



YEAR 7-9 CURRICULUM BOOKLET

2020 – 2021



Relevant Contacts

| | | |
|-----------------------|--------------------------------------------------------|----------------------------------------------------------------------------------|
| Heather Millington | Head of Secondary School | millington.h@nexus.edu.sg |
| Paula Kennedy-Wingate | Deputy Head of Secondary School | kennedywingate.p@nexus.edu.sg |
| Melanie Brown | IB Diploma Coordinator | brown.m@nexus.edu.sg |
| Sarah Baldock | Year 7 Year Leader | baldock.s@nexus.edu.sg |
| Graeme Massey | Year 7 to Year 9 Phase Leader | massey.g@nexus.edu.sg |
| Sonny Feng | Year 10 and Year 11 Phase Leader | feng.s@nexus.edu.sg |
| Jim Bevan | Year 12 and Year 13 Phase Leader | bevan.j@nexus.edu.sg |
| Joanna Bevan | CAS Coordinator | bevan.j@nexus.edu.sg |
| Aine Gibbons | University and Careers Advisor | gibbons.a@nexus.edu.sg |
| Christine Luo | Extended Essay Coordinator | luo.c@nexus.edu.sg |
| Vicki Wilson | Examinations Officer | wilson.v@nexus.edu.sg |
| Bianca Kelly | Guidance Counsellor and Psychologist | kelly.b@nexus.edu.sg |
| Dawn Sim | Bilingual Guidance Counsellor | sim.d@nexus.edu.sg |
| Jenny Murray | Learning Area Leader, English | murray.j@nexus.edu.sg |
| Bevan Moriarty | Co-Learning Area Leader, Health and Physical Education | moriarty.b@nexus.edu.sg |
| Vicky Holdcroft | Learning Area Leader, Humanities; TOK Coordinator | holdcroft.v@nexus.edu.sg |
| Chris Tanner | Learning Area Leader, Mathematics | tanner.c@nexus.edu.sg |
| Anne Cain | Learning Area Leader, Science | cain.a@nexus.edu.sg |
| Matthew Tipton | Learning Area Leader, Learning Technologies | tipton.m@nexus.edu.sg |
| Suzanne Kamal | Subject Leader, Bilingual and Multilingual Learning | kamal.s@nexus.edu.sg |
| Aletia Aston-Soards | Subject Leader, Art | soards.a@nexus.edu.sg |
| Caroline de Kock | Subject Leader, Business and Economics | decock.c@nexus.edu.sg |
| Jenny Gong Hang | Subject Leader, Chinese First Language | gong.h@nexus.edu.sg |
| Gabrielle Zhou | Subject Leader, Chinese Additional Language | luo.b@nexus.edu.sg |
| Wendy Ng | Subject Leader, Drama | ng.w@nexus.edu.sg |
| Andy Jefferson | Subject Leader, European Languages | jefferson.a@nexus.edu.sg |
| Clare Lambert | Subject Leader, Music | lambert.c@nexus.edu.sg |

Nexus International School (Singapore)

1 Aljunied Walk
Singapore 387293
t 6536 6566

Introduction

At Nexus we aim to nurture and support every learner's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens. In addition, we promise to treat you as an individual and offer you an innovative and progressive environment which will allow you to attain your goals.

Achievement of the best possible examination results and admission to the most appropriate tertiary education or place of employment is one of these goals. So too is the full realisation of all of a learner's talents; the appreciation of the value of hard work, the development of independent critical thinking, and the mastering of skills, competence in languages and digital literacy, for example, that are essential in the modern world.

English Language and Learning Support teachers assist learners who are experiencing particular learning difficulties, allowing them to be successful and access our curriculum.

In addition to the academic courses, the programme at Nexus includes a variety of extra-curricular activities, which are designed to contribute to the overall personal development of each learner. We encourage you to become involved in these activities.

Our programme offers learners a broad and balanced educational experience with challenging academic programmes and extra-curricular opportunities designed to cater for the specific needs, interests, talents and aspirations of learners from a wide range of cultural backgrounds. Our learners are challenged, supported and nurtured by experienced and highly qualified educators to achieve their full potential as young adults and future global leaders.

This booklet contains an overview of our curriculum for Years 7 to 9. As with all documents it can only provide a flavour of what we do and we invite you to visit the school to see us in operation.

Table of Contents

| | |
|-----------------------------------------------------------------------------------------------------|-----------|
| The Year 7 to Year 9 Curriculum | 7 |
| ASSESSMENT AND REPORTING | 7 |
| HOME LEARNING | 8 |
| ATTENDANCE | 8 |
| TUTOR GROUPS | 8 |
| LIBRARY SUPPORTING THE CURRICULUM | 8 |
| RESIDENTIAL TRIPS | 9 |
| RECREATION AND CO-CURRICULAR ACTIVITIES (CCAs) | 9 |
| LEADERSHIP | 9 |
| English | 10 |
| COURSE OUTLINE | 10 |
| ASSESSMENT | 11 |
| Mathematics | 12 |
| COURSE OUTLINE | 12 |
| ASSESSMENT | 14 |
| Science | 15 |
| COURSE OUTLINE | 15 |
| ASSESSMENT | 16 |
| Humanities | 17 |
| COURSE OUTLINE | 17 |
| ASSESSMENT | 18 |
| Languages Other Than English: Chinese - Additional Language and French - Additional Language | 19 |
| COURSE OUTLINE (CHINESE - ADDITIONAL LANGUAGE) | 19 |
| ASSESSMENT | 20 |
| COURSE OUTLINE (FRENCH - ADDITIONAL LANGUAGE) | 21 |
| ASSESSMENT | 21 |
| Languages Other Than English: Chinese - First Language | 22 |
| COURSE OUTLINE | 22 |
| ASSESSMENT | 23 |

| | |
|--------------------------------------------|-----------|
| Art & Design | 24 |
| COURSE OUTLINE | 24 |
| ASSESSMENT | 25 |
| Music | 26 |
| COURSE OUTLINE | 26 |
| ASSESSMENT | 26 |
| Drama | 27 |
| AIMS | 27 |
| COURSE OUTLINE | 28 |
| ASSESSMENT | 28 |
| Health and Physical Education (HPE) | 29 |
| COURSE OUTLINE | 29 |
| COURSE STRUCTURE | 29 |
| ASSESSMENT | 29 |
| Digital Skills | 30 |
| COURSE OUTLINE | 30 |
| COURSE STRUCTURE | 30 |
| ASSESSMENT | 31 |

