



BRITISH INTERNATIONAL SCHOOL
HANOI
A NORD ANGLIA EDUCATION SCHOOL

BIS CURRICULUM INFORMATION BOOKLET

2022-2023 Key Stage 3



Dear Parents

At BIS Hanoi, we aim to inspire original and creative thinking in our students. We want our students to engage with their learning by using the tools of enquiry and reflection that we will teach them during their education at BIS Hanoi.

Our curriculum at Key Stage 3 and 4 has its roots in the British tradition of scholarly excellence. On these roots we have embedded international mindedness. Our curriculum creates caring global citizens through the expectation of service to our local community and the encouragement to allow all students to place this service within a global context. Our curriculum is built to offer our students a balanced, broad curriculum that enables rich learning opportunities to learn languages, deepen knowledge of the world, experience a vibrant sporting programme and expand their creativity through the arts. We also strongly believe that all students should have the chance of participating in opportunities that allow them to flourish and expand their potential. Therefore, through Nord Anglia we are able to offer the unique offerings of Juilliard for our performing arts and MIT for our computing and technology strands.

Alongside our formal curriculum, we offer a rich, vibrant extra-curricular activity programme. This allows our students to explore their abilities in activities such as Model United Nations, international sporting competitions and the visual arts. Our Duke of Edinburgh International Award is very successful and BIS Hanoi is the only school in Vietnam to offer the gold award level.

We also offer all of our students the ability to be successful in the exams that they present for at each stage of their education. We build into our curriculum assessment opportunities that are rigorous and prepare each student for their final exams at BIS Hanoi - the International Baccalaureate Diploma Programme. In order to be successful at these final exams, we prepare our students carefully with internal assessment at key points throughout the first three years, then students move onto a high- performing two-year course studying a range of subjects that enable the student to present for the internationally recognised Cambridge IGCSE qualification.

After completing their IGCSE exams, students move on into our sixth form, where they will embark on their International Baccalaureate Diploma Programme studies. With successful completion of the DP, the majority of our students will continue their studies in universities all over the world, including North America, the United Kingdom, continental Europe, Korea and Hong Kong.

We wish your child a joyous journey through BIS Hanoi and should you have any queries please do not hesitate to get in touch.



Yours sincerely
Ms Stephanie Miller - Deputy Headteacher

Curriculum Overview

Rationale

Our KS3 curriculum provides a strong foundation for our IGCSE and International Baccalaureate programmes of study. At BIS we are committed to supporting students to grow as reflective and responsible global citizens. Globally, the world is developing and innovating at such a pace that we are currently preparing students for jobs that don't exist yet, using technologies that haven't been invented, to solve complex problems we don't even know are problems yet.

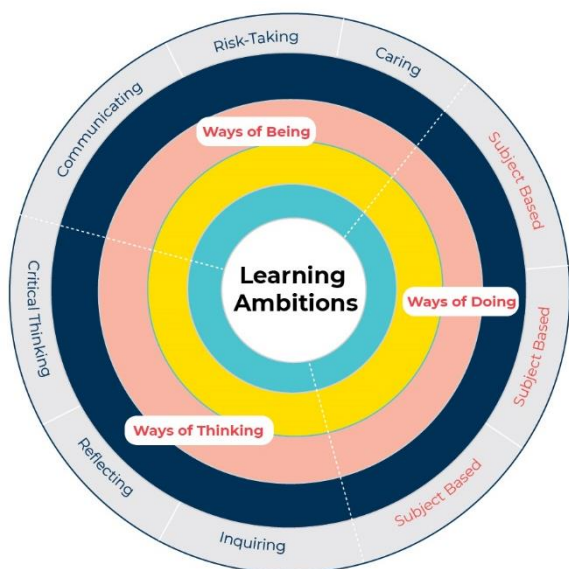
At BIS we believe that when students possess the appropriate skills for the future, they can be agile, use their voices to create change and thrive as they enjoy their learning journey.

Assessment

Over the past 12 months our teachers have engaged in reflection and evaluation of our assessment model. Reviewing the most up-to-date research and good practice in education and incorporating student voice to consolidate our learning ambitions:

- Ways of Bring
- Ways of Thinking
- Ways of Doing

Balancing key academic skills with IB learner profile attributes is essential for our KS3 students to build effective approaches to learning and effort that will create their success in KS3 and beyond.



Ways of Being allow development to become effective communicators; risk-takers that see mistakes as learning opportunities; and caring individuals who can navigate social and cultural differences with understanding.

Ways of Thinking provide opportunities for students to become excellent inquirers that use good academic practices; critical thinkers who can analyse perspectives, data and sources whilst using reflection to adapt and improve their approaches to learning.

