



BRITISH VIETNAMESE INTERNATIONAL SCHOOL
HANOI
A NORD ANGLIA EDUCATION SCHOOL

CURRICULUM BOOKLET

YEAR 8





Contents

Introduction	4
Art	6
Computer Science	7
Drama	9
EAL	10
English	12
Geography	14
History	16
Mathematics	18
Music	20
Physical Education	22
Physical Social Health and Economic Education	24
Science	26
Vietnamese Humanities	28
Vietnamese	30

Introduction

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

National Curriculum Levels Explained

Levels of achievement

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

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

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

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

Approaches to Learning

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

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



Lisa S-Brown

Head of Secondary



ART

Aims and Objectives

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

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

Enrichment Opportunities

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

Course Content

- Critical engagement: research and spoken/written critical analysis of artists, makers and designers.
- Mastery of skills: painting, digital art/animation, perspective drawing
- Developing independence: Responding to a theme or brief

Useful Resources

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

Enlight app, Animation desk app, Ibis paint app

Assessment

Each year students will complete three projects. Colour and paint, print and draw and 3D. In each of these projects students are assessed on their skills in the in the four key skills: Ideas, making, evaluating and knowledge. Each project will entail processes, practical techniques and contextual research. Students are encouraged to regularly reflect on their learning with an emphasis on their attitude and effort. Students receive formative feedback as they work through each project and a summative assessment takes place at the end of each topic to give an overall holistic grade taking into account all four key skills. This ensures progress and that we can set relevant individual targets.

COMPUTER SCIENCE

Aims and Objectives

In year 8 students will learn how to represent algorithms in a text-based programming language whilst continuing to develop their own problem-solving skills. They will learn how computers can represent and store information as binary numbers, and conduct research into current technological developments in AI. As well as this they will become confident in accessing the internet safely and responsibly and gain an understanding of the importance of app design.

Key Skills

- Logical thinking, problem solving and basic programming skills (using Python)
- E-Safety skills
- Explaining technical concepts in simple terms
- Critical analysis and critical thinking skills

Enrichment Opportunities

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

Course Content

My Digital World

- Computer Science history
- Key dates and times
- Important people in CS

Programming and Development *using a visual programming language*

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

Algorithms

- Pattern Recognition
- Problem Solving
- Logical Reasoning

Data & Data Representation

- Binary and Hexadecimal data
- Storing Images as Data
- Hardware storage devices

Useful Resources

- <http://code.org/> - This resource is useful for learning the basics in programming
- <https://www.python.org/> - this is a high-level programming language used to teach programming
- <http://flippybitandtheattackofthehexadecimalsfrombase16.com> – a fun game that helps students practice and learn binary and hexadecimal numbers

Assessment

A range of assessments are used to identify a student's progress which include both class and homework. Key assessments at the end of each unit are also used and these all contribute to end of term and end of year progress grades:

Term 1 Computer Science History

Term 2 Binary Bits and BOBS

Term 3 Python Challenges and SWIFT

Term 3 End of year assessment: a project

DRAMA

Aims and Objectives

Students in Year 8 will build on the core skills they developed in year 7, by exploring a variety of **theatrical styles** such as physical theatre. They will undertake a basic overview of **theatre history**, and understand how this can impact on the work they are creating now. **Reflection and evaluation** of the work they have created will be further developed, enabling students to improve their practical output. Students will also be encouraged to share **leadership and responsibilities** to develop collaborative goals when preparing or devising drama/theatre work.

Key Skills

- Ability to perform in a variety of theatrical styles
- Stage presence and confidence
- Understanding of physical theatre and exploration of movement based storytelling
- Technical design skills
- Directing theatrical work
- Interpreting a script for performance
- Developing a character
- Devising from stimuli

Enrichment Opportunities

- Performances throughout the year to present class work
- ECA drama performance projects
- Assembly performances
- Annual Musical Production
- Juilliard and Global Campus projects
- Drama Live Lunch sessions

Course Content

- Mime and Silent Movies
- Traditions of the Theatrical Clown
- Script work: Moving from page to stage.
- Devising

Useful Resources

The BBC Bitesize website offers detailed revision of drama explorative strategies.

BVIS have an online subscription to Digitaltheatre+ which allows your child to access professional work.

