




Key Stage 3
Curriculum
Guide



THE BRITISH SCHOOL
OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

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*We believe that no one
has a limit to their
potential or ability*

Overview & Philosophy

Key Stage 3 is the first phase of Secondary Education. At the British School of Beijing our Key Stage 3 curriculum is based on the National Curriculum with a strong international focus. Our rich curriculum is designed to build on and consolidate the learning experiences that our pupils bring from the Primary School.

In Key Stage 3 subjects will be taught by specialists. Therefore, students will follow a timetable and will move around the school building to attend lessons rather than mostly being classroom based. Students in the Secondary School are placed in Forms and cared for by a Form Tutor.

As an international school, it is important that we cultivate lifelong internationally minded learners. Therefore, our students IB Diploma Programme journey starts in Year 7 and continues until the end of Year 13. The approaches to teaching and learning that underpin the IB Diploma are deployed in Key Stage 3 so that our students prepared well for success at school and beyond.

Multilingualism is a key facet of international mindedness. In addition to English or English as an Additional Language (EAL), our students can choose a first language study in either Mandarin German or Korean. Alternatively, students can choose a Language Acquisition course in French and Spanish alongside their English learning.

At the British School of Beijing, it is important that each of the students on our care receive a personalised learning experience. To ensure that our students are challenged and equipped to succeed, subjects such as Mathematics and English are organised in sets thereby giving students the ability to collaborate and learn with students who are not in their Form Classes. However, in most cases, subjects will be taught in Forms. We believe that an inclusive approach with learning differentiated to ensure personalised challenge greatly enriches the learning experience of students. We believe that this inclusive approach enables all our students to develop a sense of belonging thereby enabling them to become better prepared for life in the community as children and adults.

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



Learn from the best

Ambition inspires people to rise up to the challenge and to achieve the extraordinary. Ambition will take you anywhere you want.

We believe that:

- There is no limit to what we can achieve
- Creativity and challenge help us get better every day
- Learning should be personalised
- Unique global opportunities enhance the learning experience

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.

Our Global Family

As part of a family of over seventy Nord Anglia schools around the world, our students have the opportunity to participate in a

range of unique global and regional experiences and expeditions with over sixty eight thousand other Nord Anglia students. This provides

unique life and learning experiences that help our students to develop into mature and successful global citizens.

Developing Socially Conscious Students

Students in NAE schools can benefit from our collaboration with UNICEF. UNICEF challenges Nord Anglia Education students to raise awareness of the Sustainable

Development Goals (SDGs) and to work with their local communities to create solutions for these global issues. The challenge is part of the World's Largest Lesson, a global

initiative aimed at bringing the SDGs to classrooms across the world through lesson plans, videos, comics and creative content.

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 for a bright future full of opportunities to succeed.

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.



We have collaboration with the Massachusetts Institute of Technology (MIT) to bring a

Academic Programme

English

For English, Year 7, 8, and 9 students will become more proficient in reading, writing, speaking, and listening. They will be challenged to develop critical thinking skills and understand different perspectives, in order to

form their own opinions and ideas. Students in Key Stage 3 (KS3) follow a programme that is based around the UK National Curriculum so as to promote high standards of language and literacy by equipping pupils with a strong command of

the spoken and written language, and to develop their love of literature through widespread reading for enjoyment including a range of fiction and non-fiction texts.

The curriculum and our English teaching team ensure that all pupils:

- read age-appropriate texts easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate the rich and varied literary heritage associated with the language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Work undertaken in Key Stage 3 reinforces, consolidates and develops that undertaken in Key Stage 2 as preparation for the academic expectations in Key Stage 4 and beyond. Consequently, work completed in Year 9 will reinforce, consolidate, and develop study completed in Year 7 and Year 8 in preparation for Year 10 and beyond.

Key Stage 3 Classes are set according to ability in writing, reading, and speaking of English. With continuous assessment, students are supported and challenged at the right level and assessed on common standard criteria. These criteria are derived from the UK National Curriculum and are designed to connect with Key Stage 4 English criteria.

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

English as an Additional Language (EAL)

English as an Additional Language in Key Stage 3 is for students whose language level needs development before undertaking the intensive study of English offered by the English department.

In Key Stage 3, if students 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 required to take English as an Additional Language. In order to graduate from the EAL programme, students must achieve a Pass Merit in the Cambridge B1 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.

During Key Stage 3 English students will have opportunities to be ambitious socially, by participating in a wide variety of activities that involve communicating and collaborating with peers in a classroom, school and Global Campus level. In Key Stage 3, every student will do more than just become proficient in reading, writing, speaking and listening. They 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.

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.

