



BRIGHTON COLLEGE
VIETNAM

SUBJECT INFORMATION FOR PARENTS AND PUPILS 2023-2024 KEY STAGE 3 (YEARS 7 - 9)





INTRODUCTION FROM THE HEAD MASTER

Welcome to our curriculum guide for Key Stage 3

Key Stage 3 lays the foundations for IGCSE study, but it is not just about preparedness for examinations. So many of the skills, competencies and methods of study will be forged in these key years. Furthermore, it is in these years that interests are kindled and pupils are allowed to explore their areas of strength.

Our core values are curiosity, confidence and kindness, and we want these to shine through all our pupils. Ours is a pupil-centred learning that allows for individual growth rather than a 'one size fits all' approach. Therefore, this booklet should be read in conjunction with our assessment and reporting policies and we are very happy to engage in conversation about each pupil's needs, interests and ambitions.

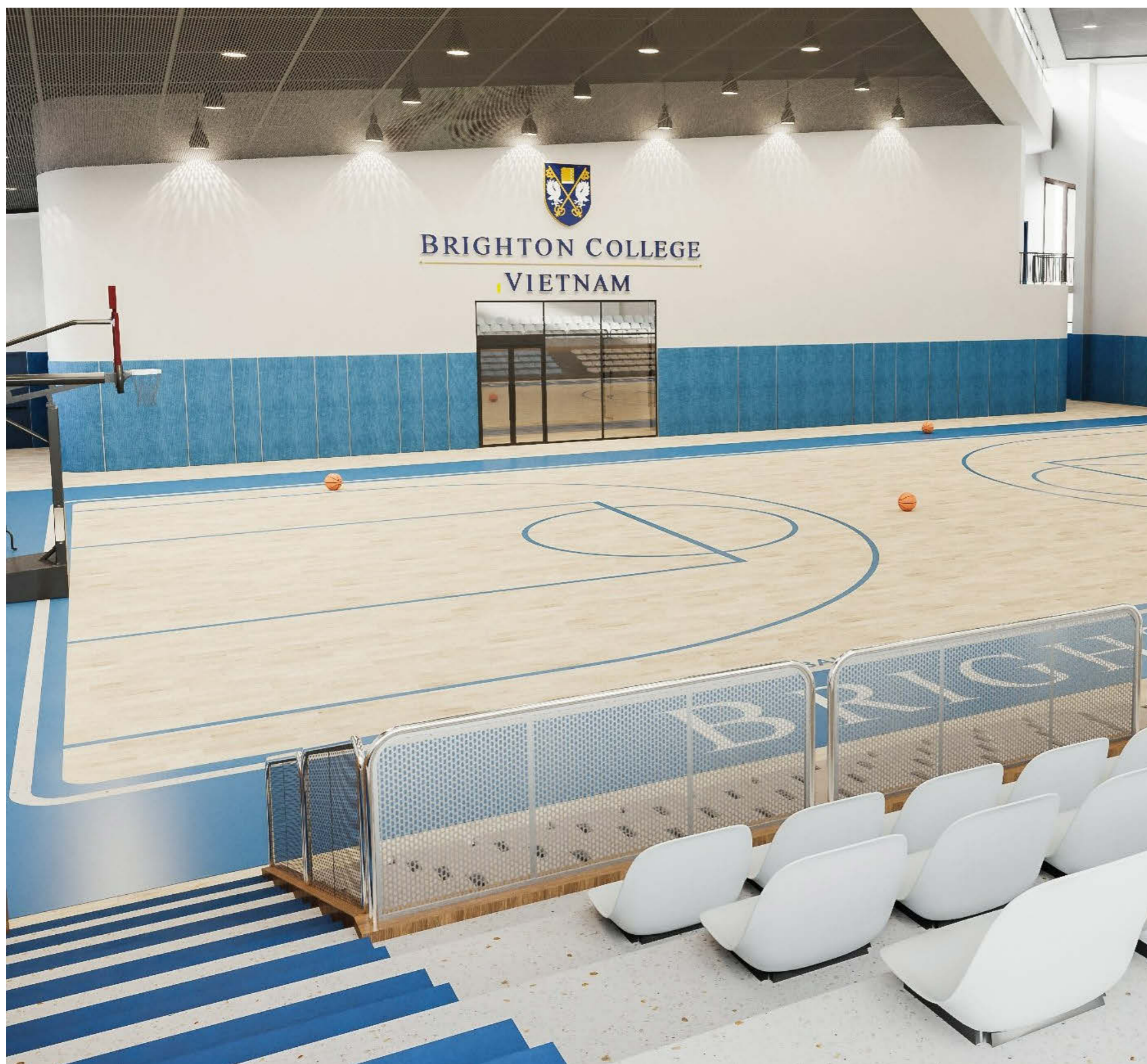
This booklet outlines some of the content, skills and assessment which you can expect in each year group within the key stage, but it is not exhaustive. The information that follows gives more detail on the subjects we offer.

If you have any questions, my team are only too delighted to help.

With every good wish,

Matthew Bartlett





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THE BRIGHTON COLLEGE CURRICULUM: YEARS 7-9

In Years 7 and 8, all pupils will study English, mathematics, three separate sciences of biology, chemistry and physics, art, design technology, drama, The Story of Our Land (history and geography), computer science, music and physical education. All pupils will have Moral, Social and Cultural Studies and Relationships, Sex and Health Education and will also continue to study at least one language of either French or Mandarin. Pupils of Vietnamese heritage will, of course, study Vietnamese.

In Year 9, Brighton College Vietnam introduces an element of subject choice, allowing pupils to focus more on areas of particular strength or interest, whilst ensuring core subjects continue and most options remain available to all pupils.

