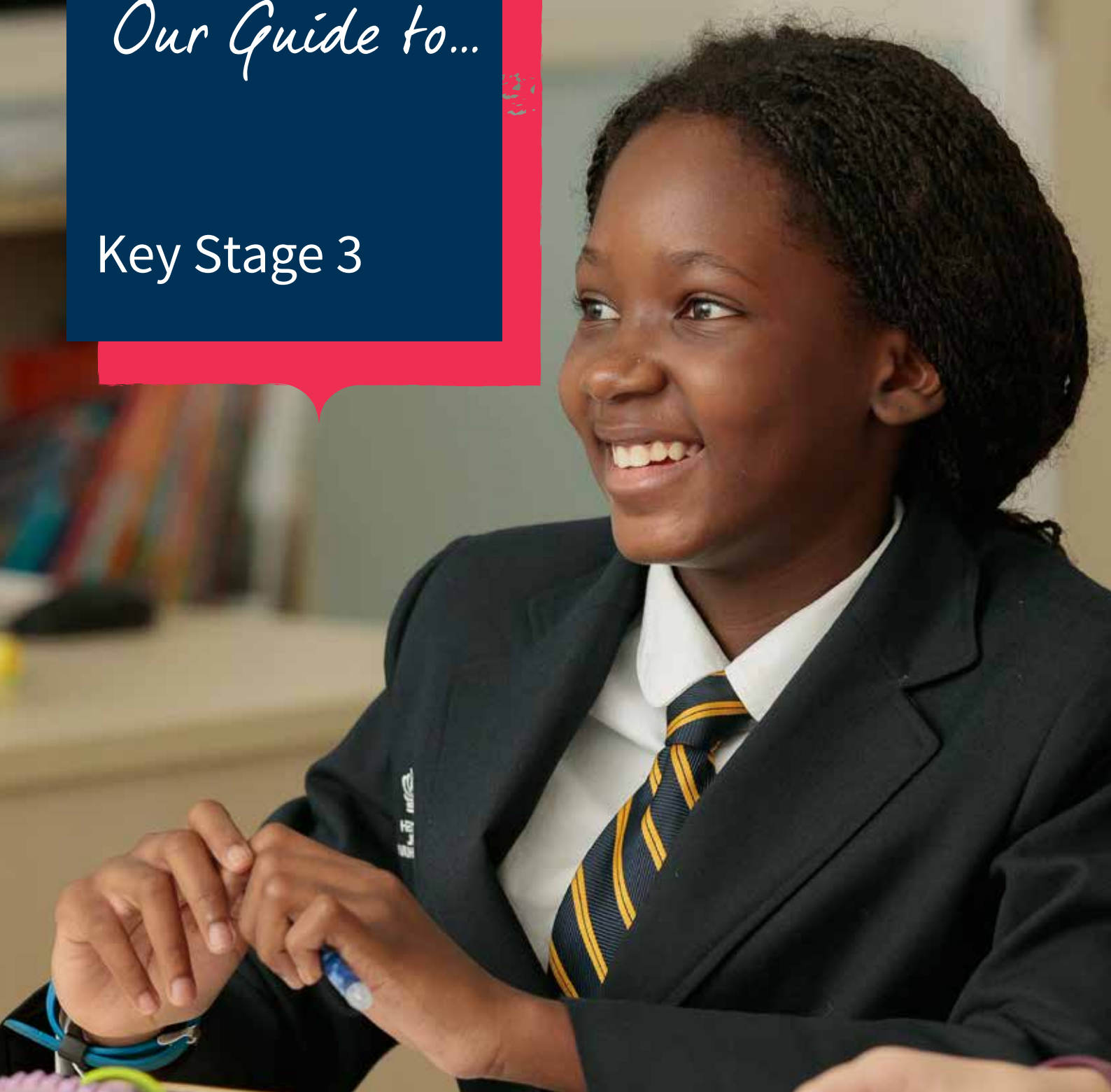


Our Guide to...

Key Stage 3



THE BRITISH SCHOOL
OF BEIJING, SHUNYI

A NORD ANGLIA EDUCATION SCHOOL

Welcome to Secondary

Content

Overview & Philosophy	4
Welcome to the Secondary School at BSB	7
Supporting Learning	8
Preparing students for the world stage	10
Helping your child invent the future	11
Learning for Life and the Wider Curriculum	12
Key Stage 3 Timeline	13
Assessment	14
How Lessons are Structured within a Week	17
English	18
English as an Additional Language	26
Mathematics	34
Science	42
Art and Design	50
Computing	58
Geography	70
History	76
Mandarin as a First Language	82
Mandarin as a second Language	86
French	97
German 1st Language	102
Spanish	115
Music	120
Physical Education	128
Design and Technology	140
Drama	146



Overview & Philosophy

'Be Ambitious'

The BSB mission is:

To be an outstanding school which values, develops and celebrates the talents of all students and by so doing students graduate as self-reliant, confident and ambitious individuals, fully prepared for their next steps in life.

In Key Stage 3, students will study a wide range of subjects. We want them to get to grips with the variety of subjects on offer; to see what they are like when studied as separate courses, taught by specialist teachers who are real enthusiasts for their own subjects.

In the language programme, students will have time to study two languages, and will need to choose the two they want to study. For the first language, students can choose between Mandarin or 1st Language German (Native Speakers). For the second language students can choose between French and Spanish.

We teach some of our subjects in sets, where students will be in a class with other people who are about the same ability level as others in that subject. This is how we organise Mathematics, English, Science and Foreign Languages.

We teach the remainder in mixed ability groups, so that students study other subjects such as History, Geography and Art in their form group. In mixed groups, the work is differentiated so students will be challenged at their own level, allowing them to reach their full potential.

We find that the balance of setting and mixed ability works well for most students, as it gives them the right opportunities to progress as fast as possible and allows them to mix with more people than if they were just with their form group the whole time. We will keep an eye on whether or not they are in the right set and we can move them if necessary.

All the subjects students will study are described in this course guide but, as always, ask us if you would like to know more about any of them.



Key Stage 3 Curriculum Document

Welcome to the Secondary School at BSB

This guide describes the educational journey your child will enjoy throughout Years 7, 8 and 9, which is referred to as Key Stage 3 in the UK. These are formative years leading to the two year (I)GCSE programme in Years 10 and 11, followed by the IB Diploma or IBO Courses, in Years 12 and 13.

Whether your child has arrived from BSB's Primary School or further afield, you are assured of a warm welcome, first class teaching and most importantly, a nurturing and supportive learning environment, where the student is at the very heart of all our activities. For those who are totally new to the British educational system, please do not hesitate to contact us for a meeting to explain things personally. Additionally throughout the year there will be many opportunities such as our regular Parents' evenings, or at individual meetings with staff, tutors or members of the leadership team for you to find out more.

The Secondary School curriculum from Year 7 to Year 11 is based on the National Curriculum of England, with an additional International component to celebrate our cultural diversity, provide international-mindedness as well as inter-cultural understanding. This culminates in the IB Diploma in Years 12 & 13. As an IB World School, we place great importance on the attributes of the "Learner Profile" which permeate our studies and life on campus. Finally, our language policy enriches our Global Citizenship further still, promoting language learning in German, Spanish, Korean and French.

At Key Stage 3, our students study the core subjects of English, Science and Mathematics, in addition to: Art, Computing, Drama, Geography, History, two modern languages, Music, Physical Education, PSHE and "Learning for Life"; the latter helping them become independent, creative, inquiring life-long

learners. Finally, while our main goal is to prepare for examination success, our balanced curriculum also provides all the soft skills necessary for life beyond school, and students have the opportunity to participate in a range of sporting and extracurricular activities at home and abroad. This includes experiential education in "Residential Week", with activities as diverse as team building and rock climbing, as well as service-learning projects to cultural visits in Europe and further afield.

Please note that, the curriculum is constantly under review and subject to change as we continuously raise the bar and expectations of our students.

Rob Khan
Head of Secondary

Supporting learning

Meeting Individual Learning Needs Across The Curriculum

Your child's progress is carefully monitored throughout their time in the secondary school. Attainment data from the primary school, or from your child's previous school, together with teacher assessments and data from external testing are used to set targets for your child. We are part of a project with the CEM centre (Centre for Evaluation and Monitoring) which is part of Durham University in the UK. Students take a number of computerized tests which gives us a snapshot of a child's ability to cope within an English curriculum. More than a million students worldwide are involved in these projects and in time this will enable us to compare the progress of BSB students with students of similar ability elsewhere. We are confident that BBS students will compare well.

These tests, as well as teachers' observations help us identify students who may be academically 'gifted'. This term usually refers to the top 2% of the ability range. Some students may also demonstrate a particular talent e.g. in sport, music, art.

At times students are identified as needing additional support in in school so that they can progress as expected. BSB has an exceptionally strong team of support staff. Individual needs may be:

- **Additional Needs**
Some students may face additional challenges to their learning; they may have transferred from a different curriculum system, their prior schooling may have been affected by international travel. Some students may fall behind in their learning.
- **English as an Additional Language**
Some students require support to improve their English when they first enter BSB and we aim to accelerate this process so that they can fully access the curriculum. These learners get specialized help from the EAL department.
- **Special Educational Needs**
Some students may have significantly greater difficulty in accessing learning. Their learning difficulties may be addressed by short-term support or by intervention that focuses on directly addressing the difficulty

and providing strategies to progress in spite of it.

Curriculum support for students

BSB endeavours to provide a safe, caring, stable and supportive environment which values every member of the school community. Within the environment the school aims to develop students' self-esteem, self-respect and sense of responsibility towards themselves and others.

The co-ordination of the work of the tutor is part of the role of the Heads of Year and the Assistant Head Pastoral. They are responsible for monitoring and reporting on students' academic progress, personal development and standards of behaviour.

The form tutor plays a fundamental role in guiding each individual within his or her tutor group and is the first point of contact for teachers, parents and students. Form tutors instill the values and expectations of the school and contribute to the student's social and academic development through daily morning registration, assembly time, individual discussion and PSHE.



How you can support your child

The best way to encourage and support your child is to ensure that they have all their equipment and books with them every day – including their planner, stationery and all books needed for the day. Check their planner regularly to ensure that they are completing homework and sign the planner weekly to show that you are doing this.

Provide your child with somewhere quiet to complete their homework. Encourage your child to take up After School Activities (ASAs) and contact your child's tutor if you have any concerns about

your child's attitude to school or progress. It is also very important that your child attends BSB every day and is punctual for school as many studies show a positive correlation between high attendance and high academic achievement.

We understand that many international families travel to see family in their home countries during the holidays, but we kindly ask you to respect the dates of terms.

Preparing students for the *world stage*

The Juilliard-Nord Anglia Performing Arts Collaboration

Music can play a transformational role in children's education. The Juilliard-Nord Anglia Performing Arts Programme has been designed to give students a deep engagement with performing arts - promoting cultural literacy, creativity, critical thinking and collaboration.

Our embedded arts curriculum begins with music. Your child will be drawn into a Juilliard-curated repertoire comprising twelve core categories that encompass a wide range of genres, styles and cultures. Each of the 12 categories is exemplified by an iconic work supplemented with carefully curated extension works, enabling your child to explore different elements of music and its role in our society.

Engaging activities developed by Juilliard will help your child understand the language of music and develop creative skills such as improvisation and composition. Our outstanding teachers will use

the Juilliard Creative Classroom to access these and a host of other teaching materials, recordings and videos for their lessons.

Your child will be connected to Juilliard's worldwide network of performers, teaching artists and curriculum specialists, regularly interacting with them through workshops, masterclasses and performances in our school. We have seen how working with teachers and artists of this caliber inspires young minds to achieve their dreams, and so we are very proud of our collaboration and the extra dimension it brings to our students.

The keyboard acts as an entry point for music theory learning in our school. There is no better way for students to understand musical concepts than from first-hand experience. From the age of five, every student will actively use the keyboard to explore the fundamentals of music and notation.



Helping your child *invent the future*

Massachusetts Institute of Technology (MIT) STEAM Collaboration

Science, technology, engineering, arts and mathematics (STEAM) play an invaluable part in helping your child to develop academic, social and personal success.

Through practical, hands-on problem solving, your child will develop transferrable skills such as creativity, curiosity, resilience,

resourcefulness, collaboration and confidence to help pave the way to a wide open future.

We have collaborated with the Massachusetts Institute of Technology (MIT) to bring a new approach to learning the interdisciplinary subjects of STEAM. Through in-school challenges, an

annual visit to MIT, and specialised training for our STEAM teachers, we put your child at the vanguard of developing skills for the 21st century.

Learning for Life and the Wider Curriculum

What is Learning for Life?

BSB students are growing up in the most rapidly changing period in human history. This creates complex challenges and new opportunities.

The Learning for Life Programme

The BSB approach to learning develops communication, independence, collaboration, thinking and research skills; builds habits of effective learning; promotes self-management and responsibility, preparing students for study at BSB now and in the future; helps students to consider important issues from personal, local/national and global perspectives through international mindedness and understand the links between them; helps students make informed decisions and critically evaluate these decisions; contributes to health and well-being, encouraging individual responsibility for making healthy choices in life. At BSB Learning for life is not offered as a standalone

subject, we take the approach of integrating the above skills in to the curriculum, so that the impact is more pervading.

At points during the year students undertake collaborative projects that involve challenging, inquiry based opportunities through the STEAM days. This also provides opportunity for students to showcase their learning with the wider school community.

Residential week - Philosophy and rationale

“Residential Week” forms part of our wider experiential curriculum and is part of our “Learning for Life” programme. Residential week activities provide rich, character building experiences that we hope will awaken a student’s interest, or spark a passion in areas that they may never have experienced previously.

Residential week provides students with opportunities for cultural enrichment, service to others,

adventure activities and travel, whilst making the student body more internationally minded and informed global citizens. The programme is designed to give students the experiences that will inspire them and help develop the attributes of the IB Learner Profile. The programme has been designed to be progressive, so as the students move through the school the challenge and demand also increases in manageable steps.

Learning for Life



Key Stage 3 Timeline

At BSB we have a strong partnership with parents. The table below shows key events in the school life of your child. Further details can be found in the calendar (Subject to change). Students in years 7, 8 and 9 will receive reports in terms 1, 2 and 3 giving an attainment grade and their attitude to learning. Parent-Teacher Consultation Evenings will take place 2 times a year. Overall this provided at least 5 opportunities to receive feedback.

Key Stage 3

Term 1	Grade and Approach to Learning report
	Parents Consultation Evening
	Residential Week
	STEAM DAY – Year 7
Term 2	Celebration Assembly
	Grade and Approach to Learning report
	Parents Consultation Evening
	STEAM DAY – Year 8
Term 3	Celebration Assembly
	Exam week
	STEAM DAY – Year 9
	End of year report
	Prize Giving

A Guide to the English National Curriculum

The National Curriculum is a set of subjects and standards used by schools in England to ensure that children learn the same things. It covers what subjects are taught and the standards children should reach in each subject. International schools can adopt the curriculum to serve their own specific requirements. The National Curriculum is organized into blocks of years called “key stages” (KS). At the end of each key stage, teachers formally assess children’s performance to measure their progress.

At BSB due to the international nature of our student body we follow a slightly modified version of the English curriculum i.e. students have to study two languages rather than one in addition to English.

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Age	5-7	7-11	11-14	14-16
Year Groups	1-2	3-6	7-9	10-11

Assessment

There have been a number of changes in the assessment system for the English National Curriculum. At Key Stage 3, the National Curriculum used to report 'levels' to

give an indication of student attainment and progress. These no longer exist and schools are responsible for devising their own assessment systems. At BSB we

have adopted the A* - U grading system to measure attainment and report back on progress.

A student's attainment within a given year group can be described as follows:

Grade	Descriptor
A/ A*	Work produced is of an <i>excellent</i> standard and is well above expected. .
B	Work produced is of a <i>good</i> standard and is above expected.
C	Work produced is of a <i>satisfactory</i> standard and is in line with expectations.
D	Work produced shows a <i>developing</i> understanding of the essential skills and concepts.
E or Below	Work produced shows <i>Beginning</i> understanding of the essential skills and concepts.

Assessment of work is carried out on an ongoing basis and the grades are reported as an average at the end of each term. As we move through the Year, grades on the reports are cumulative, that is to say that Term two report grades will be an average of all assessments carried out in Terms 1 and 2.

Reports will contain the following information

Current grade - This is determined from secure information gained through a variety of formative and summative assessments. It is worth noting that the number of tasks used to determine the current grade will vary from subject to subject. Core subjects see the students more frequently and as

such, will have the opportunity to assess more often compared to non-core subjects.

Target Grade – This is the grade that your child should be aiming to achieve. The target grade in some cases may be aspirational, however, based on professional judgment can be achieved if advice and recommendations made are followed.

Subject Criteria – Each subject teacher will rate student performance against set criteria in these areas: Knowledge & Understanding, Application and Evaluation. Knowledge & Understanding is a measure of how well a student retains information. Application is a measure of how well that

information can be applied to different situations and Evaluation focuses of students' thinking skills.

Approach to Learning – This section is separated into 5 different areas of student performance: Attitude towards Learning, Engagement, Collaboration Skills, Homework, Organisation and Preparation.

In order to ensure consistency of feedback, staff at BSB do not write comments on the report, instead they use the rubrics below to assess a student's approach to learning and understanding of a subject. These ensure that all staff are assessing against the same standards and any variation in a student's effort or attainment from one subject to another is easy to identify.

BSB Approach to Learning

	Excellent	Good	Needs Improvement	Cause for Concern
Attitude towards studies	Is actively engaged in learning and shows evidence of independent learning	Is actively engaged in learning but relies on information gained in class	Engagement in learning is variable and makes limited use of information gained in class	Rarely makes use of time in class that enhances learning and makes limited or no use of opportunities available
Behaviour	Is always on task and has a positive effect on the learning of others	Remains on task with very few reminders and is considerate of the learning of others	Occasionally has to be reminded to get back on task and can distract others from their learning	Is rarely on task and has a detrimental effect on the learning of others
Collaborative skills	Always shares ideas with others and can take on a range of roles during activities and values the opinions of others	Will share ideas with others and will take up some roles during activities	Will share ideas when prompted and takes up a very limited number of roles during activities	Rarely shares ideas and tends to take a passive role during activities
Homework	Work is completed to a high standard for their ability	The standard of work is good or in line with their ability	The standard of work is lower than expected in relation to their ability	The standard of work is rarely in line with their ability
Preparation and organisation	Always comes to the lesson with the correct equipment, makes effective use of the planner and meets all deadlines	Mostly comes to the lesson with the correct equipment, uses the planner effectively and meets most deadlines	Usually comes to the lesson with the correct equipment, the planner is occasionally used effectively and meets some deadlines	Rarely comes to the lesson with the correct equipment, use of the planner is ineffective and deadlines are rarely met

Question Emphasis	Knowledge Understanding Application Problem solving Higher order thinking	Knowledge Understanding Application Problem solving	Knowledge Understanding Application	Knowledge Understanding	Knowledge Key words and Terminology
	Excellent A*/9/8/A/7	Good B/6	Satisfactory C/5/4	Developing D/3	Beginning E/F/G/2/1
Knowledge and Understanding	Thorough and consistent understanding of the required knowledge	Thorough understanding of the required knowledge	Variable recall of the required knowledge	Loose overview of the required knowledge	Recall of information is based on randomly associating ideas with key words
	Deep understanding of content required to achieve learning objectives	Secure understanding of content required to achieve learning objectives	General understanding of content required to achieve learning objectives	Some understanding of content required to achieve learning objectives	Little to no understanding of content required to achieve learning objectives
Application	Exemplary ability to apply knowledge within the context of the taught curriculum and wider situations	Strong ability to apply knowledge within the context of the taught curriculum	Solid ability to apply knowledge within the context of the taught curriculum Requires further instruction in some curriculum areas	Demonstrates the ability to Apply knowledge when prompted or with support Requires further instruction in many curriculum areas	Demonstrates difficulty with applying knowledge even with support Requires further instruction in most curriculum areas
	Consistent evidence of in-depth analysis, synthesis and problem solving skills in familiar situations Consistent evidence for unfamiliar situations	Consistent evidence of analysis, synthesis and problem solving skills in familiar situations Some evidence for unfamiliar situations	Consistent evidence of analysis, synthesis and problem solving skills in familiar situations Some evidence for unfamiliar situations	Random and inconsistent evidence of analysis, synthesis and problem solving skills in familiar situations	No evidence of analysis, synthesis or problem solving skills

How Lessons are structured within a week

The whole week is usually divided into 30 X 55 minute teaching periods. In addition there is a 15 minute registration period each morning.

Subject	Number of periods per week
Art & Design	2
Chinese/German 1st Language	3
Computing	1
Design and Technology	2
Drama	1
English	4
French/Spanish	2
Humanities (Geography + History)	3
Mathematics	4
Music	1
Physical Education	2
PSHE	1
Science	4
Total	30

English

We believe that fluency in English will help students to be ambitious academically, by providing them with the foundation skills needed to be successful in all school subjects and to gain fluency in one of the most widely understood languages in the world.

During Key Stage 3 English students will also have opportunities to be ambitious socially, by participating in a wide variety of activities that involve communicating and collaborating with peers on a classroom, school and Global Campus level. In Key Stage 3 students will do more than just become proficient in reading, writing, speaking and listening. Students will be challenged to develop critical thinking skills and understand different perspectives, in order to form their own opinions and ideas. Students will gain the confidence that is needed to be ambitious personally.

Whether students are a native speaker or just a beginner, we will help them to develop skills using a wide range of print and digital resources. Students will read both fiction and non-fiction texts written by a range of authors from different time periods, genres and cultures. This includes poetry, short stories, plays, novels, speeches, websites, newspaper and magazine articles. Students will learn how to identify an author's purpose and audience, and develop an understanding of the author's craft. Students will be encouraged to read widely and frequently. The Global Campus Library showcases an outstanding selection of fiction and non-fiction texts. Students can "Be Ambitious" by going online to Global Campus where they can read and write book reviews, and participate in discussions about the books they have read with peers from around the world! Global Campus also offers unique opportunities to participate in creative writing competitions and debates.

In Key Stage 3, we will also be doing a lot of work to help students improve their spelling, vocabulary, and grammar. Students will begin varying their sentence structure and using punctuation for effect. Students will learn to be more conscious of the organization of their ideas and the effect that their writing has on the audience. In Year 9 students will have more of an opportunity to write formal essays, preparing them for the transition to IGCSE and further academic study. For this Key Stage students will be set according to their ability in written and spoken English. However, with continuous assessment, we will ensure that they continue to be supported and challenged at the right level.

“

Further details on the English National Curriculum can be found online.

”



Year 7

Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Short Stories and Novel Study	<p>Short Stories: Reading: The Man with the Yellow Face, After Twenty Years, The Open Window, The Landlady Writing: Short story Speaking and Listening: Small group/class discussion Spelling and Grammar: Review common spelling errors, simple present, past, perfect, future</p> <p>Novel Study: Reading: Novel Study - The Ocean at the End of the Lane, Boy, Skellig, Boy in the Striped Pyjamas Writing: PEAL chains, whole text essay Speaking and Listening: Role play, character hot seat Spelling and Grammar: Review common spelling errors, modals, auxiliary verbs</p>	<ul style="list-style-type: none"> • Reading: see AF1-AF7 above • Writing: see AF1-AF7 above

Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Elements on Earth- Fiction, non-fiction and poetry	<p>Fiction and Non-fiction: Reading: A variety of texts from Oxford English an International Approach #1: Chapter 1 Water, Chapter 3 Air, Chapter 4 Catastrophe Writing: Informational leaflet, autobiography Speaking and Listening: Audio guide, interview Spelling and Grammar: Review spelling strategies and parts of speech, sentence types, and punctuation for effect</p>	<p>Students will learn to</p> <p>Reading:</p> <ul style="list-style-type: none"> • AF1 use a range of strategies, including accurate decoding of a text to read for meaning • AF2 understand, describe, select or retrieve information from texts and use quotations • AF3 deduce, infer or interpret information or events from a text • AF4 identify and comment on the structure and organisation of texts • AF5 explain and comment on a writer's use of language • AF6 identify and comment on the writer's purpose and viewpoints and the overall effect upon the reader • AF7 relate texts to their social historical contexts and literary traditions

Term 2 cont.