The Year 7 to Year 9 Curriculum

Learners in Years 7, 8 and 9 follow a curriculum that includes the following subjects:

- Tutor Time/Home Room
- English
- Mathematics
- Science
- Humanities
- Chinese - First Language
- Chinese - Additional Language
- French - Additional Language
- Art & Design
- Drama
- Music
- Health and Physical Education (HPE)
- Digital Skills

Learners enter the Secondary School in Years 7, 8 and 9 and follow a course of study that provides a wide range of learning experiences. The content is based on the English National Curriculum (ENC) and is enhanced to take account of our position in South East Asia. The basic skills and concepts remain the same as in the ENC.

ASSESSMENT AND REPORTING

Learners are assessed regularly in a variety of ways appropriate to the subject and the type of learning being undertaken. For example, learners will undertake end of topic tests, complete extended written assignments or be observed preparing creative work. The way in which learners' work is assessed varies from subject to subject. Details are provided in this booklet, and at the beginning of every year, so that learners understand the various procedures that apply.

In order to communicate information about individual's progress and development, we have adopted the English National Curriculum level criteria descriptors and have modified them to reflect our international curriculum. These recognise that individual learners progress at different rates and that progression and improvement should be clearly identified and reported.

Feedback is given to learners as a regular feature of their learning in the classroom. In addition, formal feedback is given in the form of reports that are issued to parents three times per year. There are also formal parent consultations and we have an "Open Door" policy so parents can meet teachers to discuss their child's learning at any time.

HOME LEARNING

Home learning is an important aspect of the curriculum and learners are expected to complete the assigned learning in order to be fully prepared for classes. Our virtual learning environment, the Hub, allows learners to organise their time effectively.

Young people respond well to parental interest in their learning and we encourage parents to monitor their child's home learning habits and take an interest in what is being learned at school.

ATTENDANCE

It is self evident that attendance and achievement at school go hand in hand.

We expect all children to attend school every day that classes are provided. The only reasons for not attending are medical and genuine emergencies. Families should strive not to plan family holidays during term times and should always request leave in advance of any planned absence.

An attendance roll is taken at the start of each day and attendance records are maintained on Engage (our School Management Information System). Learners who hold a Student's Pass must also meet the minimum attendance requirement of 90% as required by the Immigration and Checkpoints Authority (ICA). Families should advise the school, in advance, when children are not able to attend. The school contacts families in the case of unexplained absences.

TUTOR GROUPS

Learners are placed in a tutor or homeroom group, which is overseen by a tutor. Tutor groups meet every morning for registration and also for additional PSHE lessons. Tutors are the first point of contact for learners experiencing difficulties, or for parents with any concerns.

Learners are taught in their tutor groups for most of the school day. The groups are arranged following consideration of a number of factors, including gender and nationality.

LEARNING RESOURCE HUB SUPPORTING THE CURRICULUM

Year 7 and 8 learners are timetabled to visit the Learning Resource Hub (LRH) each week during their English lessons. Learners are encouraged to change their reading books, taught how to select appropriate reading material, and are encouraged to share and discuss their reading choices. Time is set aside for reading for pleasure. The LRH supports the school in the facilitation of recreational and reading development, and learners are welcome to visit the LRH at lunchtimes and after school.

During Years 7, 8 and 9, learners are taught explicitly how to undertake research, using an inquiry-driven model. This occurs within the context of concepts, approaches to learning and inquiry questions in main subject curriculum areas. Learners in Years 7 are taught the basic skills of referencing and bibliography writing using the Harvard Referencing System as a model. The skills required to do this effectively are developed with support from the Teacher Librarian and revisited in subsequent years.

RESIDENTIAL TRIPS

The mandatory Residential Visits are an integral part of the Secondary School curriculum and contribute to the fulfilment of the school's Mission Statement. They provide learners with an opportunity to develop through experience. One of the main aims is to involve them in activities and situations that they may not have experienced before and which encourage them to think about the values that they are applying and the attitudes they adopt.

Each visit, and its related activities, is planned to accomplish the following aims:

- Exploration of cultural, historical or physical environments with specific targets linked to the school's curriculum setting;
- Reinforcement of self-esteem and positive interaction amongst peers and staff outside of the classroom environment.
- Encourage team-building and leadership skills.
- Demonstrate service to the community.

Trip week will take place in October. The venues are likely to be:

- Year 7 – Tioman, Malaysia
- Year 8 – Telunas, Indonesia
- Year 9 – Chiang Mai, Thailand

RECREATION AND CO-CURRICULAR ACTIVITIES (CCAs)

Learners are encouraged to become involved in a number of activities during lunch break and after school. The specific activities offered vary from time to time, but include sports, drama, art, music and other creative pursuits.

LEADERSHIP

The school provides many leadership opportunities for learners. There are Learner Representatives in each year group from Year 7 to 11 who represent their year group's views and ideas as part of the wider Learner Leadership program (Years 7-13) that empowers learners to lead in a whole variety of contexts including whole-school events and learner-led initiatives. There are also a range of other opportunities for learner leadership from charity initiatives begun and led by learners, to Duke Of Edinburgh International Award Scheme, to leading assemblies, to service with younger learners and the community.

English

The English curriculum at Nexus is designed to support learners in developing both critical skills and creative expression in our fast-changing world. It is informed by ideas about effective and creative teaching and learning from around the world, with inquiry-led programmes of study and assessment criteria largely based on the English National Curriculum. The units of work provide a rich and dynamic programme that prepares learners for the demands of contemporary communication together with a solid grounding in English skills. Elements such as research, critical thinking and exposure to a wide variety of text types are included as preparation for further study in the IB Diploma, IGCSE and post graduate courses.

