory of parts. Using a variety hand tools and machines modelling the design in resistant materials.	Sheets detailing full in-depth analysis of an existing design. Dairy with annotated photographs detailing production. Final evaluation sheet. Mid project theory on-line test.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Mechanism Project	D2 M1 M2 E2 TK2	Analysing existing products. Modelling a chosen mechanism using iterative design processes. Modelling virtually with 3D software and producing a refined CAD CAM model in acrylic.	Product analysis. Design documentation for their product. Models with photographic evidence. Refined out come

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Mirror Project	D1 M1 M2 E1 TK1	Using a variety of research techniques to disassemble products for evaluation. Using naturally occurring shapes in inspire design.	Research. Design sheets by hand and virtually modelled in 3D. Production journal. Final Product. Evaluation.

Age-Related Expectations:

Design and Technology 9

Design (D)

1. Investigate and identify different technical sources of relevant information and effectively analyse this information to support meaningful and creative design activities.
2. Use a wide range of design methodology to identify, record and evaluate appropriate methods of communicating their ideas considering different audiences.

Making (M)

1. Make considered decisions about the tools and equipment they use to manufacture their designs with increasing accuracy and precision.
2. Use innovative approaches that demonstrate their increasing knowledge of materials to fully meet the demands of the design proposal.

Evaluation (E)

1. Effectively analyse the work of existing designers and evaluate the decisions made about the materials and processes used to support the manufacture of quality products.
2. Effectively review and test their designs against specific criteria and use ongoing user evaluations to help refine their products, and to continue to strive for design and manufacturing excellence.

Technical Knowledge (TK)

1. Effectively analyse and implement their understanding of the characteristics and properties of different materials recognising the need for structural integrity when designing and making quality products.
2. Recognise how different systems can be utilised in the design of a range of products, and how they are able to integrate them into their own ideas.

Year 9 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Graphic Communication	D2	Isometric and orthographic presentations and a variety of other graphic techniques. IGCSE exam question	Variety of hand drawn outcomes.
Logo Design	D1 E1	Researching a given brief Creating a logo for the brief Designing by hand and transferring to 2D CAD.	Design and creativity sheet. Screen shots of design from 2D design package. Evaluation.
Top Trumps	D1 E2 TK2	Animal biomimicry investigation project from MIT Research techniques. Adobe Photoshop manipulating images.	Top Trump card based on research from animal super powers. Journal of the creative graphic design.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Card Engineering Project	D2 M2 E2 TK1	Researching and making a variety of pop up mechanisms. Refining production of a pop up to a specific brief.	Verbal presentation of the product. Prototype of the product Design Journal

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Dragons Den Project	D1 M1 E2 TK2	Students identify a prototype of a product of their choice in a group. Realise a prototype and pitch the design to judges.	Verbal presentation of a full pitch to 'Dragons' . Prototype of the design.

Drama

Age-Related Expectations: *Drama Year 7*

Creating

- C1** Collaborate with a wide range of my peers in a sensible and constructive manner.
- C2** Work with my group to use a range of drama skills when creating scenes.
- C3** Use a range of techniques to create a performance in which, as a group we are beginning to show different moods and atmospheres.
- C4** Use the performance area with an awareness that the audience has to see and hear me, as well as understand what the drama is about.
- C5** I am aware that some subject matter can be sensitive and consider this when creating drama.

Responding

- R1** Give feedback using some specialist vocabulary to my peers.
- R2** Begin to use feedback to reflect on and adapt my performance during rehearsal.

Performing

- P1** Perform in a role with some changes to my own voice and physicality.
- P2** Perform on stage and maintain focus.
- P3** Begin to understand the way that space can be used effectively in performance.
- P4** Perform in different ways and identify them.
- P5** Show, in performance, an understanding of the characters and the plot of *The Tempest*, and begin to communicate the subtext in the script.

Theatre in the wider World

- TWW1** Watch and discuss sections of a live performance.
- TWW2** See how our drama sometimes reflects real life situations and emotions in performance.

Year 7 : Overview

Term 1

Unit/Topic	Which AREs?	Activities
The Haunted Attic	Creating C1, C2, C3, C4 Performing P1, P2, P3 Responding R1, R2 Theatre in the wider World TWW2	Mime, narrated mime, sound montage, role play, tableaux, mirroring, improvisation, storytelling, assessed performance and discussion
Personification	Creating C1, C2, C3, C4, C5 Performing P1, P2, P3 Responding R1, R2 Theatre in the wider World TWW2	Discussion, hot seating, proxemics, tableaux, narration, offering feedback, thought tracking, assessed performance

Term 2

Unit/Topic	Which AREs?	Activities
The Tempest	Creating C1, C2, C3, C4, C5 Performing P1, P2, P3, P4, P5 Responding R1, R2 Theatre in the wider World TWW1	Use of set to create atmosphere line learning, flashback, physical theatre, use of music, status, choral techniques, introduction to comedy,

Term 3

Unit/Topic	Which AREs?	Activities
Research Presentation	Creating C1, C4 Performing P2, P3, P4 Responding R1, R2 Theatre in the wider World TWW1, TWW2	Research skills Presentations skills Introduction to world theatre Assessed presentation

Age-Related Expectations: *Drama Year 8*

Creating

- C1** Think of several ideas for each piece and collaborate with my group to develop them.
- C2** Create scenes that use sensitive subject matter in a mature and collaborative way.
- C3** Work with my group to use a range of drama skills when creating scenes, giving workable suggestions for improvement.
- C4** Understand that the message of the performance can affect how it is performed.
- C5** I am beginning to understand how changing our acting style can change the mood or atmosphere of the performance.

Responding

- P1** Perform in a role that is nothing like me.
- P2** Be confident on stage and stay in character throughout performances.
- P3** Understand how different styles of performance are appropriate for different pieces.
- P4** Understand how elements of design such as set, props and costume can enhance a performance.

Performing

- P1** Perform in a role that is nothing like me.
- P2** Be confident on stage and stay in character throughout performances.
- P3** Understand how different styles of performance are appropriate for different pieces.
- P4** Understand how elements of design such as set, props and costume can enhance a performance.

Theatre in the wider world

- TWW1** Understand how and why theatre has changed over time and across different cultures.

Year 8 : Overview

Term 1

Unit/Topic	Which AREs?	Activities
Introduction to Physical Theatre	Creating C1, C3, C5 Performing P1, P2, P3 Responding R1, R2, R3	Warm ups, abstract shapes and machines, emotions as shapes, moving clocks, contraction and expansion, Introduction to Frantic Assembly theatre company; round-by-through. Exploration of text, assessed performance.
Quest	Creating C1, C2, C3, C4, C5 Performing P1, P2, P3, P4 Responding R1, R2, R3	Introduction to rehearsal notes and theatre practitioners; Stanislavski, Brecht and Artaud, story telling, exploration of set, assessed performance

Term 2

Unit/Topic	Which AREs?	Activities
Theatre in Education	Creating C1, C3, C4 Performing P1, P2, P3 Responding R1, R2, R3	What is TIE? Discussion and creation of theme. Exploring structure and blocking, extended rehearsal, assessed performance
Hamlet	Creating C2, C3, C4 Performing P1, P2, P3 Responding R1, R3 Theatre in the wide world TWW1	Exploration of text Line learning Exploring original performance conditions Exploration of production elements

Term 3

Unit/Topic	Which AREs?	Activities
Identity	Creating C1, C2, C3, C4, C5 Performing P1, P2, P3 Responding R1, R3	Exploration of stereotypes, tableaux,, roleplay, improvisation, discussion, teacher in role, split stage, tension, assessed performance

Age-Related Expectations: *Drama Year 9*

Creating

- C1** Frequently contribute and experiment with different ideas and techniques, whilst adapting and extending the ideas of others.
- C2** Begin to understand how symbolism and techniques can create meaning.
- C3** Confidently use a range of different techniques for creating a particular mood or atmosphere and discuss why I have chosen that technique.
- C4** Work responsibly, sensitively and co-operatively, maintaining my role and responsibilities to produce a devised performance.
- C5** Begin to understand that different target audiences affect the style, structure and content of a performance.

Responding

- R1** Use rehearsal notes to help develop a character or performance.
- R2** Regularly express my opinion about my own work and the work of others using a wide range of vocabulary.
- R3** Discuss how and why particular effects were achieved, and evaluate how successful they were.

Performing

- P1** Develop and sustain a character or substantial piece of work over several class sessions and discuss my character's development.
- P2** Experiment with different ways of showing my character's feelings and responses to a situation.
- P3** Use my voice, body and movement to create characters that are original, not just 'types' of person.
- P4** Perform a monologue.
- P5** Use language, sound, space and movement in an abstract way.

Theatre in the wider world

- TWW1** With guidance, use conventions from a specific theatre company in my work.