Ways of Doing are the skills needed for students to perform academically at subject level. It incorporates all the different learning activities in the classroom, homework, and variety of assessment tasks. You can find the subject-specific Ways of Doing assessment grids on our website. These will be used to assess the level your child has attained. Students are assessed using the four learning ambition level descriptors:

- **exceeding**
- **expected**
- **developing**
- **supported**

Skill Development

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

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

Effort

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

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

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

Assessment

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

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

Our research-informed approach means that our assessment aims to:

- Consist of a variety of types and opportunities
- Involve students in assessing their own work and setting targets for future achievements
- Be ongoing to allow students to develop strategies to become better learners
- Give students the opportunities and motivation to improve their standard of performance/approach.



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Core Subjects

English

9 lessons per two-week cycle.

Curriculum aims

In English we aim to develop students' skills in the three main areas: Reading, Writing and Speaking & Listening. We do this through showing our love of the English language, using texts of different times, contexts, forms and themes. The study of these different types of Literature help students to not only develop a greater understanding of stylistic features and interpretations but an appreciation of the wider world we live in.

	Term 1	Term 2	Term3
Year 7	Myths and Legends Students study a range of myths and legends in this genre from across the globe and write their own stories.	Shakespeare Students study the classic Shakespearean comedy, A Midsummer Night's Dream	Bound by the Media Students study a range of non-literary/media texts (e.g., adverts, leaflets, articles) to develop their understanding of multi-modal texts and how the written word can take many forms in society.
Year 8	Conflict Students study a novel set in World War One. They also look at the historical context, in line with Remembrance, and explore different Literature produced in various other conflicts.	Shakespeare Students study the classic magical Shakespearean play, The Tempest.	Global Issues Students explore a range of important global issues through the study of literary and non-literary text.
Year 9	Gothic Students examine the literary genre of Gothic Horror. They study a gothic novel, as well as the context of the genre and what conventions are used in a piece of gothic literature.	International Poetry Students study a range of poetry from different periods and perspectives, exploring how issues of race, gender and identity cross national and international borders.	Modern Drama In preparation for IGCSE, students study a modern drama text, analysing its dramatic conventions and practising responses to extracts.

Resources

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

Ms Joanna Shepley Clarke (Subject Leader - English)

Mathematics

8 lessons per two-week cycle

Curriculum aims

In Mathematics we aim to provide a broadly based and balanced education, to identify and develop to the full the mathematical abilities of each student and to give students the confidence to communicate their ideas clearly.

The National Curriculum is divided into five main areas:

- Mathematical processes and applications
- Number
- Algebra
- Geometry and Measures
- Statistics

Curriculum Content

	Term 1	Term 2	Term3
Year 7	<ul style="list-style-type: none"> • Four rules and Properties of Number • Properties of 2D and 3D Shapes • Expressions, Equations and Formulae • Fractions, Decimals and Percentages 	<ul style="list-style-type: none"> • Introduction to probability • Introduction to the Data Handling Cycle • Angles, Constructions and Tessellations • Sequences and Functions • 	<ul style="list-style-type: none"> • Measures, Estimation and Accuracy • Perimeter and Circumference • Ratio and Proportion
Year 8	<ul style="list-style-type: none"> • Graphs of Linear Equations ($y=mx+c$) • Data Handling Cycle (Discrete data only) • Decimals, Place Value and Rounding • Expanding, Factorising, Solving & Rearranging • Properties and Measures with 2D Shapes 	<ul style="list-style-type: none"> • Transformations • Fractions, Decimals & Percentages • Sequences Functions and Real-life Graphs 	<ul style="list-style-type: none"> • Angles • Constructions and 3D Shapes • Theoretical Probability • Properties of Number and Indices
Year 9	<ul style="list-style-type: none"> • Pythagoras (and Trigonometry) • Place Value, Indices, Standard Form and Surds • Expressions and Formulae Sequences, Functions & Graphs • Ratio and Proportion 	<ul style="list-style-type: none"> • Estimation, Bounds, Compound Measures, Area & Volume • Data Handling Cycle (Discrete & Continuous) • Equations, Inequalities & Linear Programming 	<ul style="list-style-type: none"> • Angles, Bearings, Constructions and Transformations • Percentages • Probability (OPTIONAL EXTRA)

Resources

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

Students can also choose to participate in the KS3 Problem of the Week ... which is posted on the Maths corridor whiteboard each week.