At the heart of the English curriculum is the study of language and texts. Learners are introduced to a wide variety of literary and non-fiction texts from various cultural contexts, including novels, poetry, reflective passages, visual media, biographies and plays. They learn to appreciate how writers use language in different contexts for effect and are given opportunities to experiment with language. They are encouraged to be creative and analytical in both their written and spoken responses, with an onus on building vocabulary and developing a broad lexicon through which they can express their ideas effectively.

Understanding the context of language is an essential part of the Nexus English curriculum. Concepts are chosen to enable deep thinking about global issues, culture and environments. As they develop their understanding of how texts work in various contexts, learners are invited to reflect upon important ideas and the values and beliefs presented by others. They learn to formulate their own arguments and communicate clearly and creatively, taking account of different audiences and purposes. As well as developing skills in reading, speaking and writing, there is a strong emphasis on thinking and collaborative skills. A wide variety of activities and assignments are carefully scaffolded and personalised in order to cater for different learning styles. Many opportunities are provided for learners to develop their own learning goals and success criteria.

The study of English empowers learners by developing the strong communication skills so fundamental to success, both academically and in life beyond the classroom. We hope that our learners will be inspired and moved by the texts they study and will develop a life-long love of reading and learning and a deep appreciation of language.

COURSE OUTLINE

* Units of work in English are developed collaboratively and reflect prior knowledge, interests and skills required at each year level. The following describes some of the possible units of work.

Year 7

How I present myself to the world Learners collaboratively investigate the many ways they present themselves in different contexts including online through social sites. They focus on letter writing, sequencing ideas, personal expression and suggest symbols that represent their identity. Interdisciplinary links can be made across Art, Science, Drama and Digital Technology.

Creeped Out! Learners will explore the vocabulary and stylistic features of the horror/mystery genre using a range of visual and written prompts to simulate discussion and ideas. Famous stories such as 'Frankenstein', 'The Red Room', 'The Monkey's Paw' and 'Dracula' will be explored. Learners will develop a repertoire of vocabulary and techniques that specifically support this genre.

Year 8

Stories of Singapore – Singapore at war An interdisciplinary project between English and Humanities exploring the dramatic effects of war on the residents of this island culminating in a shared learning exhibition. Skills in monologue writing and speaking, film narration, infographic design and research skills are developed. Learners share their work in an interactive learning exhibition at the conclusion of the unit.

Outsiders - A novel study examining the struggles and triumphs of individuals in a range of ‘coming of age’ works. Learners follow the stories of protagonists on a voyage of self discovery, who find out about themselves, others and their place in society. Understanding of narrative, plot and characterisation are explored with a focus on both essay writing and empathic skills.

Year 9

The Stories We Tell This unit focuses on narrative structure, plot development, climax and denouement. Learners focus on the third person perspective, writing to entertain and experimenting with language features and characterisation. They read a range of true stories that inspire the creation of an original narrative.

Poetry of the World Exploring a range of culturally diverse poems and poets from across the world, learners develop skills in identifying and analyzing poetic techniques, including rhyme and meter, simile, imagery and metaphor. Learners create portfolios of their own original work which can be shared as part of a powerful poetry exhibition.

ASSESSMENT

Each unit of work is assessed according to the relevant English National Curriculum Assessment Focuses for Speaking and Listening, Reading and Writing. All assessment, both formative and summative, is directly related to these standards.

| Component | Description |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Speaking and listening | A wide range of individual, paired and group activities are assessed throughout each year, progressing in challenge through Year 7, 8 and 9. |
| Written coursework | Learners are assessed for writing across a range of complex tasks throughout the year. The work takes a wide variety of forms and genres from essays, letters and creative stories, to blogs and interactive multimedia presentations. |
| Reading | Learners are encouraged to read a wide range of fiction and non-fiction texts including novels, short stories, biographies, poems and plays as well as media texts. They are encouraged to select stories of interest, read for pleasure and reflect on the themes, vocabulary and narrative structures. |

Mathematics

Learners starting in Years 7, 8 and 9 at Nexus International School (Singapore) may have come from the Nexus Primary School, another international school or from a different national system. The curriculum aims to link their previous experience in mathematics to an on-going continuum that will culminate in the IGCSE and IB Diploma programmes. The content and assessment is largely based on the English National Curriculum but incorporates best practice from other national systems.

The course aims to enable learners to acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics, other subjects and to the real world. Our learners develop methods to help them solve problems, create mathematical models and to conduct mathematical investigations. They also learn to interpret mathematical results in real life situations. A range of skills in the use of mathematical technology that will be further developed in IGCSE and IB Diploma courses are taught throughout the course using computers and digital handheld technology.

We aim to encourage learners to develop a positive attitude towards mathematics, to encourage enjoyment, to foster confidence and to promote enquiry and further learning. Learners complete a pre-quiz before each section of work and are then set content from one of three levels; named Mixing, Baking and Icing. Should learners complete all of the work from one level early, they are encouraged to challenge themselves with another set. It is not unusual for a learner to be standard level for one topic while being advanced for another. Our course structure enables the learners to move on quickly in areas in which they are confident and to strengthen those areas where they are weaker.

COURSE OUTLINE

The course includes elements of number, algebra, shape and space and data handling. These elements are interspersed throughout the years.

| Year 7 | Year 8 | Year 9 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sets and logic. Place value and rounding. Scatter graphs, coordinates and conversion graphs. Dealing with money. Angles, constructing triangles, finding angles in triangles. | Mileage charts, flow charts, networks, critical path analysis. Factors and prime numbers. Index notation, squares and square roots. Pythagoras' theorem. Rounding and estimating. Frequency tables. Mode, median, mean and range. | Natural numbers, integers, index notation, order of operations, absolute value, square numbers and square roots, primes and composites, highest common factor, lowest common multiple. Fractions, decimal numbers, irrational numbers, ratio. Percentage, percentage increase and decrease, simple interest. Sets, complement of a set, intersection and union, Venn diagrams. Review of geometrical facts, triangles, quadrilaterals, angles of an n-sided polygon. |