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Elements on Earth- Fiction, non-fiction and poetry	<p>Poetry: Reading: A variety of poems that focus on the writer's use of language for effect Writing: PEAL paragraphs, original poetry, diary entry Speaking and Listening: Poetry reading Spelling and Grammar: Review sentence structures, connectives, paragraphs</p>	<p>Writing:</p> <ul style="list-style-type: none"> • AF1 write compositions with imagination and originality • AF2 write in different forms for different purpose and audiences • AF3 plan their work and structure ideas for specific tasks • AF4 write cohesive paragraphs • AF5 use a variety of sentence structures and use tenses correctly • AF6 use a range of punctuation accurately and for effect • AF7 use an ambitious range of vocabulary and accurate spelling

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Drama Study	<p>Drama: Reading: Contemporary- Johnny and the Dead or other level equivalent play Writing: PEAL chains, summary, letter/diary, newspaper article Speaking & Listening: Dramatic performance, interview, radio clip, debate Spelling and Grammar: Work on individual end of year targets</p>	<ul style="list-style-type: none"> • Reading: see AF1-AF7 above • Writing: see AF1-AF7 above

ASSESSMENT CRITERIA / STRATEGIES
Term 1a: Reading- non-fiction extracts, Writing- autobiographical account Term 1b: Reading- poem, Writing- diary entry Term 2: Reading- fiction extract, Writing- short story Term 3: Reading- fiction and drama extracts, drama extract, Writing- letter

Year 8

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Short Stories and Novel Study	<p>Short Stories: Reading: The Lady or the Tiger?, The Necklace, The Scarlet Ibis, A Sound of Thunder Writing: Short story Speaking and Listening: Small group/class discussion Spelling and Grammar: Review common spelling errors, simple present, past, perfect, future</p> <p>Novel Study: Reading: Novel - The Giver, Ways to Live Forever, Burn my Heart, Wilderness Writing: PEAL paragraphs, essay based on theme Speaking and Listening: Role play, character hot seat Spelling and Grammar: Review common spelling errors, modals, auxiliary verbs</p>	<ul style="list-style-type: none"> • Reading: see AF1-AF7 above • Writing: see AF1-AF7 above

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
People and Places- Fiction, non-fiction and poetry	<p>Fiction and Non-fiction: Reading: A variety of texts from Oxford English an International Approach #2: Chapter 1: Crossing Rivers, Chapter 2 Communication, Chapter 3: Feeding Us All, Chapter 5, New Pastures Writing: Magazine article, letter, FAQ sheet Speaking & Listening: Oral presentation, class discussion Spelling and Grammar: Review spelling strategies and parts of speech, sentence types, and punctuation for effect</p>	<p>Students will learn to</p> <p>Reading:</p> <ul style="list-style-type: none"> • AF1 use a range of strategies, including accurate decoding of a text to read for meaning • AF2 understand, describe, select or retrieve information from texts and use quotations • AF3 deduce, infer or interpret information or events from a text • AF4 identify and comment on the structure and organisation of texts • AF5 explain and comment on a writer's use of language • AF6 identify and comment on the writer's purpose and viewpoints and the overall effect upon the reader • AF7 relate texts to their social historical contexts and literary traditions

Term 2 cont.

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
People and Places- Fiction, non-fiction and poetry	<p>Poetry: Reading: A variety of poems that focus on the writer's use of language for effect Writing: PEAL chains and comparative analysis, letter, description Speaking and Listening: Poetry reading Spelling and Grammar: Review sentence structures, connectives, paragraphs</p>	<p>Writing:</p> <ul style="list-style-type: none"> • AF1 write compositions with imagination and originality • AF2 write in different forms for different purpose and audiences • AF3 plan their work and structure ideas for specific tasks • AF4 write cohesive paragraphs • AF5 use a variety of sentence structures and use tenses correctly • AF6 use a range of punctuation accurately and for effect • AF7 use an ambitious range of vocabulary and accurate spelling

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Drama Study	<p>Drama: Reading: Classic- Romeo & Juliet or similarly leveled play Writing Purposes: PEAL chains, summary, letter to advise, news report Speaking and Listening: Dramatic performance, debate or court trial Spelling and Grammar: Work on individual end of year targets</p>	<ul style="list-style-type: none"> • Reading: see AF1-AF7 above • Writing: see AF1-AF7 above

ASSESSMENT CRITERIA / STRATEGIES
Term 1a: Reading- non-fiction extracts, Writing- letter Term 1b: Reading- poem, Writing- description Term 2: Reading- fiction extract, Writing- short story Term 3: Reading- non-fiction and fiction extracts, drama extract, Writing- letter

Year 9

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
	<p>Short Stories: Reading- Watch, The Tell Tale Heart, The Speckled Band, Thank you Ma'am Writing: Short story Spelling and Grammar: Review common spelling errors, simple present, past, perfect, future.</p> <p>Novel Study: Reading: Novel Study - Animal Farm, The Curious Incident of the Dog in the Night, The Outsiders Writing: PEAL responses, comparison essay Spelling and Grammar: Review common spelling errors, modals, auxiliary verbs Speaking and Listening: Role play, character hot seat</p>	<ul style="list-style-type: none"> • Reading: see AF1-AF7 above • Writing: see AF1-AF7 above

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Society and the Future- non-fiction and poetry	<p>Fiction and Non-fiction: Reading: A variety of texts from Oxford an International Approach #3, Chapter 2: Education, Chapter 4: Work, Chapter 5: Being Free Writing: Autobiography, speech Speaking and Listening: Interview, research presentation Spelling and Grammar: Review spelling strategies and parts of speech, sentence types, and punctuation for effect</p>	<p>Students will learn to</p> <p>Reading:</p> <ul style="list-style-type: none"> • AF1 use a range of strategies, including accurate decoding of a text to read for meaning • AF2 understand, describe, select or retrieve information from texts and use quotations • AF3 deduce, infer or interpret information or events from a text • AF4 identify and comment on the structure and organisation of texts • AF5 explain and comment on a writer's use of language • AF6 identify and comment on the writer's purpose and view points and the overall effect upon the reader • AF7 relate texts to their social historical contexts and literary traditions

Term 2 cont.

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Society and the Future- non-fiction and poetry	<p>Poetry: Reading: A variety of poems that focus on the writer's use of language for effect. Writing: PEAL chains/focus on timed practice, original poetry, letter- personal response, Global Campus and FOBISIA short story competitions. Speaking and Listening: Poetry reading Spelling and Grammar: Review sentence structures, connectives, paragraphs.</p>	<p>Writing:</p> <ul style="list-style-type: none"> • AF1 write compositions with imagination and originality • AF2 write in different forms for different purpose and audiences • AF3 plan their work and structure ideas for specific tasks • AF4 write cohesive paragraphs • AF5 use a variety of sentence structures and use tenses correctly • AF6 use a range of punctuation accurately and for effect • AF7 use an ambitious range of vocabulary and accurate spelling

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
	<p>Drama: Reading: Classic- Macbeth or similar level play Writing Purposes: PEAL responses, summary, diary, reports Speaking and Listening: Dramatic performance, news update Spelling and Grammar: Work on individual end of year targets</p>	<ul style="list-style-type: none"> • Reading: see AF1-AF7 above • Writing: see AF1-AF7 above

ASSESSMENT CRITERIA / STRATEGIES
Term 1a- Reading- Fiction and non-fiction extracts, Writing- speech Term 1b- Reading- poem, Writing- letter Term 2- Reading- fiction extract, Writing- short story Term 3- Reading-Drama, Writing- opinion essay

English as an Additional Language (EAL)

English as an Additional Language, or EAL, in KS3 is for students whose language level needs development before undertaking the intensive study of English offered by the English department.

In Key Stage 3, students that fall below the level of B1 on the Common European Framework of Reference for Languages (CEFR) in any of the major skills of reading, writing, listening and speaking, they are then required to take English as an Additional Language. In order to graduate from the EAL programme, they must achieve a Pass Merit in the Cambridge Preliminary English Test (PET), which assures a full B1 level and indicates a level of independence which will allow them to begin a successful study of English literature.

Research shows that successful language learning requires exposure to natural language and a focus on form. By attending BSB, language learners receive a wide exposure to authentic English in all of their subjects.

In EAL classes, focus is on the form of the English language, learning its usage and grammar and focusing on developing skills in reading, writing, listening and speaking by using targeted materials that are at that student's level and which increase in complexity along with improvement. There are two EAL classes in each year group and these are decided by level. Students move between the classes based on their rate of progress.

As well as EAL classes, the EAL department work with subject teachers on strategies and materials to help EAL students access the curriculum. We also run a Homework ASA where students can come and receive help on work in other subjects or further English language practice.

The EAL department is committed to helping students of all language levels integrate into our school community and achieve happiness and success in all learning at BSB. We will strongly encourage each student to be ambitious as shown in the high success rate of students graduating from the EAL programme in KS3.



Year 7

Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Lower Level Messages 1 Unit 1-4	The alphabet Things in the classroom Hobbies Countries and cities Everyday things Families Appearance and personality The body Expressing opinions Interests & activities	<ul style="list-style-type: none"> • Ask and answer questions • Write a letter to a friend • Speak and write about an imaginary band • Describe your interests • Talk about cities and countries • Read an email, announcement and survey • Write about an imaginary person • Say how you feel • Exchanging opinions & writing the results of a poll • Reading a variety of short texts
Higher Level Messages 2 Unit 1-4	Expressions of frequency Everyday routines Numbers & dates Holidays Jobs Past time expressions	<ul style="list-style-type: none"> • Asking & giving personal information & interests • Write about life in your country • Read about teenagers in the US & about everyday routines • Questionnaire & talking about routines • Write about a holiday • Read a poem • Discuss & write a short story • Write & ask questions for a quiz • Read & order a story • Write and act an interview with a star • Write about a visit to the cinema

Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Lower Level Messages 1 Unit 5-8	Habits and daily routines Scary things Food , drink and meals Time Homes Things in a room Abilities Places in a town	<ul style="list-style-type: none"> • Read an article about teenagers • Talk and listen about fears, likes and dislikes • Write a questionnaire • Read and write a report –about food • Ask for and tell the time • Listen to a description of someone’s day • Write and speak about your dream home • Read a newspaper article and a poem
Higher Level Messages2 Unit 5-8	In town Directions Places Computers Modern inventions	<ul style="list-style-type: none"> • Asking & giving directions • Listen to directions & follow on a map • Read a notice & a newspaper article • Write about an imaginary person • Read a short history text & talk about life in the past • Talk & write about your town in the past • Describe what was happening at a particular time • Read a newspaper article • Write an advert and compare things • Talk about differences, similarities & possessions

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Lower Level Messages 1 Unit 9-12	Clothes Sports Shopping The future The weather Holidays Occupations Story writing	<ul style="list-style-type: none"> • Describe what you’re wearing • Listen to a football commentary • Read and write about possessions and shops • Talk about future arrangements • Describe plans and intentions • Write a holiday postcard • Talk about people from the past • Listen to and write a ghost story
Higher Level Messages2 Unit 9-12	Important events Future time expressions Food & drink Verbs of action Everyday materials	<ul style="list-style-type: none"> • Read a magazine article • Ask & answer questions about events in the future • Talk about future arrangements • Listen for food vocabulary, ask for & offer food and drink • Write and act a conversation in a canteen • Read notices & talk about rules • Write a letter asking for advice • Share opinions about what people should & shouldn’t do • Read about the environment and talk about a survey • Write about recycling & the environment

ASSESSMENT CRITERIA / STRATEGIES

CEFR A0 – B1

Term 1-3: Initial placement test, mid-term tracking test, external Cambridge Key English Test (KET)/Preliminary English Test (PET) (inc. reading/writing/listening speaking)

Year 8

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Lower Level Messages 2 Unit 1-4	Expressing opinions Interests & activities Expressions of frequency Everyday routines Numbers & dates Holidays Jobs Past time expressions	<ul style="list-style-type: none"> Exchanging opinions & writing the results of a poll Reading a variety of short texts Asking & giving personal information & interests Write about life in your country Read about teenagers in the US & about veryday routines Questionnaire & talking about routines Write about a holiday Read a poem Discuss & write a short story Write & ask questions for a quiz Read & order a story Write and act an interview with a star Write about a visit to the cinema
Higher Level Messages 3 Unit 1-4	Countries, nationalities & languages Action & adventure Describing personality The internet Opposites Places & school	<ul style="list-style-type: none"> Magazine article about the English language & understanding the main idea about articles Talking about yourself & your friends, describing someone you know Write and act a conversation about events in the past Read an adventure story & write a short story Read a web page & listen to a personality test Write a description using comparatives & superlatives Read an article about a student's day Plan a day out with friends Describe a place you know, and the things you like & don't like there Write about a typical day

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Lower Level Messages 2 Unit 5-8	In town Directions Places Computers Modern inventions	<ul style="list-style-type: none"> Asking & giving directions Listen to directions & follow on a map Read a notice & a newspaper article Write about an imaginary person Read a short history text & talk about life in the past Talk & write about your town in the past Describe what was happening at a particular time Read a newspaper article Write an advert and compare things Talk about differences, similarities & possessions

Term 2 cont.

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Higher Level Messages 3 Unit 5-8	Sports clothes & competitive sports At the table Artificial intelligence Machines & the environment Outdoor activities Music	<ul style="list-style-type: none"> Listen to a talk about a cycling trip Read an interview with a young athlete Talk about future plans & make offers Make a conversation in a shop Make a conversation in a restaurant Describing things that are certain & things that are probable in the future Read a newsletter about a campaign Write and act an advert Write a letter about a campaign Read a biography & describe your experiences Talk about present situations & how long they have continued Write a description of a person you know

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Lower Level Messages 2 Unit 9-12	Important events Future time expressions Food & drink Verbs of action Everyday materials	<ul style="list-style-type: none"> Read a magazine article Ask & answer questions about events in the future Talk about future arrangements Listen for food vocabulary, ask for & offer food and drink Write and act a conversation in a canteen Read notices & talk about rules Write a letter asking for advice Share opinions about what people should & shouldn't do Read about the environment and talk about a survey Write about recycling & the environment
Higher Level Messages 3 Unit 9-12	Illnesses & injuries Customs Materials Animated films Relationships On the phone Words from American English	<ul style="list-style-type: none"> Listen to & follow instructions Describe rules at your school & your ideal school Quiz about customs around the world Write about customs in your country Identify the topic & mistakes Describe where things are made or produced Read about animated films & describe a film you know well Interview people about teenage life & report what they said Read a story from the internet about a telephone conversation Check information about a friend Read some extracts from an encyclopaedia Describe your past & changes in your life Write an essay about your country

ASSESSMENT CRITERIA / STRATEGIES

CEFR A0 – B1

Term 1-3: Initial placement test, mid-term tracking test, external Cambridge Key English Test (KET)/Preliminary English Test (PET) (inc. reading/writing/listening speaking)

Year 9

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Lower Level Messages 2 Unit 1-4	Countries, nationalities & languages Action & adventure Describing personality The internet Opposites Places & school	<ul style="list-style-type: none"> Magazine article about the English language & understanding the main idea about articles Talking about yourself & your friends, describing someone you know Write and act a conversation about events in the past Read an adventure story & write a short story Read a web page & listen to a personality test Write a description using comparatives & superlatives Read an article about a student's day Plan a day out with friends Describe a place you know, and the things you like & don't like there Write about a typical day
Higher Level Messages 4 Unit 1-4	Biographies Holidays Flats and houses Friendship Personal qualities Fears and fantasies Dreams Journeys and travelling	<ul style="list-style-type: none"> Describing pictures Listening to, reading and writing biographies about famous people Reading and writing holiday postcards Talking and writing about where you live Reading a questionnaire about friendships and writing about yourself and friendships in your life Reading about haunted Britain Writing and presenting a description of a dream Writing and acting a conversation at a travel agents Read and write a journal about a journey

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Lower Level Messages 3 Unit 5-8	Sports clothes & competitive sports At the table Artificial intelligence Machines & the environment Outdoor activities Music	<ul style="list-style-type: none"> Listen to a talk about a cycling trip Read an interview with a young athlete Talk about future plans & make offers Make a conversation in a shop Make a conversation in a restaurant Describing things that are certain & things that are probable in the future Read a newsletter about a campaign Write and act an advert Write a letter about a campaign Read a biography & describe your experiences Talk about present situations & how long they have continued Write a description of a person you know

Term 2 cont.

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Higher Level Messages 4 Unit 5-8	The News Personal possessions Living abroad Special Occasions Superstitions Invitations and replies Sales Talk	<ul style="list-style-type: none"> Listen to and write a radio report Write newspaper headlines Read a magazine article and write about recent events for a school paper Listen to an interview and talk about your own background Describe special occasions and celebrations Plan and present a class party Listen to and write a song or poem Talk about what's right and wrong Read and reply to an invitation Read, listen and make an advertisement

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Lower Level Messages 3 Unit 9-12	Illnesses & injuries Customs Materials Animated films Relationships On the phone Words from American English	<ul style="list-style-type: none"> Listen to & follow instructions Describe rules at your school & your ideal school Quiz about customs around the world Write about customs in your country Identify the topic & mistakes Describe where things are made or produced Read about animated films & describe a film you know well Interview people about teenage life & report what they said Read a story from the internet about a telephone conversation Check information about a friend Read some extracts from an encyclopaedia Describe your past & changes in your life Write an essay about your country
Higher Level Messages 4 Unit 9-12	Likes and dislikes Wildlife Teenagers Food Describing feelings Imagination Money Keeping in touch	<ul style="list-style-type: none"> Listen to, make and act a phone call Describe likes and dislikes and interview a friend Read about and watch a TV documentary about Wildlife Read and write a description about teenagers where you live Read and write a review about fast food Listen to a story about a terrible night Read a story about an extraordinary experience Write a short story Present a situation in the past and describe how you felt and report what people say Make a conversation at a party Write and reply to a message Listen to a song and guess the meaning from context

ASSESSMENT CRITERIA / STRATEGIES

CEFR A0 – B1

Term 1-3: Initial placement test, mid-term tracking test, external Cambridge Key English Test (KET)/Preliminary English Test (PET) (inc. reading/writing/listening speaking)

Mathematics

Mathematics gives students the tools to discover and describe the world around them. They will already have a sense of how important numbers and shapes are to our everyday lives and will begin to learn that mathematical thinking can help to solve many different kinds of problems.

Mathematics can be creative through exploring patterns which we find all around us. If students enjoy science they will be able use what they learn to gain a better understanding of how scientific ideas work. If students have a passion for music or art they will start to see and explain different types of mathematical structures that have an impact on both of these subjects, such as geometric patterns.

In Years 7, 8 and 9, the teachers will help students to further their understanding of the main concepts in mathematics; number and algebra, geometry and measures, and statistics. Mathematics becomes more than solving problems at this stage and each teacher will help them to understand many new ideas, including how to communicate mathematically and how to explain discoveries effectively.

During KS3, students will also get plenty of opportunities to discover new technologies and how these can be used in many everyday life situations. Students will work on spreadsheets, learn to use a scientific calculator, use software to graph lines and curves, and explore concepts such as reflection, rotation and enlargement. By the

end of Year 9 students will have a deeper understanding of how to approach many different problems and, most importantly, they will be able to choose which mathematical tools will solve and explain these problems most effectively.

“

The Programmes of study for each year group, with approximate timings, are given below.

”



Year 7

Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	EXAMPLES OF LEARNING OUTCOMES
Number and calculation 1 Number and calculation 2 Algebra 1 Length, Mass, Capacity Space and shapes 1 Statistics 1	<p>Content including, but not limited to: The four operations. Decimals and place value. Multiplying and dividing decimals by powers of 10. Rounding. Negative numbers. Laws of arithmetic and inverse operations. BIDMAS. Divisibility tests. Multiples and factors. Squares and square roots.</p> <p>Expressions. Simplifying expressions. Expansion of brackets.</p> <p>Length, mass, capacity. Scale reading. Lines and angles. Measuring and drawing angles. Triangles. Quadrilaterals. Polygons. Constructions. 3-D shapes.</p> <p>Collecting data. Measures of average and spread.</p>	<ul style="list-style-type: none"> Recognise negative numbers as positions on a number line and order, add, subtract, multiply and divide negative numbers. Recognise multiples, factors, common factors, primes; Find prime factors using the tree method; Find HCF, LCM Simplify expressions by collecting like terms. Name and identify side, angle and symmetry properties of special quadrilaterals. Decide which data is relevant to an enquiry, collect and organise the data. Calculate mean, median, mode, range.

Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	EXAMPLES OF LEARNING OUTCOMES
Number and calculation 3 Algebra 2 Space and shapes 2 Number and calculation 4 Time and rate of change Statistics 2	<p>Content including, but not limited to: Fractions of a quantity. Equivalent fractions. Improper fractions. Adding, subtracting, multiplying fractions.</p> <p>Problem solving.</p> <p>Substitution. Linear equations.</p> <p>Angle properties. Angles in triangles and quadrilaterals. Angles and parallel lines. Coordinates.</p> <p>Equivalence fractions – decimals. Adding, subtracting decimals. Multiplying and dividing decimals. Time. Real life graphs. Travel graphs. Presenting data. Using-interpreting statistics.</p>	<ul style="list-style-type: none"> Work with equivalent fractions and simplify fractions. Construct and solve simple linear equations with integer coefficients (unknown on 1 side only) Find missing angles using various angle properties (supplementary, complementary, opposite, corresponding, alternate angles etc.) Compare fractions using LCD and decimals form. Draw and interpret graphs in real life contexts Draw conclusions based on simple statistics.

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	EXAMPLES OF LEARNING OUTCOMES
Number and calculation 5 Algebra 3 Space and shapes 3 Number and calculation 6 Space and shapes 4 Probability Project	<p>Content including, but not limited to: Percentages. Fractions, decimals, percentages. Finding percentages of amounts.</p> <p>Sequences and patterns. Functions. Graphs of linear functions.</p> <p>Symmetry. Transformations.</p> <p>Ratio. Proportion.</p> <p>Areas. Perimeters. Volumes. Surface area.</p> <p>Theoretical probability. Experimental probability.</p> <p>Real life application of mathematical concepts</p>	<ul style="list-style-type: none"> Calculate percentages of quantities (whole number answers). Generate sequences from patterns and find the nth term Generate coordinate pairs that satisfy a linear equation Describe and construct transformations. Simplify ratios. Divide a quantity in a ratio. Identify all the possible mutually exclusive outcomes of a single event. Compare experimental and theoretical probability in simple contexts.

ASSESSMENT CRITERIA / STRATEGIES

Whole year group assessment takes place approximately every four weeks. Class teachers will provide a range of assessment opportunities to gather and evaluate evidence of a student's learning. The following assessment for and of learning approaches are relevant to all outcomes: collaborative activities, peer assessment, self-assessment, teacher observations.

Year 8

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Number and calculations 1 Expressions and functions Shape and mathematical drawings Length, mass, capacity Number and calculations 2 Planning, collecting and processing data Fractions Expression, equations and formulae Geometry	<p>Content included but not limited to: Adding and subtracting integers, multiply and divide negative integers, squares, cubes, roots and indices, multiples and factors Simplifying and expanding algebraic expressions, function machines, constructing expressions Constructing circles, arcs and triangles, bisecting angles and lines, congruency, drawing nets, symmetry Units of measure, units of area, volume and capacity, estimation, imperial units Rounding numbers, ordering decimals, multiply and divide decimals Discrete and continuous data, collecting data, two way tables, averages and ranges</p>	<ul style="list-style-type: none"> • use HCF, LCM and prime factor decomposition to solve problems • draw compass, ruler and protractor constructions • expand brackets, factorise and use formulae • construct frequency diagrams and interpreting statistical charts and spreads of data

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Fractions and decimals Time and rates of change Presenting data and interpreting results Fractions, decimals and percentages Sequences, functions and graphs	<p>Content included but not limited to: Addition, subtraction, multiplication and division of fractions and mixed calculations with fractions, BODMAS and problem solving Solving linear equations, substitution into expressions, deriving formulae Angle facts, angles in common shapes, coordinate geometry Ordering decimals, adding and subtracting decimals, multiplying and dividing decimals, converting fractions into decimals Equivalent fractions, percentages and decimals Fractions, decimals and percentages of quantities Percentage increase and decrease Plotting points, drawing line graphs, travel graphs, interpreting real life graphs Frequency diagrams and pie charts, line graphs, histograms, stem and leaf diagrams, interpret and compare data and diagrams</p>	<ul style="list-style-type: none"> • add & subtract fractions and use percentages • use the properties of angles with parallel lines and polygons to solve problems • Understand the straight line graph in terms of its gradient and intercept. • use and interpreting 'real-life' graphs • use and understanding standard form notation • make estimates and use the significant figures • transform 2D shapes and recognise planes of symmetry • solve linear equations and using formulae • construct scatter graphs and understand correlation

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Transformations Ratio and proportion Area, perimeter and volume Probability Vectors and matrices Project	<p>Content included but not limited to: Rules of sequences, the n-th term, functions, linear graphs Units of measurement, ratio, proportion Perimeter, areas of rectangles, triangles, circles, parallelograms and trapeziums, areas of compound shapes Volume and surface areas of cuboids, cubes Volume and surface areas of prisms and cylinders (extension) Probability introduction, experimental probability, theoretical probability, listing outcomes, sample space Reflections, Rotations, Translations, Enlargements and Combinations of transformations, Scale drawing Vectors in geometry, matrices, multiplying matrices (extension) Real life application of mathematical concepts</p>	<ul style="list-style-type: none"> • use and understanding the nth term rule • expand brackets and simplify expressions • write equations from practical contexts • solve equations using algebraic fractions • re-arrange formulae and equations • use ratios and understanding proportion • use map scales and three figure bearings • understand loci • know how to solve problems using probability and understanding the estimate of probability • construct frequency diagrams and interpreting statistical charts and spreads of data

ASSESSMENT CRITERIA / STRATEGIES
Whole year group assessment takes place twice per term. Class teachers will provide a range of assessment opportunities to gather and evaluate evidence of a student's learning. The following assessment for and of learning approaches are relevant to all outcomes: collaborative activities, peer assessment, self-assessment, teacher observations.

