

BIS Curriculum Informationn Booklet

2021 - 2022
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 Stephanie Miller - Deputy Headteacher

Curriculum Overview

Rationale

We work hard to ensure that our KS3 curriculum provides a strong springboard for both the IGCSE and International Baccalaureate programs of study. At BIS we are committed to supporting students to become reflective and responsible global citizens, which have the skills to thrive in a 21st century global context. Globally we are in a period of time where technological development is moving forward at such a pace that we are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented, in order to solve problems, we don't even know are problems yet.

In this booklet you can read all about the different subjects we offer at KS3 and further information about the content delivered within each of them.

Assessment

In order to fully prepare our KS3 student to possess the appropriate skills for the future, many of our teaching professionals have been involved in reviewing our assessment model over the past 12 months.

Our new model consists of three categories of Learning Ambitions:

- Ways of Being
- Ways of Thinking
- Ways of Doing

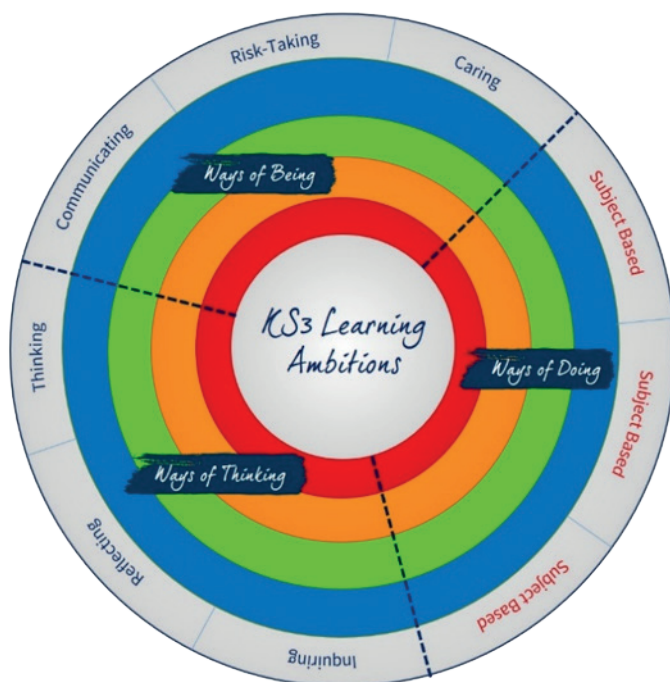
This move promotes key academic skills in our KS3 pupils, as well as developing the key characteristics that are central to our focus on effort. Furthermore, all of these skills and characteristics have been chosen because they provide a direct link to the IB Learner Profile, a course that we hope our students achieve in during their academic career with us.

Ways of Being covers the development of our students to become effective communicators, risk-takers and caring individuals.

Ways of Thinking provides opportunities for our students to become outstanding inquirers who can think at a deeper level, whilst being reflective about their learning.

Ways of Doing refers to the skills required for your son/daughter to perform academically at subject level. It will incorporate their performance in PCTs, in-class tasks, homework and any learning activities which are set by the class teacher. The level of their performance will be assessed using the 'Ways of Doing' assessment grids, which can be found on our website. Students are assessed using the four Be Ambitious level descriptors:

- Exceeding
- Expected
- Developing
- Supported



Skill Development

In addition to ensuring a top-quality education in each of our subject areas we would also like to share the breadth of the skills that we are developing in your son/daughter to become a confident 21st century learner.

