



MIDDLE SCHOOL

Curriculum Handbook 2025

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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WELCOME TO THE MIDDLE SCHOOL

(Year 7, 8 and 9)



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Years 7, 8 and 9 at the British International School, Phuket form our Middle School, where we provide a broad and balanced curriculum for all. We promote academic rigour and the rewards of endeavour, and aim to preserve the wonder of discovery and the richness that comes from developing an enthusiasm for life-long learning. Our curriculum offers the range of subjects which parents would expect to find in a traditional, yet forward looking school. Students have opportunities to build foundational skills in English, Maths and Science and experience the broad experiential learning of subjects from the Arts, Humanities, Languages, Computer Science and Design Technology. Students are supported to build their independent learning skills encouraged to maximise opportunities for self-led study, research, reading or completing homework. As well as our traditional curriculum, students in the middle years are encouraged to ignite their passions beyond the classroom through a robust suite of before and after school activities. A high quality programme of Wellbeing is also provided to equip students with a tool-kit to help them navigate the challenges of school life and beyond.

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 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, 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.

MIDDLE SCHOOL OVERVIEW

Curriculum

The Middle School Curriculum at BISP is modelled on the English National Curriculum and adjusted for our international context. It seeks to develop foundational literacy in linguistic and language development; numerical and scientific literacy; digital and technological literacy; global and environmental literacy; artistic literacy; and physical literacy and health. Whilst these themes are interdisciplinary, the curriculum includes subjects where foundational literacies are most concentrated.

The Middle School curriculum facilitates active engagement and inquiry based learning with an emphasis on process over outcome. Students hone core skills and competencies in communication, collaboration, creativity and critical thinking. Educational activities, tasks and experiences require students to demonstrate effort and engagement in the learning process and exemplify high standards of motivation and behaviour for learning.

Pedagogical practices prioritise relational aspects of learning by creating a safe and supportive space where students work together, and feel comfortable taking risks and asking questions. Student agency in the learning process is highly valued and there are opportunities for students to make choices, set goals, and reflect on their learning experience - a 'voice and choice' approach. Learning is enhanced by specialist teams who support technological integration; Additional Educational Needs; and English Language Learners.

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	Form/Mixed	2	2	2
HISTORY	Mixed	2	2	2
GEOGRAPHY	Mixed	2	2	2
ART	Form	1	1	1
IT	Form	1	1	1
DESIGN TECHNOLOGY	Form	1	1	1
DRAMA	Form	1	1	1
MUSIC	Form	1	1	1
THAI STUDIES	Set ***	1	1	1

*Maths

On entry to Middle School students are placed in ability set classes. These sets are fluid throughout Middle School

**Science

During years 7 and 8 students are taught Science in their form groups. As students enter year 9 they will end their Middle School study and begin IGCSE courses so at this time students are in mixed classes. Further streaming takes place in years 10 and 11

***Thai Studies

Students are taught in groups according to their ability and awareness of Thai language and culture. Thai language A students have Thai studies within Language A curriculum

Homework

The homework schedule for Years 7-9 is intended to provide a structured framework that will support students in their development of well-organised work and study habits. English, Mathematics, Science and languages have two slots of homework a week, with the other subjects having one. Homework, when given, must be recorded each day in the student's planner, which parents are asked to check on a weekly basis. Further information about homework will be posted for each group on Google Classrooms.

Assignments should be carefully chosen and support or reinforce the learning that has taken place at school. A timetable is made available to all students and parents at the beginning of the Academic year and students are actively encouraged to commit to their homework in a positive environment – at a desk, without distraction and with computer use in a common area at home.

	YEAR 7	YEAR 8	YEAR 9
Scheduled Homework Per Night	30 minutes	30 minutes	60 minutes

Year 7 Homework Timetable 2025-2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Geography History	Science	Modern Languages/Thai	Maths	English

Maths, English, Science, Thai A, Modern Languages, Geography, History: 1 per week approx 30 mins and timetabled/published

Geography and History: 1 per week approx 30 mins (these alternate) and timetabled/published Art, Music, PE, DT, Drama, Computing: as required up to 30 mins and not timetabled or published

Year 8 Homework Timetable 2025 - 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Science	English	Geography History	Maths	Modern Languages/Thai