Year 9 : Overview

Term 1

Unit/Topic	Which AREs?	Activities
Abstract	Creating C1, C2, C3, C4, C5 Performing P2, P5 Responding R2, R3	Exploration of abstract techniques through use of stimulus Assessed performance and rehearsal notes
Frantic Assembly	Creating C1, C3, C4 Performing P1, P2, P3, P5 Responding R1, R2, R3 Theatre in the wide world TWW1	Introduction to a theatre company; Frantic Assembly. Creation of Chair Duets Assessed performance

Term 2

Unit/Topic	Which AREs?	Activities
Acting Skills	Creating C1, C2, C3, C4, C5 Performing P1, P2, P3, P4 Responding R1, R2, R3	Exploration of warm up and body language. Why is believability important? Writing and performing monologues Assessed performance and rehearsal notes

Term 3

Unit/Topic	Which AREs?	Activities
Mafia	Creating C1, C2, C3, C4, C5 Performing P1, P2, P3 Responding R1, R2, R3	Discussion of mafia family structures Creation of family Exploration of Romeo and Juliet in a modern context Assessed performance and discussion

English

Age-Related Expectations: *English Year 7*

Reading

1. Understanding:

Understands key ideas in a text and uses some quotations to support understanding.

2. Structure:

Identifies structural techniques and considers their possible effects.

3. Language:

Identifies some language features used in a text and considers some possible effects on the reader.

4. Purpose and Context:

Identifies the main purpose of a text with relevant explanation.

Writing (Accuracy)

1. Spelling:

Normally uses correct spelling, with occasional errors in more challenging words.

2. Sentences & Punctuation

Uses a range of sentence structures and basic punctuation marks.

3. Grammar:

Control of verb tenses, and use of articles and plurals is generally secure.

Writing (Content)

1. Style & Purpose

The style of writing is suited to the audience and purpose.

2. Structure:

Overall structure is considered and is sometimes used for effect.

3. Vocabulary:

Uses a variety of appropriate vocabulary.

4. Language & Literary Techniques:

Uses some language & literary techniques appropriately.

Spoken and Social Communication

1. Individual:

Speaks clearly and appropriately to engage the listener or audience

2. Group:

Takes responsibilities in groups, asks relevant questions and engages in discussion

Year 7 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Poetry	R1, R2, R3, R4. SSC 1.	Group/individual learning: identifying key features of poetry. Writing a poem in a specific style (individual).	Reading assessment: analysis of a poem. Spoken & Social Communication assessment: poetry recital.
Novel Study	W1, W2, W3, W4 (Content) W1, W2, W3 (Accuracy) R1, R2, R3, R4	Empathic writing task based on understanding of characterization. Read & discuss key aspects of the novel.	Writing assessment (empathy task) Reading assessment (development of character).

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Short Stories	W1, W2, W3, W4 (Content) W1, W2, W3 (Accuracy) R1, R2, R3, R4	Creative writing task Create a board game based on a short story. Close reading and extract analysis.	Writing assessment: Gothic fiction. Reading assessment: extract analysis.
Introduction to Shakespeare	SSC 2	Research project about the life of Shakespeare. Create a short video trailer based on one of Shakespeare's plays.	Spoken & Social Communication assessment: Group activity.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Writing Exam	W1, W2, W3, W4 (Content) W1, W2, W3 (Accuracy)	Look at a variety of letter writing styles.	Write a persuasive letter.
Reading Exam	R1, R2, R3, R4	Recap language, literary and poetic devices.	Read and analyse an unseen text.
Poetry Recital Competition	SSC 1	Select an interesting poem and offer a reading to the class/year group.	Spoken & Social Communication: Individual presentation.

Age-Related Expectations: *English Year 8*

Reading

1. Understanding:

Understands a range of key ideas in a text and carefully chooses relevant quotations to support understanding.

2. Structure:

Comments on how a text is structured and can explain possible effects on the reader.

3. Language:

Identifies language techniques used in a text to support analysis and discussion of effects on the reader.

4. Purpose and Context:

Identifies the main purpose of a text and shows an awareness of context.

Writing (Content)

1. Style & Purpose

Adapts style to suit the purpose and audience.

2. Structure:

Overall structure shows control and is used for effect.

3. Vocabulary:

Chooses vocabulary with increasing precision and for effect.

4. Language & Literary Techniques:

Uses a variety of language and literary techniques appropriately.

Writing (Accuracy)

1. Spelling:

Normally uses correct spelling, with occasional errors in more challenging words.

2. Sentences & Punctuation:

Uses a range of sentence structures purposefully and uses a variety of punctuation for effect.

3. Grammar:

Control of verb tenses, and use of articles and plurals is generally secure.

Spoken and Social Communication

1. Individual:

Adapts speech to meet the demands of different situations and contexts.

2. Group:

Takes responsibility in groups, asks thoughtful questions and encourages discussion.

Year 8 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Romeo & Juliet	R1, R2, R3, R4	Research on context; Elizabethan England etc. Analysing key speeches. Drama based activities re-enacting scenes.	Reading Assessment: critical essay on a key scene from the play.
Advertising	SSC2, W1, W2, W3, W4 (Content) W1, W2, W3, (Accuracy)	Examine the techniques of advertisers. Create a print advert (Individual). Advertising Competition (Group).	Writing Assessment: create a print advert. Spoken and Social Communication: group presentation.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
World Poetry	W1, W2, W3, W4 (Content) W1, W2, W3, (Accuracy) R1, R2, R3, R4	Discuss the importance of cultural context. Create a cultural display. Analyse a range of poems from/about different cultures	Writing Assessment: create a poem in the style of an anthology poem. Reading Assessment: analytical essay on a poem.
Novel Study	R1, R2, R3, R4	Hot-seating as a character from the novel. Creating and describing a new character. Close reading of key extracts.	Reading Assessment: character focused extract analysis. Writing Assessment: create an interesting character.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Novel Study (cont)			
Reading Exam	R1, R2, R3, R4	Close language analysis of prose extracts.	Analyze an extract from the novel study.
Writing Exam	W1, W2, W3, W4 (Content) W1, W2, W3, (Accuracy)	Recap descriptive writing techniques.	Writing Assessment: descriptive or narrative writing task.
Speaking Competition	SSC 1	Research an interesting topic and prepare a persuasive speech.	Spoken and Social Communication: assessment of public speaking and the art of persuasion.

Age-Related Expectations: *English Year 9*

Reading

1. Understanding:

Understands a range of themes and ideas in a text.
Carefully chooses a range of pertinent quotations and other textual features to support understanding.

2. Structure:

Gives relevant analysis of structural techniques and explains their effect on the reader.

3. Language:

Identifies language techniques used in a text and provides close analysis of their effects on the reader.

4. Purpose and Context:

Identifies and clearly explains the main purpose of a text, and makes relevant comments on context and meaning.

Writing (Accuracy)

1. Spelling:

Uses correct spelling, with occasional errors in more challenging words.

2. Sentences & Punctuation

Uses a range of sentence structures and punctuation imaginatively and for deliberate effect.

3. Grammar:

Control of verb tenses, and use of articles and plurals is secure.

Writing (Content)

1. Style & Purpose

Writes convincingly to suit the audience and purpose.

2. Structure:

Overall structure shows imagination and adds to the effect of the writing.

3. Vocabulary:

Uses vocabulary with precision and increasing sophistication.

4. Language & Literary Techniques:

Uses a variety of language and literary techniques with style and imagination.

Spoken and Social Communication

1. Individual:

Adapts speech and non-verbal techniques to match context and purpose with a sense of personal style.

2. Group:

Takes responsibility in groups, encourages discussion and can support and challenge the views of others.

Year 9 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
World War 1 Poetry	R1, R2, R3, R4 SCC 2	Research historical context and reality of life in the trenches. Write a letter from a soldier. Create a propaganda poster. Drama activity performing a poem as a group.	Reading Assessment: Analysis of a selected poem.
Short Stories	W1, W2, W3, W4 (Content) W1, W2, W3, (Accuracy)	Read and analyse a range of short stories. Study key features of genre. Revise descriptive techniques and how to create tension and suspense.	Writing Assessment: write the opening or ending of a short story.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Macbeth	R1, R2, R3, R4 W1, W2, W3, W4 (Content) W1, W2, W3, (Accuracy)	Research project on witches and Jacobean England. Write a newspaper report or letter based on an incident from the play. Group drama activity: re-enacting a key scene.	Reading Assessment: analysis of character development. Writing Assessment: newspaper report or letter.
Novel Study	R1, R2, R3, R4 SSC 1	Hot-seating as a character. Class debate on an issue raised by the novel .	Reading Assessment: key extract analysis.

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Novel Study (cont)			
Reading Exam	R1, R2, R3, R4	Review analytical writing skills.	Reading Assessment: key extract analysis.
Writing Exam	W1, W2, W3, W4 (Content) W1, W2, W3, (Accuracy)	Review creative and descriptive writing techniques.	Writing Assessment: descriptive or narrative writing.
Shakespeare Film Competition	SSC2	Group work in planning: writing a script and performing a scene.	Spoken and Social Communication: assessment of interpretation of a Shakespeare play or scene.

French

Age-Related Expectations: *French Year 7*

Listening

1. Understand the present tense and be aware of other tenses.
2. Understand the gist of longer passages.
3. Understand and respond to classroom instructions in the target language

Speaking

1. Take part in a conversation with awareness of tenses.
2. Use and adapt language to express opinions.
3. Pronounce most words accurately.
4. Adapt the language learnt for use in other contexts.