<i>'Ways of' Key Stage 3 Curriculum Overview</i>			
<i>Ways Of Thinking</i>	Reflecting	Inquiring	Thinking
<i>Ways of Being</i>	Risk-taking	Communicating	Caring
<i>Ways of Doing</i>			
English, Vietnamese & Korean	Conceptual Understanding	Terminology	Structure
Mathematics	Number	Algebra	Geometry & Measures Statistics & Probability
Science	Knowledgeable	Investigative	Analytical
Geography	Knowledge	Skills	Understanding
History	Knowledge	Skills	Understanding
Art	Recording	Developing	Presenting
Computing	Creative	Computational	Technical
Drama	Performers	Literate	Perceptive
Music	Performers	Literate	Perceptive
STEAM	Versatile	Evolutionary	Collaborative
Spanish & French	Comprehension	Production	Conceptual Understanding
Physical Education	Fitness	Skill Acquisition	Understanding

Effort

“Continuous effort – not strength or intelligence – is the key to unlocking our potential.” Winston Churchill

We believe it is vital that students value effort and determination, both in their work and outside of lessons. Significant importance is placed on the assessment of effort at BIS Hanoi and each student’s report will contain information about the level of effort your son/daughter is applying to their classwork and homework across their individual subjects. A scale from 4 (outstanding) to 1 (requires improvement) will show you how much effort is applied to each of these areas. The 4 to 1 scale is used in primary and has been adopted by secondary in the interest of consistency.

In our modern world, students who apply more time, thought and energy in their work and lives outside the classroom are more likely to become resilient and determined individuals. These characteristics will make them more able to work with new and future questions raised by our ever-changing society. By assessing effort, we are creating students that will thrive as global citizens in modern life and succeed in dealing with future challenges.

Formal Assessments

In order to remain ahead of our practice in our approaches to teaching and learning and to ensure we are developing a whole range of skills, we have identified that making judgements on students based on one formal exam, is a limited approach.

Students should be able to document their academic skills and understanding in a number of settings. This is supported by the IB programme where students undertake a manner of assessment forms including: oral assessment; group and individual assessment; research-based presentations; data analysis; the creation of physical art forms; extended writing; multiple choice and written exams. Whilst we still place a high-level of importance on preparation for and achievement in external exams, we feel we need to provide a balanced number of opportunities at KS3. Therefore, students will be assessed throughout the year by their subject teachers and this will inform the 'Ways of Doing'. We will no longer report home on the outcome of one assessment, but instead provide you with a holistic overview of your child's performance from a number of assessment activities.





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Core Subjects: English

9 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	<p>Teen Heroes</p> <p>Students study a novel whilst looking at conventions of teen fiction, as well as fictional heroes and villains, and what characteristics they have.</p>	<p>Shakespeare</p> <p>Students study the classic Shakespearean comedy, A Midsummer Night's Dream</p>	<p>Short Stories</p> <p>Students study the art of writing and telling a short story, whilst looking at a number of different examples and the classic narrative structure.</p>
Year 8	<p>Conflict</p> <p>Students study a novel set in World War One. They also look at the historical context, in line with Remembrance, and explore different Literature produced in various other conflicts.</p>	<p>Shakespeare</p> <p>Students study the classic magical Shakespearean play, The Tempest.</p>	<p>International perspectives</p> <p>Students explore how different cultural perspectives are shown within literature and how we can gain a better understanding of the world through international literature.</p>
Year 9	<p>Gothic</p> <p>Students examine the literary genre of Gothic Horror. They study a gothic novel, as well as the context of the genre and what conventions are used in a piece of gothic literature.</p>	<p>Coming of Age</p> <p>Students look at how a text can explore a momentous turn in someone's life and look at the number of ways this can be told through poetry, narrative or drama.</p>	<p>Shakespeare</p> <p>Students study the classic Shakespearean tragedy of power and greed, MacBeth</p>

Resources

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

Ms Joanna Shepley Clarke (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:

Mathematical processes and applications

Number

Algebra

Geometry and Measures

Statistics

Curriculum Content

	Term 1	Term 2	Term3
Year 7	<ul style="list-style-type: none">• Four rules and Properties of Number• Properties of 2D and 3D Shapes• Expressions, Equations and Formulae• Fractions, Decimals and Percentages	<ul style="list-style-type: none">• Introduction to probability• Introduction to the Data Handling Cycle• Angles, Constructions and Tessellations• Sequences and Functions	<ul style="list-style-type: none">• Measures, Estimation and Accuracy• Perimeter and Circumference• Ratio and Proportion
Year 8	<ul style="list-style-type: none">• Graphs of Linear Equations ($y=mx+c$)• Data Handling Cycle (Discrete data only)• Decimals, Place Value and Rounding• Expanding, Factorising, Solving & Rearranging• Properties and Measures with 2D Shapes	<ul style="list-style-type: none">• Transformations• Fractions, Decimals & Percentages• Sequences Functions and Real-life Graphs	<ul style="list-style-type: none">• Angles• Constructions and 3D Shapes• Theoretical Probability• Properties of Number and Indices

