



MIDDLE SCHOOL

MISSION

Inspire learning, nurture wellbeing,
ignite passion

VISION

Maximise student potential by
delivering the highest standards of
teaching and learning to an
international community emphasising
wellbeing and passion, on a green,
well equipped campus

VALUES

Respect

Be mindful, considerate
and inclusive

Compassion

Be caring, empathetic
and reflective

Integrity

Be honest, principled
and accountable

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Introduction

Welcome to Middle School at the British International School, Phuket. The purpose of this booklet is to give students and parents an introduction to, and overview of life at Middle School. The teaching and learning which take place in this phase of a student's education lay the foundations for our IGCSE courses and subsequent IBDP in years 12 and 13.

Students are taught all subjects across the curriculum throughout Middle School and this includes working in specialist areas around the school. It is important that good work habits are developed and pupils become increasingly independent in their studies. This is actively encouraged by the pupil's tutor with whom they meet every morning and through mentoring as a part of this.

The school day lasts from 07.50 to 14.35, except for Mondays and on alternate Wednesdays where there is an extra lesson at the end of the day and school finishes at 15.40. There are five lessons a day, with six on Monday & every other Wednesday, each lasting one hour. There is a registration period at the start of each day. This takes place in the designated form room with the class tutors.

Tutor Time

Middle School students are divided into form groups each with these designated form tutors. They are the first point of contact with parents. The students will spend 15 minutes at the beginning of each day with their form tutors who are there to help with problems, encourage students to organise themselves for the day, check homework planners and to discuss matters of importance. Students will also consider their academic performance and study habits with their tutors during the year after each report. Clear targets for improvement will be set.

Wellbeing is paramount at Middle School and students will explore this with their tutors and other staff. During this time issues such as healthy eating, exercise, personal organisation, relationships and many more are discussed between the form and tutors in order for the students to develop an awareness of their own strengths and develop aspects of their wellbeing within a caring and safe environment.

Subjects Studied

The Middle School curriculum offers a broad balanced education based around the programmes of study laid out by the English National Curriculum for Middle School, but taking into account the rich diversity of nationalities in our student body and the position of our school in South East Asia.

The chart below outlines the number of lessons for each subject area in the students' weekly timetable. The teaching groups across Middle School are determined by form group, by mixed ability, language choice or gender or are set within subject areas according to data and pupil performance.

Modern Foreign Language Study is a choice of Mandarin, French or Spanish. Thai nationals will study Thai Language A.

SUBJECT	TEACHING GROUP	YEAR 7	YEAR 8	YEAR 9
ENGLISH	Mixed	4	4	4
MATHS	Set*	4	4	3
SCIENCE	Form **	3	3	4
MFL/THAI LANG A	Grouped by Language choice	3	3	3
PE				

	YEAR 7	YEAR 8	YEAR 9
HOMEWORK PER SUBJECT PER NIGHT	20 minutes	25 minutes	30 minutes

Reporting and Assessment

Formative assessment is an ongoing process in all subject areas throughout the year. This can occur in a variety of ways including written work, questioning, practical activities, projects, class discussions, group work, role play and many more. Students will be assessed using a variety of these techniques against recognised published criteria for each subject. In terms of summative assessment, end of year examinations will be taken in May of the summer term. The marks attained in these together with those from the formative assessments will be amalgamated to give overall attainment.

There are four reporting points to parents throughout the year: a full written report, two progress reports and an exit report at the end of the year. The first progress report is designed to provide an overview of all the subjects studied by a student and gives both an effort grade and an indication of whether students are achieving at the expected level. Following this, parents will receive a full written report for the first half of the year. The second progress report follows in April, with the final exit report for the year being received in June at the end of the summer term.

Parent consultations occur twice in the year and allow parents the opportunity to meet with each of their child's teachers to discuss their progress and any queries arising from the reports. The first such meeting happens in October after the first progress report has been received and the second in April. In between these periods of formal contact parents should feel free to contact the school at any time if they have concerns about either the well being or progress of their child. The form tutor is the first point of contact for parents, with more serious matters then being referred up to the Middle School Coordinator or the Head of Wellbeing. Appointments can be made via the school office or by emailing the individual tutor concerned.