Reading

1. Understand main points and some details in texts.
2. Use context and knowledge of cognates and patterns to deduce meaning and improve understanding.

Writing

1. Write short paragraphs using prior knowledge of language patterns.
2. Use the present tense accurately and have awareness of other tenses.
3. Use simple punctuation correctly according to the target language.
4. Adapt the language learnt for use in other contexts.

Year 7 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Myself and others	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1,3	Poster about a French speaking person	Module assessments - Listening, Reading, Writing and Speaking
My school	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1,3	Group video about our school	Module assessments - Listening, Reading, Writing and Speaking

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
My hobbies	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1,3	Collaborative class survey on hobbies	Module assessments - Listening, Reading, Writing and Speaking
Where I live	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1,3	Collaborative murder mystery task	Module assessments - Listening, Reading, Writing and Speaking

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Holidays	All - ongoing	Research and presentation of a place in France French Cafe role-play	End of year assessments

Age-Related Expectations: *French Year 8*

Listening

1. Understand information on a range of topics.
2. Understand present, past/or future events.
3. Understand most information on the first hearing, but may need to hear things again.

Speaking

1. Take part in conversations, using the present tense with either the past or the future tense.
2. State and justify opinions.
3. Be understood most of the time.
4. Adapt the language learnt for use in other contexts.

Reading

1. Understand a range of written materials, which include texts using the present tense with either the past or the future tense.
2. Understand main points, specific details, including opinions.

Writing

1. Produce short pieces of writing which use prior knowledge of language patterns.
2. Use the present tense with either the past or the future tense.
3. Begin to use grammar in new contexts, albeit with some errors.
4. Adapt the language learnt for use in other contexts.

Year 8: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
TV/Cinema/Reading/Internet	Listening 1,2 Speaking 1,2,3 Reading 1,2 Writing 1,2	Book or film review	Module assessments - Listening, Reading, Writing and Speaking
A visit to Paris	Listening 1,2 Speaking 1,2,3 Reading 1,2 Writing 1,2	Online murder mystery	Module assessments - Listening, Reading, Writing and Speaking

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
My identity. my style	Listening 1,2 Speaking 1,2,3 Reading 1,2 Writing 1,2	Fashion Show	Module assessments - Listening, Reading, Writing and Speaking
Where I live	Listening 1,2 Speaking 1,2,3 Reading 1,2 Writing 1,2	Carnival project	Module assessments - Listening, Reading, Writing and Speaking

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Talent and ambition	All - ongoing	Writing a letter of application for a talent show	End of year assessments

Age-Related Expectations: *French Year 9*

Listening

1. Understand familiar words in a new situation.
2. Understand information on present, past and future events.
3. Draw conclusions from information and understand the gist of situations if new language or context is used.

Speaking

1. Start and maintain conversations which use present, past and future tenses.
2. Use the target language and be understood.
3. Be more spontaneous with the target language.
4. Adapt the language learnt for use in other contexts.

Reading

1. Understand all main points and some specific details, including opinions.
2. Understand a range of written materials, which includes texts using the present, past and future tenses.
3. Use contextual clues when deducing the meaning of unfamiliar language.

Writing

1. Write in paragraphs using descriptive language and using the present, past and future tenses.
2. Communicate ideas effectively, although not necessarily error free.
3. Use grammar with confidence and begin to introduce some more complex structures.
4. Adapt the language learnt for use in other contexts.

Year 9: Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
My social life	Listening 1,2 Speaking 1,2,3 Reading 1,2,3 Writing 1,2,3	Make a Facebook page	Module assessments - Listening, Reading, Writing and Speaking
Health	Listening 1,2 Speaking 1,2,3 Reading 1,2,3 Writing 1,2,3	Create a vlog about healthy living	Module assessments - Listening, Reading, Writing and Speaking

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
The world of work	Listening 1,2 Speaking 1,2,3 Reading 1,2,3 Writing 1,2,3	Predicting the future of a friend Job interview	Module assessments - Listening, Reading, Writing and Speaking
Holidays	Listening 1,2 Speaking 1,2,3 Reading 1,2,3 Writing 1,2,3	Blog entry - holidays - various tenses	Module assessments - Listening, Reading, Writing and Speaking

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
My rights and my priorities	All - ongoing	Writing about priorities and worries in life	End of year assessments

Geography

Age-Related Expectations: *Geography Year 7*

Contextual World Knowledge

1. Describe a range of places, environments, features and issues at a local and/or global scale.
2. Identify and describe how some places link and relate to each other.
3. Understand that patterns vary at global and national scales and this impacts how some issues need to be tackled.
4. Demonstrate good locational knowledge and a clear spatial awareness of natural and human environments at local, national and global scales.

Competence in Geographical Enquiry

1. Carry out structured geographical enquiries using a range of sources and perspectives.
2. Express and begin to explain opinions or findings.
3. Make points with explanations that are usually developed with some supporting evidence.
4. Occasionally apply geographical knowledge and understanding to real world situations.

Understanding

1. Explain processes and how these can lead to geographical change.
2. Explain some geographical similarities, differences and links between places.
3. Identify and begin to interpret different perspectives and their implications.
4. Identify and begin to explain the interrelationships between global issues and sustainability.

Skills

1. Use atlases and maps. Begin to use a range of map skills and sources of evidence.
2. Accurately use appropriate vocabulary and diagrams to demonstrate knowledge and understanding.
3. Begin to analyse and draw conclusions from geographical data, using multiple sources.
4. Incorporate place-specific details, sometimes including specific facts/figures.
5. Evaluate strengths and weaknesses to form a judgement.

Year 7 : Overview

Term 1

Unit/Topic	Which AREs?	Activities
My Local Area	Contextual World Knowledge 1, 4 Competence in Geographical Enquiry 2 Skills 1, 4	Describing the characteristics of places
Zombie Apocalypse	Contextual World Knowledge 1, 2, 3 Understanding 2 Skills 2	Decision-making and mapping

Term 2

Unit/Topic	Which AREs?	Activities
To the Ends of the Earth	Contextual World Knowledge 1, 3, 4 Understanding 1, 2, 3, 4 Competence in Geographical Enquiry 1, 3, 4 Skills 1, 2, 4	Describing ecosystems Decision-making and problem-solving Personal Geographical enquiry

Term 3

Unit/Topic	Which AREs?	Activities
Extreme Weather	Understanding 3 Competence in Geographical Enquiry 2, 4 Skills 5	Describing impacts of extreme weather in SE Asia Problem-solving

Age-Related Expectations: *Geography Year 8*

Contextual World Knowledge

1. Describe a range of places, environments, features and issues at a range of geographical scales.
2. Explain how places link and relate to each other.
3. Explain how patterns and trends vary depending on scale and how this impacts how some issues need to be tackled.
4. Demonstrate good locational knowledge and a deeper spatial awareness of the natural and human environments at local national and global scales.

Competence in Geographical Enquiry

1. Carry out structured geographical enquiries using a range of more complex sources and perspectives accurately and appropriately.
2. Express and explain findings and opinions in some detail.
3. Make points with explanations that are developed and logical with some appropriate evidence.
4. Apply geographical knowledge and understanding to real world situations.

Understanding

1. Explain a variety of processes that lead to geographical change in time and space.
2. Explain the geographical similarities, differences and links between places.
3. Interpret and begin to evaluate different perspectives and their implications.
4. Explain and begin to examine the interrelationships between global issues and sustainability.

Skills

1. Use atlases and maps independently. Use a range of map skills and sources of evidence accurately.
2. Accurately use appropriate vocabulary and diagrams to demonstrate knowledge and understanding.
3. Analyse and begin to draw conclusions from geographical data, using multiple sources.
4. Incorporate place-specific details, including specific facts/figures.
5. Evaluate issues and perspectives to justify arguments.

Year 8 : Overview

Term 1

Unit/Topic	Which AREs?	Activities
Hazards	Contextual World Knowledge 1, 3, 4 Understanding 1, 2, 3 Competence in Geographical Enquiry 2, 3, 4 Skills 1, 2, 4, 5	Explaining how hazards are created Designing a volcano hotel Hazard mapping Comparing hazards

Term 2

Unit/Topic	Which AREs?	Activities
How Many People Can Live on Planet Earth?	Contextual World Knowledge 1, 2, 3, 4 Understanding 2, 4 Competence in Geographical Enquiry 1, 3, 4 Skills 1, 2, 3, 4	Describing and mapping population distribution Examining the future possibilities for population Applying future possibilities to Vietnam

Term 3

Unit/Topic	Which AREs?	Activities
Energy	Contextual World Knowledge 1 Understanding 4 Competence in Geographical Enquiry 1, 3, 4 Skills 1, 5	Evaluating energy sources Personal Geographical enquiry Problem-solving

Age-Related Expectations: *Geography Year 9*

Contextual World Knowledge

1. Describe a wide range of places, environments, features and issues at a range of geographical scales.
2. Analyse how places link and relate to each other.
3. Explain how patterns and trends vary depending on temporal and spatial scales and how this changes the way in which some issues can be tackled.
4. Demonstrate detailed locational knowledge and a deeper spatial awareness of the natural and human environments at local, national and global scales.