	Term 1	Term 2	Term3
Year 9	<ul style="list-style-type: none"> Pythagoras (and Trigonometry) Place Value, Indices, Standard Form and Surds Expressions and Formulae Sequences, Functions & Graphs Ratio and Proportion 	<ul style="list-style-type: none"> Estimation, Bounds, Compound Measures, Area & Volume Data Handling Cycle (Discrete & Continuous) Equations, Inequalities & Linear Programming 	<ul style="list-style-type: none"> Angles, Bearings, Constructions and Transformations Percentages Probability (OPTIONAL EXTRA)

Resources

We use a variety of resources in lessons, most of which are posted on the OneNote class notebook. To help with revision and homework we use a variety of resources, such as www.myimaths.com

Students can also choose to participate in the KS3 Problem of the Week which is posted on their Maths class channel every Monday.

To extend students, top sets will participate in the Junior and Intermediate UKMT Maths Challenges and/or the University of Waterloo Gauss contest, 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 students will complete their Key Stage 3 science learning with units of biology, chemistry and physics. Following this, they will work on science projects that will develop their understanding of the application of science across the three disciplines.

Curriculum Content

	Term 1	Term 2	Term3
Year 7	7A Cells 7E Separation Techniques 7I Energy 7C Muscles + Bones	7D Ecosystems 7F Acids And Alkalis 7J Electrical Circuits 7G Particle Model	7K Forces 7B Reproduction 7H Atoms Elements + Compounds 7L Sound
Year 8	8A Food And Nutrition 8F The Periodic Table 7L Sound 8B Plants	8C Respiration 8E Combustion 7E Separation Techniques 8I Fluids	8D Unicellular Life 8G Metals And Acids 8K Energy Transfer 7J Electrical Circuits
Year 9	Reactivity Adaptations And Inheritance Unicellular Organisms Motion And Pressure	Sport Cooking Off grid living Crime Travel	Sport Cooking Off grid living Crime Travel End of Term 3: iGCSE Prep

Resources

In year 7 and 8 the students are following the Exploring Science scheme of Work based on the English National curriculum.

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:
hollie.hudson@bishanoi.com

Ms Hollie Hudson (Subject Leader - Science)

Foundation Subjects: Art & 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		Kusama Clay pots		“Wonderland” Graphic Design and Typography
Year 8	Core knowledge Review	Traditional Portraiture	Contemporary Portraiture	Insect Print-Making	Typography
Year 9	Core knowledge Review	Architecture	Mini iGCSE Project		Mini iGCSE Project

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.

Students will upload their best work for their sketchbook on a digital portfolio to record their successes.

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

Ms Eibhlin Göppert (Subject Leader - Art and Design)

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. -Web Design -Spreadsheets and Data Analysis	-Micro:bit programming -Introduction to Python	-Mobile App design
Year 8	-Data Representation -Logic -Python Next Steps	-Music Programming with Sonic Pi -Cryptography	-mBot Robotics -Final Project
Year 9	-Algorithms and Advanced Python -Networking	-E-safety and Digital Citizenship -Project	-Java Programming with Greenfoot -Databases

Resources

The main resources for students will be online, with resources posted on Microsoft Teams.

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

Mr Jonathan Crofts (Head of Industry & Innovation)

Dance

1 lesson every 2 weeks. 1 topic per term.

Curriculum Aims

All students should be enabled to participate in and gain knowledge, skills and understanding associated with the physical and artistic practice of dance. Students should be able to learn sequences of movements in a variety of styles whilst building technical and performance skills. They should have opportunities to improvise, choreograph and perform their own creative dances in response to a range of stimuli and share with an audience. Students will be expected to engage in discussions about their own and professional dance practice, reflecting and responding thoughtfully on their experiences.

