



Key Stage Curriculum Guide

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Welcome from the Head of Secondary

Dear Students and Parents,

Welcome to Key Stage 3 at The International School @ ParkCity Hanoi (ISPH). This curriculum guide contains all the important information we feel you need to know, with regards to the subjects studied during Years 7, 8 and 9 at ISPH.

Key Stage 3 (KS3) is a crucial time in a student's academic career; students enter KS3 having completed their primary education and leave fully prepared for the rigours of Key Stage 4 (KS4) and the IGCSE curriculum. During KS3 students develop emotionally, cognitively and physically; they mature from children to young adults ready to commence their IGCSE courses. It is, therefore, our job to ensure that these young adults are equipped with the skills, knowledge, understanding and mindset to guarantee a successful transition from KS3 to KS4. Hence we view this time in a student's educational career as crucial to building the foundations for success in KS4 and beyond.

Our KS3 curriculum is both broad and balanced. It provides all students with a wide range of subjects and experiences so that they may find their passions and strengths whilst developing those skills and characteristics evident in the ISPH Core Values and Learning Habits, attributes on which we place a great deal of importance. It is these Core Values and Learning Habits that determine the difference between a good student and an exceptional student and at ISPH our expectation is that all of our students will be exceptional.

The information within this document provides an in-depth look at the KS3 subject curriculum but this is by no means the full picture of what we offer at KS3. Our academic subjects are complemented by an outstanding Co-Curricular Activity (CCA) programme, many sporting opportunities, a wide variety of activities in the performing and creative arts and many extracurricular events. All of our students are encouraged to follow and develop interests outside of the classroom. Risk-taking is encouraged and celebrated so that our students regularly step outside of their comfort zones and learn from their experiences to build resilience, motivation and gain a deeper knowledge of themselves as a learner. This along with leadership opportunities and a comprehensive and well developed Community Outreach and Life Skills (COALS) programme gives us the confidence to say that all of our students at Key Stage 3 become the very best version of themselves and exceptional young people.

I hope you find the information in the guide useful and should you have any questions about the content or wish to find out more, please do not hesitate to contact me.

Warm regards



Stuart Hill
Head of Secondary School
stuart.h@isph.edu.vn

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Welcome from the Key Stage Three Team

Head of Key Stage Three - Mrs Maria

Key Stage 3 is an exciting, creative and progressive period of a student's schooling. Not only is this an important transitional period from primary school into IGCSE years, but it's a paramount period of change and development for our young learners. Throughout the 3 years in this phase, students will mature socially, emotionally, physically and mentally into people ready to access the rigorous two years that follow. It is my absolute pleasure to facilitate this process and provide the framework in which our students can thrive on this journey.



The opportunities available for Key Stage 3, both academically, socially, physically and creatively are vast. Ensuring that Key Stage 3 students are open to and engaging in such opportunities is as much a part of their learning as what happens in the classrooms. It is during these three years of a child's education that they will really refine their knowledge and skills and be given the support to prepare to make some important educational choices; IGCSE options. Without experiencing such learning opportunities, students will not be fully prepared to make informed decisions. Therefore, we do place a big emphasis on developing the "whole child" while also holding very high expectations of academic engagement and progress.

At ISPH we have an ethos of inclusion and care. This is something that I am very proud to be a part of and strive to facilitate every day while working with our Key Stage 3 learners. Our team of tutors, as well as all of our teaching staff, have an 'open door' policy which encourages students to approach any of us if any such needs arise. We are all here to support your child and remove barriers to learning. With a strong triangulation of support and hard work, we can ensure that all Key Stage 3 students enjoy, access and progress through the phase and are prepared for the challenges of Key Stage 4.

For any questions related to Key Stage 3, please do not hesitate to contact me on maria.k@isph.edu.vn

Key Stage 3 Tutor Team



Year 7A

Mr James L - Ms Keddy



Year 7B

Ms Viv



Year 8

Mr Paul - Mr Daniel



Year 9

Ms Huyen - Ms Stephanie

Secondary Student Leadership

A key part of a student's education is allowing individuals to develop important life skills such as organisation, teamwork and leadership. Within Key Stage 3 at ISPH students have many opportunities for this. The most opportunities are the roles of Secondary Prefects and House Captains.

Secondary Prefects

The key role of the Secondary Prefects is to act as representatives of the wider student body. They will act as role models for their peers in terms of attitude, uniform and behaviour. They meet once every half termly in leadership meetings which will be not only an added opportunity to cultivate student ideas but also a forum for students to further develop their own leadership skills.

