

BIS Curriculum Informationn Booklet

*2019 - 2020
Key Stage 3*



**BRITISH INTERNATIONAL SCHOOL
HANOI**

A NORD ANGLIA EDUCATION SCHOOL

Dear Parents

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

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

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

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

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

We wish your child a joyous journey through BIS Hanoi and should you have any queries please do not hesitate to get in touch.

Yours sincerely



Ms Steph Miller - Assistant Head Academic

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Core Subjects

Vietnamese (for Vietnamese passport holders)
English
Mathematics
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Foundation Subjects

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

Additional Areas of Study

Outdoor Education
Life Skills
BIS values and attributes

Vietnamese

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

Curriculum aims

- The Vietnamese Curriculum aims to the development of skills in reading, writing and speaking and listening through:
- The teaching and development of reading strategies.
- Understanding structure, language, viewpoints and context of texts.
- Writing of a range of texts for different purposes and audiences.
- Understanding how to structure, organize and punctuate texts.
- Learning to talk effectively in a range of situations, such as: individual presentations, debate and drama.
- Through the study of important Vietnamese Literature and World Literature texts, students will build up a core of knowledge of Vietnamese and World Literature development of the last century up to the present day.

Curriculum content

	Term 1	Term 2	Term3
Year 7	Folk songs, Proverbs, Legends, Fairy Tales Fables	Novel: Dế mèn Phiêu Lưu Ký- Tô Hoài Play: Kịch Quan Âm Thị Kính	Non-fiction: Newspaper/ Articles Public Speaking: Informa- tive Speeches (Objects)
Year 8	Poetry : Thơ Dân gian và Hiện đại- Cách Đọc- Hiểu và Phân tích một bài thơ theo các Đặc điểm kỹ thuật thơ ca (Cấu trúc, nhịp điệu, ngôn ngữ hình ảnh biểu tượng...)	Media Play News	Tiểu thuyết: Đất Rừng Phương Nam- Đoàn Giỏi
Year 9	Short stories Poetry (rhyming couplets, syllabic verse and free verse)	Public Speaking: Informa- tive Speeches (Concepts) Non-fiction: Discussion Essays	Narrative: Novel

Resources

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

Mrs H Nguyen (Subject Leader - Vietnamese)

Vietnamese Studies

4 lessons per two weeks of Vietnamese Studies in KS3. Non Vietnamese passport holders

Curriculum aims

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

Curriculum content

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

Resources

In Year 7, 8 and 9 students follow the Happy Vietnamese Text Books and Que Viet Books with a digital textbook and resources www.tiengvietonline.com.vn/index.php/2014-02.../tieng-viet-vui

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

Mrs H Nguyen (Subject Leader - Vietnamese)

English

8 lessons per two week cycle.

Curriculum aims

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

	Term 1	Term 2	Term3
Year 7	Language and civilisation A variety of short texts are used to explore this theme, including Greek Myths, English short stories and Beowulf	Teen Heroes The novel Holes is used to explore this theme in more depth	Literature and performance Shakespeare's A Midsummer Night's Dream is explored through language, as well as performance as a dramatic text
Year 8	International perspectives in Literature Short stories from different cultures and civilisations are read, predominantly from the book Tomo, which contains stories based on the Japanese earthquake	Conflict The novel Private Peaceful, based on events in WW1, will be analysed to support the theme for the term.	Literature and performance Year 8s look at a variety of Shakespeare plays including Othello, Much Ado About Nothing, Twelfth Night and Merchant of Venice to grasp a greater understanding of Shakespeare's body of work, contextual detail and the language.
Year 9	Coming of Age Classes will look at a combination of the novels The Outsider and The Giver under this theme, as well as exploring the idea of dystopian fiction	Gothic Horror A variety of Gothic Horror classics are examined, including Woman In Black, Frankenstein, The Tell Tale Heart and many others	Literature and performance Shakespeare's MacBeth is explored through language, as well as performance as a dramatic text

Resources

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

Ms Kate Wilson (Subject Leader English)

Mathematics

8 lessons per two week cycle

Curriculum aims

In Mathematics we aim to provide a broadly based and balanced education, to identify and develop to the full the mathematical abilities of each student and to give students the confidence to communicate their ideas clearly.