Competence in Geographical Enquiry

1. Independently plan and carry out geographical enquiry effectively using a range of appropriate sources and perspectives accurately and appropriately.
2. Express and explain findings and opinion thoroughly.
3. Make points with explanations that are well-developed and supported with appropriate evidence.
4. Effectively apply geographical knowledge and understanding to real world situations.

Understanding

1. Analyse a wide variety of processes that lead to geographical changes in time and space.
2. Analyse the geographical similarities, differences and interdependence between places.
3. Interpret and evaluate a range of different perspectives and their implications.
4. Examine the interrelationships between global issues and sustainability.

Skills

1. Use atlases and maps independently. Select and use a range of map skills and sources of evidence accurately.
2. Accurately use appropriate vocabulary and diagrams to demonstrate their knowledge and understanding.
3. Analyse and draw conclusions from geographical data, using multiple sources of increasing complexity.
4. Incorporate place-specific details, including specific facts/figures.
5. Evaluate issues and perspectives to make valid, well-supported arguments.

Year 9 : Overview

Term 1

Unit/Topic	Which AREs?	Activities
Alternative Geographies	Contextual World Knowledge 2, 3, 4 Understanding 1, 4 Competence in Geographical Enquiry 1, 3, 4 Skills 1, 2, 3	Describing and explaining inequalities Evaluating the impact of the SDGs Personal Geographical enquiry

Term 2

Unit/Topic	Which AREs?	Activities
What's the problem with my Doritos?	Contextual World Knowledge 1, 3 Understanding 1, 2, 3, 4 Competence in Geographical Enquiry 1, 2, 3, 4 Skills 2, 4, 5	Describing our connections to global issues Explaining the consequences of rainforest destruction Decision-making Evaluating stakeholder roles

Term 3

Unit/Topic	Which AREs?	Activities
Climate Change and Food Production	Contextual World Knowledge 3 Understanding 2 Competence in Geographical Enquiry 2 Skills 1, 4	Explaining the impacts of climate change in different places Examining the causes of food shortages Evaluating strategies to address food shortages

History

Age-Related Expectations: *History Year 7*

Change and Continuity

- Describe change and continuity in detail within and across different periods.
- Independently research and record key events accurately on a timeline

Cause and Consequence

- Categorise causes of events into political, social, military and economic themes
- Discuss and evaluate the consequences
- Describe connections between causes.

Significance

- Identify significant people, groups, features from a range of information.
- Some understanding of the broad context eg width of impact

Interpretation

- Identify what the point of view is
- Support decisions using quotations from the source

Enquiry

- Use sources to support / challenge a statement or answer a question
- Make basic inferences from sources

Year 7 : History Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
What is History?	Change, Cause, Enquiry	Tollund Man investigation Bog Bodies presentation	Infer from sources Categorise sources Decide on the most significant cause Compare and contrast bog bodies
The Romans	Interpretation Cause	Life in Rome investigation The Roman Emperor's Problems	Analyse sources on Roman entertainment Explain different reasons why the Empire collapsed

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Origins of Ancient China	Significance Change	Study of the Yellow River The Shang and Zhou dynasties	Explain the significance of the Yellow River to the development of China Compare the Shang and Zhou dynasties in several areas of life
Unification of Ancient China	Consequences Interpretation	Study of the First Emperor of China	Explain the consequences of Qin Shi Huangdi's new laws in character

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Archaeology of Ancient China	Enquiry	Study of the tomb of the First Emperor and the Terracotta warriors	Create a 'Road Map' of archaeological discoveries and challenges
Ancient Chinese Inventions	BIS Learning skills	Dragons Den Presentation Design a machine	Explain the significance of an Ancient Chinese invention Solve a problem for the village

Age-Related Expectations: *History Year 8*

Change and Continuity

1. Explain why change happens
2. Observe patterns on a timeline

Cause and Consequence

1. Explain interrelationships between causes and consequences
2. Start to group factors into more complex themes, using their own categories

Significance

1. Compare the significance of events, people and changes
2. Good understanding of the broad context eg width and depth of impact

Interpretation

1. Compare how one interpretation is different to another
2. Explain how time, place and person can affect someone's interpretation

Enquiry

1. Describe origin, nature and purpose
2. Make developed inferences from sources

Year 8 : History Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
The Transatlantic slave trade	Change, Interpretation and Enquiry	Slavery over time Experiences of slavery Source analysis	Explain why this type of slavery developed Compare accounts of life on the Middle Passage or plantations Infer from sources and identify their nature, origin and purpose
The Abolition of Slavery	Significance Change	The Apprentice group work Abolitionists research Essay writing	Describe methods of different abolitionists. Observe patterns on a timeline Compare the significance of different abolitionists.

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Empire	Causes Interpretation	Experiences of empire Decolonisation Attitudes to Empire source analysis	Why did India gain its independence? Compare different interpretations of empire, Explain what affects someone's interpretation

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Civil Rights in the USA	Significance Enquiry	Study of people and groups in the Civil Rights movement	Compare the significance of groups or people Make developed inferences from sources

Age-Related Expectations: *History Year 9*

Change and Continuity

1. Evaluate the extent and nature of change
2. Analyse turning points on a timeline

Cause and Consequence

1. Evaluate the relative importance of causes and consequences
2. Distinguish between conditions and actors as agents of change

Significance

1. Judge significance with reference to the broader context
2. Understanding of the broad context eg depth, width, impact over time

Interpretation

1. Test an interpretation using your own knowledge
2. Judge if you think the interpretation is valid

Enquiry

1. Identify values and limitations of a source using origin, nature and purpose in context
2. Identify the main message and sub message of the source

Year 9 : History Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Gender in the early Twentieth Century - Women's Rights in the UK	Change Enquiry Significance	Suffragettes Study Research essay	Explain the extent and nature of change in women's lives Identify the main and sub messages of sources Judge the significance of the Suffragettes compared to other factors in women obtaining the vote
Nationalism in the Twentieth Century - Japan and China	Causation	Study of Japan	Explain the causes of modernisation and growing nationalism in Japan Evaluate the relative importance of causes of Japanese expansion

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Nationalism in the Twentieth Century - Japan and USA	Causation Interpretation Enquiry	Source investigation	Evaluate the relative importance of causes of Pearl Harbour Analyse sources regarding Japanese internment in the USA in WW2

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Religion/ Geography in the Twentieth Century - Israel and Palestine	Significance Change	Study of the creation of Israel Conflict in the Middle East investigation	Explain the significance of the Balfour Declaration Evaluate the extent and nature of change in the Middle Eastern conflict from 1945 to the present day

Maths

Age-Related Expectations: *Maths Year 7*

Number

1. Use basic mathematical operations accurately
2. Perform simple calculations with fractions, decimals and percentages.
3. Understand and use simple number relationships

Geometry

1. Understand and use simple angle facts
2. Solve simple Area and Volume problems
3. Construct and transform shapes
4. Use common units of measure

Handling Data

1. Present information in different forms
2. Analyse data accurately using basic statistical techniques
3. Understand and use basic probability concepts

Algebra

1. Manipulate and use simple expressions, equations and formulae
2. Understand and describe simple patterns algebraically and graphically

Problem solving

Apply mathematical knowledge to solve unstructured problems

Year 7 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Sequences Equations	Algebra	Describing sequences Solving equations	Homework tasks Online questions Written test
Place value and Directed Numbers	Number	Understanding, and calculating with, different types of number	Homework tasks Online questions Written test
Area and Perimeter Angles	Geometry	Basic area, perimeter and angle facts	Homework tasks Investigation Written test
Integer and decimal calculations	Number	Calculating with decimals	Homework tasks Online questions Written test
Probability	Statistics	Basic probability concepts	Homework tasks Investigation Written test

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Fractions, decimals and percentages	Number	Understanding the relationships between the three	Homework tasks Online questions Written test
Quantitative Data	Statistics	Basic tools of analysis and drawing charts to represent data	Homework tasks Online questions Written test
Graphs	Algebra	Plotting and interpreting graphs	Investigation Online questions Written test
Logic	Problem Solving	Basic Set notation and Venn diagrams	Homework tasks

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Transformations	Geometry	Applying and describing basic transformations	Homework tasks Online questions Written test
Ratio and Proportion	Number	Understanding and using basic concepts of ratio and proportion	Investigation Online questions Written test
Volume	Geometry	Finding volume of basic objects.	Homework tasks Online questions Written test
Investigations	Problem solving	Developing problem solving skills with open-ended tasks	

Age-Related Expectations: *Maths Year 8*

Number

1. Use a range of mathematical operations accurately
2. Perform a range of calculations with fractions, decimals and percentages
3. Understand and use a range of number relationships

Geometry

1. Understand and apply angle facts to a variety of problems
2. Solve a range of Area and Volume problems
3. Accurately construct and transform a range of shapes
4. Use and solve problems with units of measure

Handling Data

1. Present and interpret information in appropriate forms
2. Analyse different data types effectively and appropriately
3. Understand and apply basic probability concepts