Course Outline (Continued)

| Year 7 | Year 8 | Year 9 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Long multiplication and multiplication with decimals, Multiples. Number sequences, formulae for general terms. Division problems. Area and perimeter of a plane shapes. Fractions. Types of data.</p> | <p>2-D and 3-D shapes. Surface area of 3-D shapes. Ratio, proportion, inverse proportion. Expansion of brackets, linear equations. Common factors. Fractions and percentages.</p> | <p>Algebraic notation, the language of maths, collecting like terms, substitution, algebraic products, algebraic fractions. Index laws, expansion laws, the product $(a+b)(c+d)$, perfect square expansion, difference of two squares. Solution of a linear equation, inverse operations, algebraic flowcharts, equations with a repeated unknown. Square roots, solving $x^2=k$, Pythagoras' theorem, problem solving using Pythagoras, 3D problems, cube roots. Length, perimeter, circumference, areas of circles and ellipses, areas of composite figures.</p> |
| <p>Sequences. 12 and 24-hour clocks, units of time, timetables. Addition, subtraction, multiplication and division of fractions. Algebra skills, linear equations. Conversion of decimals into fractions, introduction to percentages.</p> | <p>Probability. Angle measures, parallel and intersecting lines, bearings, scale drawings. Substitutions, linear equations, non-linear equations, change of subject. Plotting straight line graphs, equation of straight line. Scatter graphs and correlation.</p> | <p>Surface area, volume, capacity. Geometric patterns, using patterns, practical problems. The Cartesian plane, linear relationships, gradient, intercepts, gradient, the equation of a line, graphing lines, finding equations from graphs. Simultaneous equations, trial and error solution, graphical solution, solution by equating values of y, solution by substitution, solution by elimination, problems with simultaneous equations. Probability, sample space, theoretical probability, using 2D grids, compound events, experimental probability, probabilities from tabled data, expectation. Transformations, translations, reflections, rotations, enlargements, similar figures, similar triangles, problem solving, congruent figures, congruent triangles, proof using congruence.</p> |
| <p>Data presentation, measures of central tendency and dispersion. Measuring lengths, plans. Probability, relative frequency, addition law. Volume of a cube, cuboid, triangular prism, capacity, density.</p> | <p>Angles of polygons. Symmetry. Circumference and area of circle. Metric units of length, mass and capacity. Speed, time and distance, Enlargement, similar shapes. Maps and scale models. Questionnaire design, data display.</p> | <p>Common factors, difference of two squares, perfect square, quadratic trinomials. Statistics, different kinds of data, measuring centre and spread, comparing numerical data, data collection. Quadratic equations, solving quadratic equations, problem solving with quadratic equations. Quadratic functions, transformations to sketch quadratics, intercepts, sketching quadratics from their intercepts. Scale diagrams in geometry, the trigonometric ratios, finding side lengths, finding angles, problem solving with trigonometry</p> |

ASSESSMENT

Learners are assessed continuously in mathematics. This assessment is through quizzes, written tests, teacher observation, project work and peer and self-assessment. Assessment is used to determine the optimal programme for their learning within each unit. Some elements of the course may also be assessed through individual or group projects.

Science

Science is an exciting and ever-changing subject where continual breakthroughs are made that change the ways in which we understand the world. At Nexus we try to capture the enjoyment of discovery and the practical nature of Science to build on the natural curiosity of learners.

The Year 7 to 9 curriculum is inquiry-based and designed to encourage thought and creativity in order to develop the necessary skills through a coordinated series of topics based on experimental and practical science. The skill areas are:

- Scientific knowledge and understanding
- Manipulating scientific apparatus
- Experimental design and investigation
- Data collection, processing and presentation
- Analysis and modeling
- Appreciation of the role of Science in the wider world

These skill areas are the foundations of the English National Curriculum for Science, upon which our Year 7 to 9 course is based. The curriculum has been adapted for an international setting and to take advantage of the opportunities afforded to our learners, for example, the 1:1 Macbook Program.

Our intention is to help learners to become independent critical-thinkers who can thrive in any situation due to their sound schooling in scientific methods and understanding. Learners will develop an appreciation of how the applications of Science can differ depending on the environment and begin to be able to offer appropriate solutions of their own.

COURSE OUTLINE

Units in Years 7, 8 and 9 can draw on all three Sciences, even though they may have an obvious focus on Biology, Chemistry or Physics. Units may not necessarily be taken up in the order given.

| Year 7 | Year 8 | Year 9 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● Working Scientifically ● All About Me: Cells; Structure and function of body systems; Reproduction ● What is Everything Made of?: Particles and their behavior; Elements, atoms and compounds ● Chemical Changes: Chemical reactions; Acids and Alkalis ● Earth Day Project - Endangered Species ● Forces and Space ● Light and Sound | <ul style="list-style-type: none"> ● Health and Lifestyle ● Ecosystem Processes ● Adaptation and Inheritance ● The Periodic Table ● Separation Techniques ● Metals and Acids ● Earth Day Project - Environmental Chemistry ● Electricity and Magnetism ● Energy ● Motion and Pressure | <p>Year 9 is dedicated to investigating new technology across the Science disciplines. Throughout the course, much of the learning done in years 7 and 8 is revisited and extended in all three of the Biology, Chemistry and Physics units. The following chapters are covered:</p> <ul style="list-style-type: none"> ● New Technology ● Turning Points ● Detection ● Earth Day Project - Green Technology <p>Not only do learners research what others have done, they are also encouraged to be creative and innovative in their own thinking</p> |

ASSESSMENT

Each unit of work is assessed according to the relevant English National Curriculum Assessment Levels.

Throughout each year learners undergo continual assessment via a combination of topic tests and formative assessment in lessons. Skills and knowledge are assessed as part of the normal learning process, and continual feedback is provided to learners via written and verbal comments. Diagnostic quizzes help learners to gauge their own understanding, and unit tests provide a summative judgment of learner progress every few weeks. Assessments may also take the form of projects, videos, posters and infographics.