Maths, English, Science, Thai A, Modern Languages, Geography, History: 1 per week approx 30 mins and timetabled/published Geography and History: 1 per week approx 30 mins (these alternate) and timetabled/published Art, Music, PE, DT, Drama, Computing: as required up to 30 mins and not timetabled or published

Year 9 Homework Timetable 2025 - 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Science	Maths	English	Modern Languages/Thai	Science
Maths	Modern Languages/Thai	Geography a, d, e History b, c	Geography b, c History a, d, e	English

Maths, English, Science, Thai A, Modern Languages: 1 or 2 per week approx 60 mins in total and timetabled/published Geography and History: 1 per week approx 30 mins (these alternate) and timetabled/published Art, Music, PE, DT, Drama, Computing: as required up to 30 mins and not timetabled or published.

Please note that Geography and History Groups (a,b,c,d) are NOT Tutor Groups

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 curricular. As such we encourage students at Middle School to participate in a range of activities offered across the year.

Activities take place during afternoons for one hour after school (usually 2.45-3.45). They range from sporting activities to arts and music and science and students choose to do one or two a week from the programme. We have an increasing number of students who play an active part in the growing number of Academies at BISP.

Wellbeing Days

In addition to the pastoral care and support students receive during Tutor Time, we also dedicate five full school days each year to Wellbeing.

These Wellbeing Days are tailored to each year group and designed to help students develop important life skills. Each day focuses on a different aspect of wellbeing, encouraging students to reflect, collaborate, and grow. At the heart of every Wellbeing Day is a strong emphasis on kindness, compassion, and working together to create something meaningful.

Across the year, students explore:

- Social Wellbeing – building friendships, teamwork, and respectful communication
- Physical Wellbeing – learning about healthy habits, movement, and self-care
- Mental Wellbeing – exploring mindfulness, emotional awareness, and stress management
- Cognitive Wellbeing – developing resilience, problem-solving, and growth mindset
- Wellbeing through Service – understanding how to give back and make a positive impact on the wider community

Students often work together on group projects, allowing them to achieve something they're genuinely proud of whilst connecting with others in a purposeful and positive way.

Learning Skills

We are committed to the development of some key learning skills across the whole school. These are evident in our approaches to teaching and learning from Little Ducks to IB level and support those attributes and learner profiles required for success at IGCSE and IB level. These skills directly link to our learning values and enable pupils to personalise and connect their learning in a safe yet rigorous environment in order to become expert learners.

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 students' interactions with technology. The use of shared documents in the classroom also prompts learners to communicate and collaborate effectively, to develop information fluency and to hone their ability to research efficiently. A more authentic, personalised learning process is another advantage of having a 1:1 MacBook program, as well as supporting and encouraging a diverse range of learning styles.

FIRST LANGUAGE ENGLISH

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 Introduction to Year 7 English. Reflecting on personal values, using figurative language and knowing when to use formal and informal language	Crafting Characters: Short Stories Introduction to Year 8 English. Creating our own short story and exploring how authors use elements of fiction to create compelling stories and characters.	Short Stories: Writing to Narrate An introduction to Year 9 English. Learning basic elements of prose and features of short story narrative writing, expanding knowledge of grammar and technical writing.
Compelling Novels: The Breadwinner Discovering how authors make dynamic characters in order to learn and express a theme or message.	Power and Conflict: Romeo and Juliet Understanding the features of drama and learning how to write an analytical paragraph.	The Art of Rhetoric Introducing the use of persuasive techniques and analysing their use in the context of speeches and films.
Poetry Without Pressure Different styles of poetry, imaginative verse and literary analysis	Journeys: Travel Writing Exploring different travel writing text types and how persuasive language is used to achieve a purpose.	Representations of War An evaluative exploration of war through poetry: interpreting, analysing and incorporating various text types, purposes and voices to inform and express emotions.
In the News Exploring how information is gathered and discovering how news presents this in an entertaining and unbiased manner.	Poetry from Different Cultures Creating our own poetry and exploring how poets from around the world use language, sound and structure to create meaning.	Drama & Theatre - DNA An exploration of theatre, learning how to draft, proofread and structure analytical responses related to characterisation, elements of drama and other dramatic language devices.
Myths and Legends Reading and understanding myths, legends and epic tales of different cultures from around the world.	They Called Us Enemy Understanding non-fiction writing through the features and elements of graphic novels while analysing both visual and written language.	Elements of Fiction - The Outsiders Novels in two genres, Literary analysis, textual and extract study, empathic response, narrative Writing. Developing empathic writing skills and further exploring how authors make characters believable and dynamic.