Algebra

1. Manipulate and apply expressions, equations and formulae
2. Understand and describe linear patterns algebraically and graphically

Problem solving

Apply mathematical knowledge to solve unstructured problems

Year 8 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Factors Fractions Rounding	Number	Using number facts and manipulating fractions.	Homework tasks Online questions Written test
Data analysis	Data Handling	Averages and charts	Homework tasks Online questions Written test
Nets and Surface area Angles	Geometry	Drawing and using diagrams and angle facts	Homework tasks Investigation Written test
Brackets	Algebra	Algebraic manipulation with brackets	Homework tasks Online questions Written test

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Percentages ratio and Proportion	Number	Investigating number relationships	Homework tasks Online questions Written test
Probability	Data Handling	Probabilities with more than one event	Homework tasks Online questions Written test
Formulae and Equations Straight line graphs	Algebra	Algebraic problem solving and the algebra of linear graphs	Homework tasks Online questions Written test
Pythagoras Polygons	Geometry	Investigating triangles and other polygons	Homework tasks Investigation

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Circles and Cylinders	Geometry	Circle facts and their applications	Homework tasks Online questions Written test
Similarity	Geometry	Scale factors and problem solving with proportion	Investigation Online questions Written test
Speed/Distance/ Time	Geometry	Graphs and calculations with SDT	Homework tasks Online questions Written test

Age-Related Expectations: *Maths Year 9*

Number

1. Use sophisticated mathematical operations accurately and appropriately
2. Apply fractions, decimals and percentages skills to a range of problems
3. Understand and use complex number relationships

Geometry

1. Understand and apply relevant angle facts to complex problems
2. Solve a range of sophisticated Area and Volume problems
3. Construct and transform shapes in a variety of contexts
4. Use units of measure including compound units

Handling Data

1. Clearly and effectively present and interpret data in a variety of appropriate forms
2. Analyse data and draw appropriate conclusions
3. Understand and apply probability concepts to solve a range of problems

Algebra

1. Construct and manipulate expressions, equations and formulae
2. Understand and describe complex patterns algebraically and graphically

Problem solving

Apply mathematical knowledge to solve unstructured problems

Year 9 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Graphs and Equations Sequences	Algebra	Linear and non-linear graphs and the algebra of non-linear functions.	Homework tasks Online questions Written test
Probability	Data Handling	Theoretical and experimental probabilities	Homework tasks Online questions Written test
Constructions Transformations	Geometry	Accurate drawings, loci problems and transforming shapes	Homework tasks Investigation Written test
Fractions and Percentages	Number	Applying to complex problems	Homework tasks Online questions Written test

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Inequalities	Algebra	Solving inequalities algebraically	Homework tasks Online questions Written test
Area, perimeter and volume Trigonometry	Geometry	Extending knowledge of shapes and objects and applying trigonometry to right angled triangles	Homework tasks Online questions Written test
Indices and Standard Form	Number	Laws of indices and the use of Standard Form	Homework tasks Online questions Written test
Statistical Diagrams	Data Handling	Scatter graphs and correlation	Homework tasks Investigation

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Cumulative Frequency	Data Handling	Drawing and interpreting Cumulative Frequency graphs	Homework tasks Online questions Written test
Estimation and approximation	Number	Rounding and upper/lower bounds	Homework tasks Online questions Written test
Quadratic functions	Algebra	Graphs and algebra of quadratic functions.	Homework tasks Online questions Investigation

Note that the Accelerated Sets in Year 9 will follow a modified version of this programme.

Music

Age-Related Expectations: *Music Year 7*

Ways of Being

COLLABORATIVE:

CO1 Perform in an ensemble with an awareness of the intended goals of group performance.

CO2 Work within a group to solve artistic problems having all contributed and explored multiple ideas.

EXPRESSIVE:

E1 Perform with a clear sense of musical interpretation and phrasing.

E2 Compose with a developing awareness of how their musical expression affects others.

CULTURALLY:

CUL1 Make accurate references to the cultural/historical context of the music.

CUL2 Compare the style, context, and purpose of other musical traditions to their own. CUL2

Ways of Doing

CREATIVE:

CR1 Compose using a range of dynamics, structures, and tempi and begin to convey the intended effect through a score.

CR2 Improvise in a group with sensitivity to other musicians, experimenting with ideas and desired outcomes.

CURIOUS:

CUR1 Actively engage with unfamiliar music and pursue exploring composers, performers, cultural origins and traditions, suggesting their own ideas for why something may be so.

REFLECTIVE:

R1 Evaluate their own performance or composition given a set of criteria developed with help.

R2 Explain decisions using musical vocabulary and examples from other music.

Ways of Thinking

PERFORMERS:PF1 Sing/play independent melodies and harmonies in 2-4 parts.

PF1 Improvise and perform a range of music with developing fluency, intonation and stylistic awareness, using a limited range of timbres and techniques.

Literate

L1 Identify simple major and relative minor keys from their key signatures

L2 Aurally identify all orchestral instruments, a range of world instruments and small/large ensemble.

Perceptive

PC1 Draw comparisons between sections and layers and discuss how the music develops over time.

PC2 Express personal interpretations and draw more complex connections.

Year 7 : Overview

Term 1

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Band/String Programme	P1 L2 CO1 R1	Beethoven	Developing performing, ensemble and literacy through learning a string or wind instrument

Term 2

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Band/String programme	PF2 CR2 CUR1 R2 CR1	Sean Sheppard	Developing performing, ensemble and literacy through learning a string or wind instrument

Term 3

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Band/String Programme	E1 CUL1 PC1 L1	Mendelssohn	Developing performing, ensemble and literacy through learning a string or wind instrument

Age-Related Expectations: *Music Year 8*

Ways of Being

COLLABORATIVE:

CO1 Compose with others, exploring multiple ideas and taking on different roles.

EXPRESSIVE:

E1 Articulate sophisticated and personal responses to hearing and performing music, with an understanding of emotion and how this is conveyed by composer and performer.

CULTURALLY:

CU1 Listen to, discuss, analyse and compare and contrast music from different traditions, and incorporate these experiences into own work with clear intention.

Ways of Doing

PERFORMERS:

PF1 Sing/play solo and ensemble pieces with an awareness of all parts.

LITERATE:

L1 Developing understanding of chord progressions, augmented and diminished intervals.

PERCEPTIVE:

PE1 Begin to analyse multiple sections and layers of a piece to discuss how the music develops.

Ways of Thinking

CREATIVE:

CR1 Compose or arrange pieces using original ideas for two or more instruments taking inspiration from a range of sources.

CR2 Experiment with a range of harmonies and textures.

CR3 Improvise and experiment confidently in a group with sensitivity to other musicians.

CURIOUS:

CUR1 Seek out multiple viewpoints and interpretations.

REFLECTIVE:

R1 Show insight into their own processes with increased specificity.

Year 8 : Overview

Term 1

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
The Blues	E1 CR2 PF1	Blue Monk	Performance and improvisation
Music For Dance	CO1 CUL1	Rose African drumming	African Drumming Composition and making a remix

Term 2

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Making An Arrangement 1	CR2		Pop Song arrangement
Making An Arrangement 2	CR1 CU1 PE1	Ligeti	Performance of Bagatelle

Term 3

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Find Your Voice	R1 L1	Mozart	A capella performance and composition

Age-Related Expectations: *Music Year 9*

Ways of Being

COLLABORATIVE:

CO1 Perform sensitively within a wide range of groups to reach intended artistic outcomes.

CO2 Compose within a range of groups showing a clear understanding of their role and the value of peer contributions.

CO3 Confidently work within a group to develop and refine musical outcomes.

EXPRESSIVE:

E1 Understand the communicative connection between performer and audience.

E2 Compose with attention to expressive markings for performers to reflect their own intention.

CULTURALLY:

CUL1 Incorporate experiences into their own work in unique ways.

Ways of Doing

PERFORMERS:

PF1 Perform a range of styles and textures, with independence of melody and harmony.

LITERATE:

L1 Use a score to help discuss and analyse music.

PERCEPTIVE:

PE1 Analyse multiple features and relationships within a piece, identifying developments and how they happen.

Ways of Thinking

CREATIVE:

CR1 Compose or arrange pieces using original ideas for a range of instruments, experimenting with different techniques.

CR2 Compose using a wide range of harmonies, structures and techniques.

CR3 Improvise and experiment confidently using extended pitch, rhythms, and techniques.

CURIOUS:

CUR1 Actively engage with unfamiliar music and explore composers, performers, cultural origins and traditions and find commonalities, suggesting their own ideas and offering other examples to make their point.

REFLECTIVE:

R1 Continuously and intuitively evaluate and critique performance, composition, or artistic contributions.