To extend students, top sets will participate in the Junior and Intermediate UKMT Maths Challenges and/or the University of Waterloo Gauss contest, dates permitting. More information can be found on these events organised by the University of Leeds in the UK here: <http://www.ukmt.org.uk/>.

Should you have any questions about the Mathematics curriculum, please do not hesitate to contact me: luke.field@bishanoi.com.

Mr Luke Field (Head of Mathematics)



Science

8 lessons per two weeks of general science in Years 7 and Year 8. Year 9 students will also have 8 lessons per two weeks, learning Science with two different specialist teachers.

Curriculum aims

In Science we aim to provide a broadly based and balanced education which will provide the foundation for further science learning at IGCSE Biology, Chemistry and Physics or IGCSE Co-ordinated and Combined Sciences.

Year 9 students will start to learn topics to prepare them for their IGCSE studies, alongside a focus on inquiry and investigation on science projects that will develop their understanding of the application of science across the three disciplines.

Curriculum Content

	Term 1	Term 2	Term3
Year 7	<ul style="list-style-type: none">Investigating Science7G Particle Model7K Forces7A Cells7F Acids and AlkaliMIT Challenge / STEAM Challenge	<ul style="list-style-type: none">7D Eco systems7J Electrical Circuits7H Atoms, Elements, Compounds	<ul style="list-style-type: none">7B reproduction7E Separation Techniques7I Energy
Year 8	<ul style="list-style-type: none">7B Reproduction (only 2022-2023)8A Food and Nutrition8F Periodic table8I Fluids8K Energy transfer	<ul style="list-style-type: none">8G Metals and Acids8C Breathing and Respiration8E Combustion	<ul style="list-style-type: none">8J Light8L Earth and SpaceEnd of year exam and revisionSTEAM Mini project
Year 9	<ul style="list-style-type: none">P1 – MotionB2 – CellsC1 – ParticlesC2 – Experimental techniqueC3 – Chemical changes	<ul style="list-style-type: none">P2 – Work, Energy and PowerB8 – RespirationC6 – Energy Changes	<ul style="list-style-type: none">B3 – Biological moleculesB4 – Enzymes9J – Force Fields, orbits and EarthC8 – Acids and Bases

Resources

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

Websites

- <http://www.bbc.co.uk/bitesize/ks3/science/>
- <http://www.brainpop.com>
- <http://home.howstuffworks.com>

- https://www.youtube.com/channel/UCsooa4yRKGN_zEE8iknghZA
- https://www.fuseschool.org/users/sign_in?PHPSESSID=015fda18c1a02eb499a0572e843615d0
- <http://www.darvill.clara.net/myon.htm>
- https://www.youtube.com/results?search_query=scishow+kids
- https://www.youtube.com/channel/UCqOoboPm3uhY_YXhvhmL-WA
- <https://www.discoverychannel.co.in/in/en.html>
- <http://www.darvill.clara.net/>

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

Ms Hollie Hudson (Head of Science)



Art & Design

3 lessons per two-week cycle

Curriculum aims

Learning and taking part in Art and Design activities contributes to the achievement of all young people to become:

- Successful independent learners who develop their creativity using a range of skills. They will be able to communicate their ideas and feelings through visual forms.
- Confident individuals who are able to analyse the world around them. They learn to try out new ways of working, take risks and work without fear of failure.
- Responsible citizens who learn to understand, respect, value and engage with not only their own cultures and traditions, but the cultures and traditions of others.

It is the aim of the department to inspire and build confidence in all students regardless of prior experience or current personal ability. Students will hopefully acquire a love of Art, Craft and Design that will inspire them to build a lifelong desire to learn about their own culture and that of others.

Curriculum Content

	Term 1		Term 2		Term 3
Year 7	Core knowledge formal elements		3D project		Printing and graphic project
Year 8	Formal elements review	Traditional portraiture	Contemporary portraiture	Insect Print-Making	3D project
Year 9	Formal elements review	Graffiti painting	3D Project		IGCSE practice Project

Resources - Sketchbook

Students are expected to keep a working sketchbook throughout each year at BIS. They will be expected to add to this in lessons and in homework tasks. This will include critical study pages and creative developments with different forms of reviewing and refining tasks. This sketchbook should be kept and presented to a high standard and not used for unrelated doodles.

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

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

Ms Hannah Budd (Head of Art & Design)

Computing

3 lessons per two week cycle

Curriculum aims

In KS3, the UK National Curriculum is now focusing on providing a high-quality computing education that equips students to use computational thinking and creativity to understand and change the world.

The aims of the curriculum are that all students:

- can understand and apply fundamental principles and concepts of computer science.
- can analyse problems in computational terms and have experience of writing computer programs to solve problems
- can evaluate and apply IT to solve problems
- are responsible, competent and creative users of ICT.

