



THE BRITISH SCHOOL
OF GUANGZHOU
A NORD ANGLIA EDUCATION SCHOOL

Key Stage 3

Curriculum Guide

2021-22

Our Core Values



Core Values

"Developing a love of learning creates lifelong academic success." Mark Thomas, Principal.

A Love of Learning

Our primary aim is to nurture intellectual curiosity through engaging and enquiry-led teaching. We encourage students to work independently and collaboratively as they demonstrate creativity and innovation in their approach to solving problems. Students are always provided with a safe, stimulating and supportive learning environment, allowing them the courage to take calculated risks and to learn and improve from feedback. We use innovative teaching methods and technology to further enhance our students' mastery and enjoyment of their studies helping to foster a love of learning that will last a lifetime.

Respect

BSG actively works to help students nurture awareness and respect for all by giving opportunities to develop self-esteem and self-confidence each day. This respect is evident in interactions between our students, parents, staff and environment. Respect requires an open mindedness that incorporates an understanding, tolerance and compassion towards others in both thought and action. Our aim is to develop international awareness and cultural sensitivity within all of our students and to provide repeated opportunities to demonstrate this.

Integrity

As a school community we aim to act in a completely transparent manner. We see integrity as being honest, open and truthful. We believe in being trustworthy in our dealings with each other and in being able to give and receive constructive feedback. We encourage students to have the courage in their convictions and the strength of character to stand up for what they believe is right.

Responsibility

Students are expected to take responsibility for their learning and their behaviour. We aim to make our students confident, autonomous learners who are able to meet deadlines and learn to solve problems effectively. Students develop a sense of responsibility by making informed choices, by learning to consider the consequences of their actions and through leadership opportunities. Responsibility extends beyond the classroom as the school's community demonstrates consideration towards others and to the environment.

Commitment

We seek to establish a strong work ethic within our students and a desire to strive for excellence. Students are encouraged to develop a resilient attitude and persevere to overcome difficulties. We believe that sustained effort greatly enhances our students' chances of success

Important Dates

Every academic year, you will receive 3 reports. Each report will contain information relating to the student's current attainment in every subject on a 9-to-1 scale. It also provides feedback on the current status of Classwork and Homework.

There are also 2 Parent Teacher Conference (PTCs) scheduled per year. You will be able to schedule appointments with teachers one week before each event using our online booking system.

Year 7

Report 1 Period:	<i>October 2021</i>
PTC 1 Date:	<i>November 2021</i>
Report 2 Release Date:	<i>March 2022</i>
PTC 2 Date:	<i>March 2022</i>
Assessment Week:	<i>May 2022</i>
Report 3 Release Date:	<i>June 2022</i>

Year 8

Report 1 Release Date:	<i>October 2021</i>
PTC 1 Date:	<i>November 2021</i>
Report 2 Release Date:	<i>March 2022</i>
PTC 2 Date:	<i>March 2022</i>
Assessment Week:	<i>May 2022</i>
Report 3 Release Date:	<i>June 2022</i>

Year 9

Report 1 Release Date:	<i>October 2021</i>
PTC 1 Date:	<i>November 2021</i>
IGCSE Taster Sessions:	<i>January 2022</i>
Report 2 Release Date:	<i>March 2022</i>
PTC 2 Date:	<i>March 2022</i>
Assessment Week:	<i>May 2022</i>
Report 3 Release Date:	<i>June 2022</i>



Meeting individual learning needs across the curriculum

Your child's progress is carefully monitored throughout their time in 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 Cambridge University in the UK. Students take a number of computerised 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 BSG students with students of similar ability elsewhere. We are confident that BSG students will compare well.

At times, students are identified as needing additional support in school so that they can progress as expected. BSG has a strong team who will help these students.

The Learning Support (LS) team strives to support student involvement and participation in their personal learning journey at BSG. Recognising that each learner is unique, LS utilises a strengths based approach to enable students to access the curriculum to the best of their ability. In addition, students who demonstrate confidence with the social emotional aspects of student life can flourish in their overall student experiences on campus.