Year 9

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	Examples of OUTCOMES
<ul style="list-style-type: none"> Number Fractions and indices Expressions and formulae Shapes and mathematical drawings Measures Area, perimeter and volume Planning, collecting and processing data 	<p>Content including, but not limited to:</p> <p>Working with fractions, mixed operations, index laws Directed numbers, estimating square roots and cube roots, multiply and divide by powers of 10, standard form</p> <p>Simplification of the algebraic expressions, expanding brackets, factorising, algebraic fractions, product of two linear expressions using FOIL method, substitution into expressions, changing the subject of a formulae, surds (extension)</p> <p>3-D shapes, constructions, loci, bearings, scale drawings</p> <p>Length, mass, capacity, area, volume</p> <p>Planning, collecting and processing data, organising data, mean, median, mode, range</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> use their mental mathematics and calculator efficiently for calculations know index rules and be able to apply them manipulate algebraic expressions describe geometrical properties of shapes and apply formula to find areas and volumes know and use different ways of measuring length, area, volume, mass use statistical processes to analyse data sets.

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	Examples of OUTCOMES
<ul style="list-style-type: none"> Rounding, multiplying and dividing Equations and inequalities Geometry Compound measures Ratio and proportion Presenting data and interpreting results Mental Strategies 	<p>Content including, but not limited to:</p> <p>Rounding numbers, estimation, significant figures, upper and lower bounds (extension)</p> <p>Solving linear equations, constructing equations, simultaneous equations, inequalities</p> <p>Angle facts, angles in polygons including regular polygons, circle theorems, Pythagoras's theorem, tessellations,</p> <p>Compound measures, real life graphs</p> <p>Simplifying and comparing ratios, solving ratio problems, direct and inverse proportion</p> <p>Displaying data, scatter graphs and correlation, processing and interpreting data</p> <p>Word problems, BIDMAS, inverse operations, factors</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> accurately find out angles in different situations solve linear & simultaneous equations with multiple steps know how to find angles in different situations learn and apply Pythagoras' theorem interpret data and form hypotheses that can be tested under investigation

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	Examples of OUTCOMES
<ul style="list-style-type: none"> Sequences, functions and graphs Transformations Financial Mathematics Quadratics Probability Trigonometry Project 	<p>Content including, but not limited to:</p> <p>Linear functions, solving simultaneous equations graphically, equations of lines in form $y=mx + c$, inverse function, linear sequences</p> <p>Translations, Rotations, Reflections, Enlargements, Similar triangles, describing transformations, combinations of transformations</p> <p>Financial Mathematics: profit and loss, discounts and sales, loans and savings, taxes</p> <p>Graphs of quadratics, expanding two brackets, DOTS, factorising quadratics, solving quadratic equations, worded problems</p> <p>Successive events, relative frequency and probability</p> <p>Trigonometry introduction</p> <p>Real life application of mathematical concepts</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> use strategies for finding terms and rules in sequences accurately construct graphs of curves understand and use percentages in a different scenarios transform shapes using scale factors assign probabilities to events and discuss bias state the trigonometric ratios and use them in right-angle triangles

ASSESSMENT CRITERIA / STRATEGIES

Whole year group assessment takes place twice per term.
Class teachers will provide a range of assessment opportunities to gather and evaluate evidence of a student's learning. The following assessment for and of learning approaches are relevant to all outcomes: collaborative activities, peer assessment, self-assessment, teacher observations.

Science

The Science course is taught in well-equipped laboratories and is designed to stimulate curiosity and develop investigative skills through an enquiry approach.

Our science lessons are designed to encourage students to be ambitious and to develop the skills that they will need to be successful in science. These will help students move towards a higher order of thinking, enabling them to develop skills in application, analysis, synthesis and evaluation.

Science fires curiosity about how the world around us works and offers opportunities to find explanations and answers. Students will connect their own practical experiences with scientific ideas as they experiment in

Physics, Chemistry and Biology, and discover that their knowledge of science is based on what scientists have found out from their experiments.

In science lessons the teachers will work with students in the three main aspects of science: Biology, Chemistry and Physics. Students will start to see what each of the sciences is about and learn about the skills and ideas that they all share.

By the end of KS3, as students prepare to start their IGCSE courses, they will have learned about energy, electricity and forces. They will have discovered that atoms and their chemical reactions allow us to understand how the world is made and us will know what makes something alive. Students will also learn some more direct things

about themselves and their world: health and growing up and the way we affect the environment around us.

With the aid of Global Campus and its learning benefits, there will be numerous group activities that require problem-solving skills, creativity and effective collaboration. Students will see how scientific ideas help to develop our world; affecting industry, business and medicine and improving everyone's quality of life. Students will truly become an active member of the global science community.

“

The course is academically rigorous, encouraging logical deduction and reasoning, and examines the role of science in society.

”



Year 7

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Working Scientifically	WS 1.1 Asking scientific questions WS 1.2 Planning investigations WS 1.3 Recording data WS 1.4 Analysing data WS 1.5 Evaluating data	Students learn about the scientific process and develop an understanding of how scientific knowledge and understanding are developed.
B1 Cells	B1.1.1 Observing Cells, B1.1.2 Plant and Animal Cells, B1.1.3 Specialised Cells, B1.1.4 Movement of Substances, B1.1.5 Unicellular Organisms	Students should be able to describe the differences between animal and plant cells and have a greater appreciation of the complexity of specialised cells and unicellular organisms.
C1 Particles	C1.1.1 The Particle Model, C1.1.2 States of Matter, C1.1.3 Melting and Freezing, C1.1.4 Boiling, C1.1.5 More Changes of State, C1.1.6 Diffusion, C1.1.7 Gas Pressure	Students will focus on how the particle model was developed and use the particle model to describe more complex changes of state and scientific observations such as diffusion
P1 Forces	P1.1.1 Introduction to Forces, P1.1.2 Squashing and Stretching, P1.1.3 Drag Forces and Friction, P1.1.4 Forces at a Distance, P1.1.5 Balanced and Unbalance	Develop an understanding of how forces work and their effects on different objects. Students should also be able to use the knowledge given and apply it in situations such as seesaws and door hinges.

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
B1 Reproduction	B1.3.1 Adolescence, B1.3.2 Reproductive Systems, B1.3.3 Fertilisation and Implantation, B1.3.4 Development of a Foetus, B1.3.5 The Menstrual Cycle, B1.3.6 Flowers and Pollination, B1.3.7 Fertilisation and Germination, B1.3.8 Seed Dispersal	Students focus on developing an appreciation of how various forms of life are interconnected and understand the complexity of reproduction in both animals and plants.
C1 Elements	C1.2.1 Elements, C1.2.2 Atoms, C1.2.3 Compounds, C1.2.4 Chemical Formulae	Students will examine the properties and definitions of elements, mixtures and compounds and based in a knowledge of this decide on the best way to identify them. They will also examine the methods used in naming compounds as well as their chemical formulae.
P1 Space	P1.4.1 The Night Sky, P1.4.2 The Solar System, P1.4.3 The Earth, P1.4.4 The Moon	The focus in this topic is to be able to describe the objects that you can see in the night sky and to become familiar with the similarities and differences between the planets of the Solar System and other celestial bodies.

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
B1 Structure and body systems	B1.2.1 Levels of Organisation, B1.2.2 Gas Exchange, B1.2.3 Breathing, B1.2.4 Skeleton, B1.2.5 Movement: Joints, B1.2.6 Movement: Muscles, B1.2.6 The Heart & Circulation	Students have to answer the question why are we the way we are? To fully appreciate this they have to develop and understanding of the human body and how the organs and organ systems work together to produce a successful organism.
STEAM/Projects		At the end of the academic year, students will have the opportunity to take the knowledge that they have gained in the classroom and implement it into real world situations, allowing them to realise the importance of the skills that they need to develop to understand the world around them.

ASSESSMENT CRITERIA / STRATEGIES

Summative: At the end of Each Unit Students will have a formal end of unit test

Formative: These will be predominantly through the use of tasks on Kerboodle, there are interactive tasks that can be used in the lesson to assess learning. Alternatively use the on-going progress tasks.

Year 8

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Working Scientifically	WS 1.1 Asking scientific questions WS 1.2 Planning investigations WS 1.3 Recording data WS 1.4 Analysing data WS 1.5 Evaluating data	Students learn about the scientific process and develop an understanding of how scientific knowledge and understanding are developed.
B2 Health and lifestyle	B2.1.1 Nutrients; B2.1.2 Food tests; B2.1.3 Unhealthy diet; B2.1.4 Digestive system; B2.1.5 Bacteria and enzymes in digestion; B2.1.6 Drugs; B2.1.7 Alcohol; B2.1.8 Smoking	Students should develop an understanding of what is and is not a healthy diet; a greater appreciation of chemical digestion and lifestyle choices that can have a negative impact of health.
C1 Acids and alkalis	C1.4.1 Acids and Alkalis, C1.4.2 Indicators and pH, C1.4.3 Neutralisation, C1.4.4 Making Salts	Students have to examine acids and alkalis and the methods used to determine their strength. They will also find out and be able to describe the difference between concentrated and dilute solutions of acid.
P1 Sound	P1.2.1 Waves, P1.2.2 Sound and Energy Transfer, P1.2.3 Loudness and Pitch, P1.2.4 Detecting Sound, P1.2.5 Echoes and Ultrasound	The focus of understanding is on waves and the processes of transferring energy. Students will also understand how the amplitude and frequency of a wave can alter its measured appearance. They will also begin to understand the uses of sound in both a medical and industrial context.

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
B2 Ecosystem processes	B2.2.1 Photosynthesis; B2.2.2 Leaves; B2.2.3 Plant minerals; B2.2.4 Chemosynthesis; B2.2.5 Aerobic respiration; B2.2.6 Anaerobic respiration; B2.2.7 Food chains and webs; B2.2.8 Disruption to food chains and webs; B2.2.9 Ecosystems	Students focus on developing an appreciation of how various forms of life are interconnected, from plants being producers and how the energy in plants is passed through the food chain/web and how this can be impacted by various factors.
C2 The Periodic Table	C2.1.1 Metals and non-metals; C2.1.2 Groups and periods; C2.1.3 The elements of Group 1; C2.1.4 The elements of Group 7; C2.1.5 The elements of Group 0	Students will focus on how the periodic table was developed; the trends and patterns that exist and how knowing these can help us make predictions about both physical and chemical properties.

Term 2 cont.

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
C2 Separation techniques	C2.2.1 Mixtures; C2.2.2 Solutions; C2.2.3 Solubility; C2.2.4 Filtration; C2.2.5 Evaporation and distillation; C2.2.6 Chromatography	Students will examine the properties and definitions of elements, mixtures and compounds and based in a knowledge of this decide on the best way to separate them. They will examine concepts of dissolving, solubility curves, filtration, evaporation, distillation and chromatography.
P1 Light	P1.3.1 Light, P1.3.2 Reflection, P1.3.3 Refraction, P1.3.4 The Eye and the Camera, P1.3.5 Colour	Students will examine how the simple eye and a simple camera forms an image. They will also experiment to observe what happens when light passes through a prism and be able to describe how primary colours add to make secondary colours.

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
C2 Separation techniques	C2.2.1 Mixtures; C2.2.2 Solutions; C2.2.3 Solubility; C2.2.4 Filtration; C2.2.5 Evaporation and distillation; C2.2.6 Chromatography	Students will examine the properties and definitions of elements, mixtures and compounds and based in a knowledge of this decide on the best way to separate them. They will examine concepts of dissolving, solubility curves, filtration, evaporation, distillation and chromatography.
STEAM/Projects		At the end of the academic year, students will have the opportunity to take the knowledge that they have gained in the classroom and implement it into real world situations, allowing them to realise the importance of the skills that they need to develop to understand the world around them.

ASSESSMENT CRITERIA / STRATEGIES

Summative: At the end of Each Unit Students will have a formal end of unit test
 Formative: These will be predominantly through the use of tasks on Kerboodle, there are interactive tasks that can be used in the lesson to assess learning. Alternatively use the on-going progress tasks.

Year 9

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
C2 Separation techniques	C2.2.1 Mixtures; C2.2.2 Solutions; C2.2.3 Solubility; C2.2.4 Filtration; C2.2.5 Evaporation and distillation; C2.2.6 Chromatography	Students will examine the properties and definitions of elements, mixtures and compounds and based in a knowledge of this decide on the best way to separate them. They will examine concepts of dissolving, solubility curves, filtration, evaporation, distillation and chromatography.
B2 Ecosystem processes	B2.2.1 Photosynthesis; B2.2.2 Leaves; B2.2.3 Plant minerals; B2.2.4 Chemosynthesis; B2.2.5 Aerobic respiration; B2.2.6 Anaerobic respiration; B2.2.7 Food chains and webs; B2.2.8 Disruption to food chains and webs; B2.2.9 Ecosystems	Students focus on developing an appreciation of how various forms of life are interconnected, from plants being producers and how the energy in plants is passed through the food chain/web and how this can be impacted by various factors.
P1 Light	P1.3.1 Light, P1.3.2 Reflection, P1.3.3 Refraction, P1.3.4 The Eye and the Camera, P1.3.5 Colour	Students will examine how the simple eye and a simple camera forms an image. They will also experiment to observe what happens when light passes through a prism and be able to describe how primary colours add to make secondary colours.
P3.1 New technology in Physics	P3.1.1 Your phone; P3.1.2 Your house; P3.1.3 Your hospital – intensive care; P3.1.4 Your hospital – seeing inside; P3.1.5 Your sports; P3 1.6 Your planet	Student should be able to list and describe the various uses of waves in the EM spectrum in a range of technologies. They should also be able to apply knowledge gained from P1 and P2 to explain how physics in used in a range of different industries from medicine to sports and analyse the differential energy demands around the globe.

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
B2 Adaption and inheritance	B2.3.1 Competition and adaptation; B2.3.2 Adapting to change; B2.3.3 Variation; B2.3.4 Continuous and discontinuous variation; B2.3.5 Inheritance; B2.3.6 Natural selection; B2.3.7 Extinction	Students have to answer the question why are we different? To full appreciate this they have to develop and understanding of adaption, natural selection, environmental and inherited variation, inherited characteristics, variations that exist with a species. Evolution and possible reasons for extinction.
C2 Metals and acids	C2.3.1 Acids and metals; C2.3.2 Metals and oxygen; C2.3.3 Metals and water; C2.3.4 Metal displacement reactions; C2.3.5 Extracting metals; C2.3.6 Ceramics; C2.3.7 Polymers; C2.3.8 Composites	Having previously looked at trends and patterns in the periodic table. Students now have to develop an understanding of specific groups of reactions, order of reactivity and being able to link this to extraction processes.

Term 2 cont.

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
P3.2 Turning points in Physics	P3.2.1&2 Discovering the Universe 1; P3.2.3 The Big Bang; P3.2.4 Spacecraft and satellites; P3.2.5 Mission to the Moon; P3.2.6&7 Radioactivity; P3.2.8&9 Electromagnetism	Students should be able to describe and evaluate how various breakthroughs in Physics took place including the discovery of universe and the big bang, the EM spectrum and how advancements in technology have allowed us to travel to space, generate electricity and develop communication systems. They should be able to explain importance of these developments on Science today and in the future as well as the importance of peer review in Science.

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
B3.1 New technology in Biology	B3.1.1 Genetics; B3.1.2 Inherited disorders; B3.1.3 Selective breeding; B3 1.4 Genetic engineering; B3 1.5 Cloning; B3 1.6 Biotechnology; B3 1.6 Biotechnology 2; B3 1.8 Enzymes in industry	Students should develop a deeper understanding of a range of biological process including inheritance and respiration. They should apply knowledge gained in B1 and 2 to explain how biological systems can be manipulated for technological processes such as selective breeding, GM crops, cloning, fermentation and food production.
P2 Motion and pressure	P2.3.1 Speed; P2.3.3 Pressure in gases, P2.3.2 Motion graphs; P2.3.4 Pressure in liquids; P2.3.5 Pressure on solids; P2.3.6 Turning forces	Students have to examine, moments and forces and be able understand and explain why these can impact motion. Students have to be able to interpret and explain Distance/Time graphs. They will have to develop an understanding of pressure in solids, liquids and gases and use the equation $P=F/A$
P3.3 Detection STEAM/Projects	P3.3.1 Detecting planets; P3.3.2 Detecting alien life; P3.3.3 Detecting position; P3.3.4 Detecting messages; P3.3.5 Detecting particles	Students should be able to describe how scientists use current analytical techniques and equipment such as telescopes, radio waves, particle detectors and GPS to find out more about our universe. At the end of the academic year, students will have the opportunity to take the knowledge that they have gained in the classroom and implement it into real world situations, allowing them to realise the importance of the skills that they need to develop to understand the world around them.

ASSESSMENT CRITERIA / STRATEGIES

Online quizzes (Kerboodle), End of topic assessments (tests – Kerboodle), Webquest activities (Kerboodle)

Art and Design

Art at Key Stage 3 is a very important period for our student artists. For it is during this time that students are introduced to a range of new, exciting disciplines and ways of working. Students will develop their skills in all of the fundamental areas of art, as they learn how to work with a variety of media from pencils to paint, charcoal to clay.

Students will journey through time and around the world, looking at the artwork of different artists and cultures. Students will learn about the styles and techniques that were used in professional works and how they can use them to create their own masterpieces.

When students join us they will be given their own personal sketchbook to work in. These miniature portfolios will last throughout their time in Key Stage 3.

Students will document all of their work and the progress that they will make on their journey to become a truly excellent artist.

Students will find that during their time studying Art, they will grow to become more self-confident, a problem solver, an independent worker, reflective, selective and a critical thinker. The best part about Art though is that it is all about the student, their imagination and their creativity, who they are and who they will become.



Year 7

Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Basic Skills	<p>In this project the students will be introduced to the subject of art, they will explore the definition of art, briefly look at a time line of Art history and explore some key art terminology.</p> <p>The students will be introduced to different ranged graphite pencils and taught basic drawing techniques using line, shape, tone, colour, scale and proportion from observation and imagination.</p> <p>They will look at and discuss the ways of showing texture in their work. The students will also be looking at the effects and atmospheres that can be created by the use of mark making techniques.</p> <p>The students will also be learning the basics of painting, covering primary and secondary colours, mixing and creating washes.</p> <p>Students will explore the ideas and techniques employed by the artist Jasper Johns.</p>	<p>By the end of the project the students will possess a basic understanding of a range of drawing techniques.</p> <ul style="list-style-type: none"> • They will understand about tonal shading and mark making and how to use them to create a 3D drawing. • They will also have a sound understanding of the basic painting techniques. Particularly they will have knowledge of how to mix and apply paint. • They will understand how to mix primary colours to create a range of secondary colours. • They will also have created a painting employing all of the basic techniques that have been covered earlier in the project, in the style of Jasper John's '0 through 9'.
0 Through 9 Jasper Johns		

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Bali mask Sculpture project	<p>In this project the students will be introduced to the ideas and techniques employed in creating various Balinese masks. They will watch a PowerPoint presentation on Bali masks to gain an understanding of history, shape and form.</p> <p>They will also research, collecting images from which they are to study. The students will be shown the various characteristics relating to Bali masks, which they will use to develop their own.</p>	<p>By the end of the project the students will possess a better understanding of how to make an observational drawing of an abstract human face.</p> <ul style="list-style-type: none"> • They will have a better knowledge of how to tonal shade using colouring pencils to create a more realistic study. • The students will develop an understanding of how to create a 3D sculpture using newspaper, paper pulp and modelling techniques.

Term 2 cont.

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Bali mask Sculpture project	<p>Explore a sequence of steps to develop and improve ideas using geometric shapes and symmetry to map out an exaggerated face. The students will learn how to develop their design into a realised 3D piece using newspaper, masking tape, paper pulp and acrylic paint. They will learn how to manipulate and model with newspaper, masking tape and paper pulp to create the features of a Bali mask. They will also continue to learn how to enhance their work with paint and colour.</p>	<ul style="list-style-type: none"> • They will have a working knowledge of how to enhance their piece using paint. • They will also have an understanding of Balinese cultural and social history through the use of imagery of Bali masks. • The students will have created their own personal, realised 3D Bali mask.

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Paper Monster Portraits	<p>In this project the students will be introduced to the ideas and techniques employed by the artists Paper Monster and Gustav Klimt.</p> <p>The students will be introduced the basic concepts of portraiture. Working from photographs taken of their faces, the students will learn how to manipulate them into stencil form using Adobe Photoshop. The students will continue to build their drawing skills and understanding of line through making observational studies of their stencil portraits. The students will learn about scale and increasing the size of an image through the use of the 'Grid Technique'. The students will learn the technical properties of oil pastels how to manipulate them. The students will gain an understanding of pattern design, through the artwork of Gustave Klimt. The students will learn about the technique of Wax Resist through working with oil pastels and drawing ink</p>	<p>By the end of the project the students will possess an understanding of stencil art and wax resist.</p> <ul style="list-style-type: none"> • The students will have a working knowledge of enhancing scale through using the 'Grid Technique'. • The students will have an understanding of what mixed media is and how to combine different media to create different effects. • The students will understand how repeating line, shape and colour creates a pattern • The students will understand about the properties of oil pastel and drawing ink and how they work in relation to each other. • The students will have stronger understanding of colour and hue in design. • The students will have created their own personal A1 wax resist stencil portrait in the style of Paper Monster.

Year 8

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Warhol soup cans 3D painting	<p>In this project the students will be introduced to the ideas and techniques employed by the artist Andy Warhol. The students will continue to develop their understanding of observation, scale and line drawing. The students will learn further image manipulation features using Adobe Photoshop. Working from their can label images, that they have altered using Adobe Photoshop, the students will gain a further understanding of colour and blending using watercolour paints.</p> <p>The students will further develop their understanding of sculpture techniques by creating a 3D can using cardboard, PVA glue and newspaper. The students will be introduced for the first time to acrylic paint. They will gain an understanding of the similarities and differences between acrylic paint and watercolours. The students will further their understanding of tone and blending to create a 3D effect top and base on their can sculpture.</p>	<ul style="list-style-type: none"> • By the end of the project the students will have an understanding of post war America in the context of 1960s Pop art • Developed further skills in both 2 and 3 dimensional media • The students will have gained further experience in working with Adobe Photoshop • The students will have an understanding of graphic design and the combination of imagery and lettering in art • The students will have a further understanding of different paint techniques through working with both watercolours and acrylic paint • The students will have created their own 3D decorated can, inspired by Andy Warhol's 'Campbell Soup Cans'

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
African mask Lino prints	<p>In this project the students will be introduced to the ideas and techniques employed in creating various African masks. They will look at a range of African masks to understand the basics of Abstraction. The students will be given a PowerPoint presentation on the works by various African tribes to gain an understanding of history, theme and design. They will also research, collect images of African masks from which they are to study. The students will further their knowledge of observational drawing and the basics of abstract drawing. The students will practise these skills and record their studies in their sketchbooks. The students will be shown the examples of abstraction in African Masks to develop their own personal pieces.</p>	<ul style="list-style-type: none"> • By the end of the project the students will possess a better understanding of how to make an abstract design of a human face • The students will have a better understanding of abstraction and how to use colour, shape and pattern in a symbolic manner • The students will also have an understanding of African cultural and social history through the use of imagery of African masks • understanding of Chinese cultural and social history through the use of imagery of wood block prints

Term 2 cont.