FIRST LANGUAGE ENGLISH

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 BRIDGING

English Bridging is a structured course that focuses on strengthening students' academic language, particularly in writing, to ensure they are well prepared for success in First Language English and other subjects requiring strong literacy skills. The course combines key strategies for developing language proficiency with the exploration of literature and structured written responses. For some students, this class provides a valuable transition, offering targeted support that aligns with their current stage of language and academic development. The aim is to build confidence, accuracy, and fluency, equipping students to thrive in increasingly demanding academic contexts to best prepare them for First Language English at iGCSE and IB.

Aims

- Students develop skills in speaking, listening, reading and writing in order to access academic subjects effectively.
- Students learn to express themselves effectively in a range of formal and informal settings preparing them for life beyond school.
- Students study a range of literature, non-fiction and media texts, beginning to analyse authorial choices.
- Students prepare for the rigors of studying language and literature for IGCSE and IB courses.

Course Content

YEAR 7	YEAR 8	YEAR 9
Hobbies and Sport	Money	Energy Crisis
Festivals and Music	Cars and Bicycles	Using Technology
Learning at School	Special Occasions	Peace
Entertainment	Staying Healthy	Dreams and Nightmares
Shopping	English World	Living Standards
Healthy Eating	Local Products	Crime and Punishment
Diaries and Blogs	Friendship	Risk and Adventure
Fashion	Country and City Life	Space and Beyond
Rules and Regulations	Fame and Fortune	Think Big
Future Developments	Animal Passion	National Customs
Travel and Transport	Early Moments	Habits and Obsessions

Students will additionally study literature which may include prose, drama, poetry and graphic novels, but the timing will depend on the progress of each cohort. The order and content of these topics is subject to change based on the readiness of the students in each class.

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. Students will also be assessed on organisation, production of text, language use, speaking and presenting, and analysis. Additionally, Cambridge English Scale will be used as an additional tool to assess students' language proficiency stages.

ENGLISH LANGUAGE ACQUISITION (ELA)

Aims

The main aim of ELA for Middle School students who are non-native English speakers is to ensure proficiency in listening, speaking, reading, and writing. This proficiency is crucial for their academic success and seamless integration into mainstream education. Programmes are designed to create a supportive environment that enhances students' communication skills and empowers them to engage with various texts effectively. The focus is on fostering independence and adaptability in English usage while continually monitoring progress and assisting students in applying learnt structures across different school contexts. This comprehensive approach equips students to tackle a wide range of academic challenges confidently.

ELA Programmes

We offer three programmes in Middle School depending on the student's English proficiency:

- Intensive English Course (IEC)
- Main ELA Programme (ELA)
- Extra English Programme (EE)

	PROGRAMMES	ENGLISH PROFICIENCY
Year 7	IEC	Emerging (CEFR A1)
Year 8	IEC	Emerging/Developing (CEFR A1-A2)
Year 7	ELA and EE	Developing/Expanding (CEFR A2-B1)
Year 8	ELA and EE	Developing/Expanding/Bridging (CEFR A2-B2)
Year 9	ELA and EE	Expanding/Bridging (CEFR B1-B2)

Intensive English Course (IEC)

The IEC aims to rapidly improve students' English proficiency for better class and social interactions and build self-confidence. It features small groups for personalised learning and employs various teaching methods to make learning engaging. The curriculum is integrated with mainstream subjects, helping students develop core language skills to participate in Art, Maths, DT and Music, as well as other subjects depending on the student's English proficiency.

Main ELA Classes

The main ELA classes aim to improve English language skills, including listening, speaking, reading, and writing. It uses activities to improve pronunciation, build vocabulary, develop writing skills, and promote cultural understanding. The curriculum is divided into different levels to cater to a range of proficiency levels, and it includes regular assessments to monitor progress. Its primary goal is to build confidence and proficiency in English, preparing students for academic success and effective communication in various contexts.