Activities

Whilst academic study remains extremely important to us, education is also far more than just the

These skills are:

- **Researchers and Investigators:** challenge and question material and ideas from a range of sources; become increasingly critical and evaluative
- **Self Managers:** welcome challenge and take risks in their learning; demonstrate willingness to learn from mistakes and embrace new ideas; participate constructively in and beyond the classroom; show flexibility in approaches to thinking, learning and creating
- **Communicators:** communicate effectively in spoken and written contexts and in increasingly complex situations; demonstrate respect for others and their ideas
- **Thinkers:** use a range of strategies to promote personal learning; consider responses and how to apply knowledge and learning; reflect on the learning process and outcomes; show commitment to learning across all disciplines and contexts
- **Team Members:** demonstrate ability to work collaboratively; work in a variety of roles and contexts; is prepared to take ownership of ideas, targets and goals; listen with respect and appreciation of context, community and diversity

Residential Trips

Each year across Middle School students are invited to take part in a Residential Trip week. These are designed for the specific year group and encompass both activities supporting the curriculum for that year and enhancing students' collaboration and team work. They foster a positive ethos amongst the year group and are often reported by students as a highlight of the year!

On these trips friendships are formed and students are encouraged to become increasingly independent, self confident and demonstrate leadership skills. The Learning Values are explored and developed within these experiences.

Technology

Today's highly technological world is more in-demand than ever. Learning within this rapidly evolving landscape has prompted students to continually adapt their approach to academic work, encouraging them to become flexible and open-minded life-long learners. The development of such new technologies to enhance teaching and learning has been exponential over recent years, and it has proved important - and exciting - to utilise these to their fullest potential.

Our 1:1 laptop program in the Middle School enables students to foster a multitude of life skills. The development of critical thinking and problem-solving skills, creativity and innovation result directly from

Aims

- Students develop skills in speaking, listening, reading and writing in order to participate fully in society.
- Students learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.
- Students become enthusiastic and critical readers of a range of literature, non-fiction and media texts.
- Students prepare for the rigors of studying language and literature for IGCSE and IB courses.

Course Content

YEAR 7	YEAR 8	YEAR 9
Communicating With Others Reflecting on personal values, using figurative language and knowing when to use formal and informal language	Crafting Characters Study of a novel through voice and characterisation, literary analysis	Elements of Fiction Novels in two genres, Literary analysis, textual and extract study, empathic response, narrative writing
Poetry Without Pressure Different styles of poetry, imaginative verse and literary analysis	Stories on Screen Visual analysis, writing a review, thematic analysis	The Art of Rhetoric Persuasive speaking and texts
What Makes a Novel Compelling? Identifying and commenting on features of a novel while understanding how character transformations can reveal themes	Poetry and Me	

ENGLISH LANGUAGE A

Assessment:

Each unit will contain tasks that formatively assess a student's achievements. Students will practise each of the assessed skills in English several times a year: Speaking and Listening, Reading and Writing.

Below are the five assessment criteria for Middle School English, along with sample objectives that students may be asked to work towards. Task sheets with task outlines, conditions and task-specific criteria will be made available before all exams and assessment.

Criterion A: Analysis

- Evaluate creator's choices
- Consider audience response
- Use the text to support their ideas
- Consider various perspectives

Criterion B: Organisation

- Structure their writing in a variety of ways
- Reference and format their writing for presentation
- Sequence opinions and ideas

Criterion C: Production of Text

- Make stylistic choices such as linguistic, literary, and visual devices
- Use imagination while exploring new ideas
- Include details and examples

Criterion D: Language Use

- Employ a variety of vocabulary and sentence structures
- Vary their register and style based on context
- Use correct grammar
- Spell and pronounce with accuracy

Criterion E: Speaking and Presenting

- Express thoughts, feelings and ideas
- Structure talk to enhance clarity and engagement
- Make vocabulary choices to suit purpose and enhance engagement
- Engage in and sustain collaborative discussion
- Use non-verbal communication techniques

ENGLISH AS AN ADDITIONAL LANGUAGE

Assessment:

A comprehensive set of progressive learning objectives based on the Council of Europe's Common Framework of Reference for Languages (CEFR) is designed to support and motivate students through end-of-stage goals to help students and parents monitor progress being made. Each year students will sit an external Cambridge English examination covering the skills studied. The result from this will be included in the end of year assessment level and coupled with their progression in formative assessment throughout the year.