It is usually possible for pupils to recommence a subject in Year 10, even if they have not opted for it in Year 9. Pupils will be offered support and guidance from their tutor, teachers and the Deputy Head of Senior School. Our Key Stage 3 courses are a prelude to IGCSE.

On the next page is a table illustrating the subjects pupils in each year group will study.

BRIGHTON COLLEGE VIETNAM YEAR 9 OPTIONS 2023-2024

Year 9 is an important year, where pupils will learn skills and knowledge that provide the best possible foundation for the IGCSE courses they will study in Years 10 and 11. At Brighton College Vietnam, pupils in Year 9 follow a curriculum based on that of the English education system consisting of the following compulsory subjects:

- English Language and Literature
- Mathematics
- Separate Sciences – Biology, Chemistry, Physics
- Humanities – History and Geography
- PE
- RSHE and MSCS
- A Language – from Vietnamese, French and Mandarin Chinese
- Presentation Skills

Options Subjects

At Brighton College Vietnam we are committed to providing an individualised curriculum with focus on pupil choice. Therefore, in addition to the core subjects, we introduce an element of subject choice in Year 9 and pupils must choose four further options from the following list:

- An additional language (French or Mandarin Chinese)
- Art
- Business and Enterprise
- Computer Science (Computing)
- Design Technology
- Drama
- Music

This combination of core and optional subjects allows pupils to spend more time on areas they are passionate about, whilst still ensuring most options are open for study later on.

German is available off timetable (within CCA time) as an additional language subject for pupils in Years 7 - 9.

Submitting Option Choices

In order to submit option choices for Year 9, pupils and parents should submit the electronic form via the [link](#). In the event that a pupil's chosen combination of options cannot be accommodated, the pupil and parents will be contacted directly.

SUBJECT LIST

Subject		Year 7	Year 8	Year 9
English (Language and Literature)		X	X	X
Vietnamese		X (Compulsory for Vietnamese citizens)	X (Compulsory for Vietnamese citizens)	X (Compulsory for Vietnamese citizens)
Mathematics		X	X	X
Sciences	Biology	X	X	X
	Chemistry	X	X	X
	Physics	X	X	X
Humanities	<i>Story of Our Land</i>	X	X	-
	Geography	-	-	X
	History	-	-	X
	Business & Enterprise	-	-	Option
	<i>Entrepreneurship</i>	X	X	-
Foreign Languages*	French	Option	Option	Option
	German	Option (CCA)	Option (CCA)	Option (CCA)
	Mandarin Chinese	Option	Option	Option
Creative and Performing Arts	Art	X	X	Option
	Drama	X	X	Option
	Music	X	X	Option
Technology	Design Technology	X	X	Option
	Computer Science	X	X	Option
Sports	PE	X	X	X
Personal and Inter-personal Skills	Relationships, Sex and Health Education	X	X	X
	Moral, Social and Cultural Studies	X	X	X
	<i>Presentation Skills</i>	-	-	X
Co-curricular Activities		X	X	X

* Subjects in italics: Super Curriculum

* In Years 7 and 8, pupils choose two languages (including Vietnamese for Vietnamese citizens).
In Year 9, pupils choose a minimum of one language (including Vietnamese for Vietnamese citizens), and four further options, which may include a second language if desired.

What To Consider When Choosing Subjects:

- Interest and enjoyment
- Ability and progress
- Sensible combinations (those which are likely to ensure a broad education)

Above all, we recommend that pupils study the subjects that they find interesting and, therefore, will lead to successful outcomes both in exam results and enjoyment. These subjects will likely form the basis of the subjects which the pupils will select to study as part of the International Baccalaureate Diploma Programme offered in Years 12 and 13.



ENGLISH LANGUAGE AND LITERATURE (YEARS 7-9)

Introduction

The English department's main aim is to develop communication skills and to foster a lifelong love of literature. Over the Key Stage 3 course pupils will engage with a wide range of texts from different genres, time periods and cultures in order to broaden their knowledge and understanding of language and literature over time and prepare them for their future IGCSE and IBDP studies. In order to support the skills of intertextuality required at IBDP, all units across Key Stage 3 and 4 are linked conceptually in order for pupils to think critically across the range of texts they are studying. Most lessons are discussion-based, with pupils being encouraged to express an informed personal response to a range of fiction and non-fiction texts. Pupils will also be taught how to improve their analytical and creative writing skills, as well as write with accuracy, fluency, and sophistication.

Aims

- To read a broad, challenging range of fiction and non-fiction (including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors) for both pleasure and for information.
- To decode accurately, read critically and consider authorial intent.
- To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
- To understand how directorial decision and theatrical performance of set texts can support varied interpretations of source material.
- To understand context for writing and consider the purpose and audience.
- To write creatively, fluently and with interesting detail in different genres.
- To develop a broad vocabulary and the ability to use descriptive and figurative language effectively.
- To develop into mature, independent writers.
- To know how to use linguistic terminology and concepts and be able to apply them correctly to examples of real language, such as pieces of creative writing or books.
- To know how to use increasingly complex punctuation accurately and, where necessary, for effect.
- To discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
- To rehearse and perform extracts from scripts and poems, using an understanding of stagecraft and techniques of language, intonation, tone, and voice, in order to add impact.