ENGLISH LANGUAGE ACQUISITION (ELA)

Extra English Classes

The Extra English classes are an extension of the main ELA class. They are designed to enhance students' English proficiency through focused reading, writing, speaking, and listening modules.

Unit Themes

The ELA curriculum is organised into various thematic units, each designed to develop students' mastery of English through engaging, real-world contexts. These units encompass a broad range of topics to enhance vocabulary, grammar, and language functions appropriate for each proficiency level.

IEC	YEAR 7	YEAR 8	YEAR 9
School and Home	Hobbies and Sports	Money	Energy Crisis
Cool School	Festivals and Music	Cars and Bicycles	Using Technology
Hangouts	Learning at School	Special Occasions	Peace
Study Time	Entertainment	Staying Healthy	Dreams and Nightmares
Scary Stories	Shopping	English World	Living Standards
Tech Time	Healthy Eating	Local Products	Crime and Punishment
School Trips	Diaries and Blogs	Friendship	Risk and Adventure
Holidays	Fashion	Country and City Life	Space and Beyond
Shopping	Rules and Regulations	Fame and Fortune	Think Big
Live to Eat	Future Developments	Animal Passion	National Customs
Learning for Life	Travel and Transport	Early Moments	Habits and Obsessions

Assessment and Connecting to the Mainstream

Assessment and Connecting to the Mainstream

Cambridge English Scale and WIDA are used to assess students' language proficiency stages. The ELA curriculum begins to align with mainstream subjects at the developing and expanding stages to provide relevant learning experiences, helping students connect language learning with their other academic pursuits.

As students progress, the ELA curriculum effectively prepares students to participate in mainstream classrooms. They receive targeted guidance and support to meet regular classes' linguistic and academic demands, ensuring a smooth transition and continued success in their educational journey.

MATHEMATICS

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	Statistical Diagrams
Area, Perimeter and Scale Drawings	Algebraic Manipulation	Trigonometry
Fractions, Decimals and Percentages	Ratio and Proportion	Probability
Algebraic Equations	Angles, Bearings and Polygons	Sequences
Probability	Algebraic Formulae	Area, Perimeter and Volume
Volume	Straight Line Graphs	Graphs, Equations and Inequalities
Logic	Circles and Cylinders	Algebraic Manipulation
	Speed, Distance and Time	Quadratic Functions
	Similarity	Transformations

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/>

SCIENCE

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 & Behaviour	7P1 Forces
7B2 Body Systems	7C2 Elements, Atoms & Compounds	7P2 Energy & Temperature
7B3 Reproduction	7C3 Reactions	7P3 Space
	7C4 Acids & Alkalis	

Year 8

BIOLOGY	CHEMISTRY	PHYSICS
8B1 Health & Lifestyle	8C1 Periodic Table	8P1 Electricity & Magnetism
8B2 Adaptation & Inheritance	8C2 Separation Techniques	8P2 Sound
	8C3 Metals & Acids	8P3 Light



SCIENCE

Assessment: Each unit takes on average three to four weeks to complete. Throughout the year students will be assessed in varying ways. These will include more formal and traditional end-of-unit assessments and practical, skill based assessments.

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/>

SCIENCE

YEAR 9

IGCSE

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. Students will work through the different Science subjects in three themes, which will cover complementary parts of Biology, Chemistry and Physics. The students will have access to an online interactive textbook to help with their studies.

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

Year 9

BIOLOGY	CHEMISTRY	PHYSICS
Theme 1: Building Blocks	P2 Thermal Physics	B19 Organisms & their Environment
P2 Kinetic Model of Matter	C6 Rates of Reactions	C10 Water
C1 States of Matter and Diffusion	B5 Enzymes	B20 Eutrophication, Carbon Cycle & Greenhouse
C2 Atomic Structure		P3 EM Spectrum
B4 Biological Molecules		
B2 Cells		
B3 Osmosis		

SCIENCE

YEAR 9

IGCSE

Assessment: On completion of each Theme, 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. In addition, students will undertake a variety of practical tasks and investigations. The overall grade for Year 9 Science will help formulate and advise the best pathway for them in IGCSE, whether that be Coordinated or Separate Sciences.