Course Information

Useful websites:

<http://www.bbc.co.uk/education/levels/z4kw2hv>

<http://www.writeexpress.com/online2.html>

<http://www.bbc.co.uk/schoolreport>

<http://ancienthistory.about.com/od/greekmythology>

<https://mreader.org/index.php>

<https://writeandimprove.com>

<https://maryglasgowplus.com>

<https://readtheory.org/>

<https://www.esleschool.com/>

<https://breakingnewsenglish.com/>

<https://www.englishclub.com/>

Aims

- Applying suitable Mathematics accurately within the classroom and beyond
- Communicating Mathematics effectively
- Engaging in Mathematics as an interesting and worthwhile activity
- Selecting appropriate mathematical tools and methods
- Knowing that Mathematics is a rigorous, coherent discipline
- Combining understanding, experiences, imagination and reasoning to construct new knowledge
- Using existing mathematical knowledge to create solutions to unfamiliar problems
- Understanding that Mathematics is used as a tool in a wide range of contexts
- Recognising the rich historical and cultural roots of Mathematics
- Knowing that Mathematics is essentially abstract and can be used to model or represent situations
- Recognising the limitations and scope of a model or representation

Course Content

YEAR 7 TOPICS	YEAR 8 TOPICS	YEAR 9 TOPICS
Numeracy	Factors	Indices and Standard Form
Number Patterns	Nets and Surface Area	Fractions and Percentages
Statistics	Rounding and Estimating	Linear Graphs and Equations
Angles	Pythagoras' Theorem	

MATHEMATICS

In Year 9 we begin our Accelerated Mathematics course. The aim of this programme is to challenge our high-achieving students with a fast tracked programme that will offer them the opportunity to complete the Cambridge 0580 IGCSE Mathematics course by April of Year 10 and be considered for early IGCSE entry at either the end of Year 10 or beginning of Year 11. They will then begin the Cambridge 0606 Additional Mathematics course thereafter.

Topics

- Number 1
- Geometry
- Algebra
- Number 2
- Graphs
- Statistics

Assessment:

There is a 1 hour test each half term which will assess the key objectives over a number of units. Pupils use these assessments to set targets and focus on improving their understanding. At the end of the Year there are two 1 hour assessments which will cover the years program of study.

Course Information

Useful websites:

<http://www.bbc.co.uk/education/subjects/zqhs34j>

<https://www.mangahigh.com>

<http://www.myimaths.com>

<https://bisphuketmaths.com/>

Aims

Our two year Middle School Science curriculum is based on the UK National Curriculum framework but has been modified to bridge the BISP Primary Science curriculum and the Cambridge IGCSE Science curriculum which students begin in Year 9. Following the Activate scheme of work and accompanying e-textbook, developed by well-recognised Science practitioners in the UK, we aim to:

- Stimulate and maintain a healthy interest and enjoyment for Science
- Offer opportunities to improve Middle School scientific skills covering the following assessment areas:
 - Thinking Scientifically
 - Understanding the Applications & Implications of Science
 - Communicating & Collaborating in Science
 - Using Investigative Approaches
 - Working Critically with Evidence
- Work safely and cooperatively using a wide range of techniques, apparatus, and materials
- Prepare students for an early start to IGCSE Separate Sciences in Year 9

Course Content

Year 7

BIOLOGY	CHEMISTRY	PHYSICS
7B1 Cells	7C1 Particles & their behaviour	7P1 Forces
7B2 Body systems	7C2 Elements, atoms, & compounds	7P2 Sound
7B3 Reproduction	7C3 Reactions	7P3 Light
	7C4 Acids & alkalis	7P4 Space

Year 8

SCIENCE

Assessment:

Each unit takes on average three to four weeks to complete. During each unit, students will complete an assessed task that focuses on developing scientific skills. At the end of each unit, students will sit a structured end of unit assessment on the content covered. At the end of the year, students will sit a practical-based assessment to examine the scientific skills developed throughout the year via practical experiments and laboratory reports. This is completed to mirror the types of assessment students will experience at IGCSE.