Year 9 : Overview

Term 1

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Songwriting	CO2 CUL1 CUR1	Gershwin	Compose, arrange and perform a song in a popular style
Programme Music	CO3 CR1 L1	Stravinsky	Composition of a programmatic piece of music based on the Holst Planets

Term 2

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Baroque	CO1 CR2 PC1	Bach	Ground bass performance and composition

Term 3

Unit/Topic	Which AREs?	Juilliard Core Curriculum	Outcomes/Assessment
Film Music	E4 CR3 R1	John Williams	Sibelius score soundtrack to a movie clip

DE

Age-Related Expectations: *DE Year 7*

Organisation and Leadership

1. Independently lead part of a warm up
2. Perform well when being led by a fellow class member

Participation and Performance

1. Perform a range of skills at speed in modified competitive situations
2. Cooperate with peers in competitive situations

Evaluating and Improving

1. Recognise and suggest where strengths and weaknesses are for my own performance
2. Listen to and act upon feedback from teacher/peers.

Knowledge And Benefits Of Healthy And Active Lifestyles:

1. Name the basic muscles in the body
2. Understand how to stretch a variety of muscles

Making and Applying Decisions

1. Make decisions dependent on changing environment of activity
2. Decide which activities would best suit their skill, ability and fitness level

Knowledge of Rules and Concepts:

1. Names some major skills in a each sport
2. Use tactics / strategies to suit the activity and rules of the event

Year 7 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Athletics	Participation and Performance	Running, throwing and jumping events	Student performance Teacher observation Peer assessment
Football	Organisation and Leadership	Warm ups	Student performance Teacher observation Peer/teacher support
Basketball	Making and Applying Decisions	Team talks and positioning	Student performance Teacher observation Peer feedback

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Swimming	Evaluating and Improving	Self evaluation and stroke development	Student performance Teacher observation Peer/teacher feedback
Net and Wall Games	Knowledge and Benefits of an Active and Healthy Lifestyle	Warm ups and muscle identification	Student performance / student answers Teacher guidance

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Striking and Fielding	Knowledge of Rules and Concepts	Skill and tactic identification	Student performance / student answers Teacher guidance
Personal Survival	Knowledge and Benefits of an Active and Healthy Lifestyle	Warm ups and muscle identification	Student performance / student answers Teacher guidance

Age-Related Expectations: *DE Year 8*

Organisation and Leadership

1. Organise a team and decide upon basic tactics and positions
2. Lead a three part warm up specific to an activity

Participation and Performance

1. Perform skills and techniques at various speeds
2. Empathise with team mates and opposition during and after matches

Evaluating and Improving

1. Critique and comment on the performance of a peer / group
2. Use feedback to improve body control and coordination when performing specialised movement skills

Knowledge And Benefits Of Healthy And Active Lifestyles:

1. Name a range of different food groups and examples of each
2. Explain how food types can play a part in a healthy lifestyle

Making and Applying Decisions

1. Identify strengths and weakness to improve my performance in individual and team sports
2. Identify key roles of the game for my position in a sport

Knowledge of Rules and Concepts:

1. Officiate using correct rules and basic hand signals for a sport
2. Understand the basic principles of attack and defence in a range of sports

Year 8 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Athletics	Participation and Performance	Running, throwing and jumping events	Student performance Teacher observation Peer assessment
Football	Organisation and Leadership	Warm ups and tactics	Student performance Teacher observation Peer/teacher support
Basketball	Making and Applying Decisions	Skill / tactical evaluation and positioning	Student evaluation Teacher observation Peer feedback

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Swimming	Evaluating and Improving	Peer evaluation and stroke development	Student performance Teacher observation Peer/teacher feedback
Net and Wall Games	Knowledge and Benefits of an Active and Healthy Lifestyle	Food group identification and explanation	Student answers Teacher guidance

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Striking and Fielding	Knowledge of Rules and Concepts	Refereeing and tactical development	Student performance / student answers Teacher guidance
Personal Survival	Knowledge and Benefits of an Active and Healthy Lifestyle	Food group identification and explanation	Student answers Teacher guidance

Age-Related Expectations: *PE Year 9*

Organisation and Leadership

1. Perform the role of captain and lead by example
2. Demonstrate leadership and collaboration skills when working in groups or teams

Participation and Performance

1. Select appropriate skills depending on the changing competitive environment and pressures
2. Understand and implement the etiquette involved in a range of sports

Evaluating and Improving

1. Use different types of feedback (eg: visual, verbal, audio-visual) to improve body control and coordination when performing skills
2. Use feedback to determine tactical play within a game or race

Knowledge And Benefits Of Healthy And Active Lifestyles:

1. State a range of components of fitness
2. Explain how different components of fitness links to certain sports

Making and Applying Decisions

1. Use anticipation to improve skills in game situations
2. Decide upon and use themes, styles and phases of play within a game.

Knowledge of Rules and Concepts:

1. Officiate using correct decisions and accurate terminology and signals
2. Understand how to use and change tactics to respond to the scoreline in a game or activity

Year 9 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Athletics	Participation and Performance	Running, throwing and jumping events	Student performance Teacher observation Peer assessment
Football	Organisation and Leadership	Leadership and captaincy	Student performance Teacher observation Peer/teacher support
Basketball	Making and Applying Decisions	Reading of the game and tactical development	Student performance Teacher observation Peer feedback

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Swimming	Evaluating and Improving	Feedback and tactical development	Student performance Teacher observation Peer/teacher feedback
Net and Wall Games	Knowledge and Benefits of an Active and Healthy Lifestyle	Components of fitness identification and explanation	Student answers Teacher guidance

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Striking and Fielding	Knowledge of Rules and Concepts	Refereeing and tactical development	Student performance / student answers Teacher guidance
Personal Survival	Knowledge and Benefits of an Active and Healthy Lifestyle	Components of fitness identification and explanation	Student answers Teacher guidance

Science

Age-Related Expectations: *Science Year 7*

Investigative Skills

Planning:

identifies most key variables and hazards and uses for both in their plans.

Processing and Presenting Data:

processes data correctly and presents it in both tables and graphs with headings, units and a line of best fit.

Analysis and Evaluation:

outlines relationships between key variables, links them to scientific ideas and describes some strengths and limitations.

Science Communication

Formal writing:

attempts to use scientific vocabulary and writing conventions effectively, supported by a reference list.

Biology

Cells and the human body:

understands the structure of cells, tissues, organs and how they combine to function as a system using the human digestive system as an example.

Classification:

recognises key features organisms and uses them to correctly group organisms and through keys can identify species.

Chemistry

Particles:

explains the properties of solids, liquids and gases in terms of the nature and behaviour of particles, using diagrams.

Acids and Alkalis:

describes the differences between acids and alkalis and uses this knowledge to measure the pH and perform neutralisation reactions.

Separating substances:

understands the techniques for separating substances according to their properties e.g. filtration, evaporation, distillation, and chromatography.

Atoms, elements and compounds:

defines and appreciates the distinctions between an element, a compound and a mixture.

Physics

Energy:

recognises simple energy changes and represents such energy transformations in Sankey diagrams.

Current in circuits:

describes the behaviour of current in series and parallel circuits

Light:

draws accurate ray diagrams to represent reflection and refraction and can use ray diagrams to investigate internal reflection.

Year 7 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Safety	None	CSI - forensic science investigation	Forensic scientist job application
Energy	Energy; Processing and Presenting Data; Formal Writing	Bouncing ball investigation	Letter writing, lab report and energy circus
Particle Theory	Particles; Processing and Presenting Data	Diffusion of tea	Lab report
Classification	Classification	Online plant identification	Written reflection
Acids and Alkalis	Planning; Acids and Alkalis	Acid rain investigation	Classification experiment and lab report
Cells, Microbes & Human Body	Cells and the human body; Processing and Presenting Data; Formal Writing	Measuring energy in food; Cheese Sandwich Story Writing	Extended writing task and Lab report

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Current in Circuits	Current in circuits; Processing and Presenting Data	Measuring resistance in a wire	Lab report; synoptic test
Ecology	Analysis and Evaluation	Investigating 'spaghetti worm' selection	Lab report
Writing Like A Scientist	Formal Writing	New species expedition	Application for expedition funding
Separation Techniques	Separating substances	Cleaning up the Mekong proposal	Presentation

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Light	Light; Processing and Presenting Data	Measuring total internal reflection	Lab report
Atoms, Elements and Compounds	Atoms, elements and compounds	Identifying mystery substances	topic test
Magnets and Electromagnets	None	Changing the strength of electromagnets	Lab report

n.b. curriculum is under review therefore the delivered curriculum might, in part, vary from what is listed above.

Age-Related Expectations: *Science Year 8*

Investigative Skills

Planning:

identifies almost all key variables and hazards and uses both effectively in their plans.

Processing and Presenting Data:

processes data correctly and presents it in both tables and graphs with associated headings, units, uncertainty and a line of best fit.

Analysis and Evaluation:

explains relationships between key variables, links them to scientific ideas and explains most strengths and limitations.

Science Communication

Formal writing:

mostly uses scientific vocabulary and writing conventions effectively, supported by some in-text citations and a reference list.

Biology

Fitness: explains how the breathing and circulatory systems provide the raw materials needed for cell respiration and this can be affected by smoking, drugs and alcohol.

Reproduction: describe the development of systems and processes that lead to the creation of a foetus and it's birth in humans.

Chemistry

Generating, Collecting and Testing Gases:

can confidently use a range of methods to collect and test for gases.