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
African mask Lino prints	<p>The students will learn how to develop their design into a printed piece using inks and block printing. They will learn how to make a printing tile and press print to create their design. The students will learn how to work safely and effectively improve their skills with block printing tools to explore the characteristics of the ancient art of Chinese wood block printing.</p>	<ul style="list-style-type: none"> • The students will develop an understanding of how to create a 2D press print using a print tile, ink and rollers • The students will have a better understanding of pattern design through layering and repetition • By the end of the project, the students will have created their own personal abstract African mask print series

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
When Georgia met Jiri Natural Forms Painting and drawing	<p>In this project the students will be introduced to the ideas and techniques employed by the artists Georgia O'Keeffe and Jiri Kolar. The students will look at a range of O'Keeffe's artworks to further understand the basics of abstraction. The students will be given a PowerPoint presentation on the works by Georgia O' Keeffe to gain an understanding of her themes and style. The students will further their knowledge of observational drawing and tonal shading with graphite and coloured pencils. The students will further their knowledge of painting, tone and blending through the use of watercolour paint. The students will learn how to develop their design into a 2D mixed media piece using paint, coloured pencils and graphite pencils. The students will be given a PowerPoint presentation on the works by Jiri Kolar to gain an understanding of his themes and style. The students will gain an understanding of Op Art by dissecting their two A3 works into strips and then weaving them together, in the style of 'Collage with an Ermine'.</p>	<ul style="list-style-type: none"> • By the end of the project the students will possess a better understanding of how to make an observational drawing using a viewfinder to focus on a detail section of an image • They will have a better knowledge of how to tonal shade using colouring pencils to create a more realistic study • The students will have learned how to weave two images together to create an abstract Op Art final piece • By the end of the project, the students will have created their own A3 personal natural form, woven, mixed media piece

ASSESSMENT CRITERIA / STRATEGIES

The following objectives are assessed both formally and informally throughout the course:

Generating Ideas: Skills of Designing & Developing Ideas
 Making: Skills of Making Art, Craft and Design
 Evaluating: Skills of Judgement and Evaluation, reflection
 Knowledge : Knowledge about art processes and context, critical studies

Year 9
Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Los Dia de los Muertos Sculpture	<p>In this project the students will be introduced to the ideas and techniques employed by Mexican artists and people during the celebration Los Dia de los Muertos. They will explore careers associated with the visual arts.</p> <p>The students will learn new modelling techniques using pre made templates and cardboard manipulation. They will watch a PowerPoint presentation on the festival 'Los Dia de los Muertos' to gain an understanding of history and Mexican culture. They will also research, collecting images from which they are to study.</p> <p>The students will further their knowledge of observational drawing, design, symmetry and symbolism. The students will practise these skills and record their work in their sketchbooks. The students will enhance their painting skills and knowledge by working with a range of brush sizes when filling in backgrounds and painting in detailed designs.</p> <p>The students will continue to build on their understanding of working with acrylic paint, using a range of colours and hues.</p>	<ul style="list-style-type: none"> By the end of the project the students will possess a better understanding of how to design and make a 3D skull sculpture The students will have an understanding of Mexican cultural and social history through the use of imagery of Los Dia de los Muertos sugar skulls The students will have learned how plan for a 3D piece by developing designs exploring different viewpoints of their 3D piece The students will have learned of to create a realised 3D sculpture from an initial 2d design using card, papier mache, and acrylic paint The students will have gained further painting techniques by working a 3D surface By the end of the project the students will have created their own 3D decorated skull, inspired by the Mexican decorated sugar skulls

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Marvel vs. Manga Painting	<p>In this project the students will be introduced to the ideas and techniques employed by the artist Roy Lichtenstein and comic illustration artists from both Marvel and Manga comics.</p> <p>Students will study the essential differences between Eastern and Western comics. They will begin to explore how society and history impact art production.</p> <p>The students will explore careers associated with the comic and graphic arts.</p> <p>The students will continue to develop their observational drawing skills.</p>	<ul style="list-style-type: none"> By the end of the project the students will possess a better understanding of comic illustration from both Eastern and Western comic style perspectives They will understand and research careers associated with the arts

Term 2 cont.

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Marvel vs. Manga Painting	<p>The students will continue to develop their technical accuracy with regards to drawing, proportion and scale by using the grid technique.</p> <p>The students will learn about the similarities and contrasts between the two styles of Marvel, from western culture, and Manga, from eastern culture, comic illustrators.</p> <p>The students will continue to develop their blending and tonal painting skills through the use of watercolours.</p> <p>The students will understand how to create a powerful narrative from a single image.</p>	<ul style="list-style-type: none"> By the end of the project the students will possess a better understanding of the work by the artist Roy Lichtenstein The students will have strengthened their observational skills through line, scale and proportion Develop 2 dimensional drawing and painting skills

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Stained glass windows Mixed media	<p>In this project the students will be introduced to the ideas and techniques employed by Gothic architects and used in Gothic architecture.</p> <p>They will be introduced to architecture as a career. They will look at a range of stained glass window styles from Notre Dame, Chartres and York Minster cathedrals to understand the basics of design and history.</p> <p>The students will also research, collecting images from which they are to study.</p> <p>The students will further their knowledge of design, pattern and composition by creating their own gothic design.</p> <p>The students will gain a deeper understanding of the connections between Maths and Art, through architectural drawing.</p> <p>The students will learn how to work safely and in a controlled manner when working with craft knives.</p> <p>The students will continue to learn how different media can be brought together to create a realised, diverse outcome.</p>	<ul style="list-style-type: none"> By the end of the project the students will possess a better understanding of how to make a personal repeating pattern composition through the combination of both Art and Maths. The students will develop an understanding of how to create a large scale design focusing on negative spaces and colour. They will have an understanding of how to enhance their piece using colour and monochrome. The students will also have an understanding of European past cultural and social history through the use of stained glass imagery. By the end of the project the students will have created their own personally designed rose window, in the style of the Gothic architects.

ASSESSMENT CRITERIA / STRATEGIES

The following objectives are assessed both formally and informally throughout the course:

Generating Ideas: Skills of Designing & Developing Ideas
 Making: Skills of Making Art, Craft and Design
 Evaluating: Skills of Judgement and Evaluation, reflection
 Knowledge : Knowledge about art processes and context, critical studies

Computing

The Computer Science course in KS3 is primarily aimed at developing an understanding of hardware and software creation and development in addition to using applications students will find useful in other subjects. It is a very practical course, with a little fun on the side, through which they will become proficient in a range of software very quickly.

Students will learn about programming using Python and Scratch, computer networks, game making, HTML, CSS + Java script as well as understand hardware and use the latest technology such as 3D printing.

Students will also learn to how to find and recognise reliable and unreliable sources, including sites where they can find text, images and sounds that they can use legally at school and when they leave school.

Students will learn how to work with other people while staying safe online and help others stay safe online as well.

Students will search for information and make judgments on its suitability for particular purposes; considering the mix of fact, opinion and clarity. They will be able to extend and refine their search methods to make them more efficient.

By the end of KS3 they will use a wide range of ICT independently and efficiently to combine, refine, interpret and present information that they have taken from a range of different sources.



Year 7

Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Autumn 1: Introduction to Computer Science at British School of Beijing	School Rules / AUP Logins/Passwords Resources Files and Folders	Students are able to: <ul style="list-style-type: none"> Understand the etiquette of using school computers and are familiar with the BSB acceptable use policy Remember their usernames and passwords and successfully logon to the school network Understand how to access teaching resources on the 'Student Drive' Understand the need to maintain appropriate folder structures and file naming conventions when saving their work
Autumn 2: Introduction to Programming and the language constructs using 'Scratch Blocks' (non-textual approach)	Outputs Variables Inputs Selection (IF-ELSE statements) Conditionals	Students are able to: <ul style="list-style-type: none"> Understand how to create a sprite Understand how to create a new background Understand how to move the sprite Understand how to input values into scratch Understand where our inputs are stored Understand how to output values onto the screen Understand how programs make decisions. Understand how computers may use more than 1 variable Understand how operators work in scratch Understand how Flowcharts work

Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Spring 1: Computer Hardware	Defining a computer Identifying the various components of a computer and understanding their function Understanding of how the devices work together (the CPU, RAM, Hard Drive, IO Devices) Introduction to the Von-Neumann Architecture.	Students are able to: <ul style="list-style-type: none"> Understand what a computer is and how they can come in various forms. Understand how computers receive commands and data Understand what 'processing' means Understand how computers can output information Understand that a computer is made up of a range of components. Understand the purpose / function of these components Understand their relative importance Understand the role of the CPU, RAM and Hard Drive Understand how the CPU, RAM and Hard Drive work together. Understand how the input and output devices work with the CPU

Term 2 cont.

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Spring 2: Introduction to HTML	Basic Tags: Heading Horizontal Rule Paragraphs Fonts Body (and it's properties) Images Hyperlinks	Students are able to: <ul style="list-style-type: none"> Understand how the input and output devices work with the CPU Understand what HTML is Understand what HTML tags are Learn how to use HTML to write a basic web page with a range of formatting Learn how to use HTML to write a basic web page with a range of ormatting skills Learn how to insert an image into a webpage Understand how HTML is used to link webpages together <ul style="list-style-type: none"> To write 2 basic webpages about something that interests you. To link to the 2 pages together To create a mini-website on a topic of your choice

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Summer 1: Scratch Arcade Game Maker:	Designing Interfaces, Gameplay (and progression) and Algorithms Code Development, Alpha Testing and Debugging End-User Testing and Evaluations	Students are able to: <ul style="list-style-type: none"> Learn about the similarities and differences between various games from the last 35 years. Investigate which types of game are most popular and understand reasons why. Learn how to program different types of movement in Scratch. Understand how to use a variable to record the score in a game Understand how to create a "scoring item" sprite Understand how to program the sprite so that it interacts with the main character. To understand how to program levels in our Scratch game To understand how the broadcast script works To understand how to plan / design your own computer game To understand what makes a successful game within this project To understand what makes a successful game within this project Be able to peer and self-assess your work and make improvements to ensure you meet your target grade To be able to use critical feedback to make last minute improvements to your game before submission

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Summer 2: Micro:Bit Madness:	Understanding the various components of the embedded device Remembering the basics of programming: Outputs Variables Inputs Selection (IF-ELSE statements) Conditionals Understanding the concept of compiling and flashing.	<p>Students are able to:</p> <ul style="list-style-type: none"> To understand what the Micro: Bit is. To understand the various components of the device. To understand the various programming environments. To understand how to write a simple program. To understand what compiling is To understand how to flash the compiled program to the device To develop our understanding of programming using the 'blocks' language. To practice the art of decomposition and abstraction to help solve a problem. (for some) To understand how to make use of the accelerometer. Understand how to program the 'Compass' on the Micro:Bit Further develop skills in problem solving (decomposition and abstraction) To further develop our skills in programming using the 'blocks' language. To understand the purpose of variables To develop understanding of coordinates and see how they are used in developing graphical programs. To develop our skills in programming using the python programming language To understand some simple python syntax To realise the similarities with the way we program in python compared to blocks.

ASSESSMENT CRITERIA / STRATEGIES

<p>Autumn 1: N/A</p> <p>Autumn 2: A written assessment made up of exam style questions covering all aspects of the unit. This will be carried out at the end of the unit (approx. at the end of the half-term).</p> <p>Spring 1: A written assessment made up of exam style questions covering the all aspects of the unit. This will be carried out at the end of the unit (approx. at the end of the half-term).</p> <p>Spring 2: A written assessment made up of exam style questions covering the theoretical aspects of the unit (to be carried out at the end of the unit).</p> <p>In addition to this there will be an extended project, assessing the use of the practical HTML skills taught on the course. This will be an ongoing assessment throughout the second half of the unit.</p> <p>Summer 1: An extended project assessing the full development process of coding a computer game: (Design, Development, Testing, and Evaluation). A good piece of work should include detailed design work, efficient coding (with few bugs), and evidence of testing with resulting improvements documented and a detailed evaluation of the success of the project.</p> <p>Summer 2: An extended project assessing the full development process of designing and programming a unique, end-user focused, device making use of the various components of the Micro: Bit computer: (Design, Development, and Evaluation). A good piece of work should include detailed design work, efficient coding (with few bugs), and evidence of testing with resulting improvements documented and a detailed evaluation of the success of the project.</p>
--

Year 8

Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Autumn 1: My Digital World:	Exploring Online Issues: Website Reliability and Quality of Sources of Information Safe & Effective Searching Copyright Issues Online Dangers Strategies to Stay Safe	<p>Students are able to:</p> <ul style="list-style-type: none"> Learn what to look for in websites when deciding if they are trustworthy or not Practice evaluating a range of websites for trustworthiness and reliability. Understand how search engines work Understand some tools to "search smarter" – improve our search results by reducing search results and increasing their relevance. Understand what Copyright Law is Understand how to use other peoples' ideas/work without breaking copyright law Understand the great many dangers that are online Learn how to stay clear of these dangers Understand what cyber abuse is Understand what you can do to combat cyber abuse
Autumn 2: Binary Bits and Bobs:	The Binary Number System Binary – Denary Conversions Binary Addition Binary Representation of Text Binary Representation of Images Binary Representation	<p>Students are able to:</p> <ul style="list-style-type: none"> Understand the binary number system Understand why it is important in computing Understand how to add binary number together Understand that computers ONLY KNOW BINARY Understand that in a computer system, characters are represented by binary numbers. Understand that bitmap images are made up of pixels Understand how binary is used to represent shades and colours of images – and therefore used to represent images Understand that sound is represented by binary numbers in a computer system Understand the process of sampling Understand that digital processing is the process of applying mathematical calculations on the binary values which represent the recorded sound

Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Spring 1: Introduction to Python:	Outputs Inputs and Variable Storage IF Statements Problem Solving (Abstraction and Decomposition) Tasks	<p>Students are able to:</p> <ul style="list-style-type: none"> • Understand what Python is • Understand how to program outputs in python • Understand how to program inputs in python • Understand the need to store inputs in python • Understand how to store inputs into variables in python • Understand which data type a variable is. • Understand why a computer needs to know what the data type is for a given input/variable. • Learn how to change the data type of a variable. • Learn how programs make decisions in Python • Understand the importance of certain learning habits for successful programming
Spring 2: HTML and CSS:	HTML Basics CSS: Text Images Divisions Layout	<p>Students are able to:</p> <ul style="list-style-type: none"> • Understand the limitations of HTML • Understand what CSS is • Understand how to use CSS to improve a webpage's appearance <ul style="list-style-type: none"> o To alter the code of a webpage so that its appearance improves. o To improve the appearance of your own webpage's text and background. • Understand how to change the background of the page using CSS. • Understand how to alter the look of images using CSS code. <ul style="list-style-type: none"> o To create a webpage which has been formatted using CSS. o The webpage will have altered backgrounds and images. • Understand what DIV tags are used for. • Understand how to add divisions into a webpage • Understand how to apply different CSS code to different divisions <ul style="list-style-type: none"> o To create a webpage which contains Divisions and where CSS code applies different styles to the different divisions. • Understand how to apply different CSS code to different divisions in order to add a structured layout to the webpage <ul style="list-style-type: none"> o To create a webpage which contains Divisions and where CSS code structures the divisions in order to create a page layout.

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Summer 1: Scratch Shooter Game Maker:	Designing Interfaces, Gameplay (and progression) and Algorithms Code Development, Alpha Testing and Debugging End-User Testing and Evaluations	<p>Students are able to:</p> <ul style="list-style-type: none"> • Learn how to program gravity • Learn how to program jumping <ul style="list-style-type: none"> o To create a basic game with gravity, movement, jumping and to explain how each script works in detail. • To understand how to use variables to record the direction of the character • To understand how to program the firing of a bullet from your main character. • Understand how to create baddies which move automatically • Understand how to program the main character so that it interacts with the baddie.
Summer 2: Advanced Scratch Event Driven Programming	Outputs Inputs and Variable Storage IF Statements FOR and FOREVER Loops	<ul style="list-style-type: none"> • Understand how to use a variable to record the score in a game • Understand how to shoot baddies and achieve a score • To understand how to use IF-Statements and Broadcast scripts to program levels in a computer game. • To understand how to plan / design your own computer game • To understand what makes a successful game within this project • To understand how to plan / design your own computer game • To understand what makes a successful game within this project • To be able to peer and self-assess your work and make improvements to ensure you meet your target grade • To understand how to build / code your own computer game using "Scratch" • To understand what makes a successful game within this project

ASSESSMENT CRITERIA / STRATEGIES
<p>Autumn 1: A written assessment made up of exam style questions covering the all aspects of the unit. This will be carried out at the end of the unit (approx. at the end of the half-term).</p> <p>Autumn 2: A written assessment made up of exam style questions covering the all aspects of the unit. This will be carried out at the end of the unit (approx. at the end of the half-term).</p> <p>Spring 1: A written assessment made up of exam style questions covering the all aspects of the unit. This will be carried out at the end of the unit (approx. at the end of the half-term).</p> <p>Spring 2: A written assessment made up of exam style questions covering the theoretical aspects of the unit (to be carried out at the end of the unit). In addition to this there will be an extended project, assessing the use of the practical HTML skills taught on the course. This will be an ongoing assessment throughout the second half of the unit.</p> <p>Summer 1: An extended project assessing the full development process of coding a computer game: Design, Development, Testing and Evaluation. A good piece of work should include detailed design work, efficient coding (with few bugs), and evidence of testing with resulting improvements documented and a detailed evaluation of the success of the project.</p> <p>Summer 2: A written assessment made up of exam style questions covering the all aspects of the unit. This will be carried out at the end of the unit (approx. at the end of the half-term).</p>

Year 9


Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Autumn 1: Python Programming:	Review of Year 8: Outputs Inputs and Variable Storage IF Statements Advancing Knowledge: FOR Loops WHILE Loops Problem Solving (Abstraction and Decomposition) Tasks	Students are able to: <ul style="list-style-type: none"> Remember what Python is Remember how to program outputs in python, Remember how to program inputs in python, Remember how to store inputs in python using variables Understand the need to change data types when working with numbers in python Remember how programs make decisions Remember how to program IF statements Understand how to program multiple IF Statements Understand what a loop is in a program and where we may use one each time we go on the computer. Understand how to program a WHILE loop in program Understand how to program a FOR loop in program
Autumn 2: Back to the Future:	Visiting famous Computer Science pioneers and exploring their work: George Boole – Boolean Logic Tim Berners-Lee – HTML and WWW Charles Babbage – The Difference Engine and Problem Solving Alan Turing – Code Breaking	Students are able to: <ul style="list-style-type: none"> To understand who Alan Turing was To understand how messages can be encrypted using ciphers. To understand how to use a cipher key to decipher codes To understand who Sir Tim-Berners-Lee is To understand what the World Wide Web (WWW) is and how it differs from the Internet To understand how the WWW was born. To understand how to write a simple web page To understand who George Boole was To understand what Boolean Logic is To understand what logic gates are and how they are used in a CPU <ul style="list-style-type: none"> AND OR NOT XOR NAND NOR To understand who Charles Babbage was To understand what Charles Babbage did To understand how ‘problem solving’ and ‘logical thought’ underpins Computer Science

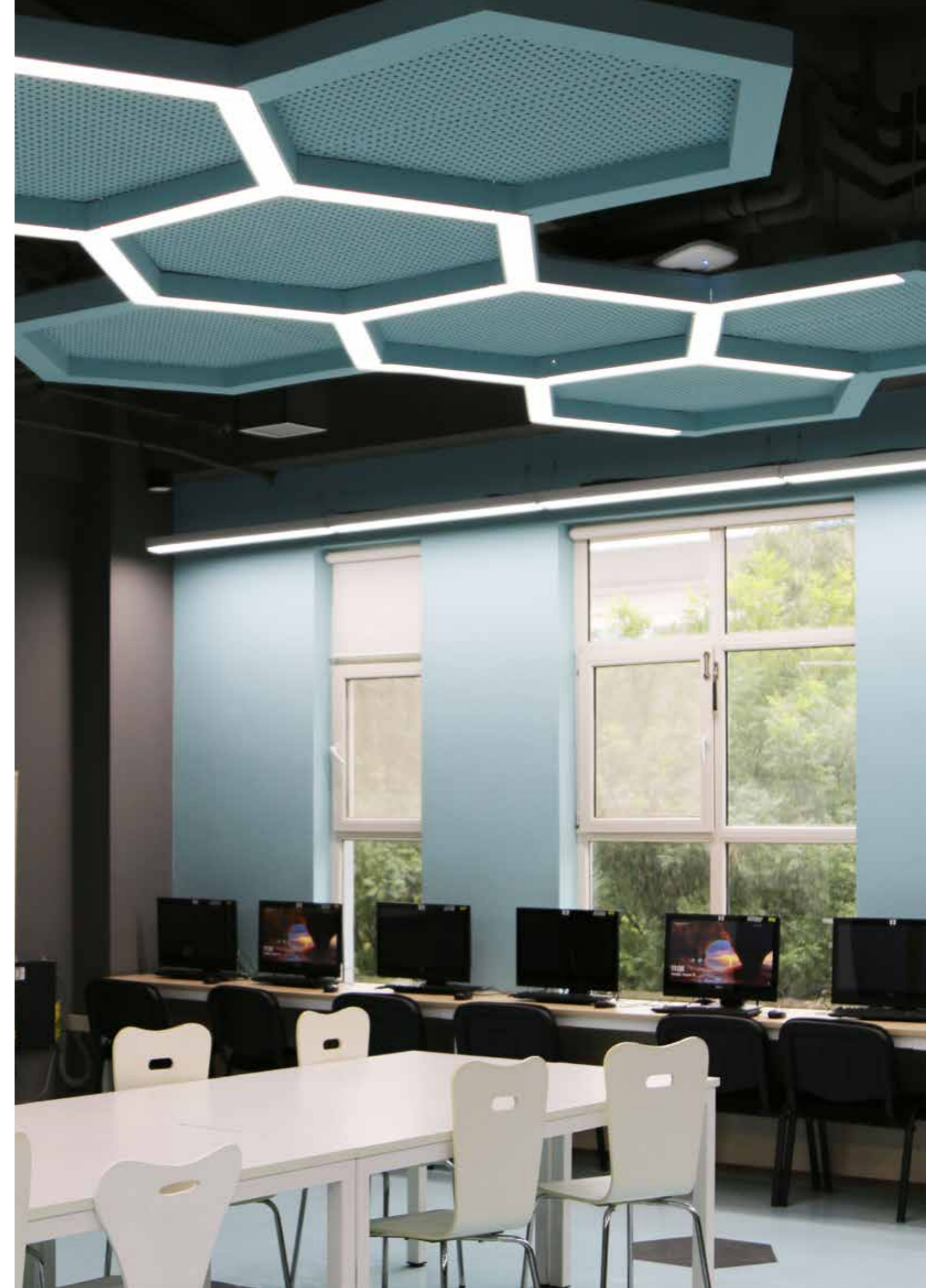
Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Spring 1: Computer Networks:	Advantages / Disadvantages of Networks Local Area Networks (definition and hardware required) Wide Area Networks (definition and hardware required) Data Packets and the Internet DNS and the Internet	Students are able to: <ul style="list-style-type: none"> Understand what a network is <ul style="list-style-type: none"> LAN WAN Understand what advantages and disadvantages networking brings Understand the devices needed to produce a computer network Understand the difference between a Local Area Network and a Wide Area Network Understand what the internet actually is Understand how data travels around the internet Understand the advantages and disadvantages of different network topologies: <ul style="list-style-type: none"> Bus Ring Star
Spring 2: HTML, CSS and JavaScript:	JS where to JS output JS syntax JS statements JS comments JS variables, operators, arithmetic and assignments JS arrays JS loops	Students are able to: <ul style="list-style-type: none"> Remember what HTML and CSS is Understand the limitations of HTML and CSS Understand what JavaScript is Understand how to use JavaScript to make a webpage interactive Remember how to write a simple JS function on a webpage Understand how to program input and output forms to allow user inputs to be manipulated by JS Understand how to program IF statements in JavaScript so that our programs can make decision Learn how to improve the presentation of elements on a webpage with tables and CSS code. Key student outcomes will be: <ul style="list-style-type: none"> To insert some JavaScript to make the webpage interactive. To code several JavaScript programs in order make the webpage interactive. To code several JavaScript programs containing IF statements in order make the webpage interactive / make decisions based on our inputs. To code a webpage with information flash cards bring a webpage to life!

Term 3

UNIT TITLE/ THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Summer 1: Scratch Arcade Game Maker:	Designing Interfaces, Gameplay (and progression) and Algorithms Code Development, Alpha Testing and Debugging End-User Testing and Evaluations	<p>Students are able to:</p> <ul style="list-style-type: none"> Remember the coordinates system in Scratch Learn how to program a scrolling background Understand how Scrolling Backgrounds work Remember and understand how to program 'Gravity' in Scratch. Understand how to program the 'Shooter'. Remember and understand how to program a 'Scoring System' in Scratch. Understand how to program a 'Baddie Object'. Understand the theory of levels in the scrolling game. Understand how to program new levels in our current scrolling game.
Summer 2: Scrolling Game Maker:		<ul style="list-style-type: none"> To understand how to plan / design your own computer game To understand what makes a successful game within this project To understand how to build / code your own computer game using "Scratch" To understand what makes a successful game within this project Be able to peer and self-assess your work and make improvements to ensure you meet your target grade

ASSESSMENT CRITERIA / STRATEGIES
<p>Autumn 1: A written assessment made up of exam style questions covering the all aspects of the unit. This will be carried out at the end of the unit (approx. at the end of the half-term).</p> <p>Autumn 2: A written assessment made up of exam style questions covering the all aspects of the unit. This will be carried out at the end of the unit (approx. at the end of the half-term).</p> <p>Spring 1: A written assessment made up of exam style questions covering the all aspects of the unit. This will be carried out at the end of the unit (approx. at the end of the half-term).</p> <p>Spring 2: A written assessment made up of exam style questions covering the theoretical aspects of the unit (to be carried out at the end of the unit). In addition to this there will be an extended project, assessing the use of the practical HTML skills taught on the course. This will be an ongoing assessment throughout the second half of the unit.</p> <p>Summer 1: An extended project assessing the full development process of coding a computer game: Design/ Development/Testing/Evaluation. A good piece of work should include detailed design work, efficient coding (with few bugs), evidence of testing with resulting improvements documented and a detailed evaluation of the success of the project.</p> <p>Summer 2: Same as Summer 1</p>



Geography

The Geography Curriculum at KS3 has been designed to give students an understanding of places at a range of scales, a mix of both physical and human processes and how they impact on our lives.