Assessment

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

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

Aims and Objectives

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

Units of work are designed to develop students critical thinking skills and provide them with the academic knowledge needed to improve writing, reading, speaking and listening. More specifically, the curriculum aims to encourage students to:

- Increase range in academic vocabulary needed for future studies.
- Improve reading skills and the speed of processing information.
- Structure writing more appropriately at paragraph level and slowly transcend 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 while building on reading, writing, listening and speaking skills

Enrichment Opportunities

- Bilingualism week in October
- Enrichment day opportunities
- Online challenge resources available through readtheory and quizlet.

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

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

1. W - Describe a "How to" paragraph that details the steps involved in making a good impression
S - Describe in detail an accurate first impression
2. W - Write a descriptive paragraph about your favourite dish using adjectives
S - Conduct a class survey and discuss food preferences.
3. W - Write two paragraphs: One paragraph summarising a reading text and one paragraph- long personal response to the text.
S - Participate in a group discussion emphasizing the advantages and disadvantages of change.
4. W - Write a four paragraph opinion essay about advertising
S - State and support your opinions concerning the influence of advertising on our behaviour
5. W - Write a narrative essay on psychology
S - Hold a discussion on risk taking
6. W - Write an analysis essay in relation to philosophy with reasons and examples
S - Present ideas on how we can help one another
7. W - Write a cause/effect essay on economics

S - Present ideas on how money can go a long way

8. W - Write an argumentative essay on behaviour studies

S - Participate in a group discussion on the topic 'success'

Useful Resources

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

Assessment

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

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

ENGLISH

Aims and Objectives

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

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
- **Structuring writing** - Learning how to structure analytical writing
- **Writing techniques** - Writing for specific audiences and purposes, developing writing towards a specific genre
- **Narrative Structure** - How to organise a narrative to be effective

Literacy

- Narrative Tenses (Past Present and Past Continuous)
- Auxiliary Verbs
- Reported Speech
- Conditional
- Past simple tense
- Passive Voice
- Compound and complex sentences
- Verb Subject Agreement

Enrichment opportunities

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

Course Content

1a. Novel

Students will read 'A Monster Calls', a fantasy novel for teenagers written by Patrick Ness. Students will develop the analytical skills they developed in year 7 with close word analysis, ending the term with an assessment that will assess their understanding of an extract from the text at both a comprehension and deeper level.

1b. Gothic Writing

Students will study extracts from Gothic, Victorian fiction, gaining a greater understanding of the context and structure of writing towards a specific genre. Students will conclude the term with an assessment where they use the techniques learnt in their own writing.

2a. Baseline Non-Fiction Writing

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

2b. Shakespeare

Students, having learnt about Shakespeare in year 7, will study the full text of 'Macbeth'. They will look at characterisation, themes and the genre of a tragedy. Students will be assessed on their understanding and ability to analyse the language of the 16th century.

3. Character and Voice Poetry

Students will study various poems from different British poets. They will look at some iGCSE poetry from Carol Ann Duffy to more playful language from John Agard. Students will have an assessment based on their understanding of the language, structure and form of a poem they have studied.

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 with adjectives and prepositions, sentence fragments, writing an argumentative essay

Useful resources

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

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 1a	Term 1b	Term 2a	Term 2b	Term 3
Novel ('A Monster Calls')	Gothic Fiction	Non-fiction	Shakespeare 'Macbeth'	Character and Voice Poetry
Reading focus	Writing Focus	Writing Focus	Reading Focus	Reading Focus

GEOGRAPHY

Aims and Objectives

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

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

Key Skills

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

Enrichment Opportunities

Regular following of both Vietnamese and World News is a must. There are geography-related events happening throughout the year, which students are encouraged to take part in. Students should read widely and study the topics covered after every lesson.

Course Content

- **Extreme weather** - Students will learn about and research types of weather that are unusual and that occur in different parts of the world. They will present them as a scholarly presentations to their peers.
- **Development** - Students will consider the reasons for uneven and unequal development around the world and will consider the range of ways to improve development.
- **Tropical Rainforests** – Students will consider their distribution, the different layers and explore adaptations of species/plants. They will learn about indigenous people and how their lifestyle is threatened. They will explore deforestation and will discuss how the rainforest can be more sustainably managed.
- **Geography of Asia** – Students will look at the influence of the monsoon in India, the role of flooding in places like Bangladesh, the extremes of the Himalayas, population changes and diversity and economic growth across the continent.
- **Global Campus** – Students will be involved in a virtual learning environment called Global Campus where they will learn with fellow Nord Anglia students around the world. They will learn from invited experts, take part in various challenges and competitions, and collaborate with peers on geographical topics.