Learning Outcomes and Skills

- Select and read books independently for challenge, interest and enjoyment.
- Know how to make inferences and refer to evidence from text to support ideas and arguments.
- Build skills in note-taking, analysis of unseen material and the creation of quotation banks.
- Plan, draft, edit and proofread writing.
- Know the purpose, audience for, and context of their writing and draw on this knowledge to support comprehension.
- Recognise a range of prose and poetic conventions and understand how these have been used.
- Understand the importance of setting, plot and characterisation, and the effects of these.
- Understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.
- Develop knowledge and understanding of figurative language, vocabulary choice, grammar and text structure.
- Draw on new vocabulary and grammatical constructions from reading and listening, and use these consciously in writing and speech to achieve particular effects.
- Draw on knowledge of literary and rhetorical devices from reading and listening to enhance the impact of personal writing.
- Use Standard English confidently in writing, including during responses linked to practice for IGCSE questions.
- Debate themes and concepts encountered throughout the course, in order to compare and contrast texts (both fiction and non-fiction).
- Present to peers and adults, justifying opinions using literary evidence.

Year 7

Unit 1 - Mythology - Cultural identity

This unit provides an introduction to narrative structures through the study of mythology. Selected to build upon pupils' prior knowledge of Greek and Roman myths studied in Key Stage 2, this unit focuses on universal archetypes that transcend time and space. As such, the myths and legends selected come from a wide range of countries and cultures, but are united through their use of archetypal characters or their archetypal plots.

Unit 2 - Novel - Challenging identities

Building on their study of narrative structures and character archetypes in Unit 1, this unit focuses on developing a more detailed understanding of the writer's craft, exploring the effect of style and structure in relation to a whole class novel. Pupils examine how writers address a central theme, create character, and use setting. Whilst studying the text, pupils also practise their basic comprehension skills and begin to develop their personal analytical style. Pupils then respond creatively to the text through their descriptive and creative writing.

Unit 3 - Poetry, song lyrics and media texts - Representations of identity

In this unit, pupils will consider and compare how the concept of one's own identity is presented through a variety of different forms, with a focus on how meaning is conveyed. This will pave the way for future comparative work at IGCSE and IB as well. Pupils will embrace these forms and the stylistic choices writers make to then create their own texts that help to explore their own sense of self.

Unit 4 - Shakespeare - The feminine identity

We will end the year by focusing on one specific aspect of identity, that of feminine identity and, in particular, how William Shakespeare has crafted and presented women in a variety of his plays. Through a close study of a number of characters including Juliet, Portia and Katherine, pupils will consider how texts often reflect the societies in which they are produced. Pupils will use this information to produce a guide in which they consider and present Shakespeare's England to a more modern audience.

Year 8

Unit 1 - 19th century fiction - The world in which we live

Through close reading of a variety of 19th Century extracts, pupils consider how settings are used to communicate ideas about the world in which we live through the stylistic conventions of literary genre. Pupils further develop their close analysis skills, with particular focus on how vocabulary, style and structure can be used for effect. They are encouraged to read beyond the extracts and apply their knowledge of context and genre to explore and link texts.

Unit 2 - Frankenstein - Moral conflict

Pupils explore the use of setting, characterisation and dramatic devices used in a modern play adaptation to communicate themes and ideas to an audience. Pupils will consider the moral conflict within the play, supporting their interpretations through wider reading of non-fiction texts in order to broaden an ethical debate on scientific progression, such as cloning and genetic engineering. Pupils will learn how to write a logical and coherent argument and hone their oracy skills by participating in a healthy class debate.

Unit 3 - Protest Poetry and Diverse Shorts - Perspectives

Within this unit pupils read a range of poems and non-fiction texts all connected by the central theme of protest. This unit builds on the identity poetry unit studied in Year 7, both in terms of knowing and understanding the effect of a range of poetic techniques, and in crafting short, analytical responses. Pupils will consolidate their understanding of how writers use structure and stylistic devices to achieve particular effects and convey their perspectives and ideas.

Unit 4 - Novel - Social injustice

Next, we explore a modern novel, examining how novels are used as a powerful way for writers to express their viewpoints. They analyse how a writer uses a novel as a way to present a view of society and are encouraged to reflect on how individuals are treated.

Unit 5 - Speeches: The power of rhetoric - Inequality

Having studied the persuasive speeches within *Animal Farm* in Unit 4, pupils now explore a number of powerful historical speeches that allow them to consider inequality issues important to them and how they can be encouraged to 'speak out' through their writing. Pupils will apply their study of the power of rhetoric through Aristotelian concepts of logos, ethos and pathos within their own speeches in order to influence change.

Year 9

Pupils are introduced to the key skills required for IGCSE English Language and Literature, initially focusing on non-fiction. They develop their ability to analyse how writers use linguistic and structural devices to achieve effects. Pupils explore unseen texts similar to those found in the IGCSE papers. In response to the texts studied, pupils develop their ability to complete transactional writing tasks, initially with a focus on writing to describe. Pupils are encouraged to respond to texts imaginatively in preparation for coursework tasks. There is a continual focus on the need for accurate spelling, punctuation and grammar. Pupils begin to be exposed to writing under timed conditions through assessments completed under exam conditions.

Unit 1 - Dystopian fiction - Alternative perception

By analysing alternative perceptions of reality, pupils can develop their critical thinking skills while creating their own creative transactional writing in this engaging and thought-provoking unit. The unit is designed to engage pupils with the popular literary genres of dystopia and post-apocalyptic fiction to inspire them to reflect upon the world they live in. By the end of the unit, pupils will apply their understanding of the different structural features writers use through the lens of dystopia and post-apocalyptic fiction.

Unit 2 - Novel: Lord of the Flies - Conflict, theme and character

Our Lord of the Flies unit is designed to help pupils further develop their analytical skills by studying the language, themes and structure used in this classic novel. Through close reading and critical analysis, pupils will gain a deeper understanding of how these elements create meaning and effect, preparing them for success in the IGCSE exam and beyond.