Humanities

The Nexus Humanities curriculum stimulates an interest and sense of wonder about places, people and events; it fires learners’ curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past, present and the future. It helps make sense of a complex and dynamically changing world, explaining 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.

The study of Humanities builds on learners’ experiences to investigate places and helps them develop their identities through an understanding of humanities at personal, local, national and international levels. As they develop their understanding of the nature of Humanities, learners ask and answer important questions, evaluate evidence, identify and analyse different interpretations of key events and issues, and learn to substantiate any arguments and judgments they make. They appreciate why and how they are learning and can debate its significance.

Humanities prepares learners for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. It encourages mutual understanding of the origins of our ethnic and cultural diversity and helps learners become confident and questioning individuals. It inspires learners 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. Learners will also have the opportunity to go on field trips so they can carry out independent research and see how Humanities impacts the world around them.

To ensure our learners are receiving the most appropriate and challenging curriculum, the topics chosen and levels of assessment reflect the international focus and diversity of Nexus International School (Singapore). The key components and assessment procedures have a strong foundation in the English National Curriculum, but also incorporate best practice from other international systems.

COURSE OUTLINE

| Year 7 | Year 8 | Year 9 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> What do historians and geographers do? Why are natural environments important to individuals and societies? How has colonisation shaped the world? Case study: The development of Singapore How successfully has protest enabled people to gain better rights? | <ul style="list-style-type: none"> What factors contribute to the fairness and development of societies? How has migration shaped the world? How did the Second World War transform Singaporean society? How have innovations and exploration changed the world? | <ul style="list-style-type: none"> What is the impact of conflict on individuals and societies? What are natural hazards and how do societies respond to them? How do beliefs impact individuals and societies? Why are culture and identity so important to individuals and societies? Learner directed Personal Project. |

ASSESSMENT

Each unit of work is assessed according to the relevant English National Curriculum levels of History, Geography and Citizenship. There is a strong emphasis on formative assessment within each unit, as well as summative project based assessment designed to measure and encourage progression.

Languages Other Than English:

Chinese - Additional Language and French - Additional Language

The French and Chinese additional language curriculums at Nexus are aligned with the learning objectives of the English National Curriculum. Learning a language enables us above all to meet new people and to communicate effectively with them. Language study also enables us to understand people and cultures from different perspectives and to be more understanding and tolerant towards others.

The languages curriculum stimulates an interest in the country or countries where those languages are spoken. Learners acquire the tools required to develop their skills and to understand a wider range of language and how it is used in different contexts. They begin to recognise and model different types of text, a skill they will continue to develop through IGCSE and to IB Diploma level. They will write and speak with increasing confidence and accuracy, initially about themselves and then later about others and increasingly about more abstract ideas. They become increasingly familiar with music, film and other cultural and creative aspects of different countries.

Learning another language encourages the development of presentation and reporting skills, albeit at a more simplistic level than in their own language. Learners discover festivals in other countries, watch videos and have opportunities to interact with speakers of other languages. They play games, collaborate and are encouraged to develop as independent workers. A progressive focus on grammar and the structure of language, essential to master a second language, helps them develop their understanding of their first language, as they often learn about grammar for the first time through learning a second or additional language.

Many of the activities that take place in language lessons incorporate the development of digital skills, whether to put learners in contact with other learners, to write on blogs or websites or to practise their language as part of a structured course. The use of apps and other features enable collaborative learning, and serves as an effective way to practise and reinforce learning, both in and out of the classroom.

COURSE OUTLINE (CHINESE - ADDITIONAL LANGUAGE)

The IGCSE Foreign Language course is a three year commitment and learners therefore choose their IGCSE language option at the end of Year 8. Changes after this point are not allowed to help ensure that learners have the best chance of success at IGCSE.

| Year 7 | Year 8 | Year 9 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Chinese as an Additional Language course is designed for learners to learn Chinese as a foreign language. It develops their ability to use the language effectively for the purposes of practical communication. The course develops the skills of listening, reading, speaking and writing and also offers an insight into Chinese culture and | The Chinese as an Additional Language course is designed for learners to learn Chinese as a foreign language. It develops their ability to use the language effectively for the purposes of practical communication. The course develops the skills of listening, reading, speaking and writing and also offers an insight into Chinese culture and civilisation. This year, units include: "International World", | The Chinese as an Additional Language course is designed for learners to learn Chinese as a foreign language. It develops their ability to use the language effectively for the purposes of practical communication. The course develops the skills of listening, reading, speaking and writing and also offers an insight into Chinese culture and civilisation. This year, units include: 'A Balanced Life', 'The World of Work', 'School Life' and 'Hometown and Local Areas''. They learn to use complete sentences to hold conversations on these |

civilisation. This year, units include: “ Myself and My Family”, “Physical Appearance and Clothing”, “My Daily Routine” and “Personal Relationship”. They will learn to express themselves confidently in various situations, record their role plays and create short texts.

“Lifestyles, Weather and Season”, “My Hobbies and Interests” and “At the Market and Restaurant”. They learn to conduct short conversations on familiar topics, participate creating games virtually and present their projects regarding culture

familiar topics as well as construct sentences when writing. They also take part in surveys, questionnaires, role plays, presentations and interviews.

Those who join Chinese in Year 9 as beginners are supported to help them learn some of the basics in the language that many of their classmates will have already learnt. There is an expectation that they will follow teacher guidance to work through independent tasks in addition to what is set as home learning.