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/>

ART & DESIGN

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	<p>Students will learn observational drawing, tonal blending, introduction to the formal elements and drawing in proportion.</p> <p>Still life, service projects, printmaking techniques, and mixed media.</p>	<p>Students will develop observational drawing, mark making, an understanding of shape and space, and pattern.</p> <p>Ceramics, including joining, pottery wheel techniques, glazing and hand building.</p>	<p>Students will refine their skills in observational drawing, balance, composition, and resolution of a final piece.</p> <p>Mixed media collage and painting in the style of an artist, focusing on developing composition and mark-making techniques.</p>
YEAR 8	<p>Observational Drawing</p> <p>Students will learn how to draw from observation drawing, tonal blending, introduction to the formal elements and drawing in proportion.</p> <p>Abstract painting focusing on texture and colour, inspired by artists who explore these elements in their work and sustainability.</p>	<p>Observational Drawing</p> <p>Students will develop observational drawing, mark-making, an understanding of shape and space, and pattern.</p> <p>Ceramics, including joining, pottery wheel techniques, glazing and hand building.</p>	<p>Observational Drawing</p> <p>Students will refine their skills in observational drawing, balance, composition, and resolution of a final piece.</p> <p>Coloured pencil and drawing techniques Influenced by themes of science and transformation.</p>

ART & DESIGN

YEAR 9	Observational Drawing	Observational Drawing	Observational Drawing
	<p>Students will learn observational drawing, tonal blending, introduction to the formal elements and drawing in proportion.</p> <p>Painting with acrylic paint in the style of an artist, focusing on developing brush control and mark-making techniques. Exploring art from different times and cultures.</p>	<p>Students will develop observational drawing, mark-making, an understanding of shape and space, and pattern.</p> <p>Drawing and painting with a focus on colour and composition, including detailed pen drawings inspired by the natural world, sustainability, and both local and global artists.</p>	<p>Students will refine their skills in observational drawing, balance, composition, and resolution of a final piece.</p> <p>3D design and model making experimenting with a range of media and taking inspiration from contemporary and historical artists.</p>

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:

<https://mocabangkok.com/>
<https://artsandculture.google.com/>
<https://www.behance.net/>
<http://www.artchive.com>
<http://www.tate.org.uk>
<http://www.artlex.com>
<https://www.thisiscolossal.com/>
<http://www.nationalgallery.org.uk>
<https://www.inclaystudio.com/>

DRAMA

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 in Y7 & Soundscape Improvisation	Introduction to Drama in Y8	Darkwood Manor
Halloween Devised Drama	Introduction to Physical Theatre & Improvisation	Devised Theatre
Super Heroes	Chair Duets	Shakespeare (play)
Musical Theatre - Matilda	Puppetry & Silent Movies	Shakespeare (play)
LAMDA: Preparation and Assessment	LAMDA: Preparation and Assessment	LAMDA: Preparation and Assessment

Assessment: Students are assessed throughout the units of work. They are assessed primarily on their use of acting techniques and theatre skills, which are developed throughout the academic year. End of unit performances are used as formal assessments, but each student's application during the entire unit of work is considered, in order to make judgements on grades. The KS3 criteria for grading is available on Google Classroom.

Course Information

Useful websites:

<http://dramaresource.com/resources/useful-links>

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

MUSIC

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
Concert Band Programme: All students will be given the opportunity to play either a Woodwind or Brass instrument, developing their playing and performing skills, and knowledge of the musical elements.	Concert Band Programme: Students will continue to develop their instrumental technique, performing skills and knowledge of the musical elements.	Concert Band Programme: Students will continue to develop their instrumental technique, performing skills and knowledge of the musical elements.
Fanfare	Blues Music	Electronic Dance Music
Musical Futures: All students will perform as a band, learning to play basic patterns on the guitar, bass guitar, drums and keyboard using tab and standard notation, as well as developing confident singing skills.	Musical Futures: All students will perform as a band, learning to play basic patterns on the guitar, bass guitar, drums and keyboard using tab and standard notation, as well as developing confident singing skills.	Musical Futures: All students will compose and perform as a band, learning to play basic patterns on the guitar, bass guitar, drums and keyboard using tab and standard notation, as well as developing confident singing skills.
	African Music	Film Music
		Indian Music

Assessment: Assessment levels will be reported according to school procedures. Formative assessment will take place on a regular basis in class and all pupil performance tracked in order to use in final assessment data.