Their responsibilities include:

- Contributing to the overall secondary student leadership team by supporting the work of the School Council, House Captains and staff in leading events and activities throughout the year
- Pioneering student-led initiatives to improve the ISPH environment and the wider community
- Enhancing the CCA program and other extracurricular activities

House Captains

House Captains are elected by their Houses from years 9-10. Their main responsibility is to lead and represent their House and to encourage participation and collaboration and motivate others. This participation and competitive spirit starts with House and school competitions, but hopefully goes beyond this and towards encouraging students to fully involve themselves in all aspects of life at ISPH. They are also to help promote school events and to support the delivery of the ever popular House Weeks and assemblies.

How do students learn in Years 7, 8 and 9?

Key Stage 3 is an important time in a student's educational journey. It is in these years a student makes the transition from Primary School to the Secondary examination years. Significant change must take place in order for this transition to be successful. Teaching and learning in a style that develops the skills needed at Key Stage 4 and beyond is paramount the student's future success.

During Key Stage 3 students are taught specific subject skills, knowledge and understanding through creative, imaginative lessons based on real-life situations and scenarios. The students enjoy a wide variety of subjects in taught in engaging formats with the aim of capturing their imagination and satisfying their ever increasing thirst for knowledge. There is an emphasis on independence, analysis, evaluation and creativity and through this the students develop the ability the think critically; a crucial skill for later life.

During Key Stage 3 students further develop the confidence and skills required to become independent learners. Information technology is incorporated across the curriculum allow the students to develop the skills needed for the IGCSE years and beyond.

What do students learn during Key Stage 3?

The Key Stage 3 years see students 'spread their wings' intellectually and grow as young people. They will be forging new ground in subjects they started at Primary School, where they will be challenged to be more involved in the learning process and to take more responsibility for their own learning. They will also start new subjects that will open up new ways of thinking and experiences that will stimulate their evolving minds.

Students in Years 7, 8 and 9 study the UK National Curriculum (NC). The NC is one of the world's most popular secondary curriculums and can be found in most British International Schools around the world. The NC is a popular choice globally as it encourages the spiritual, moral, cultural, mental and physical development of students and it prepares students for the opportunities, responsibilities and experiences of later life.

The NC allows students to study a variety of subjects; English, Mathematics, Science, History, Geography, Creative Arts, Performing Arts, Physical Education and Languages. Through the study of these subjects, students become increasingly knowledgeable and start to develop the love and interest in subject areas that may see them studied during the IGCSE years and beyond.

Learning Support

Our Learning Support programme is designed to provide students who require additional academic assistance with the support they need. Whilst Learning Support includes EAL (English as an Additional Language) lessons, the support offered to students is very much tailored to the individual. Students may have access to one or more areas of the Learning Support programme alongside their mainstream studies.

EAL (English as an Additional Language)

Please see the information found on the following pages for more information on the EAL programme in Key Stage 3.

Learning Support

Learning Support is provided for those students who need additional support with their studies; this may be for a short period of time to boost their subject knowledge or it may be over a longer period of time to help develop key skills. These sessions can take place in small groups and groupings are determined by the needs of the individual students. Learning Support will often target needs in the core subjects (English, Maths and Science) but may sometimes support other curriculum subjects too. Learning Support can also support students with study skills, revision techniques and organisation.

SEN Support

Special Educational Needs (SEN) support is provided for students with specific and identified needs and is carefully planned to support these needs. SEN support may take place on an individual or group basis and the frequency of this varies depending on the needs of the student. SEN support may take the form of in-class support by a specialist Learning Support Assistant or it may be out of class in a group or 1:1 environment.

English as an Additional Language (EAL)

Our EAL programme is designed to develop the English language skills of students to enable them to be academically successful in the classroom and communicate effectively in social situations.

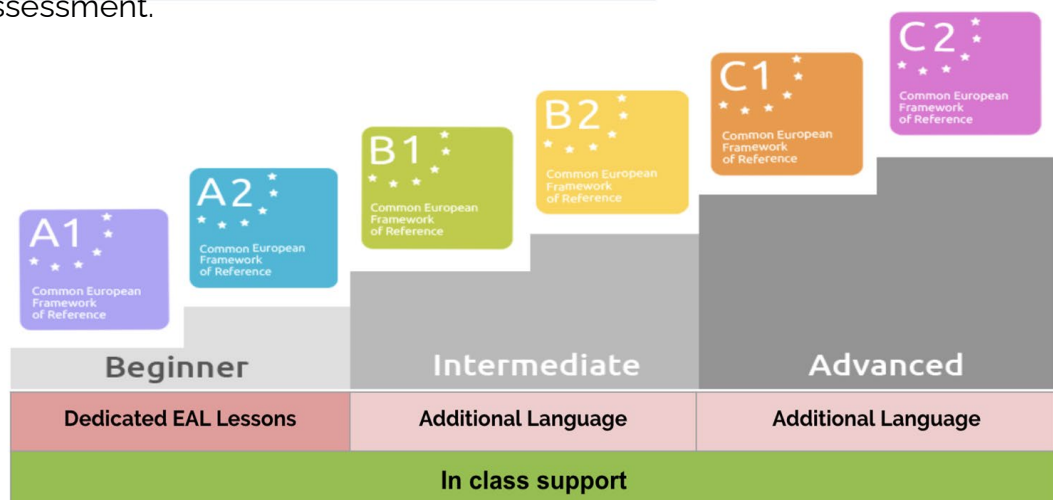
Students can be identified as a candidate for the EAL programme in a number of different ways;