Curriculum Content

	Term 1	Term 2	Term3
Year 7	<ul style="list-style-type: none">• Computational thinking• EduBlocks coding• Microbits	<ul style="list-style-type: none">• Understanding computers• Introduction to Python	<ul style="list-style-type: none">• Python coding• 3D design with Magicka Voxel
Year 8	<ul style="list-style-type: none">• Spreadsheets (Excel)• Python coding	<ul style="list-style-type: none">• Python coding• Cryptography	<ul style="list-style-type: none">• HTML (Web design)• Microbits
Year 9	<ul style="list-style-type: none">• Data representation• HTML (Web Design)	<ul style="list-style-type: none">• Robotics with MBots• Advanced Python	<ul style="list-style-type: none">• Networks• eSafety

Resources

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

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

Mr Robert Shepley (Head of Computer Science)



Dance

1 lesson every 2 weeks. 1 topic per term.

Curriculum Aims

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

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

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

Curriculum Content

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

Resources

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

Ms Catherine Somerville (Head of Performing Arts)

Drama

1 lesson per two-week cycle

Curriculum aims

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

- 1 To maintain and/or stimulate lasting pupil curiosity, interest and enjoyment in Drama. To create an atmosphere where pupils wish to learn, so that they come to enjoy Drama because they are active participants in it.
- 2 To enable pupils to be familiar with a body of knowledge, principles, skills, techniques and vocabulary related to Drama.
- 3 To enable pupils to develop a range of desirable personal qualities such as perseverance, concern for others, initiative and independence. Students will work independently and as part of a team in varied activities.
- 4 To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to Drama and to experience success and enjoyment in their work.

Curriculum Content

Year Group	Term 1	Term 2	Term 3
Year 7	Topic: Improvisation Core Work/s: The Way of Improv Ways of Doing: Theatre Sports	Topic: Shadow Theatre Core Work/s: The Magic City Ways of Doing: Shadow Theatre Group Performance	Topic: Masked Performance Core Work/s: Familie Floz – Teatro Delusio Ways of Doing: Group Mask Performances
Year 8	Topic: Theatrical Clowning Core Work: Pss Pss Ways of Doing: Theatrical Clown Duets	Topic: Interdisciplinary Project - The Modern Musical Ways of Doing: Whole-year group performance	Topic: Devised Theatre for Youth Core Work/s: Me & My Shadow Ways of Doing: Devised Theatre Performances for Primary School
Year 9	Topic: Contemporary Scripted Performance - America Onstage Core Work: Pipeline Ways of Doing: Expressing subtext in performance	Topic: Commedia D'ell Arte Masked Performance Core Work/s: Familie Floz – Teatro Delusio Ways of Doing: Parade of Characters Piece <i>For y7-9 in term 2B Application of theatre and stagecraft skills - Link with Shakespeare in English</i>	Topic: Staging play texts Core Work/s: The Boy on the Edge Ways of Doing: Act One, Entire year group performance

Resources

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

Ms Catherine Somerville (Head of Performing Arts)

Geography

3 lessons per two week cycle

Curriculum aims

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and environments, together with a deep understanding of the Earth's key physical and human processes.

Geography is excellent at developing your child's critical thinking skills. Developing and deepening these skills is fundamental in ensuring that your child is fully prepared for life after they finish their schooling.

The main skills that we focus on in Geography are:

- Teamwork
- Justification
- Evaluation
- Information Processing
- Enquiry
- Creativity
- Communication

Curriculum Content

	Term 1	Term 2	Term3
Year 7	1 - What is Geography? 2. Geographical Skills	3 – Africa Investigation	4 – The Geography of Food
Year 8	1 – Coastal Landscapes 2 – Population and Migration	3 – Ecosystems and Biomes	4 – Extreme Weather
Year 9	1 – Natural Hazards 2 – Development	3 – Climate Change	4 – Global Resources

Resources

We use a variety of resources designed and developed by teachers to suit the topics taught and the abilities of all of our students. The resources provide a thorough overview of the key knowledge, understanding and Ways of Thinking, Being and Doing skills our KS3 Geographers should develop throughout their learning journey with us.

Each unit of work comes equipped with a knowledge organiser which provides an overview of the essential knowledge and key terms that students are encouraged to use to help assist

them with their knowledge and language acquisition. This enables them to deepen their Geographical understanding in lessons.