There is a focus on geographical skills, ranging from maps to evaluative skills, which prepares them effectively for Geography at GCSE and IB level. There is an emphasis on challenging students, so that they are engaged to make excellent progress.

While studying Geography, students will be treated to a unique and ambitious curriculum, studying a range of topics, from waterfalls to earthquakes, volcanoes to air pollution, in diverse settings, from Kazakhstan to Zambia, Himalayas to Death Valley. Students will enhance their geographic skills, while learning about a wonderful and ever changing world. The course is designed for students to question their place in the world and develop their international mindedness as a global citizen.

In Year 8 Geography, students will be taught geographical skills through a range of topics from limestone landscapes to deserts, tourism to global warming. Through these topics they will study both the human and physical world and the interconnections between them in diverse settings from the volcanoes in Iceland to the Great Barrier Reef in Australia. Students will enhance their geographical skills whilst learning about our ever changing world.

In Year 9 Geography, students will grasp some of the more complex physical and human processes, from tornado formation to sustainability, once again in various places, from Easter Island to Chad. As students begin to master geographic skills by this stage, they will be able to engage effectively with more creative enquiry based tasks, such as designing the energy of the future and building tornado proof housing.



Year 7

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES	
<i>Term 1</i>			
CHANGING World - DESTRUCTIVE World	Death Valley Antarctica Sanya Himalayas – Fold Mountain	<ul style="list-style-type: none"> • Explain clearly in sequence • Add labels onto sketches • Annotate sketches • Draw graphs accurately with data provided • Identify symbols using a key • Identify and follow eight point compass directions • Read and plot 4 figure grid references • Read and plot 6 figure grid references • Plot data onto maps • Identify and measure scale • Describe the distribution of landforms/objects/events • Describe the features of landforms/processes • Describe how landforms/events/impacts/processes occur • Apply a case study to describe causes • Apply a case study to describe impacts • Apply a case study to describe responses • Explain the formation of landforms/processes • Explain the impacts from processes/events • Explain the differences in processes/events/locations/impacts • Evaluate the impacts from a process/event • Evaluate measuring/data collection methods 	
<i>Term 2</i>			
DESTRUCTIVE World SOCIAL/ INDUSTRIAL	Italy – Volcano Haiti – Earthquake Kazakhstan – Cotton production Israel – Water Pollution Pakistan – Air Pollution		
<i>Term 3</i>			
NATURAL/ RESOURCEFUL Geographic Enquiry	Misiones/Parana – Iguazu Waterfalls UK – Flooding Water (ENQUIRY)		

ASSESSMENT CRITERIA / STRATEGIES
<p>Descriptions of features, places and processes are fairly detailed and are beginning to offer more reasoned explanations.</p> <p>Responses show a satisfactory understanding but misinterpretations are common.</p> <p>A range of appropriate geographical vocabulary is used. A sound factual knowledge is demonstrated</p> <p>STRATEGIES: Written Assessments/Addressing the AFs through their books/ EoY Exam</p>

Year 8

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES	
<i>Term 1</i>			
CHANGING World - DESTRUCTIVE World	Geological timescale Iceland – Igneous Rock Yangshuo – Sedimentary Rock World – Global Warming	<ul style="list-style-type: none"> • Draw diagrams to explain clearly in sequence • Add labels onto sketches • Add detailed annotations onto sketches • Draw graphs accurately with data provided • Identify symbols using a key • Identify and follow eight point compass directions • Read and plot 4 figure grid references • Read and plot 6 figure grid references • Identify and measure scale • Plot data onto maps • Interpret relief on maps using contours, spot heights and layer shading • Describe the distribution of landforms/objects/events • Describe the differences in trends on maps/date sets/graphs • Describe the features of landforms/processes • Describe how landforms/events/impacts/processes occur • Describe the impacts from processes/events • Describe the management strategies used to manage events/impacts • Apply a case study to describe causes • Apply a case study to describe impacts • Apply a case study to describe responses • Explain the formation of landforms/processes • Explain the impacts from processes/events • Explain the differences in processes/events/locations/impacts • Explain the justification for the choice of management strategies • Explain how management can reduce the impacts • Evaluate the impacts from a process/event • Evaluate measuring/data collection methods • Evaluate the impacts from a process/event to certain stakeholders 	
<i>Term 2</i>			
DESTRUCTIVE World SOCIAL/ INDUSTRIAL World	Somalia – Drought Maldives – Sea Level Rise Macau - Tourism Syria – Forced migration N. America – International migration		
<i>Term 3</i>			
NATURAL/ RESOURCEFUL Geographic Enquiry	World - Climate Madagascar - TRF Sahara - Desert BSB – Microclimate Enquiry		

ASSESSMENT CRITERIA / STRATEGIES
<p>Descriptions of features, places and processes are detailed and a range of reasoned explanations are offered.</p> <p>Responses show a good understanding but misinterpretations are still common.</p> <p>A wide range of geographical vocabulary is used.</p> <p>A fairly broad factual knowledge is demonstrated.</p> <p>STRATEGIES: Written Assessments, Addressing the AFs through their books., EoY Exam</p>

Year 9

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES	
<i>Term 1</i>		<ul style="list-style-type: none"> • Draw diagrams to explain clearly in sequence • Add labels onto sketches • Add detailed annotations onto sketches • Draw graphs accurately with data provided • Identify symbols using a key • Identify and follow eight point compass directions • Read and plot 4 figure grid references • Read and plot 6 figure grid references • Identify and measure scale • Plot data onto maps • Interpret relief on maps using contours, spot heights and layer shading • Explain the formation of landforms/processes • Explain the impacts from processes/events • Explain the differences in processes/events/locations/impacts • Explain the justification for the choice of management strategies • Explain how management can reduce the impacts • Explain the different stakeholders views on processes and management 	
CHANGING World –	Easter Island - Sustainability Nepal - Soil erosion Xiamen – Sustainable Communities		
DESTRUCTIVE World	Philippines– Tropical Storms Tornado Alley - Tornadoes		
<i>Term 2</i>			
DESTRUCTIVE World	Tornado Alley - Tornadoes Asia - Development BSB – ENQUIRY: Globalisation		
SOCIAL/ INDUSTRIAL World Geographic Enquiry			
<i>Term 3</i>			
NATURAL/ RESOURCEFUL	Chad – Fuel wood Brazil – Livestock farming/ Biogas Japan – Future Energies		

ASSESSMENT CRITERIA / STRATEGIES
<ul style="list-style-type: none"> • Descriptions of features, places and processes are very detailed and more specific and increasingly detailed explanations are offered. Conclusions are substantiated. • Responses show a very good understanding; misinterpretations are less common. Initiative is shown in researching work. • A wide range of geographical vocabulary is used. • A broad factual knowledge is demonstrated. • EXCEPTIONAL PERFORMANCE • Written descriptions are very thorough and explanations show a great depth of detail and analysis. Conclusions are substantiated. • Exemplification is detailed. A great deal of initiative is shown in researching work. • Responses show a deeper understanding; very few misinterpretations. • Extensive use of geographical vocabulary. • An extensive factual knowledge is demonstrated. <p>STRATEGIES Written Assessments, Addressing the AFs through their books, EoY Exam</p>

History

At Key Stage 3 we teach about the social, cultural, religious and ethnic diversity of the societies studied and the experiences of men and women in these societies. Students will have opportunities to use a range of historical sources including documents, artefacts, pictures and photographs, music, buildings and sites.

Students will be exposed to a range of cultures and experiences beyond their own life – this helps to promote understanding and tolerance.

One of the most crucial aspects of understanding history is trying to see the past on its own terms. Too often we place modern values on top of the past and therefore fail to understand why people acted in the way they did. This curriculum challenges our own beliefs and values and creating development as a global citizen.

A varied approach is used in the teaching of History to meet the needs of all students. These include teacher-led lessons, independent research in pairs or groups, extended writing to show knowledge and the ability to sustain ideas, role-play, debate, analysis of historical sources and artefacts.

All of these skills will help students find out about our history from all corners of the globe.



Year 7

Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
1. History Skills 2. The Norman Invasion	History skills- chronology, bias. Anachronism, time, key words The Norman Invasion- William the Conqueror and how he changed England in 1066. Skills: 1. Using terminology 2. Ordering and sequencing AF1- Change and continuity AF2- Cause and consequence AF4-Source Skills AF5- Interpretations and representations understanding of chronology by their realisation that the past can be divided into different periods of time,	<ul style="list-style-type: none"> Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, Their recognition of some of the similarities and differences between these periods, and their use of dates and terms Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe characteristic features of past societies and periods, And to identify changes within and across different periods

Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
1. Imperial China 2. Ghenghis Khan	AF1- Change and continuity AF2- Cause and consequence AF4-Source Skills AF5- Interpretations and representations	<ul style="list-style-type: none"> Describe examples of change and/or continuity within a given time period Describe examples of causes and/or consequences with simple links between them · describe an event or person using evidence from sources

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
The Tudors	AF1- Change and continuity AF2- Cause and consequence AF4-Source Skills AF3- Significance AF5- Interpretations and representations	<ul style="list-style-type: none"> Explain examples of causes and/or consequences and can begin to explore the links between them Explain why there are contrasting views of significance about the same person/event Explain the reasons for the similarities and/or differences between sources

ASSESSMENT CRITERIA / STRATEGIES
Describe features of past societies, periods, events, people and changes. Make links features of past societies, periods, events, people and changes. Give reasons for and results of important changes. Describe and explain how and why different interpretations of the past came about. Judge the value of sources choosing those that are most useful. Select and organise information to produce structured written work Use the correct dates and terms. STRATEGIES Written Assessments Addressing the AFs through their books. EoY Exam

Year 8

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
1. The Renaissance 2. Exploration	AF1- Change and continuity AF2- Cause and consequence AF3- Significance AF4- Source Skills AF5- Interpretations and representations	<ul style="list-style-type: none"> I can describe examples of change and/or continuity across given time periods Explain one or more developed reasons why a person/event is significant Explain why there are contrasting views of significance about the same person/event

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
1. England in the 1600s 2. Jack the Ripper	AF1- Change and continuity AF2- Cause and consequence AF3- Significance AF4- Source Skills AF5- Interpretations and representations	<ul style="list-style-type: none"> Explain examples of changes and/or continuity across given time periods with justification Explain how a person/event was significant considering their/its short and long term effects Explain the reasons for the similarities and/or differences between source

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Slavery	AF1- Change and continuity AF2- Cause and consequence AF3- Significance AF4-Source Skills AF5- Interpretations and representations	<ul style="list-style-type: none"> Explain why an opinion about an event or person may have been formed, offering a simple explanation Analyse why a range of historical interpretations may differ Analyse examples of causes and/or consequences and can explain the long and short term impact within a time period

ASSESSMENT CRITERIA / STRATEGIES

Examine and explain the reasons for and results of events and changes.
Describe and begin to analyse, why there are different historical interpretations of events, people and changes.
Identify and evaluate sources of information to use critically to reach and support conclusions.
Select, organise and arrange relevant information to produce structured written work.
Use the correct dates and terms.
Strategies:
Written Assessments, Bookwork, Formal assessments, EoY Exam

Year 9

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
World War 1	AF1- Change and continuity AF2- Cause and consequence AF3- Significance AF4- Source Skills AF5- Interpretations and representations	<ul style="list-style-type: none"> Analyse examples of causes and/or consequences and can explain the long and short term impact within a time period Evaluate the historical significance of a person/event by challenging previously established ideas on the significance of a person/event Evaluate historical interpretations of a person/event by challenging previously established ideas, and by offering my own interpretation of the person/event

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Government Hitler's Germany	AF1- Change and continuity AF2- Cause and consequence AF3- Significance AF4- Source Skills AF5- Interpretations and representations	<ul style="list-style-type: none"> Evaluate the impact of factors as accelerants for change e.g. war, individuals, science and technology Evaluate why views on significance change through time by considering the depth of impact over a period of time. Evaluate and explain historical significance using my own identified criteria.

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
World War II	AF1- Change and continuity AF2- Cause and consequence AF3- Significance AF4-Source Skills AF5- Interpretations and representations	<ul style="list-style-type: none"> Evaluate the impact of factors as accelerants for change e.g. war, individuals, science and technology. Evaluate why views on significance change through time by considering the depth of impact over a period of time. Evaluate and explain historical significance using my own identified criteria

ASSESSMENT CRITERIA / STRATEGIES

Strategies:
Written Assessments
Bookwork
Formal assessments
EoY Exams

Mandarin as a First Language

Mandarin Chinese is spoken by more than a billion people, making it the most widely spoken first language in the world. Living in China means we are able to utilise our environment to maximise the learning students will have.

As a native speaker of Mandarin, students will work to develop good listening skills and appropriate ways of speaking. Their knowledge of characters, grammar and literary

language will be enhanced and students will be able to write for a variety of purposes.

Students will be able to use Pinyin as a helpful tool to gain access to a wider range of written materials, and they will start to develop the skills to understand and appreciate classic Chinese literature. Students will also start to be aware of variations in the use of Mandarin in different areas of the world.



The Programmes of Study for each year group are given below:



Year 7

Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
人与自然 •大自然之美 •自然资源消耗 人物 •朋友 •亲人 •名人	学习如何描写景物,借景抒情 学习有关跟自然资源保护的文章 学习如何描写自己认识的人 学习如何选取事例对人物进行描写,达到主体	学生能够做到: •初步掌握精读和略读 •学会选取典型事例来描写人物 •学会运用联想和想象的手法,表达独特的感受 •培养想象力和联想能力 •培养观察能力

Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
中国传统民俗 小说节选 诗歌初探	学习跟华夏民族民风民俗有关的课文 初步学习小说的文体,包括中外小说 初步学习诗歌的文体,包括现代诗和古诗	学生能够做到: •了解并能介绍不同民族、不同地区的民风民俗 •初步了解小说的文体特点,小说的基本要素 •初步学习如何分析小说的故事情节 •初步了解现代诗的文体特点和古诗的文体特点 •简单了解现代诗歌和古诗在形势上、语言上何内容上的异同

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
艺术之选 世界名著导读	学习欣赏各种艺术形式的美 学习通过语言来表达对艺术的感情 学习展开联想和想象进行表达的方法 学习世界经典名著,了解人类的精神财富 通过阅读世界经典 学习把握作品中的人物命运,思想感情。	学生能够做到: •整体感知课文,体会作者的感情、态度、观点 •能够运用联想和想象的方法表达自己所要表达的意思和感情 •学会欣赏不同的艺术形式 •运用语言表达对不同艺术的感情 •阅读理解部分世界经典名著

ASSESSMENT CRITERIA / STRATEGIES

阅读:认识2000个汉字;阅读速度达到每分钟250字;阅读5-10本书
写作:记叙文写作。使用恰当的表达方式,能把一件事情详略,条理清晰得当的描述清楚,并使用丰富的词汇。45分钟完成250字的习作
口语交际:讲究文明和修养,态度自然,尊重对方,注意对象和场合。吐字清晰,条理清晰,语句连贯
语文常识:了解课本里涉及的重要作家及作品

Year 8

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
人与人的感情: • 情亲 • 友情 人与自然: • 四季之美 童年	学习篇章结构 学习动作描写、心理描写 学习景物描写的顺序 学习修辞方法: 比拟、比喻	学生能够做到: • 分析篇章结构, 并运用到自己的写作中 • 学会细节描写, 掌握描写的方法 • 掌握景物描写的方法 • 学会使用修辞方法: 比拟和比喻 • 想象力和观察力得到提升

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
动物的世界 古今故事: • 中外寓言 • 外国童话 • 中国神话 古代经典: • 《论语》 • 诗歌	学习如何把观察的事物描述 扩充对古今中外故事的了解 学习写故事的方法 学习讲故事的方法 学习一定的文言文知识	学生能够做到: • 把观察的事物描述出来, 有一定的顺序和逻辑性 • 能生动地讲说学故事展示出来 • 能独立完成故事创作 • 掌握基础文言文词汇意义 • 能背诵《论语》的经典篇目和2首古诗

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
人类的挑战 民间传统 古代经典: • 乐府诗 • 散文	学习说明文的写作方法 学习说明文的写作知识 通过课文学习, 了解民间传统技艺 学习古代经典散文、乐府诗	学生能够做到: • 清楚地知道说明对象、说明顺序和说明方法 • 可以运用说明文的三要素进行说明文写作 • 对中国传统民间技艺有所认识 • 能背诵古文经典的部分内容 • 掌握一定的文言文知识和文学常识

ASSESSMENT CRITERIA / STRATEGIES

阅读: 认识2500个汉字; 阅读速度达到每分钟350字; 阅读8-12本书
 写作: 记叙文写作 以及简单的说明文写作。详略得当, 语言连贯, 结构清晰, 具有联想和想象能力, 鼓励创意性写作。45分钟完成350字的习作
 口语交际: 耐心专注地倾听对方, 了解对方的意图, 领会意思, 抓住中心和要点
 语文常识: 了解课本里涉及的重要作家及作品。了解比喻和比拟的修辞方法并学会使用

Year 9

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
人与人的关系 • 与家人 • 与身边的人 人与自然 • 自然风光 • 游记	学习人物描写 学习写人叙事的方法 学习景物描写 学习游记的写法 学习复述、转述	学生能够做到: • 生动地进行人物描写 • 写人叙事详略得当 • 会正确使用标点符号 • 掌握游记的写法 • 复述转述内容完整、准确

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
建筑说明文 民间习俗 古代经典	学习说明文写作的方法, 掌握说明建筑的要领 通过课文, 学习了解中国的民间习俗 通过古代经典篇目, 学习文言文的基础知识, 学习古人的写作方法	学生能够做到: • 可以说明一个建筑或一个景点 • 生动完整的复述、转述中国民间习俗, 并表达自己的观点 • 能够背诵古代经典篇目中的名言名句 • 进一步学习文言文知识

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
敬畏自然 赞颂生命 古代经典	学习生动的描写手段 扩充词汇量 学习领会文章的主旨和意义 学习诗歌 通过古代经典篇目, 学习文言文的基础知识, 学习古人的写作方法	学生能够做到: • 掌握多种修辞方法进行描写 • 掌握直接描写和间接描写的方法并运用 • 体会生命与自然的神圣 • 了解诗歌的文体特点和基本文学常识 • 进一步学习文言文知识

ASSESSMENT CRITERIA / STRATEGIES

阅读: 认识3000个汉字; 阅读速度达到每分钟450字; 阅读8-12本书
 写作: 记叙文写作, 简单的说明文写作以及简单的议论文和回应性文章。根据写作的需要, 确定中心和写作的重点。详略得当, 语言连贯, 结构清晰, 具有联想和想象能力, 鼓励创意性写作。45分钟完成450字的习作
 口语交际: 讨论发言, 围绕话题, 简明扼要; 讲述见闻, 内容具体, 语言丰富。
 语文常识: 了解课本里涉及的重要作家及作品。了解比喻、比拟、排比、夸张、对偶、反问、设问的修辞方法并学会使用。了解诗歌、散文、小说、戏剧的基本文学常识。

Mandarin as a second Language

Mandarin Chinese is spoken by more than a billion people, making it the most widely spoken first language in the world. Living in Beijing means we are able to utilise our environment to maximise the learning students will have.

Students that study Mandarin as a Foreign Language, will work to develop a good command of the basics in the four main skill areas: reading, writing, speaking and listening.

Students will develop an interest in the subject as they find that they can apply what they learn in class to everyday practical situations. Students will understand class instructions and dialogues and use them to communicate in a more descriptive way. Students will also be able to read and understand texts, and, with the understanding and support of Pinyin, they will gain access to a wider range of written material.

Either way, we will develop their ability to use Mandarin effectively in real-life situations.

Living in Beijing provides a special opportunity to learn and improve the command of this fascinating, historic and living language and, by taking on the challenge of Mandarin, students will be gaining an invaluable skill.

Learning Mandarin will make students a better thinker. They will need to use many different learning styles to master the language. Students will improve speaking and listening, visual memory and coordination as they learn to read and write Chinese. Students will gain a great deal from studying Mandarin but we hope they will also see that it is a fun and worthwhile activity.

We will put students in a class to suit their ability level when they start the course. This means that they will be able to make as much progress as they can throughout KS3.

“ The Programmes of Study for each year group are given below: ”



Year 7

Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Foundation Introduction Pinyin & Character Greetings Nationalities and languages Age Family member	Foundation: Learning how to read, write and spell Pinyin Learning basic rules of writing characters Learning how to analyse and write characters Learning how to greet in Chinese Learning how to introduce self, including name, age, nationalities and family member	Foundation: Student Can Do: • Read, write and spell Pinyin • Use Pinyin to facilitate themselves read characters • Understand basic writing rules of characters • Write basic 50 characters • Analyse and associate characters • Introduce self, including name, age, nationalities and family
Advanced Self-Introduction Weather and seasons Clothes Hobbies	Advanced: Learning how to introduce self by paragraph Learning how to describe weather with basic vocabulary and simple sentence Learning the basic clothes vocabulary Learning basic hobbies vocabulary and sentence structures	Advanced: Student Can Do: • Speak and Write a paragraph on self-introduction • Talk about the weather with 2-3 simple sentences • Talk about people's dressing with simple sentences • Write simple coherent sentences in terms of weather and clothes • Speak and write coherent simple sentences on hobbies.
Near Native Health Extra-Curriculum and Field Trip Holidays Making Friends	Near Native: Learning vocabulary in terms of health Learning vocabulary in terms of extra-curriculum and field trip Learning vocabulary in terms of holidays Learning vocabulary in making friends Learning complicated sentence structures related the topics in this term	Near Native: Student Can Do: • Discuss the topics in this term with formal language • Write coherent and cohesion essays regarding the topics in this term • Do presentation about the topics in this term

Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Foundation Chinese Culture Job Occupation Dates and Time Daily Routine	Foundation: Learning Chinese culture in English Learning very basic vocabulary and sentences about Chinese culture Learning how to ask and answer jobs Learning describe dates and time Learning basic language about daily routine	Foundation: Student Can Do: • Write vocabulary and basic sentences related the topics in this term • Write 70-90 characters • Talk about their parent jobs • Ask and answer dates and time • Describe their daily routine with 2-3 sentences
Advanced Chinese Culture Transportation Daily Routine School Subjects	Advanced: Learning Chinese culture with simple language Learning how to take and describe transportation Learning how to describe daily routine with paragraph Learning how to talk about school subjects	Advanced: Student Can Do: • Read the texts related to the topics • Write paragraph to describe the topics • Talk about and discuss the topics with paragraph • Do presentation about the topics in front of class
Near Native Chinese Culture Chinese and Foreign Fables Idiom Stories	Near Native: Learning Chinese culture with formal and complicate language Learning short fables with literal language Understand the Chinese idioms and learn about the stories related to the idioms	Near Native: Student Can Do: • Read and write the related Chinese culture texts • Retell and Rewrite the fable stories • Understand and use some literal vocabulary • Understand and use 2-3 idioms in their essay and presentation

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Foundation Drinks and Food Phone Call Colours Body Parts	Foundation: Learning how to order or buy food and drinks Learning how to make an phone call in Chinese Learning how to describe people appearance	Near Native: Student Can Do: • Read the texts related to the topics • Write the related vocabulary • Write 100-120 Characters • Make a phone call in Chinese • Describe people appearance with the vocabulary of colours and body parts
Advanced School Facilities School Life Sickness	Advanced: Learning the vocabulary about school facilities Learning how to introduce their school Learning how to talk about school life Learning how to describe sick symptom	Advanced: Student Can Do: • Introduce their school facilities by oral presentation and writing an essay • Discuss their school life and write an essay • Describe their sick symptom to a doctor in Chinese
Near Native Historical Places The Story of Celebrity Travel	Near Native: Learning knowledge and language about Chinese and world-wide historical places Learning written Chinese to introduce an celebrity Learning how to write a journal about travel	Near Native: Student Can Do: • Introduce a historical places and a celebrity with written language and literal language • Read the articles with literal style • Write a journal about travel with literal style and written language