Course Information

Useful websites:

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

<https://explore-brainpop.com/>

<https://www.sciencemuseum.org.uk/>

<https://www.exploratorium.edu/>

<https://www.nasa.gov/stem>

<https://www.nhm.ac.uk/>

Aims

- To show students the direct relevance of science to their everyday lives and increase their awareness of the strengths and limitations of the scientific approach.
- To develop a wide range of practical skills, using a variety of techniques and apparatus, enabling students to collect, interpret and evaluate observations and data, whilst working safely and cooperatively within a group or individually.
- To prepare students for Cambridge IGCSE examinations in Biology, Chemistry and Physics whilst retaining an enquiring and skills-based approach.

Course Content

Year 9 students begin to study for their IGCSEs in Biology, Chemistry and Physics. These will be completed in Term 3 of Year 11. Year 9 students receive three Science lessons a week with each one occurring in a specialist laboratory and with a subject specialist teacher. Students will rotate through the different Science subjects in two cycles of around 5 weeks allowing for a better continuation of learning. The students will receive three separate textbooks, one for each of the Sciences, to help them with their studies at home.

The Year 9 course covers units from all three sciences including:

Year 9

BIOLOGY	CHEMISTRY	PHYSICS
Topic 1: Characteristics & Classification of Living Things	Topic 1: The Particulate Nature of Matter	Topic 1.1: Length & Time
Topic 2: Cell Structure & Organisation	Topic 2: Experimental Techniques	Topic 1.2: Motion
Topic 3: Movement in and out of Cells	Topic 3: Atoms, Elements & Compounds	Topic 1.3: Mass & Weight

SCIENCE

YEAR 9

IGCSE

Assessment:

On completion of each unit (Biology, Chemistry or Physics), students will sit a structured test and receive a grade based on the IGCSE criteria. The average of these tests will contribute towards their overall mark for the year. Students will also sit an end of year examination covering all of the topics taught in Year 9. In addition, students will undertake a variety of practical tasks and investigations throughout the year. The overall grade for Year 9 Science will be used to further set students into ability groups for Year 10 and 11. Some students move to Coordinated Science (2 IGCSEs) at the start of Year 10 whilst the remaining Separate Science students are streamed into ability groups.

Course Information

Useful websites:

<http://www.bbc.co.uk/education/subjects/zrkw2hv>

<http://www.docbrown.info>

<https://www.youtube.com/channel/UCaGEe4KXZrjou9kQx6ezG2w>

<https://app.senecalearning.com/courses>

<https://www.sciencemuseum.org.uk/>

<https://www.exploratorium.edu/>

<https://www.nasa.gov/stem>

<https://www.nhm.ac.uk/>

Aims

- To encourage the students to appreciate the value of Art, Craft and Design in our lives as a means of expression, communication and enjoyment.
- To encourage the natural creative abilities of every pupil, to develop the appropriate knowledge, skills, concepts and processes related to the ability level of each individual student.
- To help the students acquire a visual language to use and understand art as a form of visual and tactile communication and to have competence and confidence in reading and evaluating visual images and artifacts.
- To stimulate and develop interest in (and critical awareness of) environments and cultures, from the past and present.
- To appreciate the contribution made by artists, craftspeople and designers.
- To develop an ability to record from direct observation and from personal experience.
- To develop the student's capacity for imaginative and original thought and experimentation.
- To develop particular creative and technical skills so those ideas can be realised, and artifacts produced.
- To encourage experimentation through the inventive use of a wide variety of materials and techniques.
- To develop knowledge of a working vocabulary relevant to the subject.
- To experience different approaches to Art, Craft and Design by working individually and co-operatively.
- To use materials, tools and techniques safely.