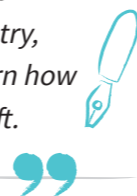
In EAL classes, learners focus on the form of the English language, learning its usage and grammar and focusing on developing skills in reading, writing, listening

and speaking by using targeted materials that are at their level which increase in complexity along with their 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 three CCA's each week, where students from all year groups and language levels can come and receive help on work in other subjects or further English language practice.



“Whether students are a native speaker or just a beginner, we will help them to develop your skills using a wide range of print and digital resources. They 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. They will learn how to identify an author's purpose and audience, and develop an understanding of the author's craft.”



German First 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” book and workbook among other resources and there will be internal written and oral exams throughout the year.

French & Spanish Second Language

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 you progress, they will learn to communicate on a wide range of topics. From introducing oneself to learning how to cope in French/Spanish city, they will gain invaluable skills which will prove immensely useful in later life. By the end of Key Stage 3, as students prepare to start IGCSE course, they will have learned to express themselves in the past, present and future tenses. A

s part of our “Be Ambitious” philosophy, we like to offer opportunities to our students to immerse themselves in the cultures they are learning. In the past, students have done Spanish and French cooking lessons, celebrated festivals such as El día de Muertos and trips to France or Spain where students were able to use the languages, they were learning.

Mandarin

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 you will have.

Non-Native Mandarin

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

Students will develop an interest

in the subject as you 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.

Native Mandarin

If students are 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 they will be able to write for a variety of purposes.

Students will be able to use a variety of materials as helpful tools to gain access to a wider range of written documents, 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.



History

History is the study of the past. In Key Stage 3, students will learn about social and cultural diversity as well as the key historical figures who have shaped societies. We emphasize critical historiography to ensure students develop a deep understanding of their place in History.

Students will have opportunities to use a range of historical sources including documents, artefacts, pictures and photographs, music, buildings and sites, to assist in developing their own interpretations of the past.

Students will be exposed to a range of cultures and experiences beyond their own lives – this helps to promote greater understanding and tolerance amongst our students. 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 student's own beliefs and values, and assists in their development as global citizens.

Geography

The Geography Curriculum in Key Stage 3 has been designed to give students an understanding of places at a range of different scales. Students study a mix of both physical and human processes and how they impact on their lives and the lives of others.

There is a focus on geographical skills, ranging from maps to evaluative skills, which prepares students effectively for Geography at IGCSE 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, the Himalayas to Death Valley. Students will enhance their geographic skills, while learning about our 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.

“ *Geography students have the opportunity to study outside of the classroom with a number of field trips in Beijing.* ”

Computer Science, Mathematics & Science

COMPUTER SCIENCE

The Computer Science course in Key Stage 3 is primarily aimed at developing an understanding of hardware and software creation and development in addition to using applications they will find useful in other subjects. It is a very practical course, 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.

By the end of Key Stage 3, students 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.

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. In Key stage 3 they will continue to learn how mathematical thinking can help to solve real world problems.

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

In Years 7, 8 and 9, students will be guided to gain a deep understanding of the main concepts in mathematics such as number and algebra, geometry and measures, and statistics. Mathematics is therefore about understanding many new ideas, including how to communicate mathematically and how to explain your discoveries effectively.

SCIENCE

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 skills will help them move towards a higher order of thinking, enabling them to develop skills in application, analysis, synthesis and evaluation.

Science will fire their curiosity about how the world around them works and will offer them 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 the knowledge of science is based on what scientists have found out from their experiments.

In their science lessons, 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 develop the skills and ideas that they all share.

Performing Arts

MUSIC

Music is a unique form of communication that can change the way we feel, think and act. It is an integral part of culture, past and present. It can help us to understand ourselves, relate to others and develop 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: the ability to listen, to appreciate a wide variety of music and to make judgments about musical quality. Our students in Key Stage 3 will develop the core skills of performing, composing and listening through exciting, challenging, and fun-filled activities.

Students also can participate in school ensembles such as orchestra and choir for extra-curricular activities. These enrichment opportunities as part of BSB's Music programme enhance the learning experiences of our students.

DRAMA

Drama lessons provide opportunities for students to create, perform and respond to drama. Active participation helps students to develop self-confidence and communication skills so valued by future employers. Students study and practically explore aspects of performance such as devising, improvisation, theatre history, and interpretation and staging of texts.