ASSESSMENT CRITERIA / STRATEGIES
Follow by ACTFL Language Proficiency Guide: See Appendix Near Native=Advanced low-advanced mid Foundation=Novice low-Intermediate low Advance=Intermediate low-intermediate high

Year 8

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Foundation 1. Introduction Pinyin & Character 2. Greetings 3. Nationalities and languages 4. Age 5. Family member	Foundation: Learning how to read, write and spell Pinyin Learning basic rules of writing characters Learning how to analyse and write characters Learning how to greet in Chinese Learning how to introduce self, including name, age, nationalities and family member	Foundation: Student Can Do: • Read, write and spell Pinyin • Use Pinyin to facilitate themselves read characters • Understand basic writing rules of characters • Write basic 50 characters • Analyse and associate characters • Introduce self, including name, age, nationalities and family
Advanced 1. Self-Introduction 2. Weather and Activities 3. Go to Work 4. Sports and Games	Advanced: Learning how to introduce self with paragraph, including name, age, nationalities, family member, occupation, etc. Learning how to describe weather and activities in different seasons Learning how to talk about work Learning basic language to talk about sports	Advanced: Student Can Do: • Read short passage about the topics in this term • Write paragraph with relatively various sentence structures and vocabulary about the topics in this term • Presentation in terms of the topics in this term
Near Native 1. School Opening 2. Family Relations 3. Food Culture 4. Discuss Sports	Near Native: Learning vocabulary in terms of school opening speech Learning vocabulary in terms of family relations Learning vocabulary in terms of food culture Learning vocabulary in discussing sports Learning complicated sentence structures related the topics in this term	Near Native: Student Can Do: • Discuss the topics in this term with formal language • Write coherent and cohesion essays regarding the topics in this term • Do presentation about the topics in this term

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Foundation 1. Chinese Culture 2. Job Occupation 3. Dates and Time 4. Daily Routine	Foundation: Learning Chinese culture in English Learning very basic vocabulary and sentences about Chinese culture Learning how to ask and answer jobs Learning describe dates and time Learning basic language about daily routine	Foundation: Student Can Do: • Write vocabulary and basic sentences related the topics in this term • Write 70-90 characters • Talk about their parent jobs • Ask and answer dates and time • Describe their daily routine with 2-3 sentences
Advanced 4. Chinese Culture 5. Asking Directions 6. At the Airport 7. Seeing a Doctor	Advanced: Learning Chinese culture with relatively complicate sentence structures and vocabulary at advanced level Learning how to ask directions Learning how to registrar, check-in and solve problem at the airport Learning how to see a doctor and describe the sick symptom	Advanced: Student Can Do: • Retell and rewrite the Chinese culture story • Understand the related Chinese culture they learn in this term • Ask the directions • Deal with the matters at the airport • See a doctor and describe the sick symptom
Near Native 5. Chinese Culture 6. Chinese and Foreign Fables 7. Idiom Stories	Near Native: Learning Chinese culture with formal and complicate language Learning short fables with literal language Understand the Chinese idioms and learn about the stories related to the idioms	Near Native: Student Can Do: • Read and write the related Chinese culture texts • Retell and Rewrite the fable stories • Understand and use some literal vocabulary • Understand and use 2-3 idioms in their essay and presentation

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Foundation 1. Drinks and Food 2. Phone Call 3. Colours 4. Body Party	Foundation: Learning how to order or buy food and drinks Learning how to make an phone call in Chinese Learning how to describe people appearance	Near Native: Student Can Do: • Read the texts related to the topics • Write the related vocabulary • Write 100-120 Characters • Make a phone call in Chinese • Describe people appearance with the vocabulary of colours and body parts
Advanced 9. Making an Appointment 10. Housing 11. Shopping 12. Party	Advanced: Learning how to make an appointment Learning how to describe a house and a room and furniture Learning how to rent an apartment Learning how to shop in the store Learning the vocabulary and chunks about birthday party	Near Native: Student Can Do: • Make an appointment with appropriate language • List the furniture in a room • Describe a house • Rent an apartment with appropriate language • Make conversation with shoppers and buy what they need • Introduce a birthday party
Near Native 8. Interesting Places 9. Applicatio Letter 10. Historical Story	Near Native: Learning knowledge and language about Chinese and world-wide historical places Learning written Chinese to introduce an celebrity Learning how to write a journal about travel	Near Native: Student Can Do: • Introduce a historical places and a celebrity with written language and literal language • Read the articles with literal style • Write a journal about travel with literal style and written language

ASSESSMENT CRITERIA / STRATEGIES

Follow by ACTFL Language Proficiency Guide: See Appendix
 Foundation=Novice low-Intermediate low
 Advance=Intermediate low-intermediate high
 Near Native=Advanced low-advanced mid

Year 9

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Foundation Introduction Pinyin & Character Greetings Nationalities and languages Age Family member	Foundation: Learning how to read, write and spell Pinyin Learning basic rules of writing characters Learning how to analyse and write characters Learning how to greet in Chinese Learning how to introduce self, including name, age, nationalities and family member	Foundation: Student Can Do: • Read, write and spell Pinyin • Use Pinyin to facilitate themselves read characters • Understand basic writing rules of characters • Write basic 50 characters • Analyse and associate characters • Introduce self, including name, age, nationalities and family
Advanced New School Year Online Shopping Study Chinese Optional Course	Advanced: Learning how to talk about new school year opening and preparation Learning the vocabulary and chunks about online shopping Learning how to talk about the experience with learning Chinese Learning how to select optional	Advanced: Student Can Do: • Talk about how to prepare new school year and school opening ceremony • Use the language to do online shopping and solve the problem • Discuss and do presentation about the experience with learning Chinese • Explain how to select optional course • Write essays in terms of the topics in this term
Near Native News Report Options Course Education	Near Native: Learning how to read and understand news report Learning about the format of news report Learning how to explain the pro and con of options courses Learning how to introduce school system and curriculum	Near Native: Student Can Do: • Read and understand news report • Compare the pro and con of an issue • Briefly introduce school system and curriculum • Write and do oral presentation the topics in this term

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Foundation Chinese Culture Job Occupation Dates and Time Daily Routine	Foundation: Learning Chinese culture in English Learning very basic vocabulary and sentences about Chinese culture Learning how to ask and answer jobs Learning describe dates and time Learning basic language about daily routine	Foundation: Student Can Do: • Write vocabulary and basic sentences related the topics in this term • Write 70-90 characters • Talk about their parent jobs • Ask and answer dates and time • Describe their daily routine with 2-3 sentences
Advanced Chinese Culture Dining and Restaurant Family Talking about Sports	Advanced: Learning Chinese culture with relatively complicate sentence structures and vocabulary at advanced level Learning how to eat out and describe an restaurant Learning how to introduce family structure with formal vocabulary Learning how to describe a sports game and the rules	Advanced: Student Can Do: • Retell and rewrite the Chinese culture story or introduce the related Chinese culture with formal language • Choose a place to eat and compare the strength and weakness of different restaurant • Discuss the family structure with formal language • Talk about the rules of a sport and describe a sport game • Write the essays in terms of the topics in this term
Near Native Chinese Culture Chinese and Foreign Fables Idiom Stories	Near Native: Learning Chinese culture with formal and complicate language Learning short fables with literal language Understand the Chinese idioms and learn about the stories related to the idioms	Near Native: Student Can Do: • Read and write the related Chinese culture texts • Retell and Rewrite the fable stories • Understand and use some literal vocabulary • Understand and use 2-3 idioms in their essay and presentation

French

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Foundation Drinks and Food Phone Call Colours Body Parts	Foundation: Learning how to order or buy food and drinks Learning how to make an phone call in Chinese Learning how to describe people appearance	Near Native: Student Can Do: • Read the texts related to the topics • Write the related vocabulary • Write 100-120 Characters • Make a phone call in Chinese • Describe people appearance with the vocabulary of colours and body parts
Advanced • Health • Travel • Summer Job	Advanced: Learning how to talk about healthy life Learning how to arrange a travel, including planning, booking and activities Learning the related language about summer job	Advanced: Student Can Do: • Discuss what is healthy life and persuade people to be health • Arrange a travel and deal with the difficulties during the trip in Chinese • Describe a summer job and reflect the whole process and their performance • Write essays in terms of the topics in this term
Near Native 1. Traffic 2. Animal Protection 3. Volunteer	Near Native: Learning how to discuss the traffic problem in city Learning how to provide suggestion and ideas on animal protection Learning how to apply to be an volunteer and tell the reasons	Near Native: Student Can Do: • Discuss the traffic problem in city and provide solutions • Explain the problem of animal protection and how to solve the problem • Explain the reasons on applying to a volunteer • Write essays and do oral presentation on the topics in this term

ASSESSMENT CRITERIA / STRATEGIES
Follow by ACTFL Language Proficiency Guide: See Appendix Foundation=Novice low-Intermediate low Advance=Intermediate low-intermediate high Near Native=Advanced low-advanced mid

At BSB, students will learn the French language based on real-life situations. As students progress, they will learn to communicate on a wide range of topics. From introducing themselves to learning how to cope in a French city, students will gain invaluable skills which will prove immensely useful in later life.

In Year 7, students will learn how to describe people and places, they will feel confident in talking about their city and the environment they live in, be able to ask questions and converse about daily topics.

In Year 8 students will learn how to discuss about what they like, they will be able to describe their passions and talk about topics with a more advanced vocabulary. By the end of KS3, as they prepare to start their IGCSE course, students will have learned to express themselves in the past, present and future tenses.

As part of our “Be Ambitious” philosophy, we like to offer opportunities to our students to use the language they learn for real purposes. In collaboration with some of our sister schools, we set up a pen pal network as part of a Global Campus project. In the past, we linked with schools located in Vietnam, Prague and the United States. Thanks to our Global Campus platform, our students were able to “converse” on a specific topic and find out about each other’s cultures.

Additionally, our students enjoy taking part in online competitions and trying something new. Learning a language presents many challenges and gives our students the opportunity to step out of their comfort zone, giving them the confidence and resilience they need to become global citizen.

“ The Programmes of Study for each year group are given below: ”



Year 7

Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Module 1 C'est parti! pages 6-24	Greetings Introducing yourself Talking and describing school objects Saying and understanding the alphabet Counting up to 20 Discussing birthdays	<ul style="list-style-type: none"> • Focusing on pronunciation and intonation • Asking and answering questions • Initiating and sustaining conversations • Using a range of vocabulary and structures
Module 2 Famille et copains pages 26-42	Describing families Talking about pets Producing and understanding physical and personality descriptions	<ul style="list-style-type: none"> • Memorising • Listening for gist • Focusing on pronunciation and intonation • Applying grammar

Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Module 3 Chez moi pages 44-60	Describing where you live Describing your home Describing your bedroom and saying where things are Talking about what you do at home and what you don't do Understanding and telling the time	<ul style="list-style-type: none"> • Identifying patterns • Applying knowledge of language • Adapting previously-learned language • Continuing to apply grammar
Module 4 On va en ville pages 62-78	Asking and talking about places in the town Asking for and understanding simple directions Saying where you are and where you are going Ordering drinks and snacks Asking the cost and understanding prices	<ul style="list-style-type: none"> • Listening for gist • Asking and answering questions • Initiating and sustaining conversations • Reusing prior knowledge • Using a range of vocabulary and structures • Highlighting different countries and cultures

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Module 6 On s'amuse page 98-114	Talking about sports and games Discussing and giving opinions on leisure activities Discussing future holidays	<ul style="list-style-type: none"> • Using the present tense with both regular and irregular verbs • Introduction of the near future tense with "aller"+ infinitive

ASSESSMENT CRITERIA / STRATEGIES

Homework, vocabulary tests, formative assessments during lessons and end of module tests in all four skills will indicate students' progress.

Year 8

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Mon identité	Talking about personality Talking about relationships Talking about music Talking clothes Talking about your passion	<ul style="list-style-type: none"> Using the adjectival agreement with accuracy Using reflexive verbs Consolidating opinion phrases and justifications Using the near future tense Reviewing the present tense
Les vacances	Talking your holidays Talking about getting ready to go out Buying drinks and snacks Talking about holiday plans Say what you would like to do	<ul style="list-style-type: none"> Using 'nous' to say 'we' Using reflexive verbs Using higher numbers Using the near future tense Using 'Je voudrais' + infinitive

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Chez moi, chez toi	Describing where you live Describing your home Talking about meals Discussing what food to buy Describing an even	<ul style="list-style-type: none"> Using comparative adjectives Using prepositions in a sentence Using il faut+ infinitive Using three tenses

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Paris, je t'adore!	Saying what you did in Paris Saying when you did things Understanding information about a tourist attraction Saying where you went and how	<ul style="list-style-type: none"> Using the perfect tense of regular verbs Using the perfect tense of irregular verbs Using c'était ... and j'ai trouvé ça ... The perfect tense with the auxiliary verb être Asking questions in the perfect tense

ASSESSMENT CRITERIA / STRATEGIES

Homework, vocabulary tests, formative assessments during lessons and end of module tests in all four skills will indicate students 'progress.

Year 9

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Mon identité	Talking about personality Talking about relationships Talking about music Talking clothes Talking about your passion	<ul style="list-style-type: none"> Using the adjectival agreement with accuracy Using reflexive verbs Consolidating opinion phrases and justifications Using the near future tense Reviewing the present tense
Ma vie sociale d'ado	Discussing social media Giving your opinion about someone Arranging to go out Describing a date Describing a music event	<ul style="list-style-type: none"> Using present tense verbs Using direct object pronouns Using the near future tense Using the perfect tense Using three tenses (past, present and future)

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Chez moi, chez toi	Describing where you live Describing your home Talking about meals Discussing what food to buy Describing an even	<ul style="list-style-type: none"> Using comparative adjectives Using prepositions in a sentence Using il faut+ infinitive Using three tenses

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Bien dans sa peau	Learning the parts of the body Talking about sport Learning about healthy eating Making plans to get fit Describing levels of fitness	<ul style="list-style-type: none"> Using à + the definite article Using il faut Using the future tense Practising the future tense Using three tenses together

ASSESSMENT CRITERIA / STRATEGIES

Homework, vocabulary tests, formative assessments during lessons and end of module tests in all four skills will indicate students 'progress.

German 1st Language

Our German programme is for native, or near native speakers and students will be assessed by our German teacher to be eligible for the programme.

German lessons focus on the contents of the German Curriculum as well as on the needs of students of an international school. The German Curriculum consists of reading literature and informing texts, essay writing, grammar, speaking and listening skills, matching style to audience and purpose.

As a Native German Speaker students will be well prepared to return to German Schools and to graduate with an International Graduation Certificate later in Key Stage 4.

Students will use the “Deutschbuch”, Cornelsen Verlag, book and workbook and there will be internal written and oral exams throughout the year.

“ The Programmes of Study for each year group are given below: ”



Year 7

Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT LEARNING OUTCOMES/OBJECTIVES		
	Speaking & listening	Reading	Writing
Recht-schreibung und Grammatik	<ul style="list-style-type: none"> Vorstellung: Selbstbeschreibung, Fragen an Personen stellen Über Gesprächsregeln reden Diktat: Hörverstehen trainieren, aktiv zuhören 	<ul style="list-style-type: none"> Kästner, Erich: Das Märchen von der Vernunft 	<ul style="list-style-type: none"> Diktat und Übungsaufsatz Rechtschreibung: das-dass, Groß- und Kleinschreibung, Nominalisierungen, s-Laute, Zeichensetzung Grammatik: Bestimmte und unbestimmte Artikel, Relativ-, Possessiv-, Personal- und Demonstrativpronomina
	<ul style="list-style-type: none"> Über den Inhalt von Zeitungs- und Unfallberichten reden 	<ul style="list-style-type: none"> Zeitungs- und Unfallberichte aktiv lesen bzgl. ihrer Merkmale 	<ul style="list-style-type: none"> Textsorte: Bericht: Aufbau, Merkmale, Berichte schreiben und verbessern, Schreibkonferenz
	<ul style="list-style-type: none"> Buchpräsentationen: Vortrag, Vortragstechniken, Hörverstehen Deutsche Redensarten spielerisch erklären und verstehen Präsentation von eigenen Sagen Vergleich Sage – Märchen Vortrag eines Wintergedichts: Deutlich und sinntragend sprechen, Redefluss, Betonung Aktiv zuhören Fabeln in unterschiedlichen Rollen lesen, mündlich zusammenfassen und deren Lehren wiedergeben Aktiv zuhören Vergleich Fabel – Sage – Märchen 	<ul style="list-style-type: none"> Deutsche Redensarten Die Sage von der Steinernen Brücke“ Kulmann, Elisabeth: An den Winter von Fallersleben, Heinrich Hoffmann: Sehnsucht nach dem Frühling 	<ul style="list-style-type: none"> Deutsche Redensarten: Kennzeichen, Ursprung, Verwendung Textsorte: Sage: Ursprung, Merkmale, Aufbau, Mind map, eigene Sage schreiben und verbessern, Schreibkonferenz

Term 1 cont.

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT LEARNING OUTCOMES/OBJECTIVES		
	<ul style="list-style-type: none"> Fabeln in unterschiedlichen Rollen lesen, mündlich zusammenfassen und deren Lehren wiedergeben Aktiv zuhören Vergleich Fabel – Sage – Märchen 	<ul style="list-style-type: none"> Fabeln von Aesop, Jean de la Fontaine, Wilhelm Busch und Martin Luther Comics „Asterix und Obelix“ 	<ul style="list-style-type: none"> Textsorte: Fabel: Ursprung, Merkmale, Aufbau, eigene Fabel schreiben und verbessern, Schreibkonferenz, Fabel in Comic verwandeln

Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT LEARNING OUTCOMES/OBJECTIVES		
	Speaking & listening	Reading	Writing
Sachlicher Brief	<ul style="list-style-type: none"> Präsentieren eigener Briefe Hörverstehen 	<ul style="list-style-type: none"> Fehlerhafte Briefe Fehlerlose Briefe 	<ul style="list-style-type: none"> Sachlicher Brief / Beschwerdebrief: Aufbau, Planung eines sachlichen Briefs, Formulierungen, Höflichkeitsanrede, gegenseitiges Verbessern
	<ul style="list-style-type: none"> Referat über ein Sachthema: Vortragstechniken lernen und verbessern 		<ul style="list-style-type: none"> Fortsetzung Sachlicher Brief / Beschwerdebrief Referat: Präsentationsmedien, Gestalten eines Handouts, Quellenangaben
Textanalyse, Frühlingslyrik	<ul style="list-style-type: none"> Eigene Meinung darlegen, begründen und verteidigen 	<ul style="list-style-type: none"> Kleber, Konrad: Mode bei den Römern Birlinger, A.: Das Taubenbrünlein zu Feuchtwangen Mörike, Eduard: Er ist's von Fallersleben, Heinrich Hoffmann: Winter adé von Fallersleben, Heinrich Hoffmann: Frühlings Ankunft 	<ul style="list-style-type: none"> Analyse von Sachtexten und Gedichten (Lyrik) Informationen aus Sachtexten und Gedichten herausarbeiten Frühlingsgedichte schreiben

Year 8

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT LEARNING OUTCOMES/OBJECTIVES		
	Speaking & listening	Reading	Writing
Lesemonat	<ul style="list-style-type: none"> • Lesemonat • Textverständnis • Hörverstehen • Inhaltlicher Austausch • Gegenseitiges Feedback 	<ul style="list-style-type: none"> • Moderne Literatur: von der Grün, Max: Vorstadtkrokodile (Klassenlektüre) • Lesemonat 	<ul style="list-style-type: none"> • Analyse literarischer Texte • Kapitel erweitern und ändern
	<ul style="list-style-type: none"> • Fernsehverhalten reflektieren • Analyse und inhaltliche Auseinandersetzung mit Erzählungen • Gegenseitiges Feedback 	<ul style="list-style-type: none"> • Abschluss moderne Literatur: von der Grün, Max: Vorstadtkrokodile • Fernsehschlagzeilen betont vorlesen • Verschiedene Erzählungen 	<ul style="list-style-type: none"> • Textanalyse • Grammatik: Tempora, Wortarten, Adverbiale Bestimmungen, Aktiv und Passiv, Satzglieder, Silbentrennung, Starke und schwache Verben im Präteritum, Satzreihe und Satzgefüge - Rechtschreibung: Fremdwörter aus dem Lateinischen und Griechischen • Eigenes TV-Verhalten analysieren • Textsorte: Erzählung • Kennzeichen, Absicht, Entstehungszeit und Aufbau • Schreibpläne • Treffende Adjektive und Verben • Wortfeldübungen • Wörtliche Rede • Tempus • Rebusrätsel • Suchsel • Kurzgeschichten und Erzählungen verbessern, abändern, fortführen und eigenständig verfassen
Grammatik, Rechtschreibung			
TV-Analyse, Erzählung			

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT		OUTCOMES
Stationentraining, Lektüre, Sprachbetrachtungen	Amphitheater mit HOY • Vorstellung: Selbstbeschreibung, Fragen an Personen stellen • Sich über Gesprächs- und Verhaltensregeln bewusst werden	Rechtschreibung und Ausdruck: • Sachtexte zu mittelalterlichen Städten in Deutschland, z.B. Regensburg (fächerübergreifend mit Geschichte)	<ul style="list-style-type: none"> • Übungsaufsatz: Mein schönstes Ferienerlebnis • Rechtschreibung und Ausdruck: Partnerdiktate • Rechtschreibung: Groß- und Kleinschreibung, s-Laute, das-dass, Kommasetzung - Ausdruckserweiterung
	Rechtschreibung und Ausdruck: • Stationentraining • Sachtexte	Sprachbetrachtungen anhand von Érik Orsennas „Die Grammatik ist ein sanftes Lied“ (erste Klassenlektüre): - gelesene Kapitel mündlich zusammenfassen - Hörverstehen: Richtig hören - Ergebnisse gewinnen und nutzen: Gehörte Inhalte aufbereiten	Sprachbetrachtungen anhand von Érik Orsennas „Die Grammatik ist ein sanftes Lied“ (erste Klassenlektüre): • Fabeln von Jean de La Fontaine (ergeben sich aus der Klassenlektüre) Wörterbuch- und Internetrecherche betreiben
	Gelerntes auf komplexe Hörbeiträge anwenden		Sprachbetrachtungen anhand von Érik Orsennas „Die Grammatik ist ein sanftes Lied“ (erste Klassenlektüre): • Fabeln • Fantasiegeschichten • Offene Briefe schreiben Basisgrammatik (Genus, Numerus, Kasus)

Term 1 cont.