Unit 3 - Poetry - Power and conflict

The Power and Conflict poetry unit allows pupils to analyse complex themes of political, social, economic, and personal power, and various types of conflict. Developing analytical skills such as identifying literary devices, interpreting symbolism, and critically evaluating themes is achieved through analysing a range of poems including tackling an unseen poem.

Unit 4 - Shakespeare - Conflict and tragedy

This term, pupils explore a full Shakespeare text on the IGCSE syllabus: Romeo and Juliet. In addition to developing their ability to analyse how language, form and structure are used to create meaning and effect, pupils investigate the relationship between the text and its context by exploring the writer's life, the historical setting, and the social and cultural contexts.

Unit 5 - Transactional Writing - Resolving conflict through representation

The Transactional Writing unit focuses on resolving conflict through representation, writing for different purposes, genres, and audiences. Pupils learn to write leaflets, articles, guides, emails, letters, and summaries inspired by non-fiction texts, developing communication skills and understanding of audience and genre conventions.

Assessment

Formative and summative assessment will be used throughout Key Stage 3. Pupils will be assessed informally through opportunities to hone their speaking and listening during class debates and presentations. Pupils will receive both verbal and written feedback on their work and will be encouraged to become independent in their approach to reading and writing. As pupils approach the end of Key Stage 3, they will be assessed with increasing regularity on their ability to write under timed conditions, as preparation for public examinations at IGCSE.



VIETNAMESE (YEARS 7-9)

Introduction

The Vietnamese language programme helps to form and develop pupils' main qualities: patriotism, compassion, hard work, honesty, and responsibility, as well as nurturing the soul, forming and developing personality. The literature helps pupils discover more about themselves and the world around them, whilst deepening their understanding of people and spiritual life. It also provides opportunities for them to develop a love of the Vietnamese language, have a sense of origin and identity, contribute to preserving and developing Vietnamese cultural values and understand how to integrate all of these into the wider world.

Aims

- To develop the good qualities already formed in Key Stage 2.
- To enhance and expand the requirements for quality development with specific expressions such as: being proud of the nation's history and national literature; having dreams and aspirations, self-study capabilities, and self-respect.
- To develop language competence which has been formed in the Prep school to a higher level: distinguish between types of literary texts, essays, and informational texts; reading and understanding both explicit and implicit content of various types of documents.
- To be able to write narrative paragraphs and essays, descriptions, expressions, arguments and explanations in complete and logical applications.
- To develop literary capacity: distinguish the genres of stories, poems, autographs, literary scripts, and some specific sub-genres; recognise the effects of formal elements and artistic methods associated with each literary genre; recognise expressive and aesthetic values; distinguish between the content and form of literary works.
- To self-create some literary products.

Learning Outcomes and Skills

Language Competence

- Know how to apply Vietnamese knowledge along with own experiences and reasoning ability to understand the text; know how to read text and understand the explicit and implicit content of the text.
- Identify and evaluate the content and outstanding features of the text's expression form; know how to compare one text with another, and relate to the individual's life experiences; from there, have their own way of seeing, thinking and feeling about life, enriching spiritual life.
- Write narrative, descriptive and expressive essays.
- Write argumentative and explanatory essays, following the correct steps and incorporating expression methods.
- Write narrative texts that focus on the creative retelling of stories; things witnessed and participated in; imaginary stories that incorporate descriptive and expressive elements.
- Know how to compose verses and poems, mainly to identify the characteristics of some familiar poetic forms.
- Write argumentative texts to express personal thoughts and opinions, requiring relatively simple reasoning operations, and easy-to-find evidence; write explanatory texts on issues close to pupils' lives.
- Compose daily documents such as working memos, emails, written reports, advertisements and interview applications.
- Know how to share their feelings, attitudes, experiences and ideas on the issues mentioned; discuss ideas about what has been read or heard.
- Know how to speak appropriately about the purpose, object and context of communication.
- Know how to use pictures, symbols and diagrams to present problems effectively.
- Listen and understand with the appropriate attitude; recognise and evaluate the arguments and evidence used by the speaker; recognise the speaker's emotions; know how to respond to what is heard effectively.

Literary Competence

- Identify and distinguish the types of literary texts: stories, poems, plays, autobiographies and some typical genres for each type.
- Analyse the effects of some elements of the art form in each literary genre; understand literary texts' explicit and implicit content. Express feelings and thoughts about literary works and their impact on themselves.
- Recognise folk tales, short stories, lyric poetry, and narrative poetry; lyrical and autobiographical signatures; recognise lyrical subjects, lyrical characters and expressive and cognitive values of literary works; recognise and analyse the effects of a number of formal elements and artistic measures associated with the characteristics of each literary genre (plot, narrator's words, character's words, space, time, rhythm, images and rhetorical devices such as metaphor, metonymy, overstatement, understatement).
- Understand the author's message, thoughts, feelings, and attitudes in the text; recognise literary scripts, novels, and stories of Sino poetry, verse, free verse, tragedy, and comedy.
- Create content and form of literary works and images; recognise and analyse the effects of some form factors and artistic measures of each literary genre.
- Identify some general features of Vietnamese literary history; understand the impact of literature on personal life.

Year 7

Reading

- Recognise the themes and characteristics of fairy tales and legends.
- Identify arguments, evidence, and connections in argumentative texts.

Writing

- Write an essay retelling a personal experience; use first person pronouns to share experiences and express feelings about the event being told.
- Write an essay retelling a legend or fairy tale.
- Write an essay describing the scene.

Listening and Speaking

- Describe a memorable experience, expressing feelings and thoughts about that experience.
- Retell a legend or fairy tale vividly, using the mythical and fantasy elements to make it more compelling.
- Explore an opinion on a real-life problem.