Course Information

Useful websites:

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

<http://www.oxfordmusiconline.com/public>

<http://www.bbc.co.uk/education/subjects/zpf3cdm>

<http://www.naxos.com>

DESIGN TECHNOLOGY

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	Wood Puzzle - An introduction to traditional woodworking tools, with a focus on developing practical skills and problem-solving abilities	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	Hotel Room- Developing modeling and graphical skills and techniques by creating a scaled model of a themed room.	Lamp Project - Cross curricular project with Computer Science to create a themed Art Deco style light
Night light - Making and creating a Destijl themed light using a range of hand tools, machinery and laser cutter	Stationery Storage – Design and create a storage box using a range of techniques and machinery in the workshop	Baseball Game – Create a moving baseball game using levers and linkages, incorporating a range of materials.
Introduction to single and two point perspective using A3 drawing boards	Buzzer Project - Design and build a working Buzz Wire Game using basic electronics. Using a circuit that includes a buzzer, powered by batteries	



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 a skills-based project assessment, reflecting on the knowledge they have gained over the year.

Course Information

Useful websites:

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

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

<http://www.technologystudent.com>

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-design-and-technology-0445/>

MODERN LANGUAGES

Aims

Students have a choice of French, Mandarin, or Spanish. Modern Languages (ML) classes aim to give students a positive experience learning an additional language, and inspire a love and appreciation of language learning. This language should be an additional language to the student's home or native language and, therefore, students who are already competent in a particular language should choose a different one for their ML classes. Our aim is that students 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 high expectations for every student, we aim to teach important life skills through language learning, helping your child to develop their ability to play a meaningful role as global citizens.

Course content: French

YEAR 7	YEAR 8	YEAR 9
Self-portrait	Leisure activities	Social life
School	I love Paris	Healthy lifestyle
Hobbies & sports	My personality	Jobs & future
At home	All about food	Holidays
Holidays & travel		Shopping

Course content: Mandarin

YEAR 7	YEAR 8	YEAR 9
Self-portrait	Countries & Languages	Meeting people Jobs
My family	Weather & seasons	& hobbies School life
My daily routine	My hobbies	Shopping & eating
Jobs & transport	All about food	out How do I get
The body & clothing	My home & neighbourhood	there?

MODERN LANGUAGES

Course content: Spanish

YEAR 7	YEAR 8	YEAR 9
Self-portrait	People: friends & celebrities	Communication & leisure
At school	Going out	Teachers & school
My family	My holidays	Health
My home & neighbourhood	Meals & eating out	The world of work
My free time	Clothes & fashion	Spanish-speaking countries & global issues
My town & weather	Barcelona	My home & yours

Useful websites:

WEB LINKS	FRENCH	MANDARIN	SPANISH
www.languagesonline.org.uk	✓	-	✓
www.quizlet.com	✓	✓	✓
www.linguascope.com	✓	✓	✓
www.language-gym.com			
www.languagesonline.org.uk	✓	-	✓
www.lepointdufle.net	✓	-	-
www.wordreference.com	✓	✓	✓
Talking Chinese to Pinyin/Zhuyin Converter	-	✓	-
《卡》字笔画、笔顺、笔划 - 卡字怎么写?	-	✓	-
www.languageut.com	✓	✓	✓

Assessment:

For Modern Languages there are four assessed components; each are weighted equally:

- Speaking - 25%
- Writing - 25%
- Listening & Responding - 25%
- Reading & Responding - 25%

There will be two kinds of assessment:

- Formative assessments are designed to reinforce learning as students progress through each unit of the course. On-going formative assessment tasks and end of unit tests may be set for homework and in class.
- Summative assessments are designed to provide a snapshot or checkpoint of a student's progress at the end of a unit, each term, or at the end of the year, and offer an indication of attainment at that time.