- Information from a previous school
- Admission assessment results
- Interview with the student
- Dialogue with the parents
- Observations of classroom teachers

Our specialist EAL staff use a Cambridge English curriculum and this is supported by a variety of resources and materials. Our EAL staff are forward thinking and progressive; they are always looking for new ways to make learning fun and bring the content to life. The curriculum caters for beginners (CEFR Level A0 and A1, see the diagram below), up to competent English language users (CEFR Level A2).

The number of EAL classes a student undertakes each week is determined by their English language ability. Students at CEFR Level A0 or A1 will take four additional English language lessons per week whilst students who at CEFR Level A2 will take two. Once a certain level of competency is reached, B1 and above, students no longer need EAL support and will instead study a new language.

Students are assessed on their speaking, listening, reading and writing skills. Assessments are conducted each half-term with CEFR levels being reviewed after each assessment.



Community Outreach and Life Skills (COALS)

What is COALS?

COALS can be defined as a planned programme of learning through which young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of ISPH's whole school approach, COALS develops the qualities and attributes students need to thrive as individuals, family members and members of society. The COALS programme in Key Stage 3 builds on that of Key Stage 2.

The benefits of this approach are numerous as COALS prepares our students to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such a rapidly changing and challenging world. COALS also helps each student connect and apply the knowledge and understanding they gain from all subjects to practical, real-life situations while helping them feel safe and secure enough to fulfill their academic potential.

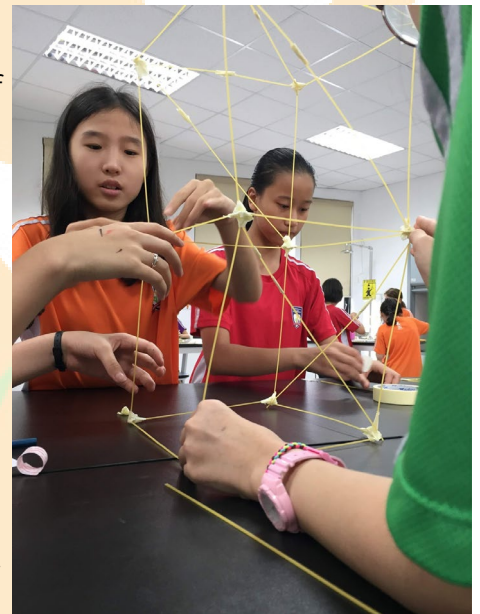
Why is COALS provision important to ISPH?

COALS makes a major contribution to ISPH's commitment to provide a curriculum that is broadly based and meets the needs of all students. Within the programme ISPH aims to:

- Promote the spiritual, moral, cultural, mental and physical development of students at the school and of society
- Prepare students at the school for the opportunities, responsibilities and experiences of later life
- Promote a sense of community
- Promote children and young people's wellbeing, promotion of physical and mental health; emotional wellbeing; social and economic well-being; education, training and recreation; recognition of the contribution made by children to community

COALS is part of ISPH's whole school approach and does not exist in isolation. The relationship between COALS provision and school ethos is strong and hugely important. An effective school ethos requires:

- Effective relationships between all members of the school community
- Students to play an active part in decision making
- School policies to be compatible with what is taught in COALS education



Subject Information

Core Subjects

[English](#)

[Mathematics](#)

[Science](#)

Humanities

[Geography](#)

[History](#)

STEAM

[STEAM \(Science, Technology, Engineering, Arts, Mathematics\)](#)

Languages

[Vietnamese](#)

[Spanish](#)

[Mandarin](#)

Computer Science

[Computer Science](#)

Creative Arts

[Creative Arts](#)

Performing Arts

[Drama](#)

[Music](#)

Physical Education

[Physical Education](#)

[Swimming](#)

Subject teacher

James Ellis: james.e@isph.edu.vn and James Lotter: james.l@isph.edu.vn

Course outline

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Through the study of English, students develop the ability to read easily, fluently and with good understanding, develop the habit of reading widely and often, for both pleasure and information, acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language, to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, an understanding of purposes and audiences, elaborate and explain clearly their understanding and ideas, make formal presentations, and participate in debate.