Curriculum support for students

BSG 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 instil the values and expectations of the school and contribute to the student's social and academic development through daily morning registration, assembly time and individual discussion during one- to -one mentoring.

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 direct teaching to enable them to gain the English language skills required to fully access the curriculum. These learners receive one to one or small group tuition.

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 Content

Art

Art, craft and design embodies some of the highest forms of human creativity. Our schemes of work engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design with reference to different skills and movements and global perspectives.

AIMS

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To visually and verbally communicate ideas through their work.
- Evaluate and analyse creative works using the language of art, craft and design
- Know about a wide range of artists, craft-makers and designers, and understand the historical and cultural development of their art forms

SKILLS

- Use a range of techniques to record their observations in sketchbooks and other larger media as a basis for exploring their ideas
- Use a range of techniques and media, including painting, drawing and printing
- Increase their proficiency in the handling of different materials
- Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- Know about the history of art, craft, design and architecture, including periods, styles and major movements and global perspectives from ancient times up to the present day

TOPICS

- Year 7: The Elements of Art
 - Drawing, shape, space, and tone
 - Colour theory and painting
 - 3D design/construction
 - The Big Draw: mono
- Year 8: Portraiture
 - Realism and drawing self portraits
 - Artist studies
 - Split portraits with mixed media
 - The Big Draw: relief printing and mixed media
- Year 9: Identity
 - Realism and drawing (object representation)
 - Paint (exploring artist styles)
 - Lino Print (typography theme)
 - Collage and transfers
 - Mixed media surface exploration
 - The Big Draw: collaborative experimental drawing

Chinese

There are four levels in KS3 Chinese, and which are CAL 1 (Chinese as an additional language lower level), CAL2 (Chinese as an additional language higher level), CFL1 (Chinese as first language lower level) and CFL2 (Chinese as first language higher level). Students are taught by their abilities.

AIMS

- **Read using a range of techniques such as skimming and scanning**
- **Read a range of texts and extract information with accuracy**
- **To produce written outcomes that have been communicated, clearly, accurately and appropriately**
- **To use and control a variety of grammatical structures**
- **To demonstrate knowledge and understanding of a range of appropriate vocabulary**
- **To be able to convey information and express opinions effectively**
- **To develop speaking skills in a range of contexts**
- **To offer insights into the culture and society of countries**

SKILLS

- Acquire a range of high frequency vocabulary relevant to their experiences.
- Use key grammatical structures which allow them to manipulate language to express themselves clearly.
- Read and listen for gist and detail.
- Express their ideas clearly in spoken and written form.
- Understand and use basic knowledge of Chinese literature and the common sense of Chinese culture according to students' levels.

TOPICS

- KS3 CAL1 & CAL2 students will learn the topics using different learning materials including everyday activities, personal and social life, travel & holidays, education and jobs, and technology & social media.
- KS3 CFL1 students will learn to improve reading and writing skills by studying texts in the various areas including historical stories, poetic charm, adolescent issues, festivals & traditions, etc.
- KS3 CFL2 students will study Classical Chinese, National Culture and Festivals, Foreign Fairy Tales and Fables, Scientific essays, Ancient poetry, Prose, Narration, Expository text, Argumentation, Articles on Architectural Art, Articles on Colourful Seasons, Articles on the Animal World, Articles on Man

Computer Science

The Computer Science curriculum is deeply concerned with how computers and computer systems work. At the heart of computer science lies the notion of computational thinking which teaches students how to design systems and solve problems. Learners apply their understanding and knowledge of programming to develop computer-based solutions. They also develop the ability to effectively test and evaluate computing solutions. By conceptualising and understanding computer-based technology, students are better equipped to function in modern society.