The National Curriculum is divided into five main areas:

1. Mathematical processes and applications
2. Number
3. Algebra
4. Geometry and Measures
5. Statistics

Curriculum Content

	Term 1	Term 2	Term3
Year 7	Shape & Construction Place Value, Ordering & Rounding, Mental Calculation, Integers, Powers & Roots Lines & Angles Expressions, Formulae & Equations Fractions & FDP Constructing Triangles	Coordinates & Transformations Measures 1D - converting measures, perimeter (incl circle), estimating, scales Ratio & Proportion Probability Time & Timetables	Sequences & Functions Graphs (Conversion, Real-life; $x=a$; $y=b$; $y=+-x$) Planning & Collecting Data, Modern Median, Mean, Range, Analysing and Comparing Data
Year 8	Lines & Angles Place value Ordering & rounding, BODMAS with integers, laws of indices, powers of 10, Written and mental calculations with decimals Expressions, Formulae & Equations Measures 2D - converting area units, area of all shapes including circle; nets and surface area Transformations - rotation, reflection, translation, enlargement	Sequences & Functions; Graphs - D/T graphs; gradient and equation of a straight line Fractions and FDP Data collection; Drawing & Interpreting Graphs; Analysing Data & recap of mean, median, mode, range - scatter graph - line of best fit - stem & leaf - 2-way tables	Shape, Construction & Loci - plans & elevations - tessellations - congruence Measures 3D - converting units of volume - volume of prisms Probability Time and Money

	Term 1	Term 2	Term3
Year 9	Pythagoras' Theorem incl converse of Pythagoras Place value, Ordering & Rounding Integers, Powers & Roots - std form of calculation - laws on indices recap, fractional/negative - upper & lower bounds - estimating with calculations - reciprocals - using a calculator - surds Fractions, Decimals & Percentage - recap & include add/subtract algebraic fractions - recurring decimals to fraction - % change - repeated % change - % inc/dec - reverse % Ratio & Proportion - solving problems - comparing - inverse proportion - best value Expressions, Formulae and Equations - factorising and solving -incl quadratics - inequalities -simultaneous (incl graphically) - rearranging formulae - algebraic fractions	Transformations & Scale Drawings - Combined transformations - Enlargement -3D shapes - area & volume - Scale drawing - Similarity - Constructions (perp bisector, etc) -Loci Probability - Tree Diagrams Measures, Perimeter, Area & Volume - Recap compound shapes - Circles - arc length/area of sector Lines & Angles - Interior/exterior - Bearings - Angle proofs - Circle theorem (basics) Sequences and Functions & Graphs of functions - Recap Linear - Quadratic & fractional sequences - Function notation - Inverse functions - algebraically and graphically - Plotting quadratic fns - Cubic & reciprocal graphs $y=mx+c$ and perpendicular lines	Statistics - Frequency polygons - cumulative frequency - median and quartiles - box plots - overview of all bars and charts for displaying data - histograms (ext) Trigonometry - right-angled trigonometry - sine rule, cosine rule, area of triangle

Resources

We use a variety of resources in lessons, most of which are posted on the google classroom.
 To help with revision and homework we frequently use the website www.myimaths.com

To extend students, top sets will participate in the Junior and Intermediate UKMT Maths Challenges, dates permitting. More information can be found on these events organised by the University of Leeds in the UK here: <http://www.ukmt.org.uk/>

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

Ms Kerry Fernandes (Subject Leader Mathematics)

Science

8 lessons per two weeks of general science in Years 7 and Year 8. Year 9 students will also have 8 lessons per two weeks, learning Science in STEAM based project groups taught by a specialist teacher.

Curriculum aims

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

Year 9 Science students will be learning Science through STEAM projects this year to promote our collaboration with MIT. STEAM is short for Science, Technology, Art and Mathematics. Each term the students will design their own projects based on the titles above. Their projects will be a mixture of biology, chemistry and physics so there is no distinct separation between the three sciences as in Year's 7 and 8. This is a new and exciting way to learn Science for our students as they learn new skills that will help equip them for their future learning.