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

- www.senecalearning.com
- www.timeforgeography.co.uk
- BBC Bitesize for KS3 Geography - <https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

Should you have any questions about the Geography Curriculum, please do not hesitate to contact me:

shaun.ocallaghan@bishanoi.com

Mr Shaun O'Callaghan (Head of Humanities)



History

3 lessons per two week cycle

Curriculum aims

In the History curriculum we aim to give students the knowledge and skills needed to become critical thinkers and to develop within them an open-minded, curious, and truly international perspective. Our syllabus reflects this aim and presents opportunities for students to engage with a wide range of topics drawn from different regions and periods. We have devised the Year 9 programme of study to enable all students to move on to IGCSE History with confidence.

	Term 1	Term 2	Term 3
Year 7	1 - What is History? 2 - What made the Ancient Civilizations of China, Korea and India great?	3 - Why did William I win the Battle of Hastings? 4 - How were medieval kingdoms controlled?	5 - What made the kingdoms of West Africa powerful?
Year 8	1 - Were the Aztecs civilised or barbaric? 2 - To what extent was Henry VIII and Elizabeth I successful monarchs?	3 - How do enslaved people resist slavery? 4 - How did people resist colonial rule?	5 - What can be done to oppose discrimination and improve civil rights?
Year 9	1 - How did the First World War change warfare and society? 2 - Was the rise of dictators inevitable?	3 - What was the impact of militarism and nationalism in Japan? 4 - World War Two	5 - The Holocaust in History: who is responsible for genocide?

Resources

Teacher developed materials, documentary films and internet resources are used to support student lessons where appropriate. We believe that encouraging students to develop their own enquiry and research skills allows them to explore a diverse range of sources of evidence and information.

As a result, we do not prescribe a specific course or textbook but do provide students with knowledge organisers for each unit of work throughout KS3 alongside key word lists which aim to help and support students access the subject language in order to demonstrate and practice their Ways of Being, Thinking and Doing skills.

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

Mr Shaun O'Callaghan – Head of Humanities.

Korean

5 lessons per two week cycle (Korean students only)

Curriculum Aims

The Korean Curriculum aims to the development of skills in reading, writing and speaking and listening through:

- The teaching and development of literary reading strategies.
- Understanding structure, language, viewpoints and context of literary texts.
- Writing of a range of texts for different purposes and audiences.
- Understanding how to structure, organize and punctuate texts.
- Learning to talk effectively in a range of situations.
- Understanding Korean life and society through study of important Korean Literature.

	TIMELINE	YEAR 7 (7학년)	YEAR 8 (8학년)	YEAR 9 (9학년)
문법능력	TERM 1A (Aug - Oct)	관정을 바꾸어 쓰는 시	내가 느끼는 시 - 시 낭송 수업	내가 느끼는 시 - 시 낭송 수업
	TERM 1B (Oct - Dec)	내가 느끼는 <울동주>의 시	시 속에서 보물찾기	시 이해 프로젝트
	TERM 2 (Jan - Mar)	동화 속 인물에게 주목하기	소설 속 작가의 의도 찾기	소설 속 인물과 갈등 이해하기
	TERM 3A (Apr- May)	소설 속 인물과 사건에 주목하기	문학 속 소재의 역할	작가의 의도 탐구하기
	TERM 3B (May - Jun)	<나비를 잡는 아버지> 연극	소설 속 공간 탐구하기	소설 이해 프로젝트
	CULTURAL LESSON	한글의 아름다움	우리글 훈민정음 이야기	가짜뉴스란 무엇일까?
문수능력	BIS 한국문학 학습자중심수업			
	WEEK 1	도서관 수업: 다독의 즐거움		
	WEEK 2	필사: 어휘 자아 효능감 높이기		

Resources

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

Ms Georgina Dorr (Head of MFL)

Modern Foreign Languages

4 lessons per two weeks at KS3.

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

Curriculum Aims

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

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

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

Curriculum Content

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3
Year 7	Myself Project: Art and culture	My Free time	My school	My Family	MFL Magazine Inquiry Project
Year 8	Holidays Project: History and art	My Hobbies	A Party	At Home	MFL Magazine Inquiry Project
Year 9	Les Francophones / Los Hispanohablantes Project: Film	Welcome to Montreal/ Welcome to Madrid	Healthy Living	Young people's rights and the Environment	MFL Magazine Inquiry Project

Resources

In Years 7, 8 and 9, students follow a bespoke curriculum which exposes them to many aspects of the culture as well as focussing on their reading, writing, speaking and listening skills.

Students have access to the Sentence Builders online platform (www.sentencebuilders.com)

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

Ms Georgina Dorr (Head of MFL)



Music

2 lessons per two week cycle

Curriculum Aims

Students study a wide ranging and exciting Music curriculum that lends itself to cross-curricular links. They are encouraged to take part in various extra-curricular opportunities to continue to develop their creativity and confidence.