Physical Education

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

Students will develop skills and knowledge to enable competitive gameplay. The broad and balanced variety of activities that we offer is part of the school's

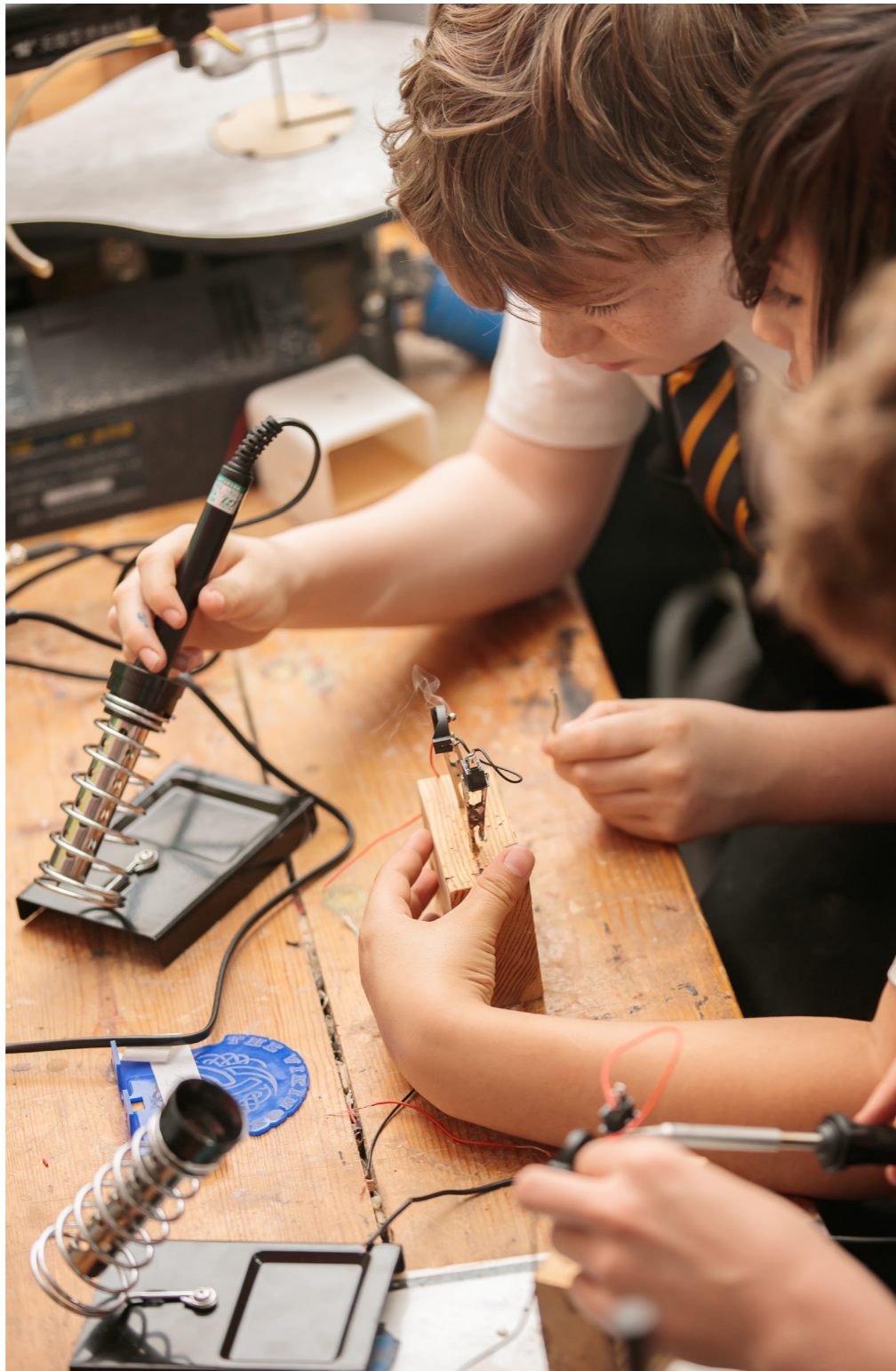


Units of Study include:

- Athletics
- Aquatics
 - Y7 Stroke development
 - Y8 Lifesaving/ personal survival skills
 - Y9 Water Polo
- Badminton
- Basketball
- Football
- Netball
- Rugby
- Softball

“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 eight sports across the year in four-week blocks with regular House competitions after each unit of work.



Art and Design Technology

DESIGN 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 create products that solve real and relevant problems within a variety of contexts, considering the needs, wants and values of a variety of consumers. Students will acquire a broad range of subject knowledge that draws on disciplines such as Science, Technology, Engineering, Art, Mathematics (STEAM) and computing. Students will also experience taking 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 a stimulating environment students will evaluate present and past design technology, and its uses and effects.

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

They 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).

ART

Art at Key Stage 3 is a very important for developing our students' creativity. Students are introduced to new and exciting ideas and cultivate transferable approaches to learning. Students will develop their skills by engaging and experimenting with a wide range media such as pencils, paint, charcoal to clay.

Our Art programme also cultivates international mindedness as students explore the artwork of different artists from a wide range of contexts and cultures. Students learn about the styles and techniques that are how they can use them to create their own masterpieces.

“You can't use up creativity. The more you use, the more you have.”

- Maya Angelou



Assessment

Admission

Upon entering the school, students will write a GL Assessment Cognitive Ability Test (CAT 4).

CAT 4 provides a rounded profile of student ability so we can target support, provide the right level of challenge, and make informed decisions about student progress.

CAT 4 indicates strengths and weaknesses across four categories:

Verbal Reasoning – the ability to express ideas and reason through words is essential to subjects with a high language content, and the most obvious skill picked up by traditional assessment.

Non-verbal Reasoning – problem-solving using pictures and diagrams; skills which are important in a wide range of school subjects, including mathematics and science-based subjects.

Spatial Reasoning – the capacity to think and draw conclusions in three dimensions, needed for many STEAM subjects, but not easily measured by other datasets.

Quantitative Reasoning – the ability to use numerical skills to solve problems, applicable well beyond mathematics.

Assessments

Key Stage 3 teachers will make a well-informed judgement of student progress in relation to identified levels of attainment and age-related expectations. We use a criterion-referenced methodology to make these judgments.

To support a criterion referenced approach, we have identified progress indications called Curriculum Statements that describe student progress. At the end of each term, students will receive a report in which their performance will be indicated as either Beginning, Developing, Meeting or Exceeding (BDME)

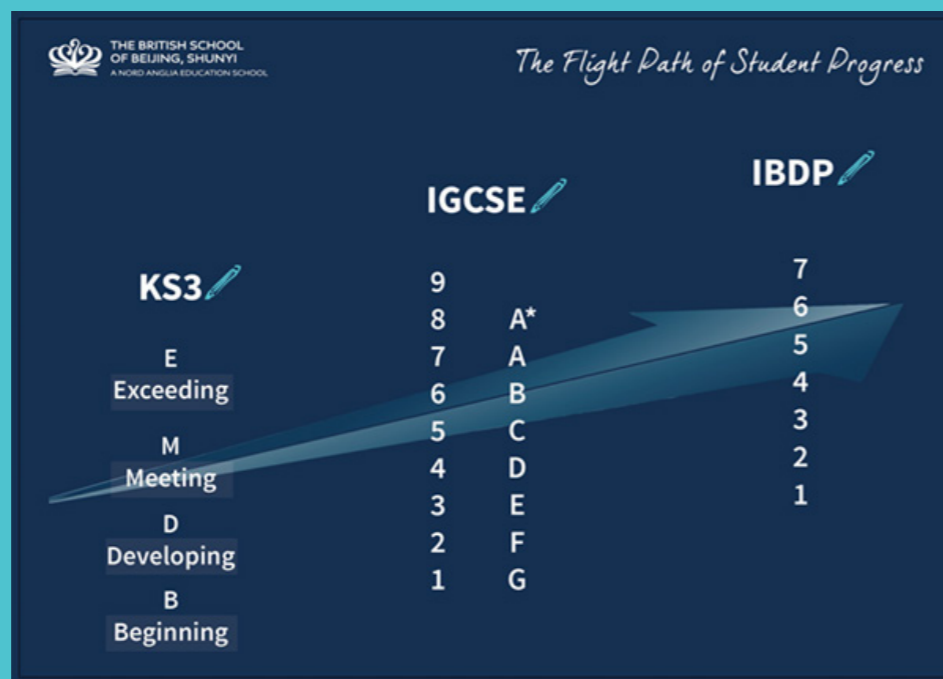
To support the judgements we make, we have developed a flightpath of student progress. The flight path indicates likely outcomes linked to the current BDME profiles. When our curriculum leaders and

teachers analyse assessment outcomes in Key Stage 3, we also cross reference with CAT 4 data. If student attainment is below the CAT 4 indicators, this would trigger further investigation and intervention.

In addition to the progress indicators, we report readiness for learning as effort grades in four key areas: Classroom, Homework, Behaviour and Organisation.

Academic Review

In addition to the report, there will be the cycle of Parent Consultation Evenings where parents and students are invited to discuss progress with their teachers. This is a valuable opportunity to explore progress with each subject's Curriculum Statements and to reflect progress. These will take place at various junctures in the academic year.



Pastoral Care and Guidance

At The British School of Beijing, we aim to ensure that students thrive in a safe and secure environment. Our Heads of Year and Form Tutors play key roles in this. The Head of Year is central in caring about each student and monitoring their progress both academically and socially. They aim to encourage involvement, commitment, and high standards of work and behaviour.

Form Tutors are important first points of contact for parents and students. Students will see them at least once a day for registration and for an additional assembly or PSHE lesson each week and over time they build strong relationships with the students in their form.

All our students in Key Stage 3 will furthermore participate in a guidance programme delivered by their form tutors. In Guidance they can expect to consider a range of topics such as Human Rights, Self-Management, Health and Wellbeing, Inclusion and Diversity. In addition, we aim to create a supportive environment that enables our students to be academically, socially and personally successful.



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