Year 7

Reading: Class novel study, Shakespeare, childhood poetry

Writing: Autobiographical writing, narrative writing, writing to inform

Literacy: Grammar and comprehension

Year 8

Reading: Class novel study, Shakespeare, poetry from other cultures

Writing: Descriptive writing, travel writing, debating

Literacy: Grammar and comprehension

Year 9

Reading: Fictional novel, POP and poetry, Shakespeare, poetry from other cultures

Writing: Persuasive speech/writing, travel writing, debating

Literacy: Grammar and comprehension; building towards KS4

Assessment

Students are assessed through a variety of Writing and Reading tasks, which replicate those encountered at IGCSE level, thus ensuring the development of the skills which are fundamental to success in IGCSE English Language and Literature. These include interpretation and synthesis, explanation, comment, analysis of language, structure and effect, comparison, evaluation, adaptation of tone/style/register for different forms/purposes/audiences, organisation of information/ideas, use of vocabulary and sentence structures, accurate spelling and punctuation. Students are encouraged to draft some assessment pieces in order to develop the concept of proofreading, with a focus on spelling, punctuation and grammar.

Subject teacher

Stephen Weller: steve.w@isph.edu.vn

Course outline

Mathematical thinking is important for all members of a modern society. Students who are functional in Mathematics and financially capable can think independently in applied and abstract ways and can reason, solve problems and assess risk. Maths is hugely valuable in the workplace and provides the tools required for understanding Science, Engineering, Technology and Economics.

Year 7

Analysing and Displaying Data, Number Skills, Equations, Functions & Formulae, Fractions, Decimals and Measures, Angles and Shapes, Equations, Probability, Ratio and Proportion, Multiplicative Reasoning, Perimeter, Area and Volume, Sequences and Graphs, Lines and Angles, Sequences and Graphs, Transformations.

Year 8

Factors and Powers, Working with Powers, 2D Shapes and 3D Solids, Real-life Graphs, Number, Area and Volume, Statistics, Graphs and Charts, Expressions and Equations, Transformations, Fractions, Decimals and Percentages, Constructions and Loci, Real-life Graphs, Decimals and Ratio, Lines and Angles, Probability, Scale Drawings and Measures, Graphs, Calculating and Fractions, Straight-line Graphs, Percentages, Decimals and Fractions.

Year 9

Straight line graphs, Solving Equations, Testing Conjectures, 3D Shapes, Constructions and congruency, Percentages, Maths and Money, Deductions, Rotations, Translations, Pythagoras' Theorem, Enlargements, Proportions, Rates, Solving problems using Graphs, Tables and Algebra.

Assessment

Students are formally assessed at the conclusion of each unit. This checks their understanding on algebra, number, shape and space, data handling and problem solving. Feedback will be given to students to reflect on their progress while also being asked to set targets moving forward.

Along with formal assessments students may have topic assessments throughout the term that check their understanding before building on their knowledge with new and exciting challenges. With a mixture of in class, topic and termly assessments, students are optimally prepared for IGCSE examinations in mathematics and additional mathematics.

Subject teachers

Nicola Kay: nicola.e@isph.edu.vn

Course outline

Science challenges students to engage with and explain the world around them for their own curiosity and future development. Science enables students to understand why something works the way it does and allows them to gain theoretical and practical skills. Science provides hands-on development of literacy, numeracy and a global world view whilst exploring the ethics of certain practices.

Year 7

Biology: Cells and Organs, Reproduction, Habitats and Adaptations, Classification

Chemistry: Acids and Alkalis, States of Matter, Simple Chemical Reactions

Physics: Energy and Fuels, Electrical Circuits, Forces and their Effects, Space

Year 8

Biology: Food & Digestion, Respiration, Microbes and Diseases

Chemistry: Atoms & Elements, Compounds and Mixtures, Rocks & Weathering, Materials and Recycling

Physics: Heat and Cooling, Light, Magnets & Electromagnets, Sound and Hearing

Year 9

Biology: Genes and Inheritance, Diet and Drugs, Plants, Forensics

Chemistry: Properties of Materials, Reactivity, Pollution

Physics: Energy, Speed and Forces, Pressure and Moments, Satellites and Space

Assessment

In Science we assess pupils upon the completion of each unit of study using a formal end of topic test under timed conditions. These aim to prepare students for success at IGCSE level. Each assessment follows feedback from the teacher with self reflection from the student and feedback from the students to aid progress. There are formal annual exams in Year 7, 8 and 9 (June/July) in which content covered thus far in Key Stage 3 is assessed under exam conditions. These follow a more detailed analysis and self reflection from the student to identify areas of further development.