Year 8

Reading

- Recognise some elements of proverbs: the number of sentences, words and rhymes.
- Identify some elements of fables and sci-fi stories such as topics, events, situations, plots, characters, space and time.
- Recognise the character's personality expressed through gestures, actions, and dialogue, through thoughts of other characters in the story and through the narrator.
- Identify and state the effect of changing the type of narrator (first and third person) in a narrative.
- Recognise and comment on the unique features of the poem expressed through words, images, rhyme, rhythm and rhetoric.

Writing

- Write an essay about a real event related to a character or historical event in history.
- Write expressive essays (about people or events).
- Create a four or five-word poem.
- Write a paragraph to record feelings after reading a poem of four or five words.
- Know how to write an article analysing characteristics of a literary work.
- Write an explanatory text about a rule in a game or activity.

Listening and Speaking

- Present an opinion on a life issue, clearly stating opinions and arguments, with convincing evidence.
- Know how to defend an opinion against the objections of the audience.
- Know how to tell a joke; use and enjoy interesting, witty expressions and humour while speaking and listening.
- Summarise the main ideas presented by others.

Year 9

Reading

- Recognise elements such as plot, background, scenes, characters and language in comical and historical stories.
- Identify and analyse single-line plots and multi-line plots.
- Recognise and analyse the effects of some of the main artistic tricks of satirical poetry.
- Identify some elements of the poetic rules such as layout, rhyme, rhythm and counterpoint.
- Identify and analyse some elements of comedy such as conflict, action, characters, dialogue and satirical techniques.

Writing

- Write about a trip or social activity using descriptive or expressive elements.
- Write a discourse on a social issue, clearly stating the problem and idea of the writer's opinion, giving reasons and evidence.
- Write an analysis of a literary work: stating the topic; dissecting and analysing the effects of some unique features of the art form.
- Write an explanatory text explaining a natural phenomenon or introducing a book, stating important information.

Listening and Speaking

- Present an opinion on a social issue; clearly state opinions and points of view; use persuasive arguments and evidence.
- Know how to give a short introduction to a book (according to personal choice): summarise the most important information; state the subject or theme of the book and some special features of the art form.
- Capture the main content that the group has exchanged and discussed, then present that content.

Assessment

Pupils at Key Stage 3 will be assessed through a mix of formative and summative assessment. Pupils will be assessed regularly on the four different skill areas in Vietnamese: reading, writing, speaking and listening. Feedback from teachers (both verbal and in written format) will help pupils build confidence and understand how to improve. All of a pupil's work will be taken into account for assessment, including:

- Homework, classwork and collaboration in lessons
- In-class tests and the end of year exam
- Individual project work.



MATHEMATICS (YEARS 7-9)

Introduction

Mathematics provides a fundamental toolkit for pupils to understand and question the world around them. At Key Stage 3, the curriculum is designed to provide a strong foundation in logic, reasoning and core mathematical concepts whilst giving them a sense of enjoyment and curiosity about the subject. Pupils learn to move between representation and concrete mathematical ideas, reinforced by their understanding of core subject concepts.

The curriculum builds upon each phase of learning at Key Stage 3, which forges connections across the taught topics and develops fluency in key mathematical techniques. This not only provides a rigorous framework for the IGCSE programme, but also lays the foundation for pupils to draw connections between mathematics and other key areas across the curriculum. Pupils improve their capacity to handle and resolve increasingly challenging problems in all subjects, deepening their understanding of mathematics and enhancing resilience.

Aims

- To be fluent in mathematical concepts which grow increasingly complex over time.
- To recall and apply mathematical knowledge quickly and with accuracy.
- To reason and enquire mathematically using accurate mathematical language.
- To solve problems using a range of increasingly sophisticated mathematical techniques.
- To demonstrate a developed ability in spoken mathematical vocabulary in order to deliver a mathematical argument or proof.
- To be confident using IT in appropriate ways to develop mathematical abilities.
- To be skilled at problem-solving both individually and when working collaboratively with others.
- To develop an appreciation for the power and importance of mathematics for understanding the world around us.
- To cultivate a sense of enjoyment and academic engagement with the subject, that reflects one of the key pillars of a Brighton College education – curiosity.

Learning Outcomes and Skills

In Key Stage 3, pupils follow a personalised and scaffolded curriculum which becomes progressively more complex each year in all of the topics below. Pupils' prior knowledge and skills will be assessed and taken into account in developing this personalised curriculum.

- Use algebra to formulate mathematical relationships and generalise key arithmetic structures.
- Substitute values into equations to find the value of a given subject.
- Rearrange and simplify linear and quadratic expressions.
- Develop algebraic and graphical fluency in linear and quadratic systems.
- Understand the meaning and representation of ratio using ratio notation.
- Identify variables and express relations between variables algebraically and graphically.
- Develop and test hypotheses about patterns and relationships, using algebraic proofs or proofs by counter-example.
- Reason deductively in geometry, number and algebra, including using geometrical constructions.
- Develop mathematical knowledge through solving multi-step problems.
- Apply their mathematical knowledge to interpret and solve problems in applied fields such as mechanics, physics, finance and statistics.
- Select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems.

The mathematics curriculum at Brighton College Vietnam adopts a thematic approach to learning to develop a pupil's ability to use multiple techniques to solve increasingly complex problems.

Numbers

Pupils will be able to demonstrate knowledge and understanding of how to:

- Develop strong abilities in mental arithmetic to solve problems.
- Solve linear equations involving all four operations and using inverse operations.
- Understand decimal place value and position decimals on a number line.
- Convert fluently between fractions, decimals and percentages, including converting recurring decimals into fractions.
- Express ratios in their simplest form and understand gradient as a concept of ratio.
- Convert between currencies and describe financial problems algebraically.
- Apply appropriate methods for solving complex percentage problems.
- Use and manipulate numbers in standard form.
- Understand integer powers and the idea of variables, monomials and binomials raised to positive integer powers.
- Understand recurring decimals and convert recurring decimals to fractions algebraically.
- Understand bounds, estimation and truncation.
- Appreciate the concept of infinity through a basic understanding of set theory.