The Periodic Table, Metals and salts:

understands the structure of the periodic table, the information it provides about atomic structure and how the properties of elements vary.

Physics

Potential difference:

demonstrates a good understanding of current and potential difference in both series and parallel circuits.

Forces & Motion:

calculates speed and shows a working knowledge of the need to control friction, and air resistance through force diagrams.

Year 8 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Potential Difference	Processing and Presenting Data; Potential difference	Investigating the effect of voltage on current	Lab report and topic test
Fitness	Fitness	formulating health advice to patients	Letter
Generating, Collecting and Testing Gases	Generating, Collecting and Testing Gases	'At the races' - measuring the speed of diffusing gases	Quiz
Reproduction	Reproduction; formal writing	Menstrual cycle bracelets	Leaflet
Forces & Motion	Forces & Motion	The F1 Project	Presentation

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
The Periodic Table, Metals and salts	The Periodic Table, Metals and salts	Periodic table project	Research report
Science Fair	None	Investigation to answer a scientific question	Presentation
Plants and Photosynthesis	Analysis and Evaluation	Investigate a factor affecting photosynthesis	Lab report
Writing Like a Scientist	Formal writing	Critical writing in response to scientific question	Essay

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Heat transfer & Kinetic Theory	Planning; Processing and Presenting Data; Analysis and Evaluation	Investigating heat loss	Lab report
Sound and Music	None	Measuring the speed of sound	Lab report

n.b. curriculum is under review therefore the delivered curriculum might, in part, vary from what is listed above.

Age-Related Expectations: *Science Year 9*

Investigative Skills

Planning:

identifies all key variables and hazards and uses both in effectively in their plans.

Processing and Presenting Data:

processes data at the correct precision and presents it in both tables and graphs with headings, units, uncertainty and a line of best fit.

Analysis and Evaluation:

explains relationships between key variables, links them to scientific ideas and discusses most strengths and limitations.

Science Communication

Formal writing:

uses scientific vocabulary and writing conventions effectively, supported by in-text citations and a detailed reference list.

Biology

Microbes:

describes how pathogens are transmitted and how both the body and modern medicine fight infectious diseases.

Genetics:

explains the variation of genotypes and phenotypes in a population and describes how this is used in genetic modification and cloning.

Chemistry

Environmental chemistry:

explains the cause of global warming and describes the impacts that climate change is having on the environment.

Stoichiometry:

formulates and balances symbol equations of simple chemical reactions.

Organic chemistry:

outlines the process of cracking, and describes the structure of short chain alkanes and alkenes, and explains their separation.

Physics

Energy resources:

details the environmental, capital, ethical and cultural issues identified with various forms of energy production.

Moments and Torque:

shows good understanding of centre of gravity and moments and is able to use this to solve off-centre balance problems.

Current, Voltage & Resistance:

interprets circuits involving multiple components in both series and parallel, including a potentiometer, calculating both resistance and electrical power.

Year 9 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Forensic Science	Analysis and Evaluation	Investigating decay in food.	Laboratory report
Moments and Torque	Moments and Torque	Balancing beam, toppling bottles investigations	Laboratory report
Energy Resources	Energy Supply	Sankey Diagram, Calculating Costs	Diagram and calculation
Environmental Science	Environmental Science	Writing a letter to a climate change skeptic	Letter
Current, Voltage and Resistance	Current, Voltage & Resistance	Building circuits, testing components	Laboratory report

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Microbes	Microbes; Analysis and evaluation	Transmission of microbes, Handwash investigation, vaccines and antibiotics	Laboratory report and synoptic test
Organic Chemistry	Analysis and evaluation	Calorimetry investigation	Laboratory report
Astronomy	Astronomy	Scale model of the Solar System, Extended Essay	Scale model, essay

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Genetics	Genetics	Variation, inheritance, genetic modification and cloning,	Synoptic test and classroom quizzes.
Shoestring science	None	Students teach a scientific concept to students from a community partner school.	Self-evaluation and reflection
Lenses	Lenses	Effects of lenses investigation	Laboratory report
Nuclear Power	Nuclear Power	“Radioactive Dice” experiment	Graph, analysis, conclusion

n.b. curriculum is under review therefore the delivered curriculum might, in part, vary from what is listed above.

Spanish

Age-Related Expectations: *Spanish Year 7*

Listening

1. Understand the present tense and be aware of other tenses.
2. Understand the gist of longer passages.
3. Understand and respond to classroom instructions in the target language

Speaking

1. Take part in a conversation with awareness of tenses.
2. Use and adapt language to express opinions.
3. Pronounce most words accurately.
4. Adapt the language learnt for use in other contexts.

Reading

1. Understand main points and some details in texts.
2. Use context and knowledge of cognates and patterns to deduce meaning and improve understanding.

Writing

1. Write short paragraphs using prior knowledge of language patterns.
2. Use the present tense accurately and have awareness of other tenses.
3. Use simple punctuation correctly according to the target language.
4. Adapt the language learnt for use in other contexts.

Year 7 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Myself and others	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1	Presentation about self & others	Module assessments - Listening, Reading, Writing and Speaking
Holidays	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1	Make holiday video	Module assessments - Listening, Reading, Writing and Speaking

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
My life	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1	Interview others about life out of school	Module assessments - Listening, Reading, Writing and Speaking

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Food	All - ongoing	Research and presentation of the topic relating to a Spanish Speaking country	End of year assessments

Age-Related Expectations: *Spanish Year 8*

Listening

1. Understand the present tense and be aware of other tenses.
2. Understand the gist of longer passages.
3. Understand and respond to classroom instructions in the target language

Speaking

1. Take part in a conversation with awareness of tenses.
2. Use and adapt language to express opinions.
3. Pronounce most words accurately.
4. Adapt the language learnt for use in other contexts.

Reading

1. Understand main points and some details in texts.
2. Use context and knowledge of cognates and patterns to deduce meaning and improve understanding.

Writing

1. Write short paragraphs using prior knowledge of language patterns.
2. Use the present tense accurately and have awareness of other tenses.
3. Use simple punctuation correctly according to the target language.
4. Adapt the language learnt for use in other contexts.

Year 8 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Media and Technology	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1	Video clip about how technology is used	Module assessments - Listening, Reading, Writing and Speaking
School	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1	Ideal school presentation	Module assessments - Listening, Reading, Writing and Speaking

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Health & Lifestyle	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1	Fitness & Well-being guide	Module assessments - Listening, Reading, Writing and Speaking
Work	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1	Application for ideal job	Module assessments - Listening, Reading, Writing and Speaking

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Food	All - ongoing	Spanish cooking show	End of year assessments
The Spanish speaking world	All - ongoing	Research and presentation of the topic relating to a Spanish speaking country	

Age-Related Expectations: *Spanish Year 9*

Listening

1. Understand the present tense and be aware of other tenses.
2. Understand the gist of longer passages.
3. Understand and respond to classroom instructions in the target language

Speaking

1. Take part in a conversation with awareness of tenses.
2. Use and adapt language to express opinions.
3. Pronounce most words accurately.
4. Adapt the language learnt for use in other contexts.

Reading

1. Understand main points and some details in texts.
2. Use context and knowledge of cognates and patterns to deduce meaning and improve understanding.

Writing

1. Write short paragraphs using prior knowledge of language patterns.
2. Use the present tense accurately and have awareness of other tenses.
3. Use simple punctuation correctly according to the target language.
4. Adapt the language learnt for use in other contexts.

Year 9 : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Home life	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1	Dream house & area	Module assessments - Listening, Reading, Writing and Speaking
School	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1	Clues treasure hunt	Module assessments - Listening, Reading, Writing and Speaking
Food	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1	Create a healthy food menu for school	
Health and Fitness	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1	Create a vlog about healthy living	

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Self, family, relationships	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1	Survey	Module assessments - Listening, Reading, Writing and Speaking
House and home	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1	Brochure to promote a positive daily routine	Module assessments - Listening, Reading, Writing and Speaking
Leisure / Eating out	Listening 2,3 Speaking 2,3 Reading 1,2 Writing 1	Interview business owner / make reservations	

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Holidays	All - ongoing	Research and presentation of the topic relating to a Spanish speaking country	End of year assessments

Vietnamese

Age-Related Expectations: *Vietnamese Year 7*

Reading

Read and understand a range of genres.
Use new vocabulary and structures found in the reading to respond in speech or writing.
Identify the effect of a piece of text on the reader, with some explanation.

Writing

Produce a short piece of writing on a given topic.
Know how to use connective words, punctuation to develop written tasks.
Adapt previously learnt language for their own purposes.
Redraft their work to improve their accuracy.

Listening

- Produce a short piece of writing on a given topic.
- Know how to use connective words, punctuation to develop written tasks.
- Adapt previously learnt language for their own purposes.
- Redraft their work to improve their accuracy.

Spoken and Social Communication

- Talk about personal and topical matters in a fluent manner.
- Respond appropriately to questions.
- Be able to carry out conversations and share ideas on topics in small groups.