AIMS

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Be responsible, competent, confident and creative users of information and communication technology

SKILLS

- Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems
- Make appropriate use of data structures (for example, lists, tables or arrays); design and develop modular programs that use procedures or functions
- Understand simple Boolean logic and some key algorithms that reflect computational thinking (for example, sorting and searching algorithms)
- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- Understand how instructions are stored and executed within a computer system
- Understand how data of various types (including text, sounds and pictures) can be represented and manipulated

TOPICS

Year 7:

- Binary number system
 - Input & output devices
 - Computer components
 - Computer control
 - Flowcharts
 - Computer animation
 - Visual programming
 - Physical computing through the Microbit
- Year 8:
- Binary & hexadecimal number system
 - Input, output & storage devices
 - Computer components and the CPU
 - Networking and the Internet
 - Computer control
 - Command line programming
 - Spreadsheets

Year 9:

- Number systems
- Computer control
- Command line programming
- Advanced Algorithms
- Spreadsheet modelling

Dance

All students in Key Stage 3 receive one lesson of Performing Arts a week. This lesson rotates between Dance and Drama throughout the academic year. Through the Juilliard-Nord Anglia Performing Arts Programme, students will learn the history and movement behind influential dance pieces, while improving their own physical coordination and expression. Students develop their skills in performance, creating and responding whilst developing their understanding and ability within a range of dance styles.

AIMS

The Dance curriculum aims to prepare students for the world stage by:

- Giving students the skills and confidence to be expressive
- Nurturing students' imagination and allowing for creative and personal responses
- Improving co-ordination and motor skills
- Improving musicality
- Developing reflective and responsive learners
- Enabling collaboration skills
- Improving student's cultural awareness through the arts.

SKILLS

- Performing: Dance styles and technique, Expression and performance quality, Musicality, Solo, partner and group collaboration
- Creating: Components of dance, Creativity and its effect, Choreographic process and devices
- Responding: Expression of opinion, Analysis of professional work, Self and peer evaluation

TOPICS

Year 7:

- Bollywood Dance: exploring different dance styles
- Cartoon Capers: exploring narrative dance and expression
- Cyber Chance: exploring choreographic structures and isolated movement.

Year 8:

- Construct a dance: exploring the choreographic process as a whole class
- Urban dance: exploring Hip Hop dance styles
- Sport or Art?: exploring creativity and weight sharing movement

Year 9:

- STOMP: exploring rhythm and Tap dance
- Triumph and Defeat: exploring partner work and dynamics
- Geometric Collision: exploring shape, formation and pathways.

Drama

All students in Key Stage 3 receive one lesson of Performing Arts a week. This lesson rotates between Drama and Dance throughout the academic year. Through the Juilliard-Nord Anglia Performing Arts Programme, students will explore professional works from different cultures and periods in history. The works have been carefully chosen based on their iconic quality and give breadth to students learning allowing them to deepen their engagement and appreciation with professional theatre. Students will explore a variety of stage craft developing their skills in performance, creating and responding whilst developing their ability to communicate and collaborate with confidence.

AIMS	SKILLS	TOPICS
<p>The Drama curriculum aims to prepare students for the world stage by:</p> <ul style="list-style-type: none"> • Nurturing an appreciation and understanding of theatre • Develop an analytical and artistic opinion of live works using the language of a performing artist and director • Take part in the creation and performance of theatre • Explore and respond to elements of theatre from around the world and of different periods • Understand and utilise the skills required to communicate effectively to an audience • Develop collaboration skills 	<ul style="list-style-type: none"> • Performing: Stage craft and technique, Sustaining a role, Communication with an audience, Drama styles • Creating: Creativity and its effect, Devising process and techniques, Collaboration, Use of the imagination • Responding: Reflective and critical analysis of self, others and professional works. 	<p>Year 7:</p> <ul style="list-style-type: none"> • Storytelling: exploring stage presence and expression • Masked work: exploring non verbal communication • The Witches: exploring scripted work and staging techniques. <p>Year 8:</p> <ul style="list-style-type: none"> • Charlie and the Chocolate factory: exploring scripted work and character • Shakespeare: exploring language and voice expression • Drama styles: exploring different styles of theatre and devising <p>Year 9:</p> <ul style="list-style-type: none"> • Core elements of a play: exploring theatre techniques • Before the bell: exploring character and identity

English as an Additional Language (EAL)

The EAL curriculum in key stage 3 is predominantly based on the development of skills and grammatical areas. To achieve this a wide range of age-relevant topics are used which serve to both teach language in context, as well as develop English required for academic purposes. Students are exposed to a wide range of genres and are scaffolded by using a step-by-step approach to writing tasks. Students are exposed to vocabulary and grammar that is linked to the level of study and this is frequently recycled in myriad contexts to make it memorable.

AIMS	SKILLS	TOPICS
<ul style="list-style-type: none"> • Read using a range of techniques such as skimming and scanning • Read a range of authentic texts and extract information with accuracy • To produce written outcomes that have been communicated, clearly, accurately and appropriately • To employ an appropriate register/style when writing • To use and control a variety of grammatical structures • To demonstrate knowledge and understanding of a range of appropriate vocabulary • To develop listening skills in a range of authentic contexts • To be able to convey information and express opinions effectively • To develop speaking skills in both formal and informal contexts 	<p>Receptive: Reading and Listening</p> <ul style="list-style-type: none"> • Identify and retrieve facts and details • Understand and select relevant information • Recognise and understand ideas, opinions and attitudes and the connections between related ideas • Understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place <p>Productive: Writing and Speaking:</p> <ul style="list-style-type: none"> • Communicate clearly, accurately and appropriately • Convey information and express opinions effectively • Employ and control a variety of grammatical structures • Demonstrate knowledge and understanding of a range of appropriate vocabulary • Observe conventions of paragraphing, punctuation and spelling • Employ appropriate register/style 	<p>Year 7:</p> <ul style="list-style-type: none"> • Homes and Habits • Student Days • Fun Time • Our World • Feelings • Leisure and Fashion • Out and About • This Is Me • Fit and Healthy • A Question of Taste <p>Years 8 & 9:</p> <ul style="list-style-type: none"> • Leisure and Pleasure • A Family Affair • Happy Holidays • Food • Study Time • My First Job • High Adventure • Dream of the Stars • Secrets of the Mind • On the money

English

All students at Key Stage 3 follow a broad curriculum that gives them the opportunity to study and learn about Literature and Language. We read fiction and non-fiction; drama texts, poetry, novels, short stories, speeches, reports and articles. We also explore how the written and spoken word influences people and how we can use language effectively to manipulate, influence or guide our reader. We develop the skills of analysis as well as creative writing.

AIMS

- Read a wide range of texts fluently and with good understanding
- Enjoy the experience of reading world literature
- Understand and respond to literary texts in different forms and from different countries and cultures
- Read critically and use knowledge gained from wide reading to inform and improve own writing
- Appreciate different ways in which writers achieve their effects
- Communicate an informed personal response appropriately and effectively
- Write effectively and coherently using standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- Listen to and understand spoken language, and use spoken English effectively
- Explore the contribution of literature to an understanding of

SKILLS

Reading skills:

- Understanding, and selection, of evidence
- Deduction, inference and interpretation
- Language, form and structural devices
- Writer purpose/ intent/message and affect on readers
- Social, cultural, historical context
- Fluency of articulation

Writing skills:

- Write with technical accuracy using a range of punctuation and sentence structures for effect
- Organise and present whole texts effectively, through sequencing and structuring paragraphs and layout
- Write imaginative, interesting and thoughtful texts, which are appropriate to task, reader and purpose
- Select appropriate and effective vocabulary, using correct spelling
- Presentation of work both handwritten and produced electronically

Year 7: An Introduction, Ourselves and the Environment

Reading: analysing the writer's techniques in a novel; a play; poems about people and the environment
 Writing: to imagine, explore, entertain; to inform, explain, describe (letters, diary entries, non-chronological texts, news reports and articles)
 Speaking & Listening: group-work; filmed news report

Year 8: Universal Citizenship

Reading: a novel of choice, poems from different cultures and traditions, a play by Shakespeare
 Writing: to persuade, argue, advise; analyse, review, comment (travel writing, reviews)
 Speaking & Listening: group work Literature Circles; an oral review

Year 9: Taking a Stand

Reading: analysing and comparing a writer's linguistic and structural choices by studying: a classic novel ; a play; poetry and non-fiction on conflict
 Writing: for effect and to affect audience (a structured narrative; a persuasive speech)
 Speaking & Listening: speech

Geography

All students at key stage three follow a broad curriculum that builds on the skills they have acquired in Primary School, and develops their knowledge and understanding of processes, patterns and interactions in the world. The topics studied cover physical geography, human geography and environmental geography. There is a focus on the way people interact with their environment. Students study a range of different places at a variety of scales and in a variety of geographical contexts. Students learn to analyse, explain and problem solve key issues that impact our planet today.

AIMS

- Develop and extend students' knowledge and understanding of different places around the world
- Develop students as independent learners and as critical and reflective thinkers
- Develop the ability to question key global issues
- To understand the importance of physical and human geographical concepts and how the two interrelate
- To communicate geographical knowledge and skills in a range of different ways

SKILLS

At key stage three students develop key geographical skills. The skills that permeate throughout the key stage three curriculum are:

- Understanding of a range of resources in graphical, diagrammatic, and photographic forms
- Pattern recognition and explanation
- Analysis and Evaluation
- Decision-making and Justification
- Data Collection and Fieldwork Skills
- Data Interpretation
- Map Skills
- Atlas Skills

TOPICS

Year 7:

- Map skills, China: physical and human geography, Rivers, Atlas skills, Africa: economic and urban geography

Year 8:

- Population, Coasts, Weather and climate, Our warming planet, South West China: Urban growth and biodiversity

Year 9:

- Population and Migration, Rivers, From Rock to Soil, Development, The Middle East: physical and human geography

History

History is not just blindly accepting the world for what it says it is but always questioning it. History helps to make better citizens through looking at past events and interpretations of them, while thinking independently, critically and objectively about the world around them. By engaging with a wide range of historical narratives, students are encouraged to appreciate their place in the broad sweep of humanity; recognising a common experience which goes beyond national and temporal boundaries. History broadens horizons and promotes cohesion. By engaging with complex and emotive issues in the past, students are led to draw relevant and contemporary parallels which challenge them to maintain open minds and confront prejudice. There is always something which will interest students in History because it involves the whole of human experience.

AIMS

- Develop and extend their knowledge and understanding of key events, periods and societies in history
- Develop students as independent learners and as critical and reflective thinkers
- Develop the ability to ask relevant questions, to investigate issues critically and to make valid judgements using a range of sources in their historical context
- Develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions

SKILLS

- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'ideology' and 'revolution'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used to make historical claims and discern how and why contrasting interpretations have been constructed
- Gain historical perspective by placing their knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political and social history

TOPICS

- Year 7:
- What is History?
 - The Norman Conquest
 - The Industrial Revolution
- Year 8:
- Power and Monarchy: The French Revolution
 - Empire and Slavery: The Transatlantic Slave Trade
 - Power and Protest: The Civil Rights Movement
- Year 9:
- The First World War
 - The Second World War
 - Genocide

Mathematics

"We strive to inspire and stimulate young minds to exceed their potential"

Mathematics is the language in which the Universe is written. We aim to not only achieve the best possible results, but to also foster a sense of exploration and wonder for this infinitely compelling subject. In year 7 and 8 we nurture this idea further by including project based learning, teaching students to be able to apply all of their current knowledge in a problem solving environment, with scope to develop their skills further as a result of their work.

AIMS

- The language of mathematics and the rules of logic
- Using existing knowledge to solve problems
- Learning how to approach problems with a problem solving attitude
- How to use mathematics to describe the physical world

We give students the opportunity to develop the ability to approach problems with resilience, independence, and confidence. We expect students to become fully independent learners while also being able to learn with other students as a collaborative effort.

SKILLS

- Presenting a solution clearly, making assumptions explicit
- Gaining insight into a difficult problem by examining special cases or sub-problems
- Approaching the same problem from different points of view
- Tackling a problem with confidence, even when the solution is not obvious

The entire Key Stage 3 Curriculum has been designed from beginning to end to ensure that all students are appropriately equipped with the strength of character, tenacity, and resilience and desire to excel when they begin their IGCSE course in Year 9.

TOPICS

- Year 7:
- Main Project involving accounting, projections, and marketing.
 - Projects based learning focusing on Algebra, shape and space, probabilities, and trigonometry
- Year 8:
- Project involving financial planning.
 - Projects involving data handling, numeracy, graphs, and probability.
- Year 9:
- Students will start their IGCSE programme with the intention of completing the course in either 1 or 2 years.

Modern Foreign Languages (MFL)

Students from Years 6 to 9 follow a course based on the UK National Curriculum in which they follow topics centred on personal information and experiences with the ability to communicate in, as a minimum, the past, present and future tenses. Where possible, internationalism and interculturalism are covered in the Course of Study and teachers are encouraged to seek all opportunities to do so.

AIMS

- To develop students speaking, listening, reading and writing skills in the language of study so that they become confident communicators
- To develop students confidence when expressing their opinions
- To give students insight into life for young people in the countries where their chosen language is spoken
- To develop an appreciation for the value of languages and foster a love of learning

SKILLS

- A range of high frequency vocabulary relevant to their experiences
- Rules of spelling and pronunciation in their chosen language
- Key grammatical structures which allow them to manipulate language to express themselves clearly
- How to read and listen for gist and detail
- How to express their ideas clearly in spoken and written form

TOPICS

- Year 7:
- Life in school
 - Life at home
- Year 8:
- Hobbies and free time
 - Travel and tourism
- Year 9:
- Healthy Lifestyle
 - Future plans and careers



Music

The KS3 Music curriculum supports and encourages learners to listen to, perform and compose music. Through the Juilliard-Nord Anglia Education Performing Arts Programme learners enhance their appreciation and enjoyment of music performance, creativity and responding in a range of musical styles through a core set of influential musical works. This curriculum then forms an ideal foundation for future study and enhances life-long musical enjoyment.

AIMS

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

SKILLS

- Performing:
- Performance from traditional and non-traditional notations as part of an ensemble or as a soloist
 - Performing on different instruments
 - Performs with flexibility of expression, interpretation and improvisation
- Creating:
- Composing and improvise music in many different genres, styles, structures and traditions for different instruments
 - Extend and develop musical ideas using compositional techniques from a range of stimuli
- Responding:
- Listen and respond to all styles of music using analytical techniques and appropriate musical terminology
 - Develop a deepening

TOPICS

- Year 7:
- Exploring Rhythm Pitch and Timbre; Composing a musical preview and leitmotif; Keyboard skills, Polyrhythmic drumming; An introduction to GarageBand recording.
- Year 8:
- The Blues; Gamelan; Discovering scales; Developing pulse and composition techniques; Composing film music; Baroque remix
- Year 9:
- Composing a pop song; Exploring structure, dynamics and texture; Ensemble performing; Using samples

Physical Education (PE)

A high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. Students follow a broad and varied syllabus that incorporates elements of health and fitness, swimming, striking and fielding, invasion games, sports culture, racket sports, OAA and rock climbing.

In lessons we aim to nurture of philosophy of 'Be active, be healthy, be ambitious'. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

AIMS

- Develop competence to excel in a broad range of physical activities
- Engage in competitive sports and activities
- Be physically active for sustained periods of time
- Lead healthy, active lives

SKILLS

- Knowledge of health and fitness.
- Knowledge of rules, tactics and strategies. • Teamwork and communication skills.
- The language for learning and sport specific terminology.
- Problem solve and apply sport specific knowledge competitively.
- Develop leadership skills
- Support skill and technique development • Build confidence, self-belief and creative thinking skills
- Goal setting and personal challenge

TOPICS

Year 7:

- Athletics, Basketball, Volleyball, Football, Touch rugby, Racket sports, Health and fitness, Striking and fielding, Invasion games, Swimming and Outdoor adventurous activities (OAA).

Year 8:

- Athletics, Basketball, Volleyball, Football, Health and fitness, Swimming, Racket sports, Striking and fielding, Sports Culture, Rock Climbing and OAA.

Year 9:

- Athletics, Football, Volleyball, Basketball, Racket sports, Dance, Health and fitness, Rock climbing, Personal survival, Swimming, Striking and fielding, Invasion

Science

We live in a world where science is all around us. Every day we hear news stories that are underpinned with scientific facts, discoveries and information. Everything from the latest gadgets to medical breakthroughs have their basis in pure science. We believe that it is essential that our pupils have a thorough understanding of Science ensuring they can understand and make sense of their world. We value the integration of practical activities in lessons and the skills that these provide to pupils, who are encouraged to develop understanding and abilities. Pupils are equipped to apply the knowledge that they gain to a range of contextualised real-life situations. To do this, the department has a highly experienced and enthusiastic team of teachers and technicians who have a deep interest in their specialist subject areas. They motivate pupils to find out more about the subject as well as allowing them to achieve their full potential throughout their school career.

AIMS

- A better understanding of the technological world, with an informed interest in scientific matters
- Relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- An interest in, and care for, the environment
- Better understand the influence and
- The ability to recognise the usefulness
- An understanding of the scientific skill limitations placed on scientific study by society, economy, technology, ethics, the community and the environment (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life essential for both further study and everyday life

SKILLS

- Handle equipment confidently and safely and identify hazards
- Follow instructions to use appropriate techniques, apparatus and materials to conduct scientific investigations
- Make scientific predictions using scientific language and then understanding
- Measure with accuracy and precision using appropriate SI units
- Make scientific observations, record results in a suitable table and conduct basic data calculation
- Use simple equations to calculate new results from experimental data
- Draw and analyse graphs from the experimental results
- Interpret results and write conclusions.
- Improve the experiment by repeatability, reproducibility and objectivity
- Design experiments by using independent, dependent and control variables
- State theories built on evidence

TOPICS

Year 7:

- Characteristics of living organisms, cells
- Reproduction and ecology
- Acids and alkalis. Solid, liquids, gases • Forces, Fuels, Energy and Electricity

Year 8 :

- Food and Digestion, Respiration and Breathing, Doctors and diseases
- Water and Separating Mixtures, Elements, compounds and mixtures
- Forces and Transport, Light and Sound, Heat Transfer

Year 9:

- Inheritance, Selective breeding and genetic engineering, Coordination and Movement, Practical Plants
- Properties of metals and metal compounds, Mass and energy in chemical reaction, Environmental chemistry, Reactions of metals, Industrial chemistry, Rates of reaction, Solubility, insolubility and precipitation
- Speed, distance and acceleration, Pressure and Moments, Satellites, Solar Systems and Space, Electricity

Personal, Social, Health and Economic Education (PSHE)

Developing strong emotional, physical and mental wellbeing helps young people embrace change, feel positive about their identity and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities, students learn to: recognise and manage risk; take increasing responsibility for themselves, their choices and behaviours; make positive contributions to their families, schools and communities.

AIMS

- To support students to become a confident, healthy, considerate and responsible young adults with an understanding of the international world.
- To help students develop an understanding of the importance of personal wellbeing, considering how physical, emotional and mental health are important to happiness and successful futures.
- To support students during moments of transition and change.
- To develop an understanding of how we communicate with others and be able to deal with relationships at home and in school.
- To promote moral, social and cultural development, developing an appreciation of rights and responsibilities.
- To develop study skills and learning behaviours that promote a love of learning and our BSG Core Values.
- To equip each student with the knowledge and skills to make informed choices to enhance and enrich their lives and the lives of others.
- To promote an understanding of risk, learning how to identify potential dangers and know how to stay safe.
- To provide opportunities for students to reflect on their own learning and achievements, identifying personal development targets to help plan their futures.

THE 7 STRANDS

The course is based upon 7 strands of well-being, which are as follows:

- 1. Boosting Health and Wellbeing:** information on the foundations of emotional, physical and mental well-being as students move further into adolescence. This topic allows students to consider the impact of growing up, developing a sense of identity, dealing with loss and managing time on technology.
- 2. Creating Positive Relationships:** This explores what is arguably the most important aspect of well-being: our relationships with other people at home and in school
- 3. Developing Core Values:** Developing behaviours to demonstrate 'a love of learning' that develop our BSG Core Values of: respect, integrity, responsibility and commitment.
- 4. Becoming Global Citizens:** Living sustainably, considering our place, as well as our rights and responsibilities, in the international world.
- 5. Staying safe:** This aspect of the course exposes students to parts of life that might pose a risk to their emotional, physical or mental wellbeing. They learn to recognise and minimize risk, understanding where and when to seek help and guidance.
- 6. Growing my Future:** This strand allows and encourages student reflection on life beyond BSG considering their future career and educational goals so they can plan the next phase of their education.
- 7. Being Reflective:** Students will reflect on their own learning and achievements and identify their own personal development targets.

TOPICS

Year 7:

Moving to Secondary
Working as a Team
Building Relationships
Becoming a better learner
Developing personal safety
Reflecting on reports
Safer Internet Day
Personal Identity
Becoming a Teenager
Looking forward to Y8

Year 8:

Moving to Year 8
Staying Healthy
Staying safe online
Friendships and Love
Discrimination and Rights
Safer Internet Day
First Aid
Grief and Bereavement
Reflecting on reports
Alcohol and Smoking
Building Study Skills
Global Issues: Food, glorious Food
Looking forward to Y9

Year 9:

Moving to Year 9
Dealing with Conflict
Tech Time and online safety
Thinking about Careers
Reflecting on reports
Staying Safe Online: sharing inappropriate images.
Sex and Relationships
Coping strategies
Consolidating Study Skills
Looking forward to IGCSE

GCSE Options Process (Year 9s only)

To assist students with their choices we have created GCSE options processes for internal and external applicants. This will take place at the end of term 1, and into the start of term 2 each academic year.

Internal Applicants/Students

1. Launch assembly to students.
2. PSHE module on decision making and the options process.
3. Taster sessions where students get to try new GCSE subjects.
4. "Ask the panel" session for year 9 students. This is an opportunity to ask a year 10 and 11 student panel about studying for GCSEs, and how they differ from key stage 3.
5. Options Evening with parents. Students and parents will have the opportunity to meet with heads of department as well as members of the middle and senior team to answer any final questions about GCSE options.
6. One-to-one guidance meeting. Students will be offered the opportunity to have a one to one meeting with a member of the middle and senior team to help guide them in their choices.
7. Final Options Submission. Students will be asked to electronically pick their final GCSE subjects.

External Applicants/Students

1. Must first submit an application to join BSG.
2. Complete an entrance assessment.
3. Options Evening with parents. (if in Guangzhou) Students and parents will have the opportunity to meet with heads of department as well as members of the middle and senior team to answer any final questions about GCSE options.
4. Final Options Submission. Students will be asked to pick their final GCSE subjects and submit a completed GCSE options form to the admissions team.
5. Offer of a place will be confirmed in writing.

Be Ambitious