Algebra

Through generalisation and algebraic techniques, pupils will be able to:

- Use and interpret algebraic notation.
- Understand the concept of substitution in formulae, expressions and scientific formulae.
- Use substitution in basic linear kinematic equations to solve practical problems.
- Accurately use the vocabulary of expressions, equations, inequalities, terms and factors.
- Simplify and manipulate algebraic expressions to maintain equivalence.
- Factorise and expand brackets to simplify and solve algebraic equations.
- Use fractions in algebraic contexts.
- Solve linear inequalities in one variable and find integer solutions that satisfy an inequality.
- Factorise and solve quadratic equations.
- Form and solve quadratic equations from contextual data.
- Interpret mathematical relationships both algebraically and graphically.
- Recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling on the Cartesian plane.
- Understand and manipulate linear equations graphically and use algebraic, graphical and approximation methods to solve simultaneous linear equations.
- Generate, recognise and find the n^{th} term of arithmetic sequences.
- Recognise geometric sequences.

Shape and Measure

Pupils will be able to demonstrate knowledge and understanding of how to:

- Derive and apply formulae to calculate and solve problems involving perimeter, area and volume of Euclidean shapes.
- Draw and investigate angles, identify perpendicular and parallel lines and recognise shape types.
- Derive and illustrate properties of triangles, quadrilaterals, circles and other plane figures.
- Describe the results of translations, rotations and reflections applied to given figures.
- Derive and use standard ruler and compass constructions to solve problems involving minimising distance and bearings.
- Recognise and manipulate shapes in symmetry.
- Understand the properties of interior and exterior angles to solve complex problems.
- Illustrate properties of triangles, quadrilaterals, circles, and other plane figures using appropriate language and technologies.
- Prove geometric facts using knowledge of properties of shape and solve problems in Euclidean space.
- Use Pythagoras' Theorem to solve problems involving right-angled triangles, using both calculator and non-calculator methodology in both 2D and 3D planes.

Statistics and Probability

Pupils will be equipped with the knowledge and understanding of how to:

- Record, describe and analyse experiments of simple probability using appropriate language and describing equally and unequally likely outcomes.
- Know and use the vocabulary for probability, calculating the probability for a single event.
- Identify and represent sets, use Venn diagrams, and understand and use the intersection/union of sets.
- Generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities.
- Construct and interpret bar charts (including histograms), vertical line charts, and pie charts for given sets of data.
- Interpret and compare observed distributions of a single variable discrete, continuous and grouped data through appropriate graphical representations and appropriate measures of central tendencies (mean, mode, median) and spread (range, consideration of outliers).
- Describe simple mathematical relationships between bivariate data in observational and experimental contexts and illustrate using scatter graphs.

Assessment

Pupil assessment in mathematics will focus on interpretation, communication and problem solving of themes covered over the course of the academic year. Pupils will be assessed on all work produced. In preparation for IGCSE assessments, in-class tests and end of year exams will be a mixture of calculator and non-calculator papers.



SCIENCE (YEARS 7-9)

Introduction

The Key Stage 3 curriculum is designed to provide pupils with a solid foundation in the scientific principles and skills necessary for further study in science. Over the course of three years, pupils will explore a range of topics, within the subjects of biology, chemistry, and physics, through a combination of theoretical concepts and practical experiments. During hands-on activities and scientific investigations, pupils will develop their critical thinking, problem-solving and analytical skills, and gain a deeper understanding of the natural world and our place in it. The curriculum also emphasises the importance of scientific ethics and responsible scientific inquiry.

Aims

- To foster a love of learning and a curiosity about the natural world, inspiring pupils to continue studying science and pursuing scientific careers in the future.
- To develop pupils' knowledge and understanding of key scientific concepts and principles across biology, chemistry and physics.
- To develop pupils' scientific inquiry skills, including the ability to ask questions, design and carry out investigations, and analyse and interpret data.
- To develop pupils' practical skills, including the ability to use scientific equipment, conduct experiments safely, and record and present data effectively.
- To promote scientific literacy, including the ability to communicate scientific ideas effectively, understand the role of science in society, and utilise modern technology to communicate their findings.
- To develop pupils' critical thinking and problem-solving skills, including the ability to evaluate evidence, make logical connections between ideas, and apply scientific principles to real-world problems.

Learning Outcomes and Skills

Knowledge and understanding

- Understand the science of the world around us.
- Develop the vocabulary to explain scientific ideas.
- Understand how scientific instruments are used to measure the world around us and express these measurements in appropriate units.
- Understand how science affects us as a society.

Handling information and problem-solving

- Find scientific information from different sources.
- Use and understand data in both quantitative (numbers) and qualitative (words) forms.
- Make predictions based on scientific data.
- Make conclusions based on scientific data.
- Solve scientific problems with data and creative thinking.

Experimental skills and investigations

- Learn how to use key equipment and standard techniques to safely conduct experiments.
- Understand the key steps in planning an experiment to find the answer to a scientific question.
- Make first hand observations and measurements in experiments and investigations.
- Analyse experimental results, including drawing appropriate graphs and conducting calculations.
- Evaluate methods used and evidence gained to suggest improvements.