Year 7 Vietnamese : Overview

Term 1

Unit/Topic	Reading , writing, speaking and listening	Activities	Outcomes/Assessment
Literature Văn học dân gian Việt Nam (cổ tích , truyền thuyết, ca dao)	Reading, writing, speaking and listening	Discuss about literary devices, plots, characters Summarise main points	Written essays Presentations
History Nhà nước Văn Lang – Âu Lạc	Reading, writing, speaking and listening	Make timeline of Hung dynasty	Presentation

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Truyện ngắn Việt Nam giai đoạn hiện đại	Reading, writing, speaking and listening	Discuss about literary devices, plots, characters Summarise main points	Written essays Presentations
Geography Cộng đồng dân tộc Việt Nam Việt Nam trên bản đồ thế giới (vị trí, giới hạn, hình dạng lãnh thổ)	Reading, writing, speaking and listening	Use Atlas to find out Vietnamese in the world map Research 54 nations in Vietnam	Presentation Map skills

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Sự hấp dẫn của ngôn ngữ Việt trong các phép tu từ vựng Văn miêu tả	Reading, writing, speaking and listening	Quiz show Handouts / discuss/ Research how to use literary devices, punctuations in the written tasks	Display works Essay
History & Geography Ôn tập	Reading, writing, speaking and listening	Written tasks Multiple choice Group discuss	presentations

Age-Related Expectations: *Vietnamese Year 8*

Reading

Understand various texts and display their attitudes and emotions.
Give detailed explanations using accurate terminology.
Research appropriate resources to understand the writer's choice of language and literary devices .

Writing

Develop the length of written tasks.
Choose appropriate styles for written tasks to suit the purpose and audiences.
Spellings and grammar are accurate.
Use a variety of punctuation effectively
Know how to organise and develop ideas in a formal essay.

Listening

Listen to passages from various sources and identify key points, taking note of these.
Question the speaker.

Spoken and Social Communication

Manage unpredictable elements in various contexts.
Develop debating skills
Discuss facts & ideas to solve problems and to meet the demands of different situations and contexts.
Use accurate language to present various topics.

Year 8 Vietnamese : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
<u>Literature</u> Văn học dân gian Văn bản nhật dụng	Reading, writing, speaking and listening	Discuss about literary devices, plots, characters Summarise main points	Written essays Presentations
<u>History</u> Đô thị Việt Nam thời Bắc Thuộc	Reading, writing, speaking and listening	Make timeline of ancient capitals in Vietnam	Presentation
Geography Biển Việt Nam	Reading, writing, speaking and listening	Use Atlas to find out Vietnamese seas, borders and natural features	Presentation Map skills

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Văn học trung đại Việt Nam thể loại thơ	Reading, writing, speaking and listening	Discuss about literary devices, plots, characters Summarise main points	Written essays Presentations
History Các cuộc đấu tranh giành quyền độc lập dân tộc	Reading, writing, speaking and listening	Make timeline of all the resistance wars	Presentation Map skills

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Văn học trung đại thể loại văn xuôi	Reading, writing, speaking and listening	Discuss about literary devices, plots, characters Summarise main points	Written essays Presentations
Geography Natural resources in Viet Nam	Reading, writing, speaking and listening	Use Atlas to research where and what the resources are situated	Map skills and master all signals on the map

Age-Related Expectations: *Vietnamese Year 9*

Reading

Understand and identify the main points, themes, plots, settings and rhetoric devices.
Explore some features and conventions used by writers from different periods.
Read and understand a range of genre

Writing

Extend the length of writing pieces using accurate academic language.
Use a range of sentence structures purposefully and various punctuation effectively.
Plan before writing, provide evidence to keep their essays persuasive and informative.
Develop their own writing styles using accurate language.
Know how to apply and analyse literary techniques appropriately.

Listening

Listen to complicated passages from various sources such as documentary films, the State News and need to recognise and identify key points.
Listen to the longer conversations and recognise topics they want to say

Spoken and Social Communication

Use accurate language to present ideas about the given topics.
Justify opinions and give both in negative and positive feedback.
Confidently debate with peers.
Adapt the speech to meet the demands of different contexts

Year 9 Vietnamese : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
<u>Literature</u> Về đẹp con người Việt Nam trong văn xuôi giai đoạn 30-45 Các phép tu từ Văn bản thuyết minh	Reading, writing, speaking and listening	Discuss about literary devices, plots, characters throughout short stories in the period 30-45 Summarise main points Question & answer	Written essays Presentations Display works
<u>History</u> <u>Đô thị Việt Nam thời Phong Kiến</u>	Reading, writing, speaking and listening	Make timeline of ancient capitals under the feudal periods in Vietnam	Presentation
Geography Địa hình & khí hậu Việt Nam	Reading, writing, speaking and listening	Use Atlas to research nature and climate in Vietnam	Presentation Map skills

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Về đẹp con người Việt Nam trong thơ ca giai đoạn 1900-1945	Reading, writing, speaking and listening	Discuss about literary devices, plots, characters Summarise main points Focus on poem features	Written essays Presentations
History Các triều đại phong kiến Việt Nam và chính quyền thời vua Lê Thành Tông	Reading, writing, speaking and listening	Make timeline of all the kings who belonged to the feudal period Focus on Le Thanh Tông dynasty	Presentation

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Literature Về đẹp con người Việt Nam trong văn bản nghị luận trung đại Việt Nam	Reading, writing, speaking and listening	Discuss about literary devices, plots, characters Summarise main points Focus on commentary reading texts	Written essays Presentations
Geography Natural resources in Viet Nam – land	Reading, writing, speaking and listening	Use Atlas to research where and what the resources are situated	Map skills and master all signals on the map
History Các làng nghề thủ công truyền thống	Reading, writing, speaking and listening	Research to find out which villages are specialising in textile, pottery, art-craft	Map skills and understanding of culture

Year 7 Non - Vietnamese : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
The Vietnamese alphabet	Reading, listening, speaking, writing	Make a list of differences Repeat after the teacher	Presentation
Personal pronouns in Vietnamese	Reading, listening, speaking, writing	Make conversations Interview skills	Presentation
Greetings / nationality	Reading, listening, speaking, writing	How to say hello and some basic phrases in communication Culture	Presentation
Jobs	Reading, listening, speaking, writing	Describe people Interview skills	Written tasks Created conversations

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Ages	Reading, listening, speaking, writing	Describe people Interview skills	Written tasks Created conversations
Houses/ facilities	Reading, listening, speaking, writing	Describe rooms in the house Interview skills to know their dream house	Display works

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Money / shopping	Reading, listening, speaking, writing	Going shopping Questions & answers Say numbers	External conversations in shopping
Revision	Reading, listening, speaking, writing	Multiple choice Writing exercises	Grade system

Year 8 Non - Vietnamese : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
The Vietnamese alphabet	Reading, listening, speaking, writing	Make a list of differences Repeat after the teacher	Presentation
Personal pronouns in Vietnamese	Reading, listening, speaking, writing	Make conversations Interview skills	Presentation
Greetings / nationality	Reading, listening, speaking, writing	How to say hello and some basic phrases in communication Culture	Presentation
Time/ days/ date	Reading, listening, speaking, writing	Describe their own timetable Interview skills	Written tasks Created conversations

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Tenses in Vietnamese	Reading, listening, speaking, writing	Make differences between English & Vietnamese	Written tasks Created conversations
Houses/ facilities	Reading, listening, speaking, writing	Describe rooms in the house Interview skills to know their dream house	Display works
Sentence structures in Vietnamese	Reading, listening, speaking, writing	Written tasks	Grade system

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Hobbies	Reading, listening, speaking, writing	Make differences between English & Vietnamese Describe hobbies	Understanding of culture Created conversations
Direction	Reading, listening, speaking, writing	Google maps Produce guidance book	Raise Confidence when they are lost
Revision	Reading, listening, speaking, writing	Multiple choice Writing exercises	Grade system

Year 9 Non-Vietnamese : Overview

Term 1

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
The Vietnamese alphabet	Reading, listening, speaking, writing	Make a list of differences Repeat after the teacher	Presentation
Personal pronouns in Vietnamese	Reading, listening, speaking, writing	Make conversations Interview skills	Presentation
Abilities	Reading, listening, speaking, writing	Make conversations Interview skills	Fluent & natural Conversations
Prepositions	Reading, listening, speaking, writing	Make conversations Interview skills Describe prepositions	Produce short essays

Term 2

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Food & drinks & restaurants	Reading, listening, speaking, writing	Interview skills Cook Describe food & drinks	Written tasks Created conversations Understanding of culture
Weather / climates	Reading, listening, speaking, writing	Describe the weather forecast Interview skills to know weather	Display works Presentation Understanding of weather in Hanoi and HCMC
Comparative Sentence structures in Vietnamese	Reading, listening, speaking, writing	Written tasks	Produce short essays

Term 3

Unit/Topic	Which AREs?	Activities	Outcomes/Assessment
Travel / hotels	Reading, listening, speaking, writing	Discuss to find out where & when is the best time to travel in VN	Understanding of culture Created conversations
Feelings	Reading, listening, speaking, writing	Doctors' office	Understanding of passive voice in Vietnamese
Revision	Reading, listening, speaking, writing	Multiple choice Writing exercises	Grade system

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