- 1 To influence students' development in and out of school by fostering personal development and maturity, creating a sense of achievement and self-worth, and increasing students' abilities to work with others in a group context.
- 2 To bring together intellect and feeling and enable personal expression, reflection, and emotional development.
- 3 To develop students' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgments about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity, and fulfilment.
- 4 To develop an appreciation and understanding of music from around the world, including the culture and context from which it derives.

Curriculum Content

	Term 1a	Term 1b	Term 2	Term 3
Year 7	<p>Harmony</p> <p>A study of vocal and instrumental harmony</p>	<p>Christmas Keyboards</p> <p>Learning how to manipulate music in computer programs and create playable keyboard arrangements of popular carols.</p>	<p>Keys, Chords & Cadences</p> <p>A practical project with guitars, ukuleles and keyboards exploring chord progressions and how popular music becomes so popular.</p>	<p>Music of the Classical Period</p> <p>A study of music from the Classical Period. Looking at what sort of music was popular and learning how to play in this style.</p>
Year 8	<p>Gamelan</p> <p>A study of Indonesian Gamelan. Students will learn the history and how to play and compose in this style.</p>	<p>Christmas Music from around the world</p> <p>A study of Handel's work the Messiah, learning how to play and perform on the piano.</p> <p>STEAM project to make a working harpsichord.</p>	<p>Music of the Baroque Period</p> <p>Learning about the interpretation and style of music in the Baroque period.</p> <p>Performance of a simple concerto grosso.</p>	<p>Song Structures</p> <p>Learning about the 12 bar blues structure.</p> <p>Composing and performing in this style.</p>
Year 9	<p>International Festival/Composing with Tech Part 1 (Blues Jazz):</p> <p>Introduction to Music Technology through chord progressions, harmonic direction and MIDI instruments.</p> <p>Source material from the Blues and Jazz Eras.</p>	<p>Winter Minimalism + Band Project: Use of Notation Software to explore the concept and musical features of minimalism.</p> <p>Opportunity for students to form bands to perform a seasonal piece.</p>	<p>The Rite of Spring: Juilliard Creative Classroom Core Work.</p> <p>Exploring and experimenting with the core musical concepts of pitch, rhythm, metre and timbre.</p>	<p>Composing with Tech Part 2 (Latin) and Film Music</p> <p>Students continue to develop their music technology skills, DAW's Interfaces and Microphones. They will end the key stage with a mixed performance and composition project for a Film.</p>

Resources

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

Ms Catherine Somerville (Head of Performing Arts)

Physical Education

4 lessons per 2 week cycle

Curriculum Aims

Physical Education develops student's competence to take part in a range of physical activities that become central to their lives both in and out of school. A high-quality P.E curriculum enables students to enjoy and succeed in a range of activities. Therefore, we have developed a concept curriculum to help our students achieve this goal. A concept curriculum is an approach to curriculum design that incorporates "big ideas" that span multiple subject areas or disciplines. Our conceptual approach offers an alternative to the traditional sport and skills-based approach to PE curriculum design and delivery. The sport and physical activity therefore become the vehicle through which the concept is delivered or developed.

By shifting the focus of the curriculum and the success criteria of each lesson, we are doing so much more than getting students active, we are delivering meaningful learning that harnesses the learning potential of physical activity and sport, whilst improving the experiences within PE for every student.

By understanding the concept curriculum, all students have the opportunity to engage in relevant and meaningful learning that can then build a stronger connection with our subject. Thus, better nurturing physical literacy and increasing the chances of lifelong participation and movement.

Curriculum Content

	Themes Covered
Year 7 Exploring physical literacy	Movement competence, Confidence, Knowledge and Understanding, Motivation
Year 8 Exploring Personal Development	Communication, Resilience, Emotional Intelligence, Intra-personal skills
Year 9 Exploring Character Development	Sporting Values, Redefining competition, Problem Solving, Power of Positivity

Resources

Should you have any questions about the P.E curriculum, please do not hesitate to contact me: salome.airdrie@bishanoi.com.

Mrs Salome Airdrie (Subject Leader - Physical Education)

STEAM

2 lessons per two week cycle

Curriculum aims

This is the first year STEAM will be taught as a discrete subject. Lessons will be mainly taught in the makerspace. STEAM lessons will be project-based and interdisciplinary in nature. STEAM will provide students opportunities to: develop critical thinking and problem-solving; express creativity; and communicate effectively using a variety of media. STEAM will be taught by our Design specialist Mr David Burke.