Key Values of the Dance curriculum (using the Juilliard approach)

- **Success for all:** Regardless of students' career aspirations in the arts, Juilliard Creative Classroom materials are designed with the fundamental belief that all children have artistic capacities that can—and should be—developed beyond what they ever thought possible.
- **Active and exploratory learning:** Students, especially in the performing arts, learn best through exploration and hands-on application of artistic skills and concepts.
- **Igniting creativity:** It is vitally important to engage students in meaningful artistic experiences—ideally, their own experiences. Ownership of their learning helps students find their own artistic voice. Inviting students to think and work imaginatively can have lasting effects in all academic subjects.
- **Inquiry and reflection:** Fostering curiosity leads to student motivation, an impetus for hard work and achievement. Looking back on one's experiences crystalizes learning and develops valuable metacognitive skills.
- **Meaningful encounters with high-quality works of dance, drama, and music.**

Curriculum Content

	Term 1	Term 2: Dancing Shakespeare	Term 3
Year 7	Self Portrait Dances. Students will follow the Juilliard project learning how to make expressive solo dances about themselves. They will learn about dance elements and how to successfully structure and perform a piece of dance.	Dance as Dramatic expression; introducing the choreography and technique of Martha Graham.	Students will connect with their KS3 English Shakespeare text. We will look at character, language, narrative and atmosphere and use these as inspiration for a whole class dance performance. Learning key dance performance, choreographic and analytical skills along the way.
Year 8	Improvisatory Rhythm in Motion. Students will learn basic tap dance steps and the art of dance improvisation. They will use these skills to inspire individual dance responses and whole-group dance jams.	Cultures Connect; understanding the contemporary style and work of Shen Wei.	Students will connect with their KS3 English Shakespeare text. We will look at character, language, narrative and atmosphere and use these as inspiration for a whole class dance performance. Learning key dance performance, choreographic and analytical skills along the way.
Year 9	Ellis Island. A Performing Arts Interdisciplinary Project. Students will explore the professional work in Dance, Music and Drama and use it as inspiration for their own creative work.	Dancer as Citizen; combining dance and physical theatre to explore world events in work by Kurt Jooss.	Cross Curricular Shakespeare connecting with Music & Drama. We will look at character, language, narrative and atmosphere and use these as inspiration for a whole year Shakespeare performance.

Resources

Should you have any questions about the Dance curriculum, please do not hesitate to contact me:
Emily.brawn@bishanoi.com

Ms Emily Brawn (Subject Teacher - Dance)

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 – Folk tales from around the world. Intro to techniques.	Storytelling – Greek Theatre. Understanding historical conventions	Masks: opportunities to fully embody masked characters, timing and ensemble work.	Masks in depth: Developing uninhibited physical expression together with economy of gesture.	Ernie’s Incredible Illucinations (Play text)
Year 8	Traditions of a Theatrical Clown	Shakespeare: Intro to language and staging moments of his famous plays	Shakespeare: Explore the richness of poetic form with deep character exploration and humour.	Traditional Shadow puppetry: world theatre tradition	Shadow puppetry: Contemporary interpretations of a historical form
Year 9	Creating Comedy through physicality	Intro to Commedia D’ell Arte: Stock characters	Boy on the edge: An exploration of a high-quality, accessible text invites students to analyze the components of a great play	Traditional Shadow puppetry: World theatre tradition.	Shadow puppetry: Manual Cinema techniques -contemporary interpretations of a historical form.

Resources

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

Ms Catherine Bearne (Subject Teacher - Drama)

Geography

3 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 critical thinking skills. Developing and deepening 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? Introduction to Geographical Skills Geology	The role of China in the world Rivers	The Geography of Food
Year 8	Coastal Landscapes Population & Migration	Ecosystems & Biomes	Weather & Climate
Year 9	Natural Hazards Development	Climate Change	Cold Environments

Resources

We use a variety of resources designed and developed by teachers to suit the topics taught and the abilities of all of our students. They provide a thorough overview of the key knowledge, understanding and skills KS3 Geographers should develop. Each unit of work comes equipped with a Knowledge Organiser to provide an overview of key learning and to assist pupils with understanding key concepts and processes. This enables them to deepen their Geographical understanding in lessons.