Subject teacherJames Lotter: james.l@isph.edu.vn**Course outline**

Geography explains where places are, how places and landscapes are formed, how people and their environment interact and how a diverse range of economies, societies and environments are interconnected. It builds on students' own experiences to investigate places at all scales, from the personal to the global. Geography inspires students to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

Year 7

What is Geography? (with a global and local focus). Geography of Vietnam - Physical : Rivers, Mountains, Coasts
Geography of Vietnam - Human : Population, Settlements, Development
Map skills: Grid References, Scales, Applied map skills

Year 8

Migration and Population, Weather and Climate: Rain types, Weather Instruments, climate regions, tropical storms, human management. The Geography of food and energy - globalisation

Year 9

Settlement Growth and the issues of Urbanisation, Shopping Habits (fieldwork), LEDC SLUM Developments, Earthquakes and Volcanoes, LEDC vs MEDC responses, Tourism - Machu Picchu, Ecotourism

Assessment

Students' skills are developed and assessed with the aim of preparing them for success at IGCSE level in Geography. There are 9 key IGCSE skills that are assessed throughout Key Stage 3 through written assessments that are taken under timed conditions. Students undertake thorough analysis and reflection after every assessment, allowing them to identify their areas of strength and development so that they may clearly see a pathway to improvement in these key skills on the road to IGCSE.

Subject teacher

Anthony Palmer: anthony.p@isph.edu.vn

Course outline

Studying History can help students develop their own identities through an understanding of History at personal, local, national and international levels. As they develop their understanding of the nature of historical study, students are encouraged to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgments they make.

Year 7

Studying History can help students develop their own identities through an understanding of History at personal, local, national and international levels. As they develop their understanding of the nature of historical study, students are encouraged to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgments they make. The Fall of Rome: What caused it to decline? Medieval Realms: What were the Dark Ages like? How did Medieval Monarchs keep control?

Year 8

The Tudors and Stuarts:, Henry VIII'S break from Rome Investigating how well Elizabeth 1 tackled problems during her reign, The English Civil War and the changing power of the Monarchy, Industrial Revolution: The key inventions, Individuals Consequences. History Mystery: Who was Jack the Ripper?

Year 9

The First World War: Causes and Effects, Life in the Trenches, Changing Roles of Women, Dictators: Dictators of the 20th Century (Josef Stalin and Adolf Hitler), Comparison their early life, rise to power and how they maintained control of their country, Genocide: Holocaust in Germany, Case Studies on the Cambodian and Rwandan Genocides, 20th Century Enquiry Project

Assessment

Students' skills are developed and assessed with the aim of preparing them for success at IGCSE level in History. There are 8 key IGCSE skills that are assessed throughout Key Stage 3 through written assessments that are taken under timed conditions. Students undertake thorough analysis and reflection after every assessment, allowing them to identify their areas of strength and development so that they may clearly see a pathway to improvement in these key skills on the road to IGCSE.

Subject teacher

Paul Arbon: paul.a@isph.edu.vn

Course outline

STEAM is rapidly becoming an imperative part of the learning experience for the 21st century student. It incorporates the multiple disciplines of Science, Mathematics, Engineering, Art and Technology into one. The curriculum at ISPH allows children to explore, question, research, discover and exercise innovative building skills using a variety of mediums. Students will be exposed to the creative process in meaningful ways that increase critical thinking skills and encourage them to solve problems in a unique manner. It also promotes working in collaboration with others, resilience and allows students to create their own learning journey.

Year 7, 8 & 9

What is STEAM? Exploring the subject, with a focus on Engineering and Technology

Paper Roller Coasters: a collaborative project, students consider the actual physics of roller coasters whilst trying to build a structure that supports itself.

Scratch: an introduction to computer programming using the Scratch online platform, students will carry out a variety of projects both individually and collaboratively.

Stop Motion Challenges: students will work in small groups to make a stop motion movie that highlights the five STEAM subjects

Makey Makey: students will use the makey makey kits to connect everyday objects to computer programs

Triangle Truss Bridge: a focus on engineering, students work in pairs to design a bridge to hold heavy loads

Simple Machines: students are encouraged to build a simple machine of their choice, ranging from catapults and rubber band cars to mechanical hands and hydraulic bridges

Assessment

STEAM lessons focus on project based learning and the work of the students will be assessed on a more informal basis. Feedback will be given to students on a periodic basis and they will be encouraged to reflect and improve upon their work. Self assessment of their own learning journey is very much encouraged, with students being able to reflect on the Learning Habits and Core Values that they have focused on throughout their projects.

Subject teacher

Thu Truong: thu.t@isph.edu.vn and Anh Nguyen: anh.nm@isph.edu.vn

Course outline

Languages promote an appreciation of other cultures and values. They develop the artistic mind, stimulate cultural awareness and appreciation and understanding of other cultures and communities. Language and literacy is power and language study opens doors of employability across the globe. The ability to converse in another language provides great satisfaction and freedom. Students who study Vietnamese will not only develop their language skills, but also open doors to history, culture and the people of Vietnam.