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT		OUTCOMES
Lektüre, Sprachbetrachtungen	<p>Fortsetzung: Sprachbetrachtungen anhand von Érik Orsennas „Die Grammatik ist ein sanftes Lied“:</p> <ul style="list-style-type: none"> • Über grammatikalische Strukturen sprechen • Sprachspiele: Anagramm, Palindrom, Geheimsprache, Alliteration, Wortsalat, Kreuzworträtsel, Abk., ABCdarium, Akrostichon, Pangramm etc. • Über grammatikalische Strukturen sprechen • Gehörtes in eigenen Worten zusammenfassen • über den Sinn von Grammatik diskutiere (Alltag) 	<p>Fortsetzung: Sprachbetrachtungen anhand von Érik Orsennas „Die Grammatik ist ein sanftes Lied“:</p> <ul style="list-style-type: none"> • Wörterbuch- und Internetrecherche betreiben • Ende, Michael: Momo oder die seltsame Geschichte von den Zeit-Dieben und von dem Kind, das den Menschen die gestohlene Zeit zurückbrachte (Auszug) • Schädlich, Hans Joachim: Der Sprachabschneider (Auszug) • Leeman, Danielle: Wofür brauchen wir eine Grammatik? 	<p>Fortsetzung: Sprachbetrachtungen anhand von Érik Orsennas „Die Grammatik ist ein sanftes Lied“: Fabeln</p> <ul style="list-style-type: none"> • Basisgrammatik (Genus, Numerus, Kasus) • Wortarten wiederholen: Nomen, Adjektive, Artikel, Pronomen, Adverbien, Verben • Satzbaumaschinen nach Érik Orsenna (Satzglieder: Umstellprobe, Erweiterungsprobe, Weglassprobe) • eine eigene Grammatik entwerfen
Schilderung	<p>Textsorte: Schilderung</p> <ul style="list-style-type: none"> • Analyse und Vergleiche • Vergleich Schilderung / Erlebniserzählung • gegenseitiges Feedback 	<p>Textsorte: Schilderung</p> <ul style="list-style-type: none"> • selbstgeschriebene Schilderungen • Musterschilderungen • Erlebniserzählung als Kontrast 	<p>Textsorte: Schilderung</p> <p>Schilderungen schreiben in Zusammenhang mit:</p> <ul style="list-style-type: none"> • Kennzeichen und Aufbau • Diktate • Attribute • Cluster • Stilmittel
Schilderung, Lyrik	<p>Fortsetzung Schilderung:</p> <ul style="list-style-type: none"> • Analyse und Vergleiche • Vergleich Schilderung / Erlebniserzählung • gegenseitiges Feedback <p>• Lyrik analysieren und vergleichen</p>	<p>Fortsetzung Schilderung:</p> <ul style="list-style-type: none"> • selbstgeschriebene Schilderungen • Musterschilderungen <p>Weihnachten: Winterlyrik von:</p> <ul style="list-style-type: none"> • Theodor Fontane • Heinrich Heine • Elisabeth Kulmann 	<p>Fortsetzung Schilderung:</p> <ul style="list-style-type: none"> • Kennzeichen und Aufbau • Attribute • Cluster • Stilmittel <p>• Winterlyrik verfassen</p>

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT		OUTCOMES
Referate, Grammatik	<p>Referate/Buchpräsentationen vorbereiten und halten:</p> <ul style="list-style-type: none"> • Vortragstechniken lernen und verbessern (Rhetorik und Körpersprache), Vortragstechniken analysieren und kritisieren - Bibliothek - individuelle Lektüre <p>Grammatik: Satzstrukturen</p> <ul style="list-style-type: none"> • systematischer Überblick über syntaktische Strukturen • Sätze durch Umstellen von Satzgliedern verändern und damit produktive Fähigkeiten erweitern, den Satzbau zu variieren • “Wandgrammatik” gestalten • Grammatikspiele • kreativ-spielerische Anwendung von Ersatzformen 	<p>Referate/ Buchpräsentationen vorbereiten und halten:</p> <ul style="list-style-type: none"> • Kommunikationsmodelle verstehen • Bibliothek • individuelle Lektüre <p>Grammatik: Satzstrukturen</p> <ul style="list-style-type: none"> • Hackl, Stefan / Simon, Kathrin: Sie • Syntaxanalyse • Wandgrammatik • Grammatikspiele • kreativ-spielerische Anwendung von Ersatzformen 	<p>Referate/ Buchpräsentationen vorbereiten und halten:</p> <ul style="list-style-type: none"> • Präsentationsmedien • Gestalten eines Handouts • Quellenangaben <p>Grammatik: Satzstrukturen</p> <ul style="list-style-type: none"> • Satzarten: Hauptsatz, Nebensatz • Satzreihen, Satzgefüge • Sätze verändern • Satzglieder trainieren • Subjekt- und Objektsätze • “Wandgrammatik” gestalten • Grammatikspiele
Grammatik	<p>Fortsetzung Grammatik: Satzstrukturen</p> <ul style="list-style-type: none"> • systematischer Überblick über syntaktische Strukturen • Grammatik-Memory 	<p>Fortsetzung Grammatik: Satzstrukturen</p> <ul style="list-style-type: none"> • Wandgrammatik“ gestalten • Grammatikspiele • Satzgliedanaly • Grammatik-Memory 	<p>Fortsetzung Grammatik: Satzstrukturen</p> <ul style="list-style-type: none"> • Präpositionalobjekte und adverbiale Bestimmungen • Adverbialsätze: temporal, kausal, modal, final • komplexe Adverbialsätze: konzessiv, konditional, adversativ, konsekutiv • Wandgrammatik“ gestalten • Grammatikspiele

Term 2 cont.

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT		OUTCOMES
Literatur, Inhaltsan-gabe + Lese-kompetenz	Literaturgeschichte: Barock • sich über die Epoche informieren und austauschen • Barocke Texte analysieren	Literaturgeschichte: Barock • von Hofmannswaldau, Christian Hofmann: Die Welt • Dach, Simon: Aufforderung zur Fröhlichkeit	Literaturgeschichte: Barock • Ursprung • Kennzeichen • Barocktexte verfassen
	Kompetenztraining in Kombination mit einer Textsorte: Sprach- und Lesekompetenzen anhand der Inhaltsangabe: • Sich über Themen rund ums Mittelalter austauschen und informieren: Heraldik, Burgen, Lehnsherren, Kämpfe	Kompetenztraining in Kombination mit einer Textsorte: Sprach- und Lesekompetenzen anhand der Inhaltsangabe: • Lesekompetenzen trainieren anhand von Sachtexten zum Mittelalter: Überfliegendes Lesen und genaues Lesen • Duby, Georges: Die Ritter (Auszüge)	Kompetenztraining in Kombination mit einer Textsorte: Schreib- und Lesekompetenzen trainieren/ Inhaltsangabe: • Eigene Wappen herstellen • Textzusammenfassungen schreiben: Wichtige und unwichtige Informationen unterscheiden, Mindmap, Sinnabschnitte

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT		OUTCOMES
Inhaltsan-gabe + Lese-kompetenz	<ul style="list-style-type: none"> Fortsetzung Kompetenztraining: Sich über Themen rund ums Mittelalter austauschen und informieren (= gezielt Informationen aus Texten ziehen): Ausstattung von Rittern Rittertugenden Kinderspiele Erziehung Schwertleite 	<ul style="list-style-type: none"> Fortsetzung: Lesekompetenzen trainieren anhand von Sachtexten zum Mittelalter: Überfliegendes Lesen und genaues Lesen Duby, Georges: Die Ritter (Auszüge) 	<ul style="list-style-type: none"> Fortsetzung: Schreib- und Lesekompetenzen trainieren / Inhaltsangabe: Sachtexte zum Mittelalter Fortsetzung: Textzusammenfassungen schreiben: Wichtige und unwichtige Informationen unterscheiden Mindmap Sinnabschnitte Fragebögen auswerten Wortschatzübungen, Wortschatzerweiterungen Gruppenpuzzle, Mittelalter-, „Tabu“
Lesemonat	Textsorte: Kurzgeschichte und Erzählung • Analyse und inhaltliche Auseinandersetzung mit Kurzgeschichten und Erzählungen • Gegenseitiges Feedback	Textsorte: Kurzgeschichte und Erzählung: • Gerold Effert • Wolfgang Borchert • Ilse Aichinger • Schülererzählungen	Textsorte: Kurzgeschichte und Erzählung • Kennzeichen, Absicht, Entstehungszeit und Aufbau Schreibpläne • Treffende Adjektive und Verben • Wortfeldübungen • Wörtliche Rede • Präteritum • Rebusrätsel • Suchsel • Kurzgeschichten und Erzählungen verbessern, abändern, fortführen und eigenständig verfassen
	Kurzgeschichte, Erzählung	Textsorte: Kurzgeschichte und Erzählung • Analyse und inhaltliche Auseinandersetzung mit Kurzgeschichten und Erzählungen • Gegenseitiges Feedback	Textsorte: Kurzgeschichte und Erzählung: • Gerold Effert • Wolfgang Borchert • Ilse Aichinger • Schülererzählungen

Year 9

Term 1

UNIT /THEME	CONTENT / SKILLS DEVELOPMENT OUTCOMES		
	Speaking & listening	Reading	Writing
Erzählen zu einem Bild	<ul style="list-style-type: none"> Vorstellung: Selbstbeschreibung, Fragen an Personen stellen Über Gesprächs- und Verhaltensregeln reden Schildern von Empfindungen Monolog/Dialog: Rollenspiele 	<ul style="list-style-type: none"> Unbekannter Autor: Sonnenbrand Frühere Schüleraufsätze (Vergleich) Eigene Erzählungen Betontes Vorlesen Aktives Zuhören 	<ul style="list-style-type: none"> Erzählen zu einem Bild: Erzählaufbau, Erzählperspektiven, Schildern von Empfindungen, Monolog/Dialog, Textlupe, Ausdruckserweiterungen, Wortfeldübungen Feedback Etc.
Erzählen, Rechtschreibung	<ul style="list-style-type: none"> Hörspiel-Reportage zur Ausdruckserweiterung Über Liebe sprechen und reflektieren 	<ul style="list-style-type: none"> Blixen, Tania: Die Ngongfarm Büttner, Olaf: Down by the river 	<ul style="list-style-type: none"> Fortsetzung September Rechtschreibung: das/dass, Kommasetzung
Komma- setzung, Inhalts-angabe, Buchprä- sentation)	<ul style="list-style-type: none"> Fremdwörter deutlich aussprechen, Unterschiede zum Deutschen erkennen Buchpräsentationen: Vortrag, Vortragstechniken, Hörverstehen Aktiv zuhören Texte mündlich zusammenfassen Über den historischen Hintergrund von Autoren und Kurzgeschichten diskutieren 	<ul style="list-style-type: none"> Brender, Irmela: Marei und Thieß Borchert, Wolfgang: Das Brot Etc. 	<ul style="list-style-type: none"> Rechtschreibung: Gebrauch, Schreibweise, Betonung und Merkmale von Fremdwörtern aus dem Lateinischen, Griechischen, Englischen und Französischen Inhaltsangabe: Inhaltsebene, Bedeutungsebene, Sprachebene, Kurz und bündig formulieren, Reduktion von Informationen auf das Wesentliche
Inhalts-angabe, Grammatik	<ul style="list-style-type: none"> Texte mündlich zusammenfassen 	<ul style="list-style-type: none"> Hebel, Johann Peter: Der kluge Richter 	<ul style="list-style-type: none"> Fortsetzung November Grammatik: Konjunktiv I und II, Indirekte Rede

Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT LEARNING OUTCOMES/OBJECTIVES		
	Speaking & Listening	Reading	Writing
Referate	<ul style="list-style-type: none"> Referat über ein Sachthema: Vortragstechniken lernen und verbessern 	<ul style="list-style-type: none"> Für ein Referat recherchieren: Bibliothek, Sachbücher, Lexika, Internet 	<ul style="list-style-type: none"> Referat: Präsentationsmedien, Rhetorik und Körpersprache, Gestalten eines Handouts, Quellenangaben
Recht- schreibung, Texter- Schließung, journalis- tische Text- sorten)	<ul style="list-style-type: none"> Hörverständnis: TV-Reportagen aufmerksam zuhören Über journalistische Textsorten diskutieren 	<ul style="list-style-type: none"> Gustedt, Volker: Warten auf den Glitzerregen Zimmermann, Tanja: Eifersucht Weitere Reportagen, Berichte und Kurzgeschichten 	<ul style="list-style-type: none"> Rechtschreibung: Wiederholung Groß- und Kleinschreibung, Zeitangaben, Getrennt- und Zusammenschreibung Grammatik: Partizip und Partizipgruppen, Pronominaladverbien Textgebundener Aufsatz (TGA): Texte erschließen: Inhalt, Layout, Textsortenmerkmale, Sprachanalyse, Autorenabsicht in Nachrichten, Reportagen und Berichten Bericht, Reportage, Nachricht: Merkmale, Unterschiede, Gebrauch
Text- erschließung, Kurzge- schichte		<ul style="list-style-type: none"> Thurber, James: Das Einhorn im Garten Bioe, Kirsten: Schließlich ist das letzte Mal auch nichts geschehen Fontane, Theodor: Die Brück' am Tay 	<ul style="list-style-type: none"> Fortsetzung Texte erschließen Kurzgeschichte: Ursprung, Merkmale, Absicht

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT LEARNING OUTCOMES/OBJECTIVES		
	Speaking & Listening	Reading	Writing
Lesemonat	<ul style="list-style-type: none"> • Lesemonat (Arbeit mit der Klassenlektüre „Tschick“ von Wolfgang Herrndorf) Diskussionen 	<ul style="list-style-type: none"> • Herrndorf, Wolfgang: Tschick • Leseverständnis Aktives Zuhören 	<ul style="list-style-type: none"> • Figurenkonstellationen • Charakterbögen • Inhaltzusammenfassungen • Interpretationen • Kapitelfortsetzungen Etc.
Protokoll, Literaturgeschichte	<ul style="list-style-type: none"> • Protokollieren und Diskutieren: Einen Standpunkt vertreten und verteidigen 	<ul style="list-style-type: none"> • von Goethe, Johann Wolfgang: Erlkönig • von Goethe, Johann Wolfgang: Die Leiden des jungen Werther (Auszüge) • Schiller, Friedrich: Die Bürgschaft Etc. 	<ul style="list-style-type: none"> • Protokollieren und Diskutieren • Literaturgeschichte Sturm & Drang / Klassik: Epochenmerkmale, Goethe und Schiller kennen lernen
Moderne Sprache untersuchen	<ul style="list-style-type: none"> • Dialekt, „Denglisch“ • Aktiv zuhören • Hörverstehen: Asterix und Obelix in unterschiedlichen Dialekten • Wise Guys: Denglisch Die Fantastischen Vier: MfG 	<ul style="list-style-type: none"> • Evers, Horst: Die Welt ist nicht immer Freitag • Evers, Horst: Das Glücksbrötchen Etc. 	<ul style="list-style-type: none"> • Fortsetzung Protokoll / Goethe & Schiller • Rechtschreibung: Kurwörter Dialekt, „Denglisch“: Ursprung, Einfluss, Gebrauch, Kennzeichen

Spanish

Learning a modern foreign language is increasingly important in a global economy and also has great value in terms of cultural and linguistic richness in our society.

At BSB, students will learn the language based on real-life situations. As they progress, they will learn to communicate on a wide range of topics. From introducing yourself to learning how to cope in a Spanish city, they will gain invaluable skills which will prove immensely useful in later life.

In Year 7, students will learn how to describe people and places, feel confident in talking about their own city and the environment they live in, they will be able to ask questions and converse about daily topics.

In Year 8 students will learn how to discuss about what they like, they will be able to describe their passions and talk about topics with a more advanced vocabulary. By the end of KS3, as they prepare to start their IGCSE course, students will have learned to express themselves in the past, present and future tenses.

As part of our “Be Ambitious” philosophy, we like to offer opportunities to our students to use the language they learn for real purposes. In collaboration with some of our sister schools, we set up a pen pal network as part of a Global Campus project. In the past, we linked with schools located in Vietnam, Prague and the United States. Thanks to our Global Campus platform, our students were able to “converse” on a specific topic and find out about each other’s cultures.

Additionally, our students enjoy taking part in online competitions and trying something new. Learning a language presents many challenges and gives our students the opportunity to step out of their comfort zone, giving them the confidence and resilience they need to become global citizen.

“ The Programmes of Study for each year group are given below: ”



Year 7

Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Mi vida	Greetings Introducing yourself Talking and describing school objects Saying and understanding the alphabet Counting up to 20 Discussing birthdays	<ul style="list-style-type: none"> • Focus on pronunciation and Intonation • Asking and answering questions • Initiating and sustaining conversations • Using a range of vocabulary and structure
Mi familia y mis amigos	Describing your family Describing your hair and eye colour Saying what other people look like Describing where you live Reading about the carnival in Cadiz	<ul style="list-style-type: none"> • Using possessive adjectives • Using the verbs ser and tener • Using verbs in the third person • Using the verb estar (to be) • Looking up new Spanish words in a dictionary

Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Mi insti	Saying what subjects you study Giving opinions about school subjects Describing your school Talking about break time Understanding details about schools Writing a longer text about your school	<ul style="list-style-type: none"> • Using -ar verbs to say what 'we' do • Using me gusta(n) + el/la/los/las • Using the words for 'a', 'some' and 'the' • Using -er and -ir verbs • Using prediction as a listening strategy • Checking your written work is accurate

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Mi tiempo libre	Saying what you like to do Saying what you do in your spare time Talking about the weather Saying what sports you do Reading about someone's favourite things Taking part in a longer conversation	<ul style="list-style-type: none"> • Giving opinions using me gusta + infinitive • Using -ar verbs in the present tense • Using cuando (when) • Using hacer (to do) and jugar (to play) • Understanding more challenging texts • Using question words

ASSESSMENT CRITERIA / STRATEGIES

Homework, vocabulary tests, formative assessments during lessons and end of module tests in all four skills will indicate students 'progress.

Year 8

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
El tiempo libre	Naming various sports Discussing opinion about sports Comparing Spanish traditional sports Describing the free time Talking about what you do during weekends Describing your future plans for the weekends Talking about household chores	<ul style="list-style-type: none"> Dealing with unfamiliar language/ structures (al- tan- como etc.) Using adverbs and revising present and future tense Expressing opinion about sport Applying new grammar points (comparatives)

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
La comida	Identify various food items and understand people outlining their likes/dislikes. Say what food you like/dislike/usually eat for each meal Give information about your diet and mealtimes. Write a dialogue between the holder of a fruit and vegetable stall and a customer.	<ul style="list-style-type: none"> Revising numbers 31-1000 Justifying opinions Improving Speaking and Listening by producing a dialogue at a shop Improving Reading skills (understanding a menu) Using grammar point 'se'

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
De compras	Identify various items of clothing and their prices Discussing uniform at school Talking about what to wear on different occasions Ordering at a restaurant Learning about Spanish food (tapas) Use the comparative structure to write about items clothing of differing size / price	<ul style="list-style-type: none"> Dealing with a more complex text Expressing opinions Using demonstrative adjectives Applying direct object pronouns Revising el futuro Giving more detailed descriptions

ASSESSMENT CRITERIA / STRATEGIES

Homework, vocabulary tests, formative assessments during lessons and end of module tests in all four skills will indicate students 'progress.

Year 9

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
EL TURISMO	Talking about holidays Describing holiday destination and accommodation Describing past holiday Discussing and comparing holidays Talking about Holiday activities	<ul style="list-style-type: none"> Using 'se puede' plus infinitive Understanding longer texts Revising and applying grammar points (present- past- future) Using 'ir' in the past tense Improving Writing skills (comic book on past holiday) Expressing opinion in the past

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
LOS MEDIA	Talking about different type of films Discussion the use of Internet Buying tickets at the cinema Talking about social event Describing an event in the past	<ul style="list-style-type: none"> Justifying your opinion Improving Speaking skills (presentation of personal preferences) Using 'gustar' Developing questioning Using grammar points (past-present-future)

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
LA SALUD	Naming body parts Saying what is wrong Talking about health issues Discussing healthy lifestyles Giving information about your daily life Talking about the importance of sport Ordering medicine at the chemist's	<ul style="list-style-type: none"> Using of 'hay que+ infinitive' Using of 'hace+ time + que' Using more complex verbs (stem changing verbs) Improving Reading skills (understanding different type of texts) Improving Speaking skills (producing a conversation between a patient and a doctor/ chemist)

ASSESSMENT CRITERIA / STRATEGIES

Homework, vocabulary tests, formative assessments during lessons and end of module tests in all four skills will indicate students 'progress.

Music

Music is a unique form of communication that can change the way students feel, think and act.

It is an integral part of culture, past and present. It can help students understand themselves, relate to others and develop a cultural understanding, forging important links between home, school and the wider world.

Studying Music at BSB encourages students to be ambitious and have an active involvement in different forms of music-making, allowing them to develop critical skills: their ability to listen, to appreciate a wide variety of music and to make judgments about musical quality. Students will develop the core skills of performing, composing and listening through exciting, challenging, and fun-filled activities.

A part of Global Campus, our collaboration with the Juilliard School offers the unique opportunity to connect with a world leader in the Performing Arts. Students will have contact with Juilliard staff and alumni in webinars and guest visits to the school as well as do activities from the Juilliard Creative Classroom.

Students also have the opportunity to pursue individual music lessons with their individual Music Programme or participate in school ensembles for extra-curricular activities. These are optional extras as part of BSB's Music programme and only enhance the learning experience.

“The Programmes of Study for each year group are given below:”



Year 7

Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Elements of a Song	Listen to and appraise songs from various styles and cultures. Define musical elements of a song, such as structure, melody and lyrics. Create and understand criteria needed to analyse the elements of a song.	<ul style="list-style-type: none"> Identify the parts of a song. Analyse the elements of various songs and make observations about their quality and importance. Identify common elements in Latin American music.
Latin Beat	Listen to and appraise musical styles from Latin America. Investigate Latin American culture and traditions. Develop ensemble skills by singing and playing together.	<ul style="list-style-type: none"> Describe music's role in Latin American culture. Sing and play rhythmic and melodic ostinatos.

Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Medieval Music	Trace the origins of medieval music and instruments to their present form. Define and perform musical elements of medieval music. Learn to use Sibelius, a music software notation programme.	<ul style="list-style-type: none"> Identify instruments and elements of medieval music. Compose a piece of music in a medieval style.
Folk Music	Research the origins and elements of folk music. Explore oral traditions and how music is adapted and arranged. Learn more features on Sibelius, a music software notation programme.	<ul style="list-style-type: none"> Identify instruments and elements of folk music. Define and perform pieces in different modes. Arrange a folk song on Sibelius.

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Impressionism	Listen to and appraise impressionist music and make connections to impressionist art. Experiment with timbre, modes and scales to alter the mood of a piece.	<ul style="list-style-type: none"> Define and play changes in timbre, modes and scales. Create and perform a musical soundscape in the impressionist style.
Time Signatures & Conducting	Become familiar with basic time signatures and conduct them. Research the roles and responsibilities of a conductor. Develop conducting techniques and include musical elements.	<ul style="list-style-type: none"> Analyse pieces and determine their time signatures. Conduct a variety of pieces in the correct beat patterns.

ASSESSMENT CRITERIA / STRATEGIES

Assessment occurs throughout the unit on the following skills:
 performing – singing and playing in time and in tune both individually and in a group
 listening – ability to hear and define musical elements
 composition – creating original ideas that align with the topics
 written and verbal analysis – thinking critically about the topics and sharing ideas

Year 8

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Reggae	Research the origins and elements of reggae music. Listen to performances by reggae musicians such as Bob Marley. Explore bass lines, riffs and chord sequences.	<ul style="list-style-type: none"> Identify the characteristics of reggae music Perform vocal and instrumental parts in reggae Compose riffs and bass lines in the reggae style
Improvisation	Listen to and appraise various styles and genres, such as Chinese and Indian music, to determine the key features of improvisation. Analyse the blues and its characteristics.	<ul style="list-style-type: none"> Perform several pieces and develop accompaniment and improvisation skills Play and improvise over an accompaniment

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Going Solo	Explore the features and roles of solo and accompaniment in a piece. Observe the interplay between the soloist and the accompaniment across a range of styles and genres. Learn about different musical forms and structures in music.	<ul style="list-style-type: none"> Develop ensemble skills by performing together as both soloists and accompanists Compose keyboard solos over a backing track.
Form & Structure	Become familiar with and experiment with different examples of form and structure, such as call and response, binary, ternary, rondo, and song form.	<ul style="list-style-type: none"> Perform and compose in different forms. Create contrasting sections to a passage of music Compose music in a particular form using Sibelius

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Film Music	Explore how music and sound effects can enhance the visual images and dramatic impact of film. Listen to the main melodies of famous film soundtracks.	<ul style="list-style-type: none"> Identify how musical devices affect mood and tone Create a musical narrative for a film scene Effectively set a scene through sound
Opera & Musicals	Trace the history and origins of stage music and their characteristics. Watch and analyse scenes from operas and musicals. Learn about operas and musicals in depth.	<ul style="list-style-type: none"> Determine the musical characteristics of stage music Compare and contrast opera and musicals Play and analyse different excerpts from the genres

ASSESSMENT CRITERIA / STRATEGIES

Assessment occurs throughout the unit on the following skills:

- performing – singing and playing in time and in tune both individually and in a group
- listening – ability to hear and define musical elements
- composition – creating original ideas that align with the topics
- written and verbal analysis – thinking critically about the topics and sharing ideas

Year 9

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Rock 'n' Roll Popular Music/ Musical Futures	Investigate the genre of rock 'n' roll and its emergence in the 1950s. Revise elements such as bass lines and chords and explore the twelve-bar blues as a basis upon which many rock 'n' roll songs are constructed. Explore the genre of popular song and its musical devices. Learn how different artists and groups have created different musical arrangements of the same song.	<ul style="list-style-type: none"> • Perform 'Rock Around the Clock' as an ensemble • Compose a rock 'n' roll song using features they have learned about during the unit • Analyse songs and determine their structure. Perform popular songs and different arrangements of songs using the features from this unit

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Composition Performing a Soundtrack	Review the features of Sibelius, a music software notation programme. Explore different sounds and notations in Sibelius. Plan and create a composition based on the brief given. Research orchestral soundtracks from movies. Explore different ways of performing and interpreting a piece as a group. Revise elements worked on the previous music units.	<ul style="list-style-type: none"> • Develop composition skills on Sibelius • Create a composition based on a given brief and criteria of musical elements • Develop technique on an instrument. • Develop collaboration and ensemble skills by choosing a piece and performing it in a group

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Minimalism We've Got Rhythm	Listen and appraise songs containing polyrhythms and minimalism. Explore the musical features and structures used by minimalist composers. Plan and create a composition in a minimalist style. Learn how junk and recyclable objects are used as percussion instruments. Explore the different timbres from non-conventional sound sources. Investigate body percussion and rhythm in speech, particularly rap.	<ul style="list-style-type: none"> • Demonstrate knowledge of polyrhythms and minimalism and identify the features and structures • Compose a minimalist composition using Sibelius • Analyse songs using non-conventional sound sources • Create and perform pieces using non-conventional sound sources as well as voice and body percussion

ASSESSMENT CRITERIA / STRATEGIES

Assessment occurs throughout the unit on the following skills:
 performing – singing and playing in time and in tune both individually and in a group
 listening – ability to hear and define musical elements
 composition – creating original ideas that align with the topics
 written and verbal analysis – thinking critically about the topics and sharing ideas

Physical Education

The Key Stage 3 PE curriculum at the British School of Beijing, Shunyi aims to offer students the opportunity to develop into a physically active, independent and creative thinker who is able to work effectively in teams as well as individually.