Useful resources

Websites to include Geography All The Way, Geography for 2021 and Beyond, KS3 BBC Bitesize, Microsoft Teams (please refer to this for homework tasks and resources shared from lessons)

Students should also be encouraged at home to follow both Vietnamese and World News and should have a knowledge of the continents and major countries and oceans of the world.

Assessment

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

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Extreme Weather	30%	September	Development	30%	February	Tropical Rainforests	30%	April
End of Term Test	80%	November	End of Term Test	70%	March	End of Year Test	70%	May

HISTORY

Aims and Objectives

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

Key Skills

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

Enrichment Opportunities

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

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

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

Course Content

- The Italian Renaissance
- The Reformation in Europe (The Tudors)
- The Mughal Empire
- The Causes of the English Civil War
- 17th Century Witch Trials
- The British and French Empires
- Transatlantic Slave Trade
- The French Revolution

Useful Resources

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

- The Renaissance, Rose Barling
- The Italian Renaissance, Peter Mantin
- Empire and Citizens, Ben Walsh
- Crown and Country, Martyn Whittock
- Heinmann: The French Revolution, Peter Mantin

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. We will consider the whole term in reflection of each student's level and effort and not solely one test or one piece of writing.

Term 1		Term 2		Term 3	
Name	Date	Name	Date	Name	Date
The Renaissance end of unit test	October 2021	Who was to blame for the ECW essay	January 2022	Transatlantic Slave Trade end of unit test	April 2022
Did Mary deserve to be called Bloody essay	November 2021	Witch Trials end of unit test	March 2022	The French Revolution end of unit test	April/May 2022
The Mughals end of unit test	December 2021	British and French Empires end of unit test	April 2022	End of Year Exam	June 2022

MATHEMATICS

Aims and Objectives

Mathematics is all around us. It is the building blocks for everything in our daily lives, including mobile devices, architecture, art, money, engineering, and even sports. In Year 8 students build on the skills and understanding from Year 7 and learn to:

- Become more confident expressing an opinion using the correct English vocabulary.
- Structure worked solutions with problems which have multiple steps.
- Use a calculator effectively.
- Form mathematical statements using algebraic notation correctly.
- Develop reasoning skills.
- Apply mathematical strategies to real life situations.
- Appreciate how Mathematics can be seen as a logical subject.

Key Skills

- Communicating logical thinking verbally and through written methods.
- Explaining and justifying results, providing more detailed solutions.
- Spotting patterns and forming conjectures using algebraic statements.
- Representing problems and connecting information in algebraic, geometric or graphical form.
- Interpreting data to develop convincing conclusions.

Enrichment Opportunities

- FOBISIA Mathematics Challenge in March – 8 students will be selected to participate 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

- Number – Factors and multiples, Percentages, Fractions, Venn Diagrams, Powers.
- Algebra – Rearranging Algebra, Solving Equations, Graphs and Equations.
- Data – Pie Charts, Scatter graphs,
- Probability – Probability scales, Probabilities add to 1, Sample space, Relative Frequency.
- Shape – Transformations, Angles in Polygons, Loci and Constructions, Area, Volume and Surface area.

Useful Resources

- Myimaths and Maths Podcasts.
- Textbook: KS3 Maths Pupil Book 2.3 (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.

*Formal assessments for Year 8 will require the use of a scientific calculator.

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	15%		Homework	15%		Homework	15%	
Classwork	15%		Classwork	15%		Classwork	15%	
Formal Assessments*	70%	October December	Formal Assessments*	40%	March	Formal Assessments*	70%	May
			Maths Project	30%	January			

MUSIC

Aims and Objectives

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

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

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

Key Skills

- Perform, listen to, review and evaluate music from a range of historical periods, genres, styles and traditions, including the works of famous composers and musicians.
- Learn to sing, and to use their voices to create and compose music on their own and with others.
- Use, apply and develop instrumental skills.
- Understand and explore how music is created, produced and communicated

Enrichment Opportunities

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

Course Content

Listening & Appraising	Recognise how the different musical elements are combined and used expressively. Make improvements to work commenting on the intended effect. Suggest improvements to own and others work saying how intentions have been achieved. Describe, compare and evaluate different kinds of music using musical vocabulary.
Notation	Perform from simple notation. Identify and use simple staff notation.
Composing	Compose by developing musical ideas within musical structures. Improvise melodic and rhythmic phrases as part of a group performance. Compose by developing musical ideas within musical structures. Improvise melodic and rhythmic phrases as part of a group performance.