Year 7**For Vietnam passport holders:**

Vietnamese folklore, The beauty of Viet language, Grammar and genres included: Word formation; 2 kinds of narrative layout; A letter of Administration, Figurative language, Sentence and parts of a sentence, Descriptive writing

For beginners:

Myself and Family, Making a phone call; Interview, Family issues, Review Vietnamese letters and sounds, Review of Vietnamese punctuation rules, Phrases: đi ... về / hơi + adj, If clause, tuy/mặc dù/nhưng, khi...thì/trở thành; trở nên + adj; bao nhiêu là + noun

Year 8**For Vietnam passport holders:**

Vietnamese folk songs (analyse the lyrics), Writing styles, The Vietnamese variant of Chinese Tang poetry, Vietnamese women in literature, Sound - meaning association, Ho Chi Minh - the national writer and revolutionist.

For beginners:

Myself and Family (review), Festivals in Vietnam, Education; Transportation, Mass media, Review Vietnamese letters and sounds and punctuation rules, Phrases: chứ không/chứ chưa...; đấy; ... không xuể,, ra/thấy/được; từng ...một, nào...cũng/bất cứ ... nào... cũng, Questions with "nhì"

Year 9**For Vietnam passport holders:**

Short stories, Poetry (rhyming couplets, syllabic verse and free verse), Public Speaking: Informative speeches, essay writing, novel study

For beginners:

Social networking, Travelling, Tet, Emails, the Hospital, Review Vietnamese letters and sounds and punctuation rules, Phrases: chẳng lẽ ... hay sao?; adj + gì; toàn + noun; mãi + verb, càng ... càng; đành...vậy; cứ...là, đã...thôi; không/chẳng...mấy; mãi...mới

Assessment

Students will be assessed on their ability to understand and respond to spoken language, understand and respond to written language, communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately, communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately.

Subject teacherLiliana Isignares: liliana.i@isph.edu.vn**Course outline**

Languages promote an appreciation of other cultures and values. They develop the artistic mind, stimulate cultural awareness and appreciation and understanding of other cultures and communities. Language and literacy is power and language study opens doors of employability across the globe. The ability to converse in another language provides great satisfaction and freedom.

Year 7

- My life (Personal information, Family, Pets)
- Numbers from 0-100
- My free time (Hobbies, Weather, Sports)
- My school (School subjects, Opinions, Describing school, At break)

Grammar:

Phonetics, adjectives, adjective agreements, use the verb Tener (to have), numbers, months of the year, alphabet, pets, articles, possessive adjectives, opinions, present tense and introduction of near future tense.

Year 8

- My family and my friends (Describing eyes, hair, Physical and Personality adjectives, Home)
- My city (Describing town, Activities, Ordering food, What are you going to do next weekend)
- My holidays (Countries, Transport, Activities, Opinions, Describing a holiday using the past and present tenses)

Grammar:

Year 7 grammar plus past tense, regular and irregular verbs, use of verbs in third person, use of "a", "some", "many", descriptions using 3 tenses (past, present and future)

Year 9

- All about my life (Use of technology, Music, TV programs, Activities at home)
- Food (Breakfast, In the Restaurant, Shopping for food, Lunch, Dinner)
- Inviting people out (Places, Time, Excuses, Daily routine, Clothes)

Grammar:

Year 7-8 grammar plus past, present and future tenses used in descriptions, use of "**Me gustaria + infinitive**", reflexive verbs, use of negatives, comparatives and superlatives and demonstrative pronouns.

Assessment

During KS3 students will be assessed on their ability to understand and respond to spoken language (**Listening**), understand and respond to written language (**Reading**), communicate in speech (**Speaking**), showing knowledge of a range/variety of vocabulary and applying the grammar accurately. Communicate in writing (**Writing**), showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately.

Subject teacher

Stephanie Yap: stephanie.y@isph.edu.vn

Course outline

The course takes a communicative approach and is functionality based with an underlying grammatical progression. It fully integrates listening, speaking, reading and writing skills and these are built on as learners progress through their studies.

Each lesson contains a combination of new vocabulary and new grammar in a gradual progression, building on previous lessons.

The goal is for students to be able to communicate effectively, understand what is being said, and deduce meaning in the spoken and written word.

Year 7

Numbers, Days and Dates, Time, Personal Introduction, Family, Appearance and Personality, Country and Nationality, Languages, Occupations, Transportation

Year 8

Home, Birthday Party, Daily Routine, Clothes, Extra-curricular Activities, House and Rooms, Articles In A House, Food and Drinks, Seasons and Weather

Year 9

Illness, Pets, Neighbourhood, Appearance, Making Appointments, School Facilities, School Subjects, Hobbies

Assessment

Students will be assessed all four skills, it is an ongoing process aimed at understanding and improving student learning. Students will also be tracked their progress via activities record, which they can use to demonstrate their learning. The assessment methods of most tests include more indirect methods such as multiple choice and true-false items, as well as more direct methods like writing and speaking.