Students will develop skills and knowledge to enable competitive game play. The broad and balanced variety of activities that we offer is part of the school's "Be Ambitious" philosophy which encourages students to evaluate their strengths and weaknesses in order to become an effective participant in a range of sports.

All students will take part in two hours of curriculum PE per week and will study a minimum of nine sports across the year in four week blocks with regular House competitions after each unit of work.

“

The Programmes of Study for each year group are given below:

”



Year 7

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Athletics	Students have the opportunity to establish and develop skills for running, throwing and jumping. The students will have the opportunity to challenge themselves and test their skills during the House Athletics Tournament	<ul style="list-style-type: none"> Students should aim to use sound basic techniques in a range of running, jumping and throwing activities and events. Apply a good knowledge of basic principles to specific events. Apply basic principles of warm up and cool down. Identify and describe elements of performance and technique which are effective. Explain what needs to be practised and improved.
Football	Students develop and refine the fundamental skills of football. They will have the opportunity to apply their skills and to begin to consider tactics through a variety of individual, pair and group practices as well as a range of game scenarios.	<ul style="list-style-type: none"> Can use basic techniques in a small sided game and can pass and shoot with reasonable accuracy. Can demonstrate techniques usually applied with coordination and control to gain an advance over an opponent. Tactically awareness is improving and response to situations has started to vary. Can see the differences between their performances and others.
Volleyball	Students refine and develop the fundamental skills of volleyball and have the opportunity to begin to develop tactics and apply these skills in a range of game scenarios	<ul style="list-style-type: none"> Students should use basic techniques in a game situation and replicates shots with limited accuracy. Can demonstrate the dig and set techniques in isolation. Some control is evident but uses limited footwork to aid shot selection. Uses basic game strategy and will often follow other pupil's leads. Is able to copy tactics and uses others to help them improve their performance.
Swimming	Students will revise the fundamental water skills, improve their personal survival skills and develop the competitive strokes.	<ul style="list-style-type: none"> Students should be able to demonstrate one stroke with very good technique and two others strokes as well as being able to swim continuously for at least 50m. Students should be able to demonstrate a forward tumble turn. Knows rules for starts and how to touch correctly for different strokes.

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Basketball	Students develop and refine the fundamental skills of basketball. They will have the opportunity to apply their skills and to begin to consider tactics through a variety of individual, pair and group practices as well as a range of game scenarios.	<ul style="list-style-type: none"> Can use basic techniques in a small sided game and can pass and shoot with reasonable accuracy and demonstrate a developing technique usually applied with coordination and control. Tactically awareness is improving and response to situations has started to vary. Can see the differences between their performances and others. Understands need to warm up and the importance of making health lifestyle options.
Rugby (Boys)	Students will develop the basic principles of attack and defence to plan strategy and tactics for rugby. Students will work on improving the quality of their skills with the intention of outwitting opponents. Students should think about how to use skills, strategies and tactics to outwit the opposition.	<ul style="list-style-type: none"> Students can choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; Identify the main aspects of a good performance; recognise weaknesses; Suggest how a performance could be improved.
Netball (Girls)	Students will develop the basic principles of attack and defence to plan strategy and tactics for netball. Students will work on improving the quality of their skills with the intention of outwitting opponents. Students should think about how to use skills, strategies and tactics to outwit the opposition.	<ul style="list-style-type: none"> Can use basic techniques in a small sided game and can pass and shoot with reasonable accuracy and demonstrate a developing technique usually applied with coordination and control. Tactically awareness is improving and response to situations has started to vary. Can see the differences between their performances and others. Understands need to warm up and the importance of making health lifestyle options.

Year 8

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Badminton	Students will have the practice and refine overhead shots and lifts. They will have the opportunity to develop and apply tactics by playing singles and doubles.	<ul style="list-style-type: none"> Can use basic techniques in a game situation and replicates shots with some accuracy. Can demonstrate techniques usually applied with coordination and control to gain an advance over an opponent. Uses basic game strategy effectively. Is able to copy tactics and uses others to help them improve their performance.
Softball	Students will focus on accurate replication & further developing, implementing and refining techniques for batting, pitching and fielding. Students should try to striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Students should accurately score games & understand rules.	<ul style="list-style-type: none"> Can accurately & consistently replicate batting and pitching technique. Can vary these skills even under pressure and outwit opponents well. Can suggest some ways of improving their own performance. Can explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.

ASSESSMENT CRITERIA / STRATEGIES

Attainment and effort will be assessed. Attainment is measured against Performance Descriptors and a 'best-fit' grade A-E, will be awarded.
Effort will be assessed using the Effort Descriptors and a 'best-fit' grade, 1-5, will be awarded

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Athletics	Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain further experience at jumping events, aiming for height/ distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance. In all events, demonstration of accurate technique and related performances will be assessed.	<ul style="list-style-type: none"> Good replication of skills across all 3 areas and applies a reasonable knowledge of the underpinning principles related to athletics. Can describe parts of their performances which are effective and explain what they can improve with practice. Can describe the effects of athletic exercise on their body. Applies basic safety principles. Can explain how athletics improves overall fitness levels.
Football	Pupils will further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Passing, shooting, control and heading will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.	<ul style="list-style-type: none"> Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.
Volleyball	Throughout this scheme pupils will develop the skills necessary to outwit opponents Pupils will replicate shots with control and accuracy. Serves, digs, sets, smashes, blocks & short and deep shots will be developed through game play and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.	<ul style="list-style-type: none"> Can use an improving range of skills and techniques together with accuracy to outwit an opponent. Can demonstrate basic volleyball skills successfully and begins to understand importance of strategy and tactics when attacking. Can maintain a rally. Able to compare their own and others work and see the differences so that they can improve their own performance. Shows a deeper understanding of the health and fitness and the importance.
Swimming	Students will develop peer coaching skills while working to acquire the skills and knowledge necessary to be safe and confident in a range of aquatic environments. Equipment to assist with lesson delivery is located poolside.	<ul style="list-style-type: none"> Students should perform two, different, safe entries from standing. Swim 50m and collect a buoyancy aid, show the HELP position for 1 min then swim 50m with the aid and climb out unaided. Swim side stroke for 20m, tread water for 60 s and swim survival backstroke for 20m. Lay flat and float for 60s.

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Basketball	Pupils will further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Passing, Receiving, outwitting defenders, Dribbling, and shooting will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.	<ul style="list-style-type: none"> • Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.
Rugby (Boys)	Pupils will develop the basic principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, receiving, tackling and beating an opponent will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.	<ul style="list-style-type: none"> • Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Can catch and pass a ball successfully. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.
Netball (Girls)	Pupils will learn to use the fundamental principles of invasion game play when selecting and applying tactics for defending and attacking. Pupils will further develop the skills necessary to outwit opponents. Passing, receiving, shooting, intercepting and beating an opponent will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.	<ul style="list-style-type: none"> • Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Can catch and pass a ball successfully. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Badminton	Pupils will develop the skills necessary to outwit opponents. Pupils will replicate strokes and shots with control and accuracy. Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.	<ul style="list-style-type: none"> • Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate basic badminton skills successfully and begins to understand importance of strategy and tactics when attacking. Can maintain a conditioned rally. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. Shows a deeper understanding of the health and fitness and the importance.
Softball	Students will focus on accurate replication & further developing, implementing and refining techniques for batting, pitching and fielding. Students should try to striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Students should accurately score games & understand rules.	<ul style="list-style-type: none"> • Can select and accurately replicate a very good range of skills to outwit an opponent (bat, bowl and field displaying reasonable control and accuracy). Can vary pitching technique to outwit batter. Can place the ball when batting through anticipation and adjustment of position. Can analyse and make suggestions, which will improve individual play. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.

ASSESSMENT CRITERIA / STRATEGIES

Attainment and effort will be assessed. Attainment is measured against Performance Descriptors and a 'best-fit' grade A-E, will be awarded.
Effort will be assessed using the Effort Descriptors and a 'best-fit' grade, 1-5, will be awarded.

Year 9

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Athletics	In this unit, pupils will further enhance replication and performance across all disciplines. Pupils to gain a further understanding of fitness and its relationship to performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions organised by themselves and others. In athletic activities, pupils will engage in performing skills and personal and collective bests in relation to speed, height and distance.	<ul style="list-style-type: none"> • Demonstrates clear replication of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve including tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Can suggest and undertake an appropriate training programme for specific events.
Football	Pupils will further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Passing, shooting, control and heading will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.	<ul style="list-style-type: none"> • Control of the ball is consistent and skills are performed much more quickly in response to opposition pressures. Can select a very good range of skills to outwit an opponent. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.
Volleyball	Throughout this scheme pupils will develop the skills necessary to outwit opponents Pupils will replicate shots with control and accuracy. Serves, digs, sets, smashes, blocks & short and deep shots will be developed through game play and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.	<ul style="list-style-type: none"> • Can select and accurately replicate a very good range of skills to outwit an opponent. Control of the ball is consistent and shots are performed fairly quickly in response to opposition pressure. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their shot selection. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.
Swimming	The Unit is designed to provide students with the opportunity to develop peer coaching skills while working to acquire the skills and knowledge necessary to be safe and confident in a range of aquatic environments. Equipment to assist with lesson delivery is located poolside.	<ul style="list-style-type: none"> • Students should perform two, different, safe entries from standing. Swim 50m and collect a buoyancy aid, show the HELP position for 1 min then swim 50m with the aid and climb out unaided. Swim side stroke for 20m, tread water for 60 s and swim survival backstroke for 20m. Lay flat and float for 60s.

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Basketball	Pupils will further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Passing, Receiving, outwitting defenders, Dribbling, and shooting will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.	<ul style="list-style-type: none"> • Control of the ball is consistent and skills are performed much more quickly in response to opposition pressures. Can select a very good range of skills to outwit an opponent. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.
Rugby (Boys)	Pupils will further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, receiving, tackling and beating an opponent will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.	<ul style="list-style-type: none"> • Can consistent replicate skills with control and in response to opposition pressure. Able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can select a very good range of skills to outwit an opponent. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health.
Netball (Girls)	Pupils will learn to use the fundamental principles of invasion game play when selecting and applying tactics for defending and attacking. Pupils will further develop the skills necessary to outwit opponents. Passing, receiving, shooting, intercepting and beating an opponent will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.	<ul style="list-style-type: none"> • Can consistent replicate skills with control and in response to opposition pressure. Able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can select a very good range of skills to outwit an opponent. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health.

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Badminton	Pupils will develop the skills necessary to outwit opponents. Pupils will replicate strokes and shots with control and accuracy. Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.	<ul style="list-style-type: none"> • Can select and accurately replicate a very good range of skills to outwit an opponent. Control of the shuttle is consistent and shots are performed fairly quickly in response to opposition pressure. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their stroke selection. Can suggest ways to improve performances. Can conduct a warm up and explain the benefits of exercise.
Softball	Pupils will learn to use principles of play when selecting and applying tactics to produce a successful outcome. Pupils will continue to develop the skills necessary to outwit opponents. Batting, Pitching and fielding will be further developed through games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.	<ul style="list-style-type: none"> • Can select and accurately replicate a very good range of skills to outwit an opponent (bat, bowl and field displaying reasonable control and accuracy). Can vary Pitching technique to outwit batter. Can place the ball when batting through anticipation and adjustment of position. Can analyse and make suggestions, which will improve individual play. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.

ASSESSMENT CRITERIA / STRATEGIES

Attainment and effort will be assessed. Attainment is measured against Performance Descriptors and a 'best-fit' grade A-E, will be awarded.

Effort will be assessed using the Effort Descriptors and a 'best-fit' grade, 1-5, will be awarded.

Design and Technology

The Design & Technology department at The British School of Beijing is a continuously evolving and thriving department, committed to offering opportunities for students to achieve their full potential. Our aim is to offer a wide range of different and interesting projects, focusing on every aspect of Design & Technology. The department believes that there is no limit to what students can achieve, allowing them to experiment and take risks in a safe and positive learning environment.

Design & technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Students will acquire a broad range of subject knowledge and draw on disciplines such as Science, Technology, Engineering, Art, Mathematics (STEAM) and computing. Students will learn how to take risks, becoming a resourceful, innovative, enterprising and capable global citizen.

The subject combines practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. Working in stimulating contexts that draw on the local ethos, community and wider world, students will evaluate present and past design technology, and its uses and effects.

Design & Technology is about providing opportunities for students to develop to their individual capability, combining designing and making skills with knowledge and understanding in order to create quality products.

Students will combine practical and technological skills with creative thinking (academically ambitious), by learning to become a self-motivated and confident learner (personally ambitious), who can think creatively, solve problems as an individual and members of a team (socially ambitious).



Year 7

Term 1

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Monsters (textiles)	Students will respond to a design brief and create a stuffed hand held felt toy which has the theme of a monster. They will create design ideas, patterns and learn hand sewing techniques.	<ul style="list-style-type: none"> • How to create a textile template & pattern • How to mark out, and cut textiles • Hand sewing technique used to join fabrics together (seams) • How to produce a piece of appliqué • How to sew embellishment

Term 2

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Night Light (plastic/electronics)	Students respond to a brief which they design a night light using CAD software and use CAM laser cutter to cut it out of plastic (acrylic). They then line bend it and create a working LED circuit which is assembled with a base into a completed product.	<ul style="list-style-type: none"> • To be able to solder, use CAD/CAM • To be able to use workshop tools & Machines • To be safe and confident in the workshop • To be able to render plastic
Badge (metal)	Students will respond to a design brief which has the theme of the House system we use in BSB. They will then learn CAD vector software program in order to use the plotter cutter CAM. Students then etch their brass square in acid over a couple of days. Finally students cut out and shape the profile. They then convert it into a badge using epoxy glue.	<ul style="list-style-type: none"> • To introduce Metal work • Cut, file, finish, polish metal • To introduce or develop CAD skills • To introduce you to CAM (plotter cutter) • To introduce you or develop your design skill with metal render

Term 3

UNIT TITLE / THEME	CONTENT / SKILLS DEVELOPMENT	LEARNING OUTCOMES/OBJECTIVES
Pencil Case (wood)	To make a high quality pencil case from a range of different types of wood. They are introduced to the workshop and good workshop practice. They then draw it in isometric and render it as wood.	<ul style="list-style-type: none"> • To understand how to classify woods and name woods from each classification • To be able to use a range of wood working tools and machines safely and accurately • To be able to recognize some wood joints and explain what they do • To be able to draw in isometric and render wood

ASSESSMENT CRITERIA / STRATEGIES

Students will be assessed on specific worksheets. Criteria for moderation are published for each worksheet. Each project has 4 pieces of assessed work excluding the final product.

Year 8

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Cushion Cover	Following on from Y7 students will develop their textiles skills. They will respond to a design brief to create a styled cushion cover with set constraints. They are introduced to sewing machines and surface printing. Students are aiming at a particular user group.	<ul style="list-style-type: none"> • To be able to use a sewing machine • To develop your understanding of textile materials • To apply different fabric decoration techniques • To be able to sew a seam and a hem • To develop hand sewing techniques

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Pewter casting Jewellery	Students develop the CAD/CAM skills from Y7. They create complex moulds which will be pewter cast. They then cut and shape the pewter to create a quality piece of jewellery for a specific user.	<ul style="list-style-type: none"> • To develop research skills • To develop understanding of Ancient China • To develop hand drawing and rendering techniques • To develop CAD/CAM skills • To learn how to pewter cast using a mold • To develop finish techniques

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Pop up greeting	Students design and manufacture professional greeting cards of their choice with pop up features. They aim for a specific genre and user. They are introduced to Adobe Illustrator and spend time learning the basics. They then print and assemble the card.	<ul style="list-style-type: none"> • To be able to use Adobe Illustrator a vector graphics package • To be able to create a graphic product for a target market • To understand a range of pop up techniques and how to use them • To develop drawing and sketching skills • To develop evaluation and annotation skills

ASSESSMENT CRITERIA / STRATEGIES

Students will be assessed on specific worksheets. Criteria for moderation are published for each worksheet. Each project has 4 pieces of assessed work excluding the final product.

Year 9

Term 1

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Plant Stand (CAD/Resistant Materials)	To develop the ability to select appropriately from a wide range of materials, 2D and 3D CAD skills, use of the laser cutter, presentation skills, team work skills, wood theory, understanding of joints and workshop practice including safety and accuracy.	<ul style="list-style-type: none"> Wood theory poster, 3D CAD assembled & rendered, laser cut 2D CAD, Isometric rendered drawing, pot stand poster and pot stand product.
Night Light (CAD, Resistant Materials, Electronics)	To develop skills in designing and developing a product of their conception, 2D and 3D CAD, use of the laser cutter and 3D printer, the use of traditional woodworking techniques, joining different materials (e.g. Wood & plastic), creating a circuit board and soldering components and developing the ability to select and reject processes based on their requirements.	<ul style="list-style-type: none"> Client profile, 2D and 3D CAD files, laser cut 2D CAD, 3D printed 3D CAD, Light sensitive night light circuit, handmade base/lid for the light, night light product, reflective evaluation assessing product and its development.

Term 2

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Night light (continued)	As in term 1. To develop skills in designing a logo, 2D CAD, print based textiles transfer, hand sewing, machine sewing, and understand lifestyle factors when designing, how design can influence the appeal of a graphical product, specifically font and colour and understand the power of image	<ul style="list-style-type: none"> Design brief, 2D CAD, Transfer of logo onto a range textile based products, textile based products including a bag, pencil case and face mask.
Music Marketing (Textiles/ Graphics)		

Term 3

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	OUTCOMES
Food	To develop skills in how to cook a repertoire dishes to feed themselves and others a healthy and varied diet, that food provides energy and nutrients in different amounts and that people require different amounts during their life how to store, prepare and cook food safely and hygienically, how to select and prepare ingredients, how to use utensils and electrical equipment, how to apply heat in different ways, how to cook a repertoire of predominantly savoury dishes to feed themselves and others a healthy and varied diet.	<ul style="list-style-type: none"> A guide for the 8 tips to healthy living and allergy advice, a range of dishes prepared from set recipes, evaluation of the prepared dishes for nutritional content and feasibility for their target market

ASSESSMENT CRITERIA / STRATEGIES

Students will be assessed on specific worksheets. Criteria for moderation are published for each worksheet. Each project has 4 pieces of assessed work excluding the final product.

Drama

Objectives Students will develop:	Stage 4 Outcomes A student:	Stage 5 Outcomes A student:
Knowledge, understanding and skills, individually and collaboratively, through making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment	Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action Improvises and play builds through group-devised processes Devises and enacts drama using scripted and unscripted material Explores a range of ways to structure dramatic work in collaboration with others.	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action Contributes, selects, develops and structures ideas in improvisation and Play building Devises, interprets and enacts drama using scripted and unscripted material or text Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
Knowledge, understanding and skills, individually and collaboratively, through performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience	Uses performance skills to communicate dramatic meaning Experiments with performance spaces and production elements appropriate to purpose and audience Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

Objectives Students will develop:	Stage 4 Outcomes A student:	Stage 5 Outcomes A student:
Knowledge, understanding and skills, individually and collaboratively, through appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience	Uses performance skills to communicate dramatic Meaning Experiments with performance spaces and production elements appropriate to purpose and audience Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions Analyses the contemporary and historical contexts of drama Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and Terminology.



Year 7

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	Stage 4 OUTCOMES	Stage 5 OUTCOMES
<i>Term 1</i> Performance Arts Vocabulary Storytelling - Juilliard Core Unit	Knowledge, understanding and skills, individually and collaboratively, through making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment	Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
Tableau and Stage Picture Mask - Juilliard Core Unit			
Action and Mood Through Sound Comedy In Verse - Juilliard Core Unit			
Monologue	Knowledge, understanding and skills, individually and collaboratively, through performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience	Improvises and play builds through group-devised processes Devises and enacts drama using scripted and unscripted material	Devises, interprets and enacts drama using scripted and unscripted material or text. Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
Collaboration with English Playwriting - Juilliard Core Unit			
<i>Term 2</i> Collaboration with English Playwriting - Juilliard Core Unit			
19th/20th Century Theatre Core Elements of a play – Juilliard Core Unit	Knowledge, understanding and skills, individually and collaboratively, through appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience	Explores a range of ways to structure dramatic work in collaboration with others. Uses performance skills to communicate dramatic meaning	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
Drama Collaboration with History Department			
Traditions of Theatrical Clown - Juilliard core unit			
<i>Term 3</i> Performance Project		Experiments with performance spaces and production elements appropriate to purpose and audience	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
		Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
		Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
		Analyses the contemporary and historical contexts of drama	Analyses the contemporary and historical contexts of drama
		Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and Terminology.	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and Terminology.

Year 8

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	Stage 4 OUTCOMES	Stage 5 OUTCOMES
<i>Term 1</i> Greek Theatre Core Elements of a play – Juilliard Core Unit	Knowledge, understanding and skills, individually and collaboratively, through making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment	Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action Improvises and play builds through group-devised processes	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action Contributes, selects, develops and structures ideas in improvisation and Play building
Movement Devised Theatre for Youths – Juilliard core unit			
Collaboration with English Playwriting - Juilliard Core Unit			
Collaboration with English Mine Theatre Silent Films Playwriting - Juilliard Core Unit	Knowledge, understanding and skills, individually and collaboratively, through performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience	Devises and enacts drama using scripted and unscripted material	Devises, interprets and enacts drama using scripted and unscripted material or text. Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies. Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
Monologue			
Collaboration history Storytelling – Juilliard Core Unit			
<i>Term 2</i> Collaboration history Storytelling – Juilliard Core Unit	Knowledge, understanding and skills, individually and collaboratively, through appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience	Explores a range of ways to structure dramatic work in collaboration with others. Uses performance skills to communicate dramatic meaning	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
Theatre Makeup Traditions of Theatrical Clown - Juilliard Core Unit			
Comedy in Verse - Juilliard Core Unit			
Animating Objects - Juilliard Core Unit	Knowledge, understanding and skills, individually and collaboratively, through appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience	Experiments with performance spaces and production elements appropriate to purpose and audience	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
<i>Term 3</i> Kabuki Theatre Mask – Juilliard Core Unit			
Performance Project			
		Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
		Uses performance skills to communicate dramatic meaning	Analyses the contemporary and historical contexts of drama
			Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and Terminology.

Year 9

UNIT / THEME	CONTENT / SKILLS DEVELOPMENT	Stage 4 OUTCOMES	Stage 5 OUTCOMES
<i>Term 1</i> Greek Theatre	Knowledge, understanding and skills, individually and collaboratively, through making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment	Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action Contributes, selects, develops and structures ideas in improvisation and Play building
Acting for Camera Playwriting - Juilliard Core Unit			
Drama Collaboration with English Department Storytelling – Juilliard Core Unit			
Mask -Juilliard Core Unit			
19th/20th Century Theatre Animating Objects - Juilliard Core Unit			
Traditions of Theatrical Clown - Juilliard Core Unit	Knowledge, understanding and skills, individually and collaboratively, through performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience	Improvises and play builds through group-devised processes Devises and enacts drama using scripted and unscripted material	Devises, interprets and enacts drama using scripted and unscripted material or text. Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies. Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
<i>Term 2</i> Drama Collaboration with History Department	Knowledge, understanding and skills, individually and collaboratively, through appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience	Explores a range of ways to structure dramatic work in collaboration with others. Uses performance skills to communicate dramatic meaning	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
Monologue Devised Theatre for Youths – Juilliard core unit			
Theatre practitioners Core Elements of a play – Juilliard Core Unit			
<i>Term 3</i> Radio plays Comedy in Verse - Juilliard Core Unit			
		Experiments with performance spaces and production elements appropriate to purpose and audience Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning. Uses performance skills to communicate dramatic meaning	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions A nalyzes the contemporary and historical contexts of drama Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.



Glossary of Terms

National Curriculum: The programmes of study used at schools in England

IBO: The International Baccalaureate Organization

KS3/Key Stage 3: The third phase of the National Curriculum for students aged 11—14 years in Years 7, 8 and 9.

GCSE: General Certificate of the Education, a two-year programme of study usually examined at the end of key stage 4/ year 11.

IGCSE: The International General Certificate of Education—Examinations usually at the end of year 11.



Contact us

The British School of Beijing Shunyi
South Side, No. 9 An Hua Street, Shunyi District, Beijing, China
101318

Email

admissions@bsbshunyi.com

Phone

+86 (0)10 8047 3558

Find out more

www.bsbshunyi.com