THAI STUDIES

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

	YEAR 7	YEAR 8	YEAR 9
TERM 1	Wai Kru	Wai Kru	Wai Kru
	Thai Greetings	Thai Greetings	Thai Greetings
	Self introduction	Useful Daily Phrases	Thai National Holidays
	Thai Etiquettes	Feelings	Loy Krathong
	Loy Krathong	Loy Krathong	
TERM 2	Useful Daily Phrases	Weather and Seasons	Thai Society and Wisdom
	Sizes/Adjectives	Houses and Locations	Places of Attraction
	Days/Months	Food/Drink	Thai Nation
	Family	Community Places	
TERM 3	Pets	Shopping	Thai Monarchs
	Food and Fruits	Clothes	Thai Culture and Products
	Time	Directions/Transport	Thai Arts
	Directions and Transport	Occupations/Jobs	Thai Leisure
	Thai Sports and Games	Thai Sports and Games	

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

FIRST LANGUAGE THAI

Aims

- Offering opportunities to learn and undertake activities to achieve Prathom 6 Thai language (Tor) and culture (Sor) standards prescribed by the Ministry of Education of Thailand (MOE) whilst covering the content for this:
- To develop a reading habit, knowledge and thoughts to support decision making
- To write efficiently in different forms
- To make a sound choice in listening and watching and to speak constructively and creatively on different occasions
- To understand Thai language nature, conventions, changes, power and wisdom and conserve it as a national asset
- To appreciate Thai literature and to apply the knowledge in real life situations
- To observe Thai traditions and culture and live peacefully in the Thai and global society
- To understand and uphold the Thai constitutional monarchy
- To conserve the Thai nation, Thai culture and Thai wisdom
- To understand the relationship between man and their physical environment that has led to the creation of its culture and to conserve nature for giving sustainable development in Thailand

Course Content

	YEAR 7	YEAR 8	YEAR 9
TERM 1	Reading Comprehension	Reading comprehension	Reading Comprehension or Critical Reading
	Literal Meanings	Summary Writing	Narrative Writing
	Facts and Opinions	Personal Letters/Form Filling	Global Issues
	Important People of Phuket	Current Issues/Articles	Descriptive Writing
	Elements of Writing	Non-literary works/Media	Thai Festivals
	Creative Writing	Public speaking	Thai Manners and Etiquettes
	Thai Festivals	Thai Writing Conventions	Thai Arts and Architecture
	Descriptive Writing	Thai Literary Works	Literary Devices
	Phuket people ways of life	Formal Letters	Short story
	Summary Writing	Persuasive Writing	
	Essay Writing	Thai History: Sukhothai Period	

FIRST LANGUAGE THAI

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: Chakkri Dynasty	Thai History: Ayudhaya Period	Democratic Processes
			Thai Governance
			Thai History: Thonburi /Rattanakosin Period

Assessment:

Each unit will assess a student's level for one of the Thai language and culture skills. Students will practise each of the skills throughout the year. On completion of each unit, students will do an assessment task either orally or in writing and receive a level for this. The average of these assessment points will make up 70% of their overall mark for the year.

At the end of the year students sit a final examination covering all of the units studied. The result from this will make up the other 30% of their overall mark.

Course Information

Useful websites:

<http://www.dekgeng.com>

http://www.karn.tv/index.php?option=com_content

<http://www.thaigoodview.com>

<http://guru.sanook.com/encyclopedia>

<http://rirs3.royin.go.th/dictionary.asp>

GEOGRAPHY

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?	Population & Migration	Unstable Earth
	Mapping	Caves	The Geography of Conflict
TERM 2	River Processes & Landforms	Africa	Our Coastal Guardians - 'Reefs and Mangroves'
	Water Issues (Flooding)	Rainforests	Sprawling Cities
TERM 3	Farm & Factories	Weather and Climate	Going Global
	Settlement Growth	Disease	Geography of Gender Inequality

Assessment: Each unit will contain tasks that assess a student's level. On-going formative assessment pieces and end of topic tests will be set both for homework and in class.

Course Information

Useful websites:

<http://www.geographyalltheway.com>

<http://www.google.com/earth>

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

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

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
TERM 1	Thinking Like a Historian	Pre Colonialism Asia and African Empires	Significant events from the 20th Century
	Life in the Roman Empire	The Aztec Empire	World War I
TERM 2	Ancient China - The rule of Wu Zetian	The Golden Age of Piracy	World War I
	The Fall of Constantinople	The Transatlantic slave trade	Hitler and the Holocaust
TERM 3	Warfare and Weapons through time	The Civil Rights movement	Japanese Imperialism and WWII

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>

YEAR 9

PERSPECTIVES

Aims

- Develop critical thinking and analysis skills.
- Foster global citizenship: Students will understand the concept, importance, and strategies for becoming responsible global citizens who engage with issues impacting the world.
- Enhance communication skills: Students will be able to effectively communicate their ideas through presentations, essays, infographics, and elevator pitches.
- Promote research and information literacy: Students will learn to find reliable sources, analyse information, and present their findings effectively.
- Explore real-world issues: Students will explore complex issues like globalization, change, development, and local concerns from different stakeholder perspectives.
- Understand key systems: Students will gain knowledge about political, economic, and market systems that shape society.
- Promote innovation and problem-solving.