- The aims of the curriculum are that all students:
- Explore the world around them to find solutions to real world problems
- Design, develop, make, test and evaluate solutions through the use of prototyping
- Identify opportunities to transfer skills developed in the discrete STEAM subject lessons and apply them in a practical, problem-based setting.
- Learn new ways of using technology to solve problems

Curriculum Content

	Term 1a		Term 2	Term 3
Year 7	Introduction to technical drawing	Logo project	MIT project sent by experts from the Massachusetts Institute of technology	3D printer project
Year 8	Two-point perspective	Upcycling project	Use of graphics in design	Plastic phone holder project
Year 9	Isometric and orthographic drawing	3D printing marble maze	Mini electronics project	Design and make clock project

Resources

The main resources for students will be online

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

Ms Hannah Budd (Head of Art & Design)

Vietnamese

5 lessons per two week cycle (applicable to Vietnamese passport holders)

Curriculum aims

The Vietnamese Curriculum aims to the development of skills in reading, writing and speaking and listening through:

- The teaching and development of reading strategies.
- Understanding structure, language, viewpoints, and context of texts.
- Writing of a range of texts for different purposes and audiences.
- Understanding how to structure, organize and punctuate texts.
- Learning to talk effectively in a range of situations, such as: individual presentations, debate, and drama.
- Through the study of important Vietnamese Literature and World Literature texts, students will build up a core of knowledge of Vietnamese and World Literature development of the last century up to the present day.

Resources

Should you have any questions about the Vietnamese curriculum, please do not hesitate to contact me: hai.nguyen@bishanoi.com.

Mrs H Nguyen (Head of Vietnamese)



Curriculum content

	TERM 1	TERM 2	TERM 3
YEAR 7	<p>I. Truyền dân gian</p> <ul style="list-style-type: none"> - Truyền truyền thuyết: nhân vật và cốt lõi lịch sử - Truyền cổ tích; nhân vật, ngôi kể - Truyền ngụ ngôn; tình huống truyện và bài học rút ra <p>II. Văn kể chuyện</p> <ul style="list-style-type: none"> - Ngôi kể và điểm nhìn kể chuyện trong truyện dân gian - Thay đổi ngôi kể trong truyện <p>III. Truyện tranh.</p> <ul style="list-style-type: none"> - Các kỹ thuật truyện tranh. - Chuyển thể cốt truyện dân gian thành truyện tranh <p>IV. Văn bản nhật dụng</p> <ul style="list-style-type: none"> - Văn bản hướng dẫn - Văn bản thuyết minh 	<p>I. Thơ và các đặc điểm kỹ thuật thơ ca</p> <ul style="list-style-type: none"> - Thơ lục bát - Thơ Trần Đăng Khoa - Thơ tự do: Anh Thơ/ Xuân Quỳnh <p>II. Văn bản nhật dụng:</p> <ul style="list-style-type: none"> - Phim hoạt hình <p>III. Văn miêu tả:</p> <p>Sử dụng ngôn ngữ trong văn miêu tả (dựa vào một bức tranh)</p>	<p>I. Truyền ngắn</p> <ul style="list-style-type: none"> - Kỹ thuật miêu tả nhân vật trong truyền ngắn - Cốt truyện - Phát biểu suy nghĩ về nhân vật trong truyền ngắn <p>2. Văn bản nhật dụng</p> <ul style="list-style-type: none"> - Văn viết thư - Nhật ký - Tranh cổ động: Chủ đề môi trường
YEAR 8	<p>I. Ca dao và các kỹ thuật ca dao</p> <ul style="list-style-type: none"> - Ca dao về tình yêu quê hương, đất nước - Ca dao về người phụ nữ <p>II. Thơ Hồ Xuân Hương:</p> <ul style="list-style-type: none"> - Người phụ nữ trong thơ Hồ Xuân Hương <p>III. Văn bản hình ảnh: - Chân dung Người phụ nữ Việt nam qua ảnh (Thời kỳ chiến tranh)</p>	<p>I. Truyền ngắn (Nguyễn Công Hoan, Nam Cao)</p> <ul style="list-style-type: none"> - Cốt truyện và tình huống truyện - Nghệ thuật dẫn dắt kể chuyện <p>II. Báo chí:</p> <ul style="list-style-type: none"> - Phóng sự/ bản tin 	<p>I. Tiểu thuyết: Đất Rừng Phương Nam</p> <ul style="list-style-type: none"> - Xây dựng nhân vật - Miêu tả trong kể chuyện <p>II. Văn bản nhật dụng:</p> <ul style="list-style-type: none"> - Hướng dẫn du lịch - Blogs
YEAR 9	<p>I. Tiểu thuyết: "Tắt Đèn"</p> <ul style="list-style-type: none"> - Xây dựng bối cảnh và không khí truyện - Kỹ thuật mô tả trong kể chuyện - Xây dựng nhân vật và tình huống điển hình <p>II. Văn bản phi văn học</p> <ul style="list-style-type: none"> - Tranh biếm họa - Truyện tranh 	<p>I. Thơ: Ông Đồ, Anh Thơ</p> <ul style="list-style-type: none"> - Hình ảnh trong thơ - Các kỹ thuật tu từ trong thơ <p>II. Văn bản phi văn học</p> <ul style="list-style-type: none"> - Chân dung Người lính/ người nông dân trong chiến tranh qua ảnh 	<p>I. Truyền ngắn O'Henry</p> <ul style="list-style-type: none"> - Mở đầu và kết thúc truyện <p>II. Văn bản nhật dụng:</p> <ul style="list-style-type: none"> - Viết để khuyển - Viết thư - Viết trình bày ý kiến - Quảng cáo