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Unit 1: Myself and My Family</p> <ul style="list-style-type: none"> - All about me - Family members - My contact <p>Unit 2: Physical Appearance and Clothing</p> <ul style="list-style-type: none"> - Physical appearances - Clothing - Buying clothes <p>Unit 3: My Daily Routine</p> <ul style="list-style-type: none"> - Everyday life - Going shopping - Transportation <p>Unit 4: Personal Relationships</p> <ul style="list-style-type: none"> - My friends - Social activities - Meeting people | <p>Unit 1: International World</p> <ul style="list-style-type: none"> - Countries - Languages - Telephone conversations <p>Unit 2: Lifestyle, Weather and Season</p> <ul style="list-style-type: none"> - Weather & Season - Healthy lifestyle - Sickness <p>Unit 3: My Hobbies and Interests</p> <ul style="list-style-type: none"> - Different types of hobbies & interests - Sports & fitness - Leisure activities <p>Unit 4: At the Market and Restaurant</p> <ul style="list-style-type: none"> - Vegetable and fruits - Daily meal & snack - Eating out | <p>Unit 1: A Balanced Life</p> <ul style="list-style-type: none"> - Illness and health - Diet and health - At the doctor <p>Unit 2: Hometowns and Local Areas</p> <ul style="list-style-type: none"> - My home - Home activities - My neighbourhood <p>Unit 3: School Life</p> <ul style="list-style-type: none"> - School subjects - School facilities - School activities <p>Unit 4: The World of Work</p> <ul style="list-style-type: none"> - Occupation - Workplace - Go to work |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

ASSESSMENT

Each unit of work is assessed according to the relevant Chinese Language Success Criteria.

Throughout each year learners undergo continual assessment via a combination of topic tests and formative assessment in lessons. Skills and knowledge are assessed as part of the normal learning process, and continual feedback is provided to learners via written and verbal comments. Diagnostic quizzes help learners to gauge their own understanding, and unit tests provide a summative judgment of learner progress every term. This is reported with reference to Chinese Language Success Criteria.

| Component | Description |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listening | Learners can often understand words, phrases, and simple sentences related to everyday life. Learners can recognise specific pieces of information and understand the gist of what is being said. |
| Speaking | Learners can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorised language. Learners can usually handle short social interactions in everyday situations by asking and answering simple questions. Learners can present basic information on familiar topics using language they have practised using phrases and simple sentences. |

| | |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading | Learners can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. Learners can understand the gist of what is being said. |
| Writing | Learners can write briefly about most familiar topics and present information using either simple phrases or a series of simple sentences. |

COURSE OUTLINE (FRENCH - ADDITIONAL LANGUAGE)

| Year 7 | Year 8 | Year 9 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <p>Year 7 and 8 learners study French alongside each other together with other learners who have a broadly similar level of experience. Their breadth of language and linguistic confidence grow through studying eight units over the two year period, which reinforce and extend what has been learnt previously.</p> <p>The units spread across the two years cover the following topics; home life; study and routines; work and the future; healthy lifestyles; local area and community; leisure and holidays; French around the world and planning a trip together.</p> <p>Learners extensively practise giving and explaining their opinions and learn to express ideas confidently in the present tense and to describe past and future events. They read and listen to a wider range of texts and become familiar with the characteristics of the different text types and formats.</p> <p>Typically, learners’ writing becomes more accurate and they develop their presentation skills as they share their ideas, creations and findings with their classmates.</p> <p>The IGCSE Foreign Language course is a three year commitment and learners therefore choose their IGCSE language option at the end of Year 8. Changes after this point are not allowed to help ensure that learners have the best chance of success at IGCSE.</p> | <p>Learners consolidate their understanding of the past, present and future tenses and they become more confident in dealing with more complex or faster spoken texts.</p> <p>Learners follow four units in Year 9; My Changing Lifestyle, Feel Good Feeling, The World of Work and Future Plans, Looking to the Future and Holiday Experiences past, present and future.</p> <p>Those who join French in Year 9 as beginners are supported to help them learn some of the basics in the language that many of their classmates will have already learnt. There is an expectation that they will follow teacher guidance to work through independent tasks in addition to what is set as home learning.</p> | |

ASSESSMENT

Each unit of work is assessed according to the relevant English National Curriculum levels.

Each of the skills of Listening, Speaking, Reading and Writing is assessed formally at least once per term. This is reported with reference to the English National Curriculum levels. Assessment, both formative and summative, is directly related to these standards.

| Component | Description |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listening and Reading | Understanding of gist and detail of both spoken and written texts is assessed, and responses are usually given in the target language. These texts become progressively more complex during Years 7, 8 and 9. |
| Speaking and Writing. | Learners’ responses to visual and verbal stimuli are assessed, primarily according to their communication of content. Assessment also takes into account the accuracy and level of |

complexity of language produced. In addition, fluency and intonation are assessed in speaking.

Languages Other Than English: Chinese - First Language

The Chinese curriculum at Nexus is aligned with the learning objectives of the English National Curriculum. It is also informed by ideas about effective teaching and learning from around the world. It provides a rich and dynamic programme that prepares learners for the demands of communication in the 21st Century. Elements such as research, critical thinking and exposure to a wide variety of text types are included as preparation for further study at IGCSE and IB Diploma and learning in subsequent years.

At the heart of the Chinese first language curriculum is the study of language and texts. Learners are introduced to a wide variety of texts from various cultural contexts, including novels, poetry, reflective writing, non-fiction, visual texts and drama. They learn to appreciate how writers use language in different contexts for different effects. They are given opportunities to play with language themselves and are encouraged to be creative in manipulating a variety of forms and uses.

Understanding the context of language is an essential part of the Chinese curriculum. Topics are chosen to enable deep thinking about issues, cultures and environments. As they develop their understanding of how texts work in various contexts, learners are invited to reflect upon important ideas and the values and beliefs presented by others. They learn to formulate their own arguments and communicate clearly and creatively, taking into account different audiences and purposes. As well as skills in reading, speaking and writing, there is a strong emphasis on developing thinking and collaborative skills. A wide variety of activities is provided to cater for different learning styles and preferences. Many opportunities are provided for learners to develop their own learning goals and to personalise their learning and outcomes.

The study of Chinese empowers learners by developing the strong communication skills so fundamental to success, both academically and in life beyond the classroom. We hope that our learners will be inspired and moved by the texts they study and will develop a lifelong love of reading and learning and a deep appreciation of language.

* Units of work in Chinese are developed in accordance with the needs and interests of each class. The table below describes possible units and themes at each year level.