Below is a list of recommended websites, which are valuable for reinforcing what your child has learnt in the home.

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

<https://timeforgeography.co.uk/>

<http://www.geographyalltheway.com>

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

Mr Shaun O'Callaghan (Subject Leader - Humanities)

History

3 lessons per two week cycle

Curriculum aims

In the History curriculum we aim to give students the knowledge and skills needed to become critical thinkers 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	The Roman Empire Medieval Europe	The Islamic World – New Ideas The Kingdom of Mali
Year 8	Tudor Monarchs in England The Aztec Empire	The Trans-Atlantic Slave Trade including development and abolition The British Empire	19th Century Britain Industrialisation and Empire Building 19th Century Korea
Year 9	Causes of the First World War In depth study of trench warfare Japanese Imperialism	Nazi dictatorship in Germany - inter-war period	The Holocaust Mao Zedong and The Role of China

Resources

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:
shaun.ocallaghan@bishanoi.com

Mr Shaun O'Callaghan (Subject Leader - Humanities)

Korean

5 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:
Georgina.dorr@bishanoi.com

Ms Georgina Dorr (Subject Leader- MFL)

Modern Foreign Languages

4 lessons per two weeks at KS3.

Students have the choice in KS3 whether they would like to learn either French or Spanish.

Curriculum Aims

Students at BIS Hanoi have the opportunity to learn either French or Spanish at KS3. The course aims:

- To develop students' productive language learning skills; writing and speaking.
- To develop students' receptive language learning skills; reading and listening.
- To introduce students to ideas and aspects of French and Spanish speaking countries, igniting a passion for the culture and improving students' cultural awareness.
- To be aware of major differences between languages and that there are different registers and concepts that exist in different languages.
- To use appropriate language in a range of different contexts, exposing students to a range of vocabulary and grammar.

Through their study of French or Spanish, students will be able to complete a variety of cross-curricular projects focusing on the culture of the country. By exposing our KS3 students to as many aspects of the target culture as possible, making links with the student's own experiences.

Curriculum Content

	Term 1a	Term 1b	Term 2a	Term 2b	Term3
Year 7	Myself <i>Project: Art and culture</i>	Hobbies	My school <i>Project: Business</i>	My Family	My town <i>Project: At the restaurant</i>
Year 8	Holidays <i>Project: History and art</i>	TV, Music and Film	Food <i>Project: Cooking local food</i>	Free time Activities	Planning a trip <i>Project: Holiday</i>
Year 9	Hobbies and Free time Activities <i>Project: Film</i>	World of work	Health <i>Project: Sports and Dance</i>	Young people's rights and the Environment	An Adventure in Paris/ Madrid <i>Project: Adventure planning</i>

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>).

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

Ms Georgina Dorr (Subject Leader- MFL)

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 2	Term 3
Year 7	<p>Harmony</p> <p>A study of vocal and instrumental harmony</p>	<p>Christmas Keyboards</p> <p>Learning how to manipulate music in computer programs and create playable keyboard arrangements of popular carols.</p>	<p>Keys, Chords & Cadences</p> <p>A practical project with guitars, ukuleles and keyboards exploring chord progressions and how popular music becomes so popular.</p>	<p>Music of the Classical Period</p> <p>A study of music from the Classical Period. Looking at what sort of music was popular and learning how to play in this style.</p>
Year 8	<p>Gamelan</p> <p>A study of Indonesian Gamelan. Students will learn the history and how to play and compose in this style.</p>	<p>Christmas Music from around the world</p> <p>A study of Handel's work the Messiah, learning how to play and perform on the piano.</p> <p>STEAM project to make a working harpsichord.</p>	<p>Music of the Baroque Period</p> <p>Learning about the interpretation and style of music in the Baroque period.</p> <p>Performance of a simple concerto grosso.</p>	<p>Song Structures</p> <p>Learning about the 12 bar blues structure. Composing and performing in this style.</p>
Year 9	<p>Music of the 21st Century</p> <p>A study of thematic material and leit motif. Later moving on to serialist and experimental music. Composing and performing in these styles.</p>		<p>New notation styles</p> <p>Composing for film</p> <p>A study of 20th Century notation styles and how this fed in to newer 'computerised music' later used in film scores.</p> <p>This is a music technology unit.</p>	<p>Performance Project</p> <p>A culmination of KS3 Music. Students will work on a collaborative performance piece in a 20th Century style.</p>