Course Content

	KEY CONCEPT	KEY CONTENT/SKILLS	ASSESSMENT
1A	Global Interactions	<ul style="list-style-type: none"> • Global Citizenship. • What does it mean? • Why is it important? • How do we develop it? • Stakeholders and their perspectives. Macro and micro issues. 	Multimedia presentation on a local issue from chosen stakeholder perspective.
1B	Globalisation	<ul style="list-style-type: none"> • Causes, effects and lasting impact of globalisation. • Trade history and development. • Impact on today's society. • Outsourcing as a business practice. 	Essay - Apple's use of Foxconn for outsourcing.
2A	Change	<ul style="list-style-type: none"> • What makes an idea significant? • What resistance is there to change? • Why is change important? 	Poster presentation on a chosen idea or innovation titled "Ideas that changed the world".

YEAR 9 PERSPECTIVES

2B	Systems	<p>What are the key systems?</p> <p>Political systems.</p> <p>Economic systems (including sectors of industry and the business cycle)</p> <p>Market systems.</p>	Infographic on a country's systems (political and economic).
3	Development	<ul style="list-style-type: none"> • What do mean by development and how do we measure it? • Study of HDI. • Why is development important? • What resistance is there to development? • Sustainable development, the rise of pressure groups and social enterprise. 	Elevator pitch and presentation on a social enterprise project.

Assessment Students will complete a series of formative assessments including multimedia presentations, an essay and infographic.

Course Information

Useful websites:

<https://www.globalcitizen.org/en/>

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

<https://www.ted.com/talks>

<https://data.worldbank.org/>

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

COMPUTER SCIENCE

Aims

A high-quality Computer Science 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 KS3 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 Computer Science, 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
Game theory, design & creation with MIT Scratch	Game Making MakeCode Arcade... Cross-curricular ART	App Creation
Text-based programming - Python basics	VEX IQ Robotics	Text Based Adventure in Python.
VEX VR / Intro to VEX IQ	Creativity and innovation pt2 - Using BBC Microbit	Creating an programming a 3D printed Lamp - Cross Curricular with DT
Creativity and innovation pt1 - Using BBC Microbit	How computers work	Vex Robotics
Artificial Intelligence unit		

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 make up 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

- To create 'Physically Literate' students by developing students' competence (both cognitive and physical), motivation 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 students' ability to work individually, in groups and in teams, developing concepts of fairness and of personal and social responsibility, including developing emotional intelligence.
- Students 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.
- To engage students in lessons by inspiring them to learn and try new skills, igniting their passion for a sport or physical activity and nurturing their mental, social and physical wellbeing.

Course Content

All students will undertake games units under the following three categories: Invasion Games, Net Games, Striking and Fielding Games

- As well as these, students will undertake an Aquatics Unit, where they have the opportunity to choose either:
- a rotation of personal survival, lifesaving and water polo
- a "learn to swim" pathway either as a participant (for students with little swimming background) or as a leader (for more advanced swimmers wanting to develop leadership skills).

Students will undertake an Aesthetics Unit where they can choose from a range of aesthetic activities, including Aerial Arts, Gymnastics, Parkour, Dance and Freestyle Football.

Students will undertake Athletics (Track and Field) activities to prepare for Secondary Sports Day.

Health-related Exercise and Outdoor Adventurous Activities will be covered over the KS3 years.

PHYSICAL EDUCATION

Assessment:

Students are assessed throughout each unit using the Head, Heart, Hands Assessment Model.

Each of the three strands in this model is equally important and holds the same value.

The infographics below outline the key areas within the Head, Heart, Hands model:

[HHH explained infographics](#)

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>



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