COURSE OUTLINE

Units of work in Chinese are developed collaboratively and reflect prior knowledge, interests and skills required at each year level. The following describes some of the possible units of work.

| Year 7 | Year 8 | Year 9 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The units spread across the two years cover the following topics; Life styles; Study and routines; Work and the future; Natural Environment; Our Society; Human and Science; Culture and History etc.</p> <p>Learners study a range of texts of various genres in order to develop a wide range of language skills in Chinese. They will also practise writing, speaking and reading in Chinese by working through the tasks studied within each text.</p> | | <p>Learners consolidate their understanding of various genres and they become more confident in dealing with more complex texts.</p> <p>Learners follow four units in Year 9; Changing Lifestyle; The World around us, Science and the Future and past, present and future. They extend their writing, speaking and reading skills in Chinese</p> |

Learners also further develop their written, spoken and reading skills in Chinese by completing a range of projects focused on both literature and non-literature works. through a project on various topics.

ASSESSMENT

Each unit of work is assessed according to the relevant Chinese Language Progression Steps. All assessment, both formative and summative, is directly related to these standards.

| Component | Description |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Speaking and listening | A wide range of individual, paired and group activities are assessed throughout each year, progressing in difficulty through Year 7, 8 and 9. |
| Written coursework | Learners are assessed for writing across a range of complex tasks throughout the year. The work takes a wide variety of forms and genres from essays, to letters, to creative stories, to blogs and interactive multimedia presentations. |
| Reading | Learners are encouraged to read a wide range of fiction and non-fiction texts including novels, short stories, biographies, poems and plays. They are encouraged to select stories of interest, read for pleasure and reflect on the themes, vocabulary and narrative structures. |

Art & Design

The Year 7 to 9 Art & Design course aims to:

- Expose our learners to all aspects of contemporary art as well art from other times and cultures and foster an appreciation of Art, Craft and Design;
- Give them the necessary skills to enable them to successfully generate their own artwork, both two and three dimensional, using a wide range of media;
- Encourage exploration and development of their work and the use of a sketchbook effectively in the process;
- Enable learners to critically evaluate their own work, then modify and refine it to realise their intentions;
- Show and identify how ideas, feelings and meanings are expressed in art;
- Learn and use specialist art vocabulary to record ideas and feelings;
- Develop learners' analytical skills so they can evaluate images and artifacts from other cultures and times.

COURSE OUTLINE

| Year 7 | Year 8 | Year 9 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Learners explore a range of approaches towards creating artwork in Year 7. The creation of all practical artwork is developed through following the art process. This includes exploration and development of initial ideas through a process of research, experimentation and refinement.</p> <p>Units of work:</p> <ul style="list-style-type: none"> ● Symbols of Me: An exploration into still life and how objects can act as symbols. ● Pattern in Print: Developing the skill of reductive linocut printmaking through creating a repeating pattern. ● Urban Sketches of Singapore: Exploring perspective and composition through creating a landscape artwork. ● Sculptural forms: Focusing on line, form and structure, learners | <p>In Year 8 Art and Design, learners develop independence in following the art process. They become more proactive in gathering sources of inspiration for their artwork and develop ideas considering the influence of other artists.</p> <p>Units of work:</p> <ul style="list-style-type: none"> ● Organic Mechanic: Taking inspiration from the natural and built environment to create an outcome whilst working with clay. ● Package a product: Exploring the Principles of Design 'balance' and 'emphasis' through creating an original packaging design. ● Fragile Futures: Creating art for change with an environmental focus. ● Transforming everyday objects: A collaborative exploration into three dimensional sculpture. | <p>In Year 9, learners challenge their understanding by approaching projects from a more individual perspective. With support from their teacher, they develop an independent approach towards making. The Year 9 course is an excellent precursor for the IGCSE Art and Design course for those learners who wish to continue.</p> <p>Units of work:</p> <ul style="list-style-type: none"> ● Real to Surreal: An exploration into one and two point perspective through creating surreal landscapes. ● Pathways - Learner Agency: Learners take ownership of the artistic process and create an individual personal project. ● Deconstruct/reconstruct: Exploring repetition and movement in an artwork. ● Life through a lens: |

will create a mixed media
3D sculpture.

Developing
understanding of
photography.

ASSESSMENT

Assessment focuses on the four different strands: 'Analysing', 'Exploring', 'Investigating' and 'Evaluating'. Practical activities allow learners to demonstrate the thinking behind their artwork, as well as the actual degree of skill that is evident. This can be done in a number of ways:

- A presentation, submission or display of finished work
- The exploration and developmental work as evidenced in their sketchbook
- Visual and written research into the work of other artists and artistic genres.
- Self-assessment through written evaluations or discussions with others.

Learners are formally assessed at the end of each term but will be subject to on-going informal assessment by the teacher and sometimes by other learners, as a group project. Their sketchbook becomes a record of their journey along with completed art works.

Music

The Year 7 to 9 Music course enables learners to:

- Learn a variety of musical instruments
- Sing regularly, individually and in ensembles
- Develop ensemble playing skills
- Develop listening and responding skills
- Develop appropriate theory and notation skills to support musicianship
- Compose and improvise using voice, instruments and ICT
- Perform for an audience, in class and as part of school events
- Explore different styles, genres and traditions, and the relationships between music and its cultural context
- Collaborate with others to develop performing and creating skills
- Reflect on own and others' performances and compositions

COURSE OUTLINE

The Secondary School Music Programme focuses on developing musicianship through listening and responding, composition, improvisation and performance. Learners are encouraged to join a Music Ensemble (CCA) and participate in school concerts and events.

| Year 7 | Year 8 | Year 9 |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● Ukulele ● Film Music ● Drumming ● The Orchestra ● Rock Bands | <ul style="list-style-type: none"> ● Samba ● Guitar ● Keyboard ● Rap | <ul style="list-style-type: none"> ● The Blues ● Musical Futures ● Indian Music ● Songwriting |

ASSESSMENT

Each unit of work is assessed according to the English National Curriculum levels for Music. Learners are assessed through individual and group performances, composition projects, research tasks and aural perception. There is a strong emphasis on formative assessment within each unit, as well as summative assessment designed to both measure and encourage progression. Learners set their own success criteria and receive regular feedback from their teacher. They are asked to reflect on their progress in order to inform their learning.