Performing	<p>Sing in tune with expressions.</p> <p>Maintain own part.</p> <p>Perform significant parts from memory,</p> <p>Identify and explore the relationship between sounds and how music reflects different intentions.</p> <p>Perform a solo part.</p> <p>Show awareness of how the different parts fit together to achieve overall effect.</p> <p>Identify and explore the relationship between sounds and how music reflects different intentions.</p>
------------	--

Useful Resources

- www.musictheory.org
- GCSE Bitesize
- Edpuzzle

Assessment

Weekly classwork leads up to a final performance and/or composition upon which an individual unit level will be based.

Reports - A students level will be based upon everything they have done up until that point and takes into consideration all the skills they have demonstrated to their teacher.

PHYSICAL EDUCATION

Aims and Objectives

To inspire students with the knowledge, skills and opportunity to be a physically active, physically educated and therefore physically able, not just for the now, but for a lifetime, beyond their school education. To experience the highs and lows of competition, to be good teammates, humble winners and gracious in defeat, to play fairly and play hard, embrace their struggles and support others

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

Key Skills

DOING

- Isolated sport skills: to develop the underlying skills needed in a variety of sports. For example: dribbling in basketball or setting in volleyball

THINKING

- Tactics and knowledge of sport: to broaden their knowledge in a range of sports and learn and be able to apply the tactics to game situations.

BEING

- Teamwork & collaboration: to learn to work well with other in a variety of sporting situations.
- Communication: to develop effective communication in both Vietnamese and English.
- Sportsmanship: to learn and demonstrate the values of being fair and generous in a sporting context.

The overall aim of Physical education in KS3 is to expose students to many different sporting opportunities to encourage positive physical and mental well-being through resilience and perseverance in physical activity

Enrichment Opportunities

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

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

Course Content

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

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

Swimming: Development of basic swimming technique in freestyle, breaststroke and backstroke. Personal survival skills such as treading water, safe entry and exit and basic rescue techniques

Trampolining: Students will learn how to bounce safely and with control. Basic body landing such as seat, front and back landings, rotations and routine development

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

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

Swimming: Swimming is one of the most important life skills that a child can learn. Students will learn about water safety and develop water confidence as well as technical aspects of a number of strokes. Personal survival skills such as treading water, safe entry and exit and basic rescue techniques

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

Rock Climbing: Students will learn how to use a harness safely and climb safely

Useful Resources

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

Assessment

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

Students are assessed on the 3 strands above

1. **Thinking** – A student ability to think critically in PE lessons through observation and analyses of their own and peer's ability.
2. **Being** – A student's ability to be a good team worker, consider others, persevere and work diligently as well as work well with and against others
3. **Doing** – A student's ability to perform the learned skills in both isolation and in game situations.

PHYSICAL SOCIAL HEALTH AND ECONOMIC EDUCATION

Aims and Objectives

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges that they will face throughout school and beyond. At BVIS the programme is split into four main strands. Staying Happy and Healthy, Digital Citizenship, Living in the Wider World and Relationships.

Key Skills

- Increase self-esteem and confidence
- Develop the ability to make responsible decisions
- Know where to access help and advice
- Stand up for your rights and know your responsibility to yourself and others
- Build resilience
- Create positive relationships
- Understand Healthy lifestyles for a healthy body and mind
- Develop Global understanding and Citizenship
- Positive use of technology
- Identifying and developing strengths

Course Content

Staying Happy and Healthy

- Safeguarding
- Physical activity and nutrition
- Mental Health
- Substances

Digital Citizenship

- Positive use of Technology
- Staying safe online
- Creating an online profile
- Digital Footprint

Living in the Wider World

- Career
- Life skills
- Global Citizenship

Relationships

- Sexual Relationship Education (SRE)
- Friendships
- Body image and self esteem
- Rights and Responsibilities

Useful Resources

- PSHE Association
- TES
- LifeSkills

Assessment

PSHE does not have any official summative assessment.

The students' progress is assessed through summative and formative assessment from their class work and other completed projects and assignments such as posters, group presentations and quizzes.

SCIENCE

Aims and Objectives

In addition to obvious subject development (see course content below) The aim throughout KS3 science is to develop students' **scientific understanding** in relation to experimentation and investigation. By building on the skills developed in year 7 BVIS science department aims for all year 8 to begin understanding the **investigation process as a cycle**. Students will form their own individual hypotheses that can be tested. We aim to develop students' **understanding of variables** and develop their **graphical construction and interpretation**. Students' **conclusion skills** will develop further through their scientific understanding and they will develop the skills of **scientific evaluation** to critically reflect on their experimentation. By the end of year 8 we want students to be confident in appreciating that subsequent hypotheses could be developed and tested, and hence the cyclic nature of scientific advancement.