Resources

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

Ms Rachael Howarth (Subject Leader -Music)

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: Basketball, 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)

STEAM

2 lessons per two week cycle

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 our Design specialist Mr David Burke.

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 1a	Term 1b	Term 2	Term 3
All students will be following the MIT Challenge Programme			
-Makerspace Safety Project	-MIT Living In Space Project	-MIT Mission Moxie Project	-MIT Space Sustainability Project

Resources

The main resources for students will be online

Should you have any questions about the STEAM curriculum, please do not hesitate to contact me:
david.burke@bishanoi.com

Mr David Burke (Subject Teacher - STEAM)

Vietnamese

5 lessons per two week 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.

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)

Curriculum content

	Term 1	Term 2	Term3
Year 7	<ul style="list-style-type: none"> • Khám phá đặc điểm cấu trúc và ngôn ngữ thơ • Luyện tập viết nhận xét về các đặc điểm cấu trúc và ngôn ngữ trong văn bản thơ • Văn miêu tả và kể chuyện • Các bài luyện tập củng cố và đánh giá cuối mỗi chủ đề • Luyện tập viết Sáng tạo 	<ul style="list-style-type: none"> • Khám phá các đặc điểm kỹ thuật cấu trúc và ngôn ngữ Truyện ngắn và Tiểu thuyết • Khám phá cấu trúc Truyện & Tiểu thuyết của Tô Hoài, • Khám phá cấu trúc một số truyện ngắn của Oscawilde; O’Henri và • Luyện tập nhận dạng các đặc điểm kỹ thuật trên các văn bản của thể loại • Luyện tập viết nhận xét về các đặc điểm kĩ thuật của thể loại 	<ul style="list-style-type: none"> • Viết cho những mục đích khác nhau (Media) • Văn bản Nhật Dụng (Văn bản hướng dẫn; Viết thư, Viết Nhật ký • Báo chí (Viết bài đưa tin; Viết phóng sự)
Year 8	<ul style="list-style-type: none"> • Tìm hiểu Ca Dao về: Tình cảm gia đình; Người phụ nữ và Ấn dụ về Con Cò • Luyện tập nhận dạng các đặc điểm ngôn ngữ và cấu trúc của Ca dao • Khám phá văn bản thơ & Luyện tập nhận dạng các đặc điểm kỹ thuật thể loại thơ trên những văn bản được cung cấp (Đọc- tìm hiểu ý nghĩa và nhận dạng các đặc điểm kỹ thuật của thể loại) • Bài viết đánh giá cuối chủ đề 	<ul style="list-style-type: none"> • Khám phá văn bản Truyện ngắn và Tiểu thuyết của Đoàn Giỏi , Một số Truyện ngắn của Nguyễn Công Hoan, Jack London • Luyện tập nhận dạng các đặc điểm kỹ thuật của thể loại trên các văn bản được cung cấp • Luyện tập viết phân tích Nhân vật và Bối cảnh 	<ul style="list-style-type: none"> • Khám phá văn bản Phi văn học (Non- Fictions) • Khám phá các đặc điểm kỹ thuật cấu trúc và Ngôn ngữ văn bản Quảng Cáo& Du lịch • Luyện tập viết trình bày ý kiến
Year 9	<ul style="list-style-type: none"> • Khám cấu trúc và ngôn ngữ văn bản thơ của một số nhà thơ : Anh Thơ, Hữu Thỉnh và Nguyễn Duy • Nhận dạng các đặc điểm kỹ thuật trên các văn bản được cung cấp (Đọc- nhận dạng- phân tích- trình bày ý kiến) • Luyện tập phân tích, trình bày ý kiến các đặc điểm kỹ thuật ngôn ngữ và cách sắp xếp để tạo ra ý nghĩa cho văn bản • Bài viết đánh giá cuối chủ đề 	<ul style="list-style-type: none"> • Khám phá đặc điểm cấu trúc Truyện ngắn của Nam Cao, Thạch Lam (Nhân vật, Bối cảnh và điểm nhìn kể chuyện. Nhận dạng các đặc điểm các kĩ thuật trên những đoạn trích) • Khám phá đặc điểm kỹ thuật Tiểu thuyết của Ngô Tất Tố. Nhận dạng và phân tích các đặc điểm kỹ thuật đã tạo ra ý nghĩa cho văn bản. • Luyện tập viết bài phân tích : Cấu trúc bài viết và trình bày các ý tưởng • Bài viết đánh giá cuối chủ đề 	<ul style="list-style-type: none"> • Khám phá đặc điểm kỹ thuật cấu trúc và ngôn ngữ văn bản Phi văn học (Non- fictions) của một số nhà văn Nguyễn Kiên , Tản Đà , Thạch Lam và Vũ Trọng Phụng • Khám phá các văn bản Quảng cáo, Tranh biếm họa và văn bản Hình ảnh. • Luyện tập nhận dạng các đặc điểm kỹ thuật trên những văn bản được cung cấp • Luyện tập kỹ năng trình bày