Drama

The Drama curriculum is based upon the English National Curriculum but is also developed in line with new and innovative pedagogy from the Arts across the world. The focus is on developing learners' imagination, communication and creativity whilst assessing their progress in the three essential areas of *Making*, *Performing* and *Responding* in Drama.

Learners will normally study **four** key units per year. The content of these units will vary depending on the skills and interests of the learners in each year group. The units of work could include: Commedia, Greek Theatre, Physical Theatre, Radio Plays, Improvisation Skills, Scripting and Stagecraft Skills.

AIMS

Making

- Work confidently in groups using a range of Drama techniques to explore situations and devise dramas for different purposes
- Plan and structure plays that make use of a range of techniques and forms to express their ideas
- Actively interpret the work of playwrights
- Explore characterization skills
- Demonstrate an understanding of theatre conventions
- Respect and cooperate with others
- Develop confidence in speaking and communicating ideas and concepts

Performing

- Apply stagecraft techniques such as lighting or sound to enhance a performance
- Learn lines, collaborate with others and organise presentations both inside and outside the classroom
- Experiment with their voices and movement in order to create different characters in performance
- Develop confidence in speaking through performance opportunities

Responding

- Demonstrate an awareness of theatre traditions from different times and cultures
- Explore a range of themes or issues within the dramatic context
- Reflect on and evaluate their own and other learners' work

COURSE OUTLINE

- Units of work in Drama are developed collaboratively and reflect prior knowledge, interests and skills required at each year level. The table below shows units that have been studied by previous year groups.

| Year 7 | Year 8 | Year 9 |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● Changing Faces ● Sparkleshark ● Lost ● Improvisation | <ul style="list-style-type: none"> ● Commedia dell'arte ● Physical Theatre ● Script in Performance | <ul style="list-style-type: none"> ● One man, Two Guvnors ● Theatre in Education ● Script: National Connections ● Short Film |

ASSESSMENT

Each unit of work is assessed according to the relevant English National Curriculum levels for Drama. There is a strong emphasis on formative assessment within each unit, as well as summative performance based assessment.

The main assessment components are: Making, Performing and Responding. These are assessed through individual and group tasks. Learners are given feedback throughout the course in order to set goals, personalise targets and create success criteria.

Health and Physical Education (HPE)

The course aims to:

- Develop skills specific to sports and to enable learners to participate in different roles, such as performer, coach and officiator;
- Improve learners’ knowledge and personal levels of fitness;
- Develop and maintain in learners a habit of physical exercise and activity and a lifelong commitment to physical activity;
- Give learners the opportunity to learn skills that will be of use in their leisure time and as part of the School’s extra-curricular programme.

COURSE OUTLINE

Learners study each activity for a three to four-week block of work.

Activities covered are (subject to change as we receive further advice from CPE):

| Year 7 | Year 8 | Year 9 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● Adventure Challenge ● Cricket ● Swimming ● Badminton ● Track and Field ● Water Polo ● Health and Fitness ● Netball ● Underwater Sports ● Football Fitness ● Gymnastics | <ul style="list-style-type: none"> ● Adventure Challenge ● Floorball ● Swimming ● Striking and Fielding ● Track and Field ● Water Polo ● Health and Fitness ● Spikeball ● Artistic Swimming ● Gymnastics ● Space Jam | <ul style="list-style-type: none"> ● Adventure Challenge ● Resistance Training ● Swimming ● Touch ● Track and Field ● Water Games ● Health and Fitness ● Volleyball ● Life Saving ● Badminton ● Table Tennis |

COURSE STRUCTURE

Classes are taught in year levels and mixed gender for all activities that are currently offered.

ASSESSMENT

Learners are assessed throughout the duration of each activity. This can take many forms such as peer, self and teacher assessment. This information is then used in a coaching model to inform next steps.

Digital Skills

The course aims to encourage learners to:

- Become independent and confident users of Learning Technologies and information sources
- Understand how Learning Technologies can help their work in other subjects by developing personalised learning strategies
- Develop the ability to judge when and how to use Learning Technologies and where it has its limitations
- Solve problems and design systems by drawing on the concepts fundamental to Computer Science
- Develop an awareness of the social, ethical, health and safety issues related to Learning Technologies and CS use.

COURSE OUTLINE

| Year 7 | Year 8 | Year 9 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● Google Applied Digital Skills (Basic Skills) ● Interactive Games Development ● Problem Solving & Computer Architecture ● 3D Design ● Introduction to Digital Citizenship ● Introduction to Digital Mobile Learning Technologies | <ul style="list-style-type: none"> ● Google Applied Digital Skills (Advanced) ● Ciphers and Code ● Control algorithms ● Networking/How the Internet Works. ● Continued 3D Design and Modelling ● Further Digital Citizenship ● Further Digital Mobile Learning Technologies | <ul style="list-style-type: none"> ● Big Data and its Role in Society ● Cryptography and Security ● The Software Design Life Cycle Process ● Introduction to High Level Programming Languages ● Project Based Mobile Learning ● Investigation into Social, Ethical Issues Online |

COURSE STRUCTURE

Digital Skills lessons have been designed to complement all other subject areas whilst simultaneously introducing learning to the fundamentals of Computer Science and its place in modern society. Digital Coaches work alongside subject teachers in lessons, supporting learning with Learning Technologies. Digital Skills lessons complement the use of learning technologies in subject lessons and are an opportunity for learners to further develop their learning strategies. Lessons provide opportunities for the Digital Coach to assess the development of IT skills to further personalise in-class Digital Skills support.

ASSESSMENT

The Digital Coach Team uses ongoing verbal and project-based assessment strategies that promote self-improvement and learner-driven learning. Learners know the standards aimed for in each unit and will strive for them by maintaining a skills checklist for skill development units and/or an assessment rubric that clearly outlines the assessment criteria. They will also carry out a metacognitive process to further enhance their personal development. Learners are constantly involved in peer and self-assessment.

Formal assessment tasks such as open-ended projects in-class testing or monitoring of mastery of practical skills, tests and classroom exercises will be set for most units. All assessment tasks are moderated to ensure standardisation across all teaching groups.