Biology

- Develop a high-level knowledge of living systems and consider them in relation to humans and other organisms (including animals, plants, fungi and microorganisms) in the natural environment.
- Understand the importance of understanding and protecting our natural world.
- Test theories developed about living things using scientific methods, by collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect.
- Become proficient in the use of scientific nomenclature, units and mathematical representations specific to biology.
- Develop a strong foundation of knowledge and understanding about the science of living organisms that allows secure progression through to IGCSE and beyond.

Y7	Cells Nutrition The Human Body Ecology
Y8	Classification Movement of Substances Plants
Y9	Enzymes Disease and Transmission Variation and Adaptations

Chemistry

- Understand how chemistry is the science of composition, structure, properties and reactions of matter.
- Acquire knowledge of the empirical world.
- Develop an awareness of the implications of chemistry, both for the natural and human-made worlds around us.
- Communicate effectively using the language of chemistry and to develop the use of scientific nomenclature, units and mathematical representations specific to chemistry.
- Develop a strong foundation of knowledge and understanding about the science of chemical properties of substances and materials of all kinds that allows secure progression through to IGCSE and beyond.

Y7	States of Matter The Periodic Table Chemistry of the Earth
Y8	Atoms, Elements Compounds and Mixtures Separation Techniques Acids and Bases
Y9	Bonding Properties of Materials Stoichiometry

Physics

- Use knowledge acquired to discover and explain the order of our physical environment.
- Understand how physics is the science of concepts of field, force, radiation and particle structures.
- Apply physics knowledge in the conservation and management of our environment.
- Select and use appropriate instruments to execute measurements in the physical environment.
- Develop the use of scientific nomenclature, units and mathematical representations specific to physics.
- Develop the capacity to think critically and solve physics related problems.
- Develop a strong foundation of knowledge and understanding about the ideas of physics and our material environment that allows secure progression through to IGCSE and beyond.

Y7	Forces Density Earth and Space
Y8	Energy Sound and Light Magnetism
Y9	Materials Motion Electricity and Circuits

Assessment

In the Key Stage 3 science curriculum, pupils will be assessed through a variety of formative and summative assessments. Formative assessments will encourage individuality and pupil voice by providing opportunities for pupils to choose topics for independent research projects and have input into practical investigations.

Summative assessments will also provide some degree of choice and flexibility, such as giving pupils a choice of questions or tasks to complete. Teachers will provide clear and constructive feedback to help pupils understand their performance and identify areas for improvement. The assessment approach is designed to support pupils' learning and encourage them to take ownership of their learning, while also ensuring they achieve the aims of the curriculum. In preparation for IGCSE, pupils will be assessed on their practical skills when conducting experiments, as well as their written work throughout the year, end of topic tests and the end of year exams.



ART (YEARS 7-9)

Introduction

Art throughout Key Stage 3 at Brighton College Vietnam will give pupils a grounding in the essential skills crucial to Art and Design, giving individuals the opportunity to build and forge links within the arts and understand how art connects across all subjects.

This is a broad course exploring practical, new media technologies and critical/contextual work through a range of two-dimensional and/or three-dimensional processes. Pupils are required to develop knowledge, understanding and skills through integrated practical, critical, and theoretical study that encourages direct engagement with original works. Pupils may work with both traditional and new media.

Aims

- To become adept at drawing, painting, sculpture, printing and a range of other techniques, both familiar from Key Stage 2 and new to Key Stage 3.
- To plan, create, develop and improve both their own work, and pieces of art completed in collaboration with others.
- To evaluate artwork and communicate ideas in a way which demonstrates critical thinking and personal reflection.
- To research great artists and designers from different eras, both locally and internationally renowned, and understand the development of their craft.
- To understand how art and design reflect and shape our history and contribute to the culture and creativity of all countries.
- To cultivate a curiosity for the world of art and the ability to see independent projects through to completion.

Learning Outcomes and Skills

- Record observations in sketchbooks, journals and other media as a basis for exploring new ideas.
- Use a range of techniques and media, including drawing from observation, grid drawing, carbon transfer drawing, application of tone, colour theory and various forms of printing.
- Develop confidence and proficiency in the handling of a wide range of materials.
- Analyse and evaluate their own work, and act upon peer and teacher assessment in order to strengthen the visual impact or applications of their work.
- Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day (both within Vietnam and further afield).
- Review and refine skills learnt throughout the phases of Key Stage 3, as well as build confidence in preparation for IGCSE.

Assessment

Continuous assessment takes place for pupils throughout the programme of study at Key Stage 3. Pupils receive verbal feedback and guidance in lessons to help their artwork evolve and improve. Pupils will also receive written feedback on project work, and will take part in self-assessment as part of their journey as an artist. Parents will receive feedback in the form of formal reports.

BUSINESS AND ENTERPRISE (YEAR 9)

Introduction

Business and Enterprise in Year 9 is a course that is designed to build on the skills cultivated through the super curriculum course of Entrepreneurship in Years 7 and 8 and prepare pupils for IGCSE. It allows pupils to strengthen their understanding of economic principles and key functions such as marketing, the management of information, operations and finance. The skills developed through the study of Business and Enterprise, such as the analysis of data and an organisation's performance in different markets, are applicable to a wide range of other subjects. Pupils are also exposed to real-world examples and scenarios, cultivating a wider curiosity in the world around them.

Aims

- To develop an interest in, and enthusiasm for, the study of business, enterprise and economic concepts.
- To develop and apply knowledge, understanding and skills to contemporary business and economic issues in a local (Hanoi), national (Vietnam) and global context.
- To understand the dynamic and evolving nature of the business world, investigating the implications of technology (including the use of AI technology) and globalisation on key stakeholders.
- To develop critical thinking and enquiry skills to help build arguments and make informed judgements.
- To promote an understanding of the importance of ethics and sustainability in business.
- To prepare pupils for the study of Business or Economics at a later stage in their academic journey.