Curriculum Content

	Term 1	Term 2	Term3
Year 7	Cells Elements, atoms and compounds Forces	Structure and function of body systems Particles Reactions Sound	Reproduction Acids and Alkalis Light Space
Year 8	Health and lifestyle The periodic table Separation techniques Electricity and magnetism	Ecosystem processes Metals and acids Energy	Adaptation and Inheritance The Earth Motion and pressure
Year 9	Sport Energy transfer (mechanical), work and power, forces, cells and tissues, respiration, materials, chemical identification. Cooking Heat transfer, thermal equilibrium, protein denaturing, chemical and physical change, digestion, nutrition, food technology (enzymes, bacteria).	Space Biomechanics, fitness, nutrition, forces, gas testing, behaviour of light, photovoltaics Crime Separation techniques, reactivity of metals, chemical identification, blood, DNA extraction, DNA profiling, trajectories, blood splatter analysis.	Travel Carbon cycle and climate change, animal adaptations, fossil fuels, electrolysis, forces and motion Home Energy transfer (thermal), energy costs, photosynthesis and plant growth, climate change and carbon cycle, pollination and food security.

Resources

In Year 7 and 8 students follow the OUP Activate course with a digital textbook and resources through Kerboodle (www.kerboodle.com) and in Year 9 they have access to the Exploring Science digital textbook (on which our course is loosely based), through google classroom (code: m1ma06)

Websites

- <http://www.bbc.co.uk/bitesize/ks3/science/>
- <http://www.brainpop.com>
- <http://home.howstuffworks.com>
- https://www.youtube.com/channel/UCsooa4yRKGN_zEE8iknghZA
- https://www.fuseschool.org/users/sign_in?PHPSESSID=015fda18c1a02eb499a0572e843615d0
- <http://www.darvill.clara.net/myon.htm>
- https://www.youtube.com/results?search_query=scishow+kids
- https://www.youtube.com/channel/UCqOoboPm3uhY_YXhvhmL-WA
- <https://www.discoverychannel.co.in/in/en.html>
- <http://www.darvill.clara.net/>

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

Mr Paul Forsythe (Subject Lead Science)

STEAM

1 lesson per week

Curriculum aims

This is the first year STEAM will be taught as a discrete subject. Lessons will be mainly taught in the makerspace. STEAM lessons will be project-based and interdisciplinary in nature. STEAM will provide students opportunities to: develop critical thinking and problem-solving; express creativity; and communicate effectively using a variety of media. STEAM will be taught by the Art and Computing teachers.

The aims of the curriculum are that all students :

- Explore the world around them to find solutions to real world problems
- Design, develop, make, test and evaluate solutions through the use of prototyping
- Identify opportunities to transfer skills developed in the discrete STEAM subject lessons and apply them in a practical, problem-based setting.
- Learn new ways of using technology to solve problems

Curriculum Content

	Term 1	Term 2	Term3
Year 7	-STEAM safety project -MIT Challenge -Designing 3D structures	-Inventing the future -MIT Challenge programming -Programming with micro:bits	Programming with Python -Mobile App design -Augmented Reality
Year 8	-STEAM safety project -MIT Challenge -Innovation and iteration	-MIT Challenge 2 -Sustainable architecture -Prototyping race cars	-Disaster response -Student led project
Year 9	-STEAM safety project -MIT Challenge -Innovation and iteration	-MIT Challenge 2 -Programming electronics with Arduino -Space project	-Augmented Reality -Student led project.

Resources

The main resources for students will be online

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

Mr Martin Toner (Subject Leader Computing)

Art and Design

3 lessons per two week cycle

Curriculum aims

Learning and taking part in Art and Design activities contributes to the achievement of all young people to become:

- Successful independent learners who develop their creativity using a range of skills. They will be able to communicate their ideas and feelings through visual forms.
- Confident individuals who are able to analyse the world around them. They learn to try out new ways of working, take risks and work without fear of failure.
- Responsible citizens who learn to understand, respect, value and engage with not only their own cultures and traditions, but the cultures and traditions of others.

It is the aim of the department to inspire and build confidence in all students regardless of prior experience or current personal ability. Students will hopefully acquire a love of Art, Craft and Design that will inspire them to build a lifelong desire to learn about their own culture and that of others.

Curriculum Content

	Term 1	Term 2	Term3
Year 7	Core Knowledge- Formal Elements Theory	Wonderland- Graphic Design	Exhibition unit- Collaborative
Year 8	Core Knowledge- Review and Outcome	Organic and Geometric- Sculpture	Insects- Printmaking
Year 9	Core Knowledge- Review and Outcome	Contemporary Portraits- Painting	Merging Forms - Project and Outcome

Resources - Sketchbook

Students are expected to keep a working sketchbook throughout each year at BIS. They will be expected to add to this in lessons and in homework tasks. This will include critical study pages and creative developments with different forms of reviewing and refining tasks. This sketchbook should be kept and presented to a high standard and not used for unrelated doodles.

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

Mr Martin Toner

Computing

3 lessons per two week cycle

Curriculum aims

In KS3, the UK National Curriculum is now focusing on providing a high-quality computing education that equips students to use computational thinking and creativity to understand and change the world.

The aims of the curriculum are that all students :

- can understand and apply fundamental principles and concepts of computer science.
- can analyse problems in computational terms and have experience of writing computer programs to solve problems
- can evaluate and apply IT to solve problems
- are responsible, competent and creative users of ICT.

Curriculum Content

	Term 1	Term 2	Term3
Year 7	-Basic computer architecture and safety. -3D Modelling	-Web Design -Micro:bit programming	Programming with Python -Mobile App design -Augmented Reality
Year 8	-Cryptography -Python Next Steps	-Music Programming with Sonic Pi -Data Analysis with Spreadsheets	-Python drawing and game making -Artificial Intelligence (AI)
Year 9	-Web Design and Javascript -Networks	-Games Programming -Back to the future	-Data Representation -Final Project

Resources

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

sites.google.com/bishanoi.com/computing

Students and parents will find resources on this website.

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

Mr Martin Toner (Subject Leader Computing)

Drama

2 lessons per two week cycle

Curriculum aims

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

1. To maintain and/or stimulate lasting pupil curiosity, interest and enjoyment in Drama. To create an atmosphere where pupils wish to learn, so that they come to enjoy Drama because they are active participants in it.
2. To enable pupils to be familiar with a body of knowledge, principles, skills, techniques and vocabulary related to Drama.
3. To enable pupils to develop a range of desirable personal qualities such as perseverance, concern for others, initiative and independence. Students will work independently and as part of a team in varied activities.
4. To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to Drama and to experience success and enjoyment in their work.

Curriculum Content

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

Resources

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

Ms Kathryn Loveday (Subject Leader Drama)

Geography

4 lessons per two week cycle

Curriculum aims

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and environments, together with a deep understanding of the Earth's key physical and human processes.

Geography is excellent at developing your child's thinking skills. Developing these skills is fundamental in ensuring that your child is fully prepared for life after they finish their schooling. The main skills that we focus on in Geography are:

- Teamwork
- Justification
- Evaluation
- Information Processing
- Enquiry
- Creativity
- Communication

Curriculum Content

	Term 1	Term 2	Term3
Year 7	What is geography Map Skills	Weather and Climate	Ecosystems
Year 8	Coasts and tourism	Population and migration Rivers and flooding - Bangladesh case study	Geography of Russia
Year 9	Global Interactions Trade, globalisation, energy and sustainability	Blood Diamonds Sierra Leone	Skills development Geography of USA Geography of Mekong Delta

Resources

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

We use a variety of resources to suit the activity being taught. Some of these are commercial and some are teacher-developed. They provide a much more fun and interactive learning environment whilst still maintaining the highest of standards of academic rigour. Below is a list of recommended websites, which are valuable for reinforcing what your child has learnt in the home.

<http://greenfieldgeography.wikispaces.com>

<http://bishngeography.blogspot.com/>

<http://www.geographypods.com/>

<http://www.bbc.co.uk/education>

<http://www.geographyalltheway.com/>

<https://www.cia.gov/library/publications/the-world-factbook/>

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

Ms Elaine Barnard (Subject Lead of Humanities)

History

4 lessons per two week cycle

Curriculum aims

In the History curriculum we aim to give students the knowledge and skills needed to make sense of the past, and to develop within them an open-minded, curious, and truly international perspective. Our syllabus reflects this aim and presents opportunities for students to engage with a wide range of topics drawn from different regions and periods. We have devised the Year 9 programme of study to enable all students to move on to IGCSE History with confidence.

Our curriculum divides Historical skills into:

1. Analysis of causes and consequences
2. Evaluation of continuity and change
3. Enquiry skills using sources of evidence
4. Interpretation - looking at history from different perspectives
5. Communication - writing and speaking about history in different forms

Curriculum Content

	Term 1	Term 2	Term3
Year 7	Development of historical skills through the theme of Ancient civilisations	Medieval Europe Controlling the kingdom and waging warfare	Imperial China and Islamic Empire Trade, religion and civilisation
Year 8	Legacy of Tudor monarchs in England	Trans-atlantic slave trade - the development and the abolition	19th Century Britain Industrialisation and empire building
Year 9	Causes of the First World War In depth study of trench warfare	Nazi dictatorship in Germany - inter-war period	International relations - 1919 - 1939 Events in Europe and South East Asia

Resources

There are a wide range of textbooks used, covering the variety of topics listed. Not only does each topic have a main textbook, but selections are made from other material to support them. Copies of these textbooks are available to the students in the Library for reference. Teacher developed materials, documentary films, and internet resources are also used where appropriate. We believe that encouraging students to search for and identify their own diverse range of sources of evidence and information is essential; therefore, we do not prescribe a specific course book or primer.

Should you have any questions about the History curriculum, please do not hesitate to contact me:
elaine.barnard@bishanoi.com

Ms Elaine Barnard (Subject Lead Humanities)

Modern Foreign Languages

4 lessons per two weeks of French and Spanish in KS3.

Curriculum Aims

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

Curriculum Content

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

Resources

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

Websites

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

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

Ms Lina Rojas (Subject Leader MFL)

Korean

4 lessons per two week cycle (Korean students only)

Curriculum Aims

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

- The teaching and development of literary reading strategies.
- Understanding structure, language, viewpoints and context of literary texts.
- Writing of a range of texts for different purposes and audiences.
- Understanding how to structure, organize and punctuate texts.
- Learning to talk effectively in a range of situations.
- Understanding Korean life and society thorough study of important Korean Literature.

Curriculum Content

	Term 1	Term 2	Term3
Year 7	Text Book - Korean Poetry 1 <ul style="list-style-type: none"> • Reading Korean Poetry • Reciting, singing and debating review for Korean Poetry • Writing review of Poetry 	Text Book – Korean Novel 1 <ul style="list-style-type: none"> • Reading Korean Novel • Individual oral presentation • Role play Novel 	<ul style="list-style-type: none"> • Searching, reading and debating articles of Korean newspapers • Writing diary for reading article • Creating “Scrapbook 1” articles collection
Year 8	Text Book - Korean Poetry 2 <ul style="list-style-type: none"> • Reading analysis and understanding Korean Poetry • Writing poem • Reciting friend’s written poem and debating interesting ideas in friend’s poem 	Text Book – Korean Novel 2 <ul style="list-style-type: none"> • Reading analysis and understanding Korean Novel • Debating interesting things for Korean Novel • Rewriting the Korean Novel(Change the narrator of Novel) 	Text Book – Korean Prose (Same Year8-9) <ul style="list-style-type: none"> • Searching, reading and debating articles of Korean newspapers • Reading Korean Prose • Creating “scrapbook 2” articles collection
Year 9	Text Book - Korean Poetry 3 <ul style="list-style-type: none"> • Understanding and analyzing Korean Poetry • Understanding Literature and Society 	Text Book – Korean Novel 3 <ul style="list-style-type: none"> • Understanding and analyzing Korean Novel • Understanding differences between Novel, Movie and History • Writing review for Novel 	Text Book – Korean Prose (Same Year8-9) <ul style="list-style-type: none"> • Searching and Reading articles of Korean newspapers • Understanding of reading Korean Prose • Writing review for prose • Creating read articles collection “scrapbook 3”

Resources

Should you have any questions about the Korean curriculum, please do not hesitate to contact me:
unju.song@bishanoi.com

Ms Un Ju Song (Subject Leader Korean)

Music

2 lessons per two week cycle

Curriculum Aims

Students study a wide ranging and exciting Music curriculum that lends itself to cross-curricular links. They are encouraged to take part in various extra-curricular opportunities to continue to develop their creativity and confidence.

1. To influence students' development in and out of school by fostering personal development and maturity, creating a sense of achievement and self-worth, and increasing students' abilities to work with others in a group context.
2. To bring together intellect and feeling and enable personal expression, reflection and emotional development.
3. To develop students' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgments about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity and fulfillment.
4. To develop an appreciation and understanding of music from around the world, including the culture and context from which it derives.

Curriculum Content

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

Resources

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

Ms Rachel Howarth (Head of Performing Arts)

Physical Education

4 lessons per 2 week cycle

Curriculum Aims

Physical education develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality physical education curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. The Curriculum Aims to help students to develop skills in physical activity, learn how to make and apply decisions; developing their physical and mental capacity. Students will evaluate and improve their performances during the course. This will assist students in making informed choices about healthy and active lifestyles.

The study of PE will include activities that cover the following:

1. Outwitting opponents, as in games activities.
2. Accurate replication of actions, phrases and sequences, as in gymnastic activities.
3. Exploring and communicating ideas, concepts and emotions, as in dance activities.
4. Performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities.
5. Identifying and solving problems to overcome challenges of an adventurous nature, as in life saving and personal survival in swimming and outdoor activities.
6. Exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.

Curriculum Content

	Topics Covered
Year 7	Aquatics: Swimming; Net and Wall Games: Volleyball; Invasion Games: Football; Gymnastics; Outdoor Education: Develop a Game; Rackets: Badminton; Health: Fitness; Athletics; Striking Games: Cricket
Year 8	Aquatics: Swimming; Net and Wall Games: Volleyball; Invasion Games: Basketball; Gymnastics; Outdoor Education: Orienteering; Rackets: Table Tennis; Health: Fitness; Athletics; Striking Games: Cricket
Year 9	Aquatics: Swimming; Net and Wall Games: Volleyball; Invasion Games: Basketball; Outdoor Education: Lifesaving; Introduction to IGCSE PE; Athletics; Striking Games: Rounders.

Resources

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

Mrs Salome Airdrie (Subject Leader Physical Education)

Outdoor Education

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

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

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

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

And of course our extremely successful Duke of Edinburgh International Award. An exceptional programme which develops a young person's leadership, responsibility and confidence.

Life Skills

2 lessons per two week cycle in tutor groups and cross-curricular reinforcement.

Course Description

This pastoral course is underpinned by the BIS Hanoi Values and Attributes and aims to promote these to achieve our goal of developing internationally minded Global Citizens:

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

The course weaves these elements together with key themes drawn from the British curriculum which are adapted to suit the needs of our increasingly internationally minded student body. There are opportunities for students to learn how to grow as individuals, for example by developing self-awareness, taking responsibility for managing their time and learning to feel positive about themselves.

The course focuses on group discussion activities, which involve the students in communication and listening skills, leadership and learning how to co-operate and negotiate.

Students are presented with situations in which they have to work with others, to analyse information, to consider moral and social dilemmas and to make choices and decisions.

By working together on school and community projects students have the chance to participate fully in the life of BIS Hanoi and the community and develop skills that they will require as future citizens.

The key themes within the course are:

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

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

Mission Statement Aide Memoire

The graphic below is displayed in every classroom. It shows clearly the aims and objectives we have in all lessons and activities.





BRITISH INTERNATIONAL SCHOOL HANOI

A NORD ANGLIA EDUCATION SCHOOL