Head of TechnologyPaul Arbon: paul.a@isph.edu.vn**Course outline**

Students are taught the principles of problem solving and computation, which prepares them to solve the problems of tomorrow, by developing learner's knowledge, skills and understanding through key computational concepts and experience. They develop understanding for all the technology that surrounds them by not just understanding how computer systems work, but how to put this knowledge to use through programming and problem solving. Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content whilst developing programming skills. Students will also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs

Year 7

HTML: creating a webpage throughout the year using HTML, learning about formatting tags and adding images to pages. **Computational Thinking:** problem-solving methods that involve expressing problems and their solutions in ways that a computer could also execute. **Python:** an object orientated high-level programming language, this course teaches the basics of writing a one line program through to writing a simple chatbot program that responds to user input.

Flowcharts: the purpose and use of flowcharts, their symbols, drawing flowcharts using everyday situations through to more computer programming flowcharts onto creating algorithms. **Binary:** introducing the base² system including binary/denary conversion and binary addition. **Hardware and computer systems:** introduces computer hardware including what is inside and outside of the box to make up a computer system.

Year 8

HTML & CSS: describing the style of an HTML document and presentation of webpages with CSS, including colours, layout and fonts. **Python with turtle:** introducing the concept of drawing with Python along with using FOR loops and functions within a program. **Data representation:** different ways of representing data in computer systems including graphics, sound and text. **Boolean logic & logic gates:** introduces Boolean logic, AND, OR and NOT logic gates and their corresponding truth tables.

Year 9

HTML, CSS & tables: using more advanced skills to design and build webpages. **Python using 2D arrays:** creating, amending and manipulating arrays within a program. **Pseudocode:** an introduction to pseudocode from what it is through to writing pseudocode to include if..then...else statements, FOR loops, WHILE loops and functions. **Searching and sorting algorithms:** covers the different types of searching and sorting algorithms used in programming. **Databases:** introduces the concept of organising data or information into a structure that allows data to be easily manipulated. **Computer networks and the internet:** the concept of computer networks including their purpose, advantages and disadvantages, different types of topologies, data packets and routing along with physical connections from the home to the internet

Assessment

All content is assessed via end of unit assessments theory or practical as well as key skills assessments of ongoing projects throughout the year.

[Subject List](#)

Subject TeacherDorian Gibb: dorian.g@isph.edu.vn**Course outline**

Fine art and graphic design projects are set to develop student's confidence and competency, enabling them to gain a better understanding of how to use the elements and principles of art. A variety of 2D media and 3D modelling techniques are explored such as acrylic painting, watercolour, oil pastel, printmaking, papier-mache and digital art. Creativity, experimentation and skills development are integrated into each topic or project.

Year 7

Pop Art Lettering and Graphics: Exploration of different lettering and graphic styles from different cultures a- moving towards printmaking.

Working with mixed-media: Exploring different mediums and materials to create drawings and paintings of everyday objects, still life, seascapes and landscapes.

Year 8

Self and expressionist portraits: Using a variety of media and design styles to create self portraits

3D Drawing Techniques: Natural forms in the style of Ernst Haekel, abstraction, drawing and designing sculptural forms

Year 9

Drawing Related Media: Students explore and experiment with drawing related media such as graphite and oil pastels to create art work based on a theme.

3D Construction: Learning construction techniques using sculptural materials to explore form and find solutions to design problems. Materials might include papier-mache, card, wire or paper clay.

Painting and Mixed Media: Students explore mark making and painting techniques and mixed media through their response to a given theme.

Assessment

Students are assessed against 4 key areas:

1. **Creation of Ideas:** Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring ideas
2. **Development of Ideas:** Use a range of 2D media and 3D modelling techniques, including printing and painting to increase their proficiency in the handling of different materials
3. **Ongoing Modifications:** To analyse and evaluate their own work, and that of others, in order to make improvements that strengthen visual impact and composition
4. **Other Artist's Work:** Make reference to the history of art, craft and design, including periods, styles and major movements from ancient times up to the present day

Subject TeacherMaria Knox: maria.k@isph.edu.vn**Course outline**

Drama will develop the performance skills of a student, but it will also develop a host of transferable skills that are invaluable in a person's life; communication, presentation, collaboration and self evaluation. As a result of studying drama, students will be able to express and manage their thoughts and feelings while working in a safe and controlled environment. Students will also have the opportunity to develop a passion for theatre, theatre history and the collaborative process of theatre making.