Learning Outcomes and Skills

- Investigate key industries and sectors in the Vietnamese economy and gain an understanding of recent developments and future trends.
- Research a key sector of the local economy (such as tourism, retail, construction, manufacturing).
- Learn about key economic terms and concepts, such as exchange rates, interest rates, economic growth, sustainability and globalisation.
- Understand the significance of technology in business and the impact it has on all aspects of our life.
- Investigate the benefits of the increasing use of technology (as well as the ethical considerations), in addition to the importance of sustainability.
- Acquire a deeper understanding of marketing, including key concepts/terminology, trends and significance to business.
- Learn about the main financial tools and documents used to plan, budget and measure business performance.
- Collaborate in a group in order to develop a business idea within strict budgetary constraints.

Assessment

Business and Enterprise in Year 9 exposes pupils to the style of IGCSE questions. Within end-of-topic tests and more formal mid-year and end-of-year summative assessments, a range of question styles are used, such as short-answer and extended response questions, data analysis and problem solving tasks. Pupils are also assessed and provided with supportive, constructive feedback (both verbally and in written format) on prep work and key pieces of classwork, such as research work based on business examples and opportunities.

COMPUTER SCIENCE (YEARS 7-9)

Introduction

Brighton College Vietnam's Key Stage 3 Computer Science course is designed to provide a progressive, reflective and modern curriculum that matches the needs of both pupils and the ever-changing industry. Pupils will be introduced to the fundamentals of the subject through a wide range of interactive technologies and will gain valuable experience in the industry's latest trends.

Aims

- To understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- To be responsible, competent, confident and creative users of information and communication technology.

Learning Outcomes and Skills

- Understand the principles of using a computer both inside and outside school (including hardware and software systems).
- Appreciate how to use computer technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy.
- Recognise inappropriate content, contact and conduct and know how to report concerns.
- Build the necessary skills of presenting for audience and purpose.
- Read, write and create algorithms within programming languages, and deepen understanding of how computers work with components and number representation.
- Become skilful in algorithm design and computational programming for independent project-based work, deepening knowledge and understanding of how computers represent data and how they communicate.
- Build knowledge of both spreadsheet modelling and creation in order to make progress with creating digital artefacts appropriate for audience and purpose.
- Experiment with, test and peer-assess project-based work (e.g. games, apps, websites) that will work across different platforms and operating systems, demonstrating an understanding of how computer systems communicate with one another.

Assessment

Computer Science is assessed through a range of computer-based tasks. Short quizzes and skills tasks take place in lessons and are used to check knowledge and understanding at the end of topics. Pupils will also complete more formal assessments as part of mid-year and end-of-year assessment weeks. Pupils receive verbal and written feedback to support them with their project work and parents receive formal progress updates in reports.

DESIGN TECHNOLOGY (YEARS 7-9)

Introduction

Design Technology is a creative, rigorous and practical subject. Through design, pupils develop a critical understanding of the impact of 'good and bad' design on daily life and the wider world. Pupils are taught how to use their imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire and draw upon a broad range of subject knowledge and other disciplines such as mathematics, science, computing, business and art. Most importantly, pupils learn how to take risks through the interactive process and so become more resourceful, innovative, enterprising and capable.

Aims

- To develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- To build and apply a repertoire of knowledge, understanding and skills to design and make 'fit for purpose' prototypes and products for a wide range of users.
- To identify and solve their own design problems and understand how to interpret problems given to them.
- To develop the ability to make aesthetic, economic, ethical and technical value judgements.
- To critique, evaluate and test ideas and products and the work of others.

Learning Outcomes and Skills

- Develop and communicate design ideas using annotated sketches, Computer Aided Design (CAD), 3-D and mathematical modelling, oral and digital presentations.
- Research and explore, such as the study of different cultures, to better identify and understand user needs and wants.
- Identify and solve their own design problems and understand how to reformulate problems given to them.
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
- Test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups.
- Analyse the work of past and present professionals and others to develop and broaden their understanding.

Assessment

Pupils are evaluated throughout the Key Stage 3 course on:

- Design - sketching, annotation of design ideas, oral and digital communication of ideas.
- Create - modelling skills (including CAD), prototypes and final outcomes.
- Evaluate - critical thinking skills, social, moral and ethical considerations and their impacts on users.
- Technical knowledge - application of skills, understanding of process, materials and equipment.

DRAMA (YEARS 7-9)

Introduction

Drama at Brighton College Vietnam is a subject that uses the body, voice and imagination to develop creative skills and produce performances. Pupils will explore the basics of drama and learn how to create and perform short dramatic works, such as monologues and duologues. As they progress through Key Stage 3, pupils will perform more complex dramatic works, such as scenes and one-act plays. They will also learn about the cultural and historical context of different dramatic works. Pupils will also have the opportunity to explore different styles of drama, such as physical theatre, scripted plays and Commedia dell'arte.

Aims

- To nurture imagination and court inspiration through mastery of skills and techniques.
- To create fluent, authentic, original storytelling that illuminates the complexity of the human spirit and can question accepted wisdom.
- To learn how to focus and listen to the ideas of others, hearing the voices of classmates and striving for a collective vision of our goals. We prize the contributions and accomplishments of the individual and of the team.
- To foster curiosity, invention, bravery and humour.
- To take risks and learn from failure and vulnerability in order to build lifelong habits of innovation.
- To commit to fair and ongoing practices that enhance our relationships with theatre makers, audiences and society, finding strength in our diversity and lowering barriers to participation in the classroom and on the stage.

Learning Outcomes and Skills

- Create and develop characters, settings and situations for dramatic works.
- Use voices and bodies effectively to express emotions, thoughