



BRITISH VIETNAMESE INTERNATIONAL SCHOOL  
HANOI  
A NORD ANGLIA EDUCATION SCHOOL

# Key Stage 3

## *Curriculum Booklet*

### Year 7





BRITISH VIETNAMESE  
INTERNATIONAL SCHOOL  
ANGLIA EDUCATION SCHOOL

HÀNG NGÀY  
TRƯỜNG ANGLIA  
2019-2020

VIETNAMESE  
SCHOOL

# Contents

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Introduction .....	4
English .....	6
Mathematics .....	10
Science .....	12
Art .....	14
Dance .....	15
Drama .....	16
Music .....	18
Geography .....	20
History .....	22
Computer Science .....	24
EAL .....	26
Physical Education .....	28
PSHE .....	30
Vietnamese Humanities .....	32
Vietnamese Literacy .....	34

## Introduction

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

## National Curriculum Levels Explained

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### Levels of achievement

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

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

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

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

## Approaches to Learning

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

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



**Lisa S-Brown**

*Head of Secondary*



# English

## Overview/ Aims and Objectives

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

### Key Skills

- Vocabulary - To increase and improve students ability to understand and manipulate the English language
- Inference - Develop the ability to understand texts beyond surface meaning
- Poetic Techniques - Further understand figurative techniques, sound techniques and rhyme
- Persuasive techniques - A selection of techniques used in persuasive writing
- Structuring writing - Learning how to structure analytical writing using P.E.AL

### Literacy

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

### Enrichment opportunities

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

## Course Content

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### 1a. Gothic and suspense fiction

- Reading Focus - Students work on developing their analytical paragraph skills, building the foundations of analysing narrative, theme, character and language across a range of historic and modern texts
- Writing Focus - Students create their own suspense stories, incorporating the literary techniques and structural devices of Gothic and suspense writing
- Literacy Focus - Word families, present continuous, suffixes and future tense (using will)

### 1b. Poetry to entertain

- Reading Focus – Students continue to develop their analytic skills, focusing on a diverse range of poetry from Roald Dahl, to Michael Rosen and Edward Lear

- Writing Focus – Students create their own poetic text, incorporating the techniques of humorous narrative poetry and limericks
- Speaking and Listening Focus - Students focus on clear pronunciation and recitation of poetry with expression for meaning
- Literacy Focus - Prefixes, supporting main points with examples, subject-verb agreement and modal verbs

## **2a. Media Literacy**

- Writing Focus – In this short half term students work collaboratively on developing scripts for explainer videos, considering formal and informal tone, target audience and persuasive language
- Speaking and Listening Focus – Students develop their on-screen presentation skills and develop a methodology for giving, receiving and incorporating critical feedback, and adapting pitch and tone for different purposes.
- Literacy Focus – Unity in structuring paragraphs, comparative and superlative adjectives

## **2b. Introduction to Shakespeare**

- Reading Focus – Students learn about the life of William Shakespeare and explore the context of his writing in Elizabethan England, through A Midsummer Night’s Dream
- Speaking and Listening Focus – Students continue to develop their English fluency and confidence through the performance of key scenes from the text during Shakespeare week
- Literacy Focus – Infinitives of purpose, punctuation and dialogue, direct and indirect/reported speech

## **3a. Action and Adventure Writing**

- Reading Focus – Students explore a variety of fiction and non-fiction texts covering action, extreme sports and travel, spy and adventure novels
- Writing Focus - Students produce both fiction and non-fiction writing, incorporating literary and language techniques to control pace, narrative and reader response
- Literacy Focus - Narrative Tenses (present, simple past, past perfect and past continuous), phrasal verbs and sentence variety for effect

## **3b. Multi-media Portfolio showcase**

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

## Useful resources

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

## Assessment

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

Term 1a	Term 1b	Term 2a	Term 2a	Term 3a	Term 3a
Gothic and suspense writing	Poetry to entertain	Media Literacy	Introduction to Shakespear	Action and adventure Writing	Multi-media Portfolio Showcase
Reading focus	Writing Focus	Writing and Speaking Focus	Reading Focus	Writing and Listening Focus	Reading, Writing and Speaking Focus





# Mathematics

## Overview/ Aims and Objectives

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

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

## Key Skills

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

## Enrichment Opportunities

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

## Course Content

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- Number – Calculations with Integers, Fractions, Decimals and Percentages. Types of Number.
- Algebra – Simplifying Expressions, Sequences and Representing Relationships Visually.
- Data – Calculations with Averages, Bar Charts and Pie Charts.
- Shape – Transformations, Angles in Polygons and along Parallel Lines.

## Useful Resources

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- Myimaths and Maths Podcasts.
- Textbook: KS3 Maths Pupil Book 1.3 (Maths Frameworking).
- All students will need a scientific calculator. We recommend the Casio FX-570 VN Plus or Casio FX 500 VN plus.

## Assessment

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

\* Formal assessments for Year 7 will not require the use of a calculator:

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	15%		Homework	15%		Homework	15%	
Classwork	15%		Classwork	15%		Classwork	15%	
Formal As- sessments*	40%	October November	Formal As- sessments*	70%	March	Formal As- sessments*	70%	May
Maths Project	30%	December						



# Science

## Overview/ Aims and Objectives

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In addition to obvious subject development (see course content below) The aim throughout KS3 science is to develop students' **scientific understanding** in relation to experimentation and investigation. By the end of year 7, BVIS science aims for all year 7 to have a core understanding of the **safe working procedure** in a laboratory. Subsequently we aim for all students to appreciate the importance of forming **hypotheses** that can be tested, and being able to accurately **record results** collected during investigation. We aim to develop students' **conclusion skills**, and in doing so will develop students' **literacy in a scientific context**.

### Key Skills

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

### Enrichment Opportunities

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

## Course Content

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- B1. Cells
- B2. Structure and function of body systems
- B3. Reproduction
- C1. Particles and their behaviour
- C2. Elements, atoms and compounds
- C3. Reactions
- C4. Acids and Alkalis
- P1. Forces
- P2. Sound
- P3. Light
- P4. Space

## Useful Resources

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

## Assessment

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



# Art

## Overview/ Aims and Objectives

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

### Key Skills

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

### Enrichment Opportunities

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

## Course Content

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- Critical engagement: research and spoken/written critical analysis of artists, makers and designers.
- Mastery of skills: colour theory, painting, printing, observational drawing
- Developing independence: Responding to a theme or brief

## Useful Resources

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

## Assessment

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

# Dance

## Overview/ Aims and Objectives

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

### Key Skills

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

### Enrichment Opportunities

- Dance ECA groups
- Opportunities to perform work throughout year
- Opportunity to take part in annual school musical

## Course Content

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- 7A - Space, time and dance
- 7B - Dance that tells a Story
- 7C - Study of choreographer John Heginbotham
- 7D - Dance from other cultures
- 7E - Traditional Dance

## Useful Resources

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BBC bitesize information about different forms of dance.

## Assessment

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

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

# Drama

## Overview/ Aims and Objectives

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

## Key Skills

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

## Enrichment Opportunities

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

## Course Content

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- 7A - Explorative Strategies and Devising
- 7B - Mime and Commedia Del Arte
- 7C - Building Tension and character
- 7D - Dramatic Mediums through script analysis
- 7E - Performing a script

## Useful Resources

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The BBC Bitesize website offers detailed revision of drama explorative strategies

## Assessment

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

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





# Music

## Overview/ Aims and Objectives

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

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

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

## Key Skills

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

## Enrichment Opportunities

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

## Course Content

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

Performing	<p>Perform rhythmically simple parts that use a limited range of notes.</p> <p>Sing in tune with expres</p> <p>Sing using a limited range of notes.</p> <p>Sing in tune with expressions.</p> <p>Recognise and explore the way sounds can be combined and used expressively.</p> <p>Perform by ear.</p> <p>Maintain own instrumental part</p> <p>Sing songs by ear.</p> <p>Sing maintaining own vocal part.</p> <p>Maintain own part.</p> <p>Show awareness of how the different parts fit together to achieve overall effect.</p> <p>Identify and explore the relationship between sounds and how music reflects different intentions.</p>
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## Useful Resources

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- [www.musictheory.org](http://www.musictheory.org)
- GCSE Bitesize
- Edpuzzle

## Assessment

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- Weekly classwork leads up to a final performance and/or composition upon which an individual unit level will be based.
- Reports - A students level will be based upon everything they have done up until that point and takes into consideration all the skills they have demonstrated to their teacher.

# Geography

## Overview/ Aims and Objectives

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

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

### Key Skills

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

### Enrichment Opportunities

Rivers fieldwork, using instruments successfully to collect data, World Scholar's Cup ECA and MUN ECA

## Course Content

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- **What is Geography?** - Students are introduced to the three main components of Geography, they look at the Geography of Asia and the main world biomes
- **Map Skills** - Students learn the basic skills needed for reading a map including four and six-figure grid referencing, identifying map symbols, showing height on a map, scale and measuring distance
- **Settlement** - Students study the different types and patterns of settlement, site factors, function of settlements and compare urban land use models. Students also consider settlement hierarchies and what makes them different
- **Rivers and Floods** - Students consider what happens to water when it reaches the ground: they learn the hydrological cycle, drainage basin characteristics and follow the long profile of a case-study river. They learn to identify and annotate river landforms including waterfalls, meanders, and ox-bow lakes. They consider the impacts of flooding using the example of Bangladesh river flooding. They identify what can be done to protect rivers from flooding
- **Discovering Antarctica** - Students are introduced to our last great wilderness. They will study how and why people live in Antarctica, why this environment is important, they will also consider Antarctic food webs and how this place is protected. The great expedition of Ernest Shackleton will be followed in detail and issues with his voyage will be revealed

## Useful resources

- Websites to include *Geography All The Way*, *Geography for 2019 and Beyond*, *KS3 BBC Bitesize*, *Microsoft Teams* (please refer to this for homework tasks and resource sharing from lessons...)
- Students should also be encouraged at home to follow both Vietnamese and World News and should have a knowledge of the continents and major countries and oceans of the world.

## Assessment

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

Term 1	Weighting	Due Date	Term 2	Weighting	Due Date	Term 3	Weighting	Due Date
Poster: What is Geography?	30%	September	Map Skills Test	35%	January	Annotated River Long Profile Diagram	20%	April
Baseline Test	20%	October	Classroom Scale Drawing	20%	January/February	Rivers Fieldwork	45%	April/May
Asia Biomes Display Board Challenge	50%	November	Settlement Test	45%	March	Shackleton's Expedition Listening Test	35%	May/June

# History

## Overview/ Aims and Objectives

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

## Key Skills

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

## Enrichment Opportunities

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

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

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

## Course Content

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- Introduction into historical concepts
- The Romans
- The Vikings and Anglo-Saxons
- Medieval Europe
- The Islamic World in the Middle Ages

## Useful Resources

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

- The Roman Empire, John D Clare
- Empire and Citizens, Ben Walsh
- Medieval Realms, Nigel Kelly
- Medieval Britain, Walter Robson

## Assessment

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

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Why were the Roman Army so effective?	25%	September 2019	The Vikings End of Unit Test	30%	January 2020	Black Death Source Assessment	50%	April/May 2020
The Romans End of Unit Test	50%	October 2019	Who was the strongest contender for the throne in 1066?	30%	February 2020	Islamic Civilisation Multiple Choice Test	20%	May 2020
Why did the Vikings Raid?	25%	December 2019	Why did people go on Crusade? Source Assessment	40%	March/April 2020	End of Year Exam	30%	June 2020



# Computer Science

## Overview/ Aims and Objectives

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

### Key Skills

- Basic HTML/CSS Web Design skills
- Logical thinking, problem solving and basic programming skills
- E-Safety skills
- Explaining technical concepts in simple terms

### Enrichment Opportunities

- FOBISIA Creative Coding
- AppJamming competition

## Course Content

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### Communication & Networks

- The Internet and World Wide Web
- HTML, CSS and web pages
- How data moves across the world

### Programming and Development *using a visual programming language*

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

### Algorithms

- Pattern Recognition
- Problem Solving
- Logical Reasoning

### E-Safety

- Staying safe – good habits
- Grooming
- Digital citizenship, password safety

### Hardware & Processing

- Internal aspects of the computer



## Useful Resources

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

## Assessment

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A range of assessments are used to identify a student's progress which include both class and homework. In Year 7 we use the 'Badges' system, where students collect badges by completing tasks with increasing levels of challenge every week. Later, these map to National Curriculum levels, which your child can show you using the link on their badges page. Key assessments at the end of each unit are also used and these all contribute to end of term and end of year progress grades:

Term 1 Scratch cyber pets: The finished cyber pet

Term 2 Networks and the Internet: The file transfer presentation, and the network simulation

Term 3 Web Design: The finished website

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



# EAL

## Overview/ Aims and Objectives

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

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

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

## Key Skills

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

## Enrichment Opportunities

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

## Course Content *(unit outcomes in writing and speaking)*

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1. W - Write a paragraph describing a current trend and why it is popular  
S - Role-play a school committee discussion reaching a decision about a new building on campus
2. W- Create a business and write a description explaining the colours you will use and why  
S- Group presentation- Describe key aspects of a building they have designed
3. W- Write a paragraph in response to a question on an online discussion forum about politeness  
S- Give a short presentation on bad manners
4. W- Express and support your opinion about what makes a competition unfair  
S- Develop a board game

## Useful Resources

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

## Assessment

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

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

# Physical Education

## Overview/ Aims and Objectives

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

### Key Skills

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

### Enrichment Opportunities

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

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

## Course Content

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

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

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

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

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

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

**Swimming:** Swimming is one of the most important life skills that a child can learn. Students will learn about water safety and develop water confidence as well as technical aspects of a number of strokes.

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

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

## Useful Resources

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

## Assessment

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



# PSHE

## Overview/ Aims and Objectives

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

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

### Key Skills

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

### Enrichment Opportunities

Guest Speakers

### Course Content

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

## Useful Resources

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

## Assessment

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PSHE does not have any official summative assessment.

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



# Vietnamese Humanities

## Overview/ Aims and Objectives

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- Discover the vestiges and life of primitive people in Vietnam
- Illustrate the formation and development of the first two countries in Vietnamese history, which were Van Lang and Au Lac.
- Understand the cultural diversity of the 54 ethnic groups in Vietnam.
- Identify Vietnamese geographical location and territories as well as their impact on the development of the country.

## Key Skills

- The ability to draw Vietnamese sketch map
- The ability to determine geographic location on the sketch map
- The ability to draw the apparatus of Vietnamese government

## Enrichment Opportunities

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

## Course Content

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- Vietnam in primitive period
- Vietnam in country construction period
- Ethnic Minorities in Vietnam
- Geographic location and territories of Vietnam

## Useful Resources

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History Textbook Year 6

History Workbook Year 6

Vietnamese History in Pictures (volume 1 to 5)

Geography textbook Year 8

Atlas of Geography Year 8



## Assessment

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



# Vietnamese Literacy

## Overview/ Aims and Objectives

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Vietnamese literature for year 7 aims to reinforce and foster students' basic knowledge of literature in general and Vietnamese literature in particular, beginning with the knowledge of folklore. Year 7 students will understand the origin and structures of Vietnamese language in speaking and writing, improve reading comprehension skills, in particular with folk literature; distinguish between paragraphs and articles as well as be familiar with some types of narrative, descriptive text, or administrative documents ...

### Key Skills

- Distinguish and analyze the words - phrases and apply them properly in speaking and writing
- Develop reading, searching, and filtering skills in a text.
- Develop teamwork and personal skills.
- Improve text writing and narrative skills
- Develop translanguaging skills in discussion and presentation

### Enrichment Opportunities

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

## Course Content

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- In language: understanding structures, meanings and origins of words; distinguishing between words and phrases; correcting words' misuse; recognising and using Vietnamese vocabulary appropriately; analysing the grammatical structure of the sentence and creating a single sentence.
- In literature: exploring the genres and characteristics of folklore; distinguishing, reading and writing original narratives and imaginal narratives; reading and writing descriptive texts; creating administrative documents - writing applications; making presentation of a beautiful scene or a folk festival
- In culture : Exploring the beauty of Vietnamese people throughout Vietnamese folk stories, natural sightseeing, and traditional beauty of VietNam through stories, novels and poems.

## Useful Resources

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Textbook: Vietnamese literacy 6 (1 & 2)

Reference book in the Library

<https://www.sachhayonline.com/tua-sach/kho-tang-truyen-co-tich-viet-nam>

## Assessment

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

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Folk literature - Narrative writing	20%	October	Grammar - words and sentences	10%	January	Reading comprehension	5%	May
Descriptive text	20%	December	Composing poem	20%	April	End of year assessment	25%	June

*Be Ambitious*