Vietnamese Studies

5 lessons per two week cycle 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)

Additional Areas of Study: Extra Curricular Activities (ECA's)

The ECA program at BIS Hanoi allows our talented, versatile staff members to share some of their passions with students and inspire them to take on new challenges, build relationships with like-minded peers and discover more about themselves and their path in life.

We offer a diverse range of activities that maximize the potential of our impressive facilities: a student could swim in the morning, march to Brass Club at lunchtime then join the Community Gardeners after school. However, it's not just the facilities that make these ECAs special, it's the time, dedication, and experience of the staff who lead them. Even in virtual school, we are offering the chance for students to gain the Duke of Edinburgh Award, the Crest Award, to take part in prestigious Model United Nations (MUN) conferences, join the Secondary Production Cast of Chicago, or to learn sign language. This is to name a small selection of what's on offer in our Virtual ECA Program for Term 1.

There are no better advocates for the ECA program than the students themselves, so let's hear about the impact they felt ECAs had on them:

Nhat Ha Pham has participated in many ECA's in the past, including Creative Writing Club, the Secondary Production and Drama Club.

"One of my highlights was when I attended the Creative Writing ECA. It benefited me in many ways as a learner, such as helping me to develop new skills and teaching me to be more open-minded, and to be brave enough to share my ideas with others. It also helped me with my planning and time management skills. I found that it was a relaxing activity that I could look forward to at the end of the day."

Rie Morisako has taken part in the Secondary Production, Eco-Schools, Global Goals ECA and Football Club.

"ECAs encouraged me to make a lot of friends who have similar hobbies, helped me practice my communication as they're mostly in smaller groups and to improve my skills or develop new ones as it is such a supportive community. I remember in the football club, I always wanted to do a particular skill, but I wasn't brave enough to do it. Other students and teachers were very supportive, and they encouraged me to try. They were also very patient with me and even if I failed the first try, I succeeded on the second try thanks to them!"

"Right now, I am really excited about the secondary production. It is so fun to work with so many people for about 3 months to create a musical. After we are done, we are like one big family!"

Wellbeing

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 aim of the Wellbeing curriculum is to provide students with the skills they need to successfully navigate challenges they face both now and in their future. 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 develop key skills they will require in an ever-changing world.

The key themes within the course are:

- Health and Self Development
- Relationships
- Living in the Wider World

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

Mr James Trett (Assistant Headteacher- Pastoral)

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