Course Content

	TERM 1	TERM 2	TERM 3
YEAR 7	Term 1 Observational Drawing looking at the artist Michael Craig Martin	Term 2 Acrylic Painting looking	

ART & DESIGN

Assessment:

The Art Department follows the school's present reporting system. To provide the information for these reports students will be formatively assessed on their final pieces, research and sketchbook work, self-evaluations and digital portfolio work for each unit.

At the end of the year students will sit an end-of-year observational drawing paper that will give a summative assessment of their drawing skills. Marks from both their formative and summative assessments will be amalgamated to give an overall assessment for the year.

Course Information

Useful websites:

<http://www.wwar.com>

<http://www.artcyclopedia.com>

<http://www.artchive.com>

<http://www.tate.org.uk>

<http://www.artlex.com>

<http://icom.museum/vlmp/world>

<http://www.nationalgallery.org.uk>

<http://www.rama9art.org>

Aims

Each unit is designed to last approximately half a term, and develops pupils' understanding of the way in which Drama and performance are constructed, produced and influenced by time and place in the context of a particular genre or style.

Each unit will allow solo, pair and group work. The ensemble approach makes work suitable for all abilities.

Students will use drama as a tool to develop essential life skills such as: organisation to meet deadlines, teamwork, idea sharing, performing under pressure, building confidence and self esteem, responsibility, common sense, listening and spontaneity.

Course Content

YEAR 7	YEAR 8	YEAR 9
Introduction to Drama	Darkwood Manor	Missing Dan Nolan (play)
LAMDA examination preparation	LAMDA examination preparation	LAMDA examination preparation
LAMDA examinations	LAMDA examinations	LAMDA examinations
Introduction to ensemble	Improvisation	Shadow work
Musical Theatre - Matilda	Silent Movies	Madness
Devising	Devising 2	Theatre In Education

Assessment:

Peer and self-assessment activities are practised in rehearsal, devising and after the showing. In addition, lessons incorporate opportunities to develop pupils' thinking and problem-solving skills, particularly from game to skill to rehearsal to performance.

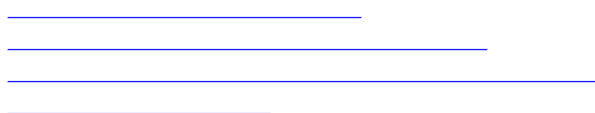
At the end of the year students will be examined on their work. This will be a practical exam and will incorporate all aspects of the work covered over the year. The emphasis on the exam is for students

Aims

In their Middle School years students will acquire skills necessary for life-long music learning and application; they will be able to prepare and present a musically proficient performance alone or in an ensemble and make knowledgeable and discriminating judgements about Music. Finally they will learn to enjoy and appreciate musical performances within their historical and cultural context.

Course Content

YEAR 7	YEAR 8	YEAR 9
<p>All students will be given the opportunity to play: Flute, Clarinet, Saxophone, Trumpet, Trombone or Euphonium</p> <p>Lessons consist of:</p> <ul style="list-style-type: none"> • a musicianship warm-up • small group instrumental technique • learning to play as a class ensemble • production of a year group concert band <p>Students will be expected to take their instruments home and homework tasks will be set each week and assessed - students will submit a recording of their performance task. There will be several performance opportunities throughout the year and as individuals we would hope students would achieve a minimum standard of Grade 1 ABRSM and as an ensemble, Grade 0.5 of the American Concert Band repertoire.</p>	<p>As students progress into Year 8 they will continue with developing their instrumental technique, performing skills and knowledge of the musical elements. Students will continue to progress as soloists through weekly homework assignments and a variety of performance opportunities throughout the year.</p> <p>Students would be expected to achieve Grade 2 ABRSM and to be able to play Grade 1 in their Class and Year group band.</p>	<p>Terms 1 and 2 in Year 9 will focus on working ill t 72 t 72 t i7ocS</p>



Aims

Design Technology gives students the skills and abilities to engage positively with the design world and to harness the benefits of technology. They learn how products and systems are designed and manufactured and how to develop their creativity and knowledge of the design process through innovative projects. Students will have the opportunity to create their projects in a well-resourced workshop with a variety of different tools including 3D printers, laser cutter, wood and centre lathes, pillar drills, vacuum formers, scroll saws, blow moulder, sandblaster, sculptor and strip heaters, sanders and traditional hand tools.

We aim to enable students to:

- Develop their skills in research, investigation, organisation and creativity.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Develop sketching and technical drawing skills (both hand-drawn and CAD).
- Think critically about solving problems through design in order to achieve logical, practical and innovative solutions.
- Critique, evaluate and test their ideas and products and the work of their peers

Course Content

YEAR 7	YEAR 8	YEAR 9
Litter picker - Using levers to make a mechanical picker	Acrylic desk tidy - Manipulating acrylic by using a range of plastic production methods	Bluetooth speaker - Using a range of modelling skills to develop and make a Bluetooth speaker using CAD, laser cutter and a range of machinery and tools
Shoehorn - Cutting, shaping and manipulating sheet metal	Mechanical toy project - Using cams and levers to make a moving mechanical toy	

DESIGN TECHNOLOGY

Assessment:

At the end of each unit, the student's design project will be assessed with ongoing formative or summative assessment. Their grades will be determined by their creativity through the design process, innovation, sketches, modelling, technical drawings and completed prototypes.

At the end of the year, students will complete an end of year examination reflecting on the knowledge students have gained within each practical project over the year.

Course Information

Useful websites:

<http://www.bbc.co.uk/schools/gcsebitesize/design>

<http://www.design-technology.info>

<http://www.technologystudent.com>

<http://www.designandtech.com>

Aims

In Middle School, our aim is that every student in the school learns to speak, read, write and understand an additional language to the best of their ability. In doing so, our students will become confident, independent learners with an interest in the wider context of that language, a respect for people of other origins and an understanding of their cultures. With the highest expectations for each student, we hope to encourage life skills in language learning and to develop their ability to play a meaningful role as global citizens.

Course Content

YEAR 7	YEAR 8	YEAR 9
Self-portrait	Leisure Activities	Social Life
School	I Love Paris	Healthy Lifestyle
Hobbies and Sports	My Personality	Jobs and Future
At Home	Food	Holidays
Holidays and Travel		Shopping

Assessment:

For Modern Languages, the four attainment targets are equally weighted.

LISTENING AND RESPONDING (AT1)	READING AND RESPONDING (AT3)
SPEAKING (AT2)	WRITING (AT4)

Students might be working at different levels in each of the four attainment targets in their Modern Language.

There will be two kinds of assessments:

- Formative assessments are designed to reinforce learning as students progress through each unit of the course.
-

Aims

In Middle School, our aim is that every student in the school learns to speak, read, write and understand an additional language to the best of their ability. In doing so, our students will become confident, independent learners with an interest in the wider context of that language, a respect for people of other origins and an understanding of their cultures. With the highest expectations for each student, we hope to encourage life skills in language learning and to develop their ability to play a meaningful role as global citizens.

Course Content

YEAR 7	YEAR 8	YEAR 9
Greetings	Countries & Languages	Family members
Dates	Subjects of Study	Appearance
Age	Making Phone Calls	Seeing a doctor
Telephone Numbers	Weather	Seasons
Family Members	Seasons	Occupations
Self-introduction	Sickness	Hobbies
Occupation	Hobbies	School Subjects
Time	Vegetables and Fruits	School Facilities
Daily Routine	Three Meals a Day	Stationery

MODERN LANGUAGES (MANDARIN)

Assessment:

For Modern Languages, the four attainment targets are equally weighted.

LISTENING AND RESPONDING (AT1)	READING AND RESPONDING (AT3)
SPEAKING (AT2)	WRITING (AT4)

Students might be working at different levels in each of the four attainment targets in their Modern Language.

There will be two kinds of assessments:

- Formative assessments are designed to reinforce learning as students progress through each unit of the course.
- Summative assessments are designed to provide a snapshot of a student's progress at the end of each unit, each term and at the end of the year and offer an indication of attainment at that time.

Course Information

Useful websites:

<https://quizlet.com>

<https://play.kahoot.it>

<http://www.education.vic.gov.au/languagesonline/default.htm>

<http://www.purpleculture.net/chinese-pinyin-converter/>

http://bihua.51240.com/e58da1_bihuachaxun/

<http://ce.linedict.com/dict.html#/cnen/home>

www.linguascope.com

Aims

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Course Content

YEAR 7	YEAR 8	YEAR 9
Vamos! – Introduction to Spanish (numbers, the alphabet, yourself)	People – friends and celebrities	Modes of Communication
School	Going Out	Teachers and School
My Family	My Holidays	Health
At home and where we live	Mealtimes and Restaurants	The Future – The World of Work
My Free Time	Clothes and Fashion	Spanish-Speaking Countries and Key Issues
My Town and Weather	Barcelona	My Home and Your Home

Assessment

For Modern Languages, the four attainment targets are equally weighted.

LISTENING AND RESPONDING (AT1)	READING AND RESPONDING (AT3)

Aims

This course offers opportunities for students not learning Thai A to undertake activities to cover the Thai language and culture competency standards prescribed by the Ministry of Education of Thailand (MOE). These include:

- To engage in conversations, obtain and provide information, express feelings and exchange opinions in Thai
- To demonstrate an understanding of the relationship between Thai language and culture, and use Thai appropriately for different occasions both within and beyond the school setting
- To demonstrate an understanding of the similarities and differences between the Thai culture and the students' cultures and apply themselves appropriately with the Thai cultural practice
- To use English to communicate their knowledge and understanding of Thai culture, Thai society, Thai literature, Thai traditional practices in different regions, and participate in Thai cultural activities appropriately

Course Content

THAI STUDIES

Assessment:

Students follow the set course and are assessed as being completed. This requires the meeting of key expectations and full study of the outlined units. It is a statutory requirement that all students follow the Thai Studies course at Middle School for 1 hour per week.

Course Information

Useful websites:

https://www.youtube.com/watch?v=mJNrs4z_Pn0

https://en.wikipedia.org/wiki/Loi_Krathong

https://en.wikipedia.org/wiki/Wai_khru

Content

	YEAR 7	YEAR 8	YEAR 9
TERM 2	Narrative Writing	Important People of Thailand	World's Important people
	Short Story	Elements of short story	Report/Bibliography Writing
	Phuket local festivals	Thai Novels	Novels
	Thai Literature	Thai Festivals and National Holidays	Natural and Social Environment in Thailand
	Report Writing	Argumentative Writing	Persuasive Writing
	Thai Festivals	Reading comprehension	
	Important places of Phuket		
	Descriptive Writing		
TERM 3	Journal Writing	Thai Way of life and wisdom	Argumentative/Discursive Writing
	Poetry/Figures of Speech	Poetry/Figures of Speech	Poetry/Figures of Speech
	Thai History:		

Aims

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Competency in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Course Content

	YEAR 7	YEAR 8	YEAR 9
TERM 1	What is Geography?	Patterns in Population	Unstable Earth
	Mapping	Migration (Refugees)	The Geography of Conflict
TERM 2			

HISTORY

Aims

- Know and understand how history forms a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped national cultures and how selected countries have influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-european societies; achievements and follies of mankind
- Gain an in-depth understanding of the historical concepts of causation, change and continuity, perspective and significance.
- 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 structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Course Content

YEAR 7	YEAR 8	YEAR 9

HISTORY

Assessment:

Each unit will contain at least one task that assesses a student's level. On-going formative assessment pieces and end of topic tests will be set both for homework and in class.

At the end of the year students will sit an end-of-year examination, which will be predominantly skills-based and will assess students historical understanding & knowledge.

Course Information

Useful websites:

<http://www.schoolshistory.org.uk>

<http://www.activehistory.co.uk>

<http://www.thinkinghistory.co.uk>

<http://www.historylearningsite.co.uk>

<http://www.bbc.co.uk/history>

Aims

A high-quality Computing education equips students with computational thinking skills. At the core of Computing is Computer Science, which essentially develops in students a unique way of thinking about real-world problems and also, the skills required to create solutions to solve these problems.

Students at Middle School learn how digital systems work, the components that constitute them and how they communicate with one another and other systems. Students then build upon this knowledge to design and create their own products and solutions.

In the study of Computing, we additionally prepare our students to understand the consequences of technological change; how to adapt when using technologies, develop new technologies or even to work in jobs that haven't yet been invented. Not only is the 'what?' and 'how?' of the subject taught, but students also develop techniques to ask and be able to answer the question 'why?'

In lessons, we actively encourage pupils to become independent learners, collaborators, problem solvers, evaluators, designers and creators of new technologies.

Course Content

YEAR 7	YEAR 8	YEAR 9
Creative with Cryptocurrency - Google G-Suite Project	How computers work	HTML CSS & Javascript Website development
Game Theory, Design & Creation with MIT Scratch	Creativity and Innovation pt1 - Using BBC Microbit	Design and Programming Games in JavaScript with Make Code Arcade
Text-based Programming - Python Basics	Creating an Arduino-Programmable WIFI Lamp - Cross-Curricular with DT	Advanced Communications - Keeping the World Connected
Artificial Intelligence	Solving Real-world Problems using Robotics	

COMPUTER SCIENCE

By the end of the Middle School course, we aim to ensure that all students:

1. Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.
2. Understand several key algorithms that reflect computational thinking & use logical reasoning to compare the utility of alternative algorithms for the same problem.
3. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems.
4. Understand simple Boolean logic and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers.
5. Understand the hardware and software components that makeup computer systems, and how they communicate with one another and with other systems.
6. Understand how instructions are stored and executed within a computer system; understand how data of various types can be represented and manipulated digitally, in the form of binary digits.
7. Undertake creative projects that involve selecting, using, and combining multiple applications, across a range of devices, to achieve challenging goals.
8. Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.

Assessment:

Pupils are awarded an attainment grade for each project undertaken.

Course Information

Useful websites:

<https://sites.google.com/a/bisphuket.ac.th/bisp-ks3-ict-computing>

PHYSICAL EDUCATION

Aims

- Develop pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.
- Develop pupils' ability to work individually, in groups and in teams, developing concepts of fairness and of personal and social responsibility.
- Pupils take on different roles and responsibilities, including leadership, coaching and officiating and through their experiences in PE they learn how to be effective in competitive, creative and challenging situations.
- Develop a wide range of skills, use tactics, strategies and compositional ideas to perform successfully. When performing pupils think about what they are doing, analyse situations and make decisions, reflect on their own and others' performances and find ways to improve them.
- Learn about the value of healthy, active lifestyles and how sport can lead towards these.

Course Content

Year 7

During Term 1 and 2 students will study the following units: Tennis, Personal Survival and Lifesaving, Cross Country, Basketball, Athletics, Yoga, Rounders.

During Term 3 students choose two optional units from: Golf, Basketball, Tennis, Volleyball, Aerial Arts, Gymnastics, Touch Rugby, Field Games Table tennis.

Year 8

During Term 1 and 2 students will study the following units: Badminton, Personal Survival and Lifesaving, Cross Country, Football, Athletics, Yoga, Rounders.

During Term 3 students choose two optional units from: Golf, Basketball, Tennis, Volleyball, Aerial Arts, Gymnastics, Touch Rugby, Field Games Table tennis.

Year 9

During Term 1 and 2 students will study the following units: Volleyball, Personal Survival and Lifesaving, Cross Country, Touch Rugby, Athletics, Yoga, Rounders.

During Term 3 students choose two optional units from: Golf, Basketball, Tennis, Badminton, Aerial Arts, Gymnastics, Football, Field Games Table tennis.

PHYSICAL EDUCATION

Assessment:

All pupils will be assessed practiced in the activity areas they are covering throughout the course with a formal assessment being undertaken at the end of most units.

A pupil's level will be assessed using the following areas:

- Developing physical competence and performance
- Developing healthy, active lifestyles
- Evaluating and creating solutions

Course Information

Useful websites:

<http://www.bbc.co.uk/education/subjects/znyb4wx>

<http://www.teachpe.com>

<http://news.bbc.co.uk/sport2/hi/academy/default.stm>

<http://kidshealth.org/kid>

<http://www.nourishinteractive.com>

<http://www.nhs.uk/Change4Life/Pages/change-for-life.aspx>