Key Skills

- Forming of unique hypothesis based on scientific ideas or principles.
- Ability to produce a step by step method to be followed by others.
- Ability to construct results table to collect data
- Graphical skills; drawing and in-depth interpretation
- Skills of forming conclusions using the 'D-E-E-K' method
- Skills of evaluation to improve

Enrichment Opportunities

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

Course Content

B1. Health and Lifestyle

B2. Ecosystem Processes

B3. Adaptations and Inheritance

C1. The Periodic Table

C2. Separation Techniques

C3. Metals and Acids

C4. The Earth

P1. Electricity and Magnetism

P2. Energy

P3. Motion and Pressure

Useful Resources

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

Assessment

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

VIETNAMESE HUMANITIES

Aims and Objectives

- Describe the governing policies of the Northern feudal invaders imposed on Vietnam from 179 BC to the 10th century as well as the impact of those policies
- Narrate revolts against the northern invaders from the 1st to the 10th century, such as the revolts of Hai Ba Trung, Ba Trieu, Ly Bi, Ngo Quyen, etc.
- Learn about two ancient countries – Champa and Funan
- Learn about the unique culture of the nation
- Learn about the diversity of Vietnam's marine resources
- Analyse the formation and tectonic history of the Vietnamese territory and mineral resources.

Key Skills

- The ability to use narrative schema for historical events
- The ability to observe and analyse geographic maps
- Teamwork
- The ability to recreate historical events through theatre

Enrichment Opportunities

- Vietnamese National Day Assembly
- Tet Assembly
- Mid-Autumn Festival Assembly
- School events which include folk games
- Folk Games Club (in ECA programme).

Course Content

- Vietnamese history and revolts under the Northern domination (179 BC - 10th century)
- Vietnamese culture
- The formation of Vietnamese territory and mineral resources
- Vietnamese sea area

Useful Resources

- Year 6 History Textbook
- Year 6 History Workbook
- Vietnamese History in Pictures (set of thick) - Volume 2: Revolts against the Northern invaders)
- Year 8 Geography textbook
- Year 8 Atlas of Geography

Assessment

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Homework	30%		Homework	25%		Homework	25%	
End of Term 1 Exam	70%	December	End of Term 2 Exam	75%	March	End of Term 3 Exam	75%	June

VIETNAMESE

Aims and Objectives

Based on skills developed in Year 7, the BVIS Vietnamese Department aims for all Year 8 students to continue to improve their understanding about different types of folk literature and know the techniques for expressive and argumentative writing. During this school year, students will improve their Sino-Vietnamese vocabulary and practice in order to enhance their ability to use words accurately. Students learn about the traditional beauty of Vietnamese culture and people in the Middle Ages. Finally, students learn about script writing, and apply interdisciplinary knowledge from drama to make their own plays.

Key Skills

- Mind maps
- Writing for purpose/audience
- Development of skills relating to reading, giving the feedback and evidence, and analysing the content or technique used in documents
- Collaborative Learning
- Development of translanguaging skills in discussion and presentation

Enrichment Opportunities

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

Course Content

- **In language:** understanding synonyms, antonyms, and homonyms; literary rhetoric and enumeration; sentence transformations; types of punctuation; diverse types of single sentences
- **In literature:** explaining the meaning of folk songs, understanding deeply the content of different literary works; analysing or drafting passages/expressive essays; memorising and analysing the characteristics of the five-prose poetry and Tang poetry; drafting, writing, and analysing a commentary paragraph, identifying and composing a vocal script
- **In culture:** learning about family and country love in folk songs, understanding natural beauty of every season and traditional customs in each region through writing; feeling the patriotism in medieval and Ho Chi Minh's poetry

Useful Resources

- Textbook: Vietnamese literacy 7 (1 & 2)
- Reference book in the library

Assessment

A range of assessments are used to identify a student's progress which include both classwork and homework. Key assessments or essay tests at the end of each the topic, year-end exams are also used to assess students' ability. Specifically, the contribution of each topic in each semester is shown in the table below:

Term 1			Term 2			Term 3		
Name	Weighting	Date	Name	Weighting	Date	Name	Weighting	Date
Folk songs - Expression writing	30%	October	Grammar and vocabulary	30%	January	Drama literacy	5%	May
Medieval poem	30%	December	Feeling and analyzing Ho Chi Minh's poetries argumentative writings	30%	April	End of year assessment	70%	June
End of Term 1 Assessment	40%		End of Term 2 Assessment	40%				