Vietnamese Studies

5 lessons per two week cycle of Vietnamese Studies in KS3. Non-Vietnamese passport holders

Curriculum aims

Teaching should focus on developing students' skills of speaking, listening, reading and writing based on a foundation of core grammar and vocabulary. It should help students to find it as easy as possible to adapt to their new environment. It should also provide suitable preparation for further study.

Curriculum content

	Term 1	Term 2	Term 3
Year 7	Myself yourself Family Physical description	My school subjects timetable likes and dislikes describing teachers	My house Where is my house Describing my house Learning objects Using opinions
Year 8	Holiday Countries Means of transports Holidays activities Past tense/future tense opinions	Food Food routine What you eat and when Opinion on food Learn a recipe	Free time Sports Cultural activities Opinion Past/future tense invitations
Year 9	My town Where is my town Services Buildings Activities to do Opinions Ideal town	Health Food Sports Illness Wellbeing	Work Professions After school opportunities Ideal job Wellbeing at work

Resources

In Year 7, 8 and 9 students follow the Happy Vietnamese Text Books and Que Viet Books with a digital textbook and resources www.tiengvietonline.com.vn/index.php/2014-02../tieng-viet-vui

Should you have any questions about the Vietnamese curriculum, please do not hesitate to contact me: hai.nguyen@bishanoi.com.

Mrs H Nguyen (Head of Vietnamese)

Additional Areas of Study: Co-Curricular Activities (CCAs)

The Co-curricular programme is designed to enhance and complement our curriculum. We are aiming to stream our CCA programme within 3 streams to ensure that students can participate in more varied activities throughout the year. Our 3 streams we are focusing on are Creative, Active and Service Activities. This shift will mean that all students will have more opportunities to experience different activities throughout the year. The quality of activities will be higher and more consistent. The programme aims to add challenge for students to own their achievements. The programme will also assist in developing stronger partner links within the Hanoi Activities Conference, Nord Anglia group and FOBISIA schools.



Wellbeing

2 lessons per two week cycle in tutor groups and cross-curricular reinforcement.

Course Description

This pastoral course is underpinned by the BIS Hanoi Values and Attributes and aims to promote these to achieve our goal of developing internationally minded Global Citizens:

- Integrity
- Respect
- Caring
- Enquiry
- Reflection
- Perseverance

The aim of the Wellbeing curriculum is to provide students a balance of essential life skills they need to successfully navigate challenges they face now and in their future. It should also provide opportunities for students to recognize and enhance their own wellbeing by developing their self-awareness, taking responsibility for their own time management and learning to feel positive about themselves.

The course focuses on group discussion activities, which involve the students in communication and listening skills, leadership and learning how to co-operate and negotiate. There are also enrichment opportunities to work with the BIS community.

Students are presented with situations in which they have to work with others, to analyse information, to consider moral and social dilemmas and to make choices and decisions.

By working together on school and community projects, students have the chance to develop key skills they will require in an ever-changing world.

The key themes are:

- Rights, responsibilities, and values.
- Celebrating Diversity and Equality
- Relationships and Sex Education
- Staying Safe, online and offline
- Health and Wellbeing
- Life Beyond school

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

Mr Rob Taylor (Assistant Headteacher- Wellbeing)



📍 Hoa Lan Road, Vinhomes Riverside
Long Bien District, Hanoi

☎ +84 24 3946 0435

✉ bishanoi@bishanoi.com

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📷 @bis.hanoi