Year 7

Introduction to Drama, secondary production preparation, physical theatre, storytelling, theatre, script work and characterisation

Year 8

Secondary production preparation, masks and mime, melodrama, stage medium and playmaking

Year 9

Secondary production preparation, theatre conventions, Shakespeare, theatre in education, scriptwork

Assessment

Students are assessed each term in three areas: **Creating, Performing and Responding**. **Creating** assesses students ability to work in a group, to share ideas, shape the drama and solve problems creatively.

Performing assesses students ability to create and sustain a character that is different to themselves using their voice and physicality and engaging the audience. **Responding** focuses on students ability to recognise what works well and what communicates effectively to the audience as well as students ability to edit and adapt, making changes to improve the drama.

Each term students are assessed during a summative task which demonstrates the skills they have learnt and shows their understanding of them

Subject: Music

1 lesson / week

Subject Teacher

Viv Howells: viv.h@isph.edu.vn

Course outline

Music enables learning through the medium of sound and soul. Music allows students to experience great enjoyment through a remarkable combination of simultaneous ear, eye, brain and kinetic activity and learning. Music is at the heart of spiritual, moral, social and cultural learning.

Year 7

Elements of Music, musical form and structure, compositional fundamentals, music theory research project

Year 8

Chord progression, classic era and modern music, compositional growth, music theory research project

Year 9

Musical theatre, parody music and mash-ups, music theory research project and IGCSE preparation work

Assessment

Students' skills are developed and assessed with the aim of preparing them for success at IGCSE level in Music. There are 3 key IGCSE skills that are assessed throughout Key Stage 3, composing, performing, and responding. Students share feedback and reflection after assessments, allowing them to identify their areas of strength and development so that they may clearly see a pathway to improvement in these key skills on the road to IGCSE.

Subject Teacher

James Davies: james.d@isph.edu.vn and Stuart Hill: stuart.h@isph.edu.vn

Course outline

Physical Education is a subject where everyone can achieve success through surpassing their personal best. It promotes leadership qualities and opportunities and gives students the opportunity to thrive and achieve without having to put pen to paper. Physical Education develops students' confidence to participate in physical activity outside of lessons both in and out of school.

Year 7

Swimming, Handball, Softball/Rounders, Football, Basketball, Outdoor Adventure Activities, Badminton, Athletics, Touch Rugby, Tennis, Volleyball and Football

Year 8

Sport Education, Athletics, Swimming, Gymnastics, Touch Rugby, Badminton, Softball/ Rounders, Volleyball, Tennis and Football

Year 9

Fitness, Athletics, Rounders, Volleyball, Ultimate Frisbee, Sports Education, Swimming, Personal Survival and Team Games

Assessment

Students' study a variety of sports to develop a range of skills. Students are assessed using the KS3 assessment matrix with the aim of preparing them for success at IGCSE level in PE. There are 3 key areas of assessment; core skills for each sport, student leadership and students analysis and reflection of their own and their peers practical performance, allowing them to identify areas of strength and development so that they may clearly see a pathway to improvement in performance on the road to IGCSE.

Subject: Swimming

Subject Teacher

David Tang: david.t@isph.edu.vn

Course outline

Students will follow the curriculum plan appropriate to their level of swimming ability. During the swimming lessons, students will be assigned to a swimming group, throughout each unit students will develop their confidence, competence and survival skills.

Year 7, 8 & 9

Students will follow the curriculum plan for one of the following options: Swimming fundamentals, Stroke Correction, Swim Fitness or Diving & Turning .

Swimming fundamentals teaches students to develop water confidence and the fundamental movement skills necessary for swimming. Teaching students to swim using two of the main strokes: freestyle, backstroke or breaststroke.

Stroke correction - Through fun water based activities and the aid of flotation devices students learn to swim with improved technique using the main strokes of freestyle, backstroke, breaststroke and butterfly.

Swim Fitness focuses on students learning to structure their own training sessions, introducing sets/reps, training, lane etiquette and pacing. They will also explore how to improve their fitness using swimming and interval training methods.

Diving & turning lessons with the outcome to improve swim times for students that are already able to complete 50m swim distances comfortably. Students learn the competition rules for each of the four strokes and master the different turns and finishes to maximise their personal swim performance times.

Assessment

Students are assessed using the KS3 assessment matrix, which is inclusive of students analysis and reflection of their own and their peers practical performance, allowing them to identify areas of strength and development so that they may clearly see a pathway to improvement in performance on the road to IGCSE.

If you would like to visit ISPH to see the fantastic curriculum described in this booklet being delivered by our exceptional teaching staff, please feel free to contact me, or one of our friendly admissions staff. I am very proud of the programme we offer at Key Stage 3 and would welcome you and your children to experience it first-hand.



Stuart Hill

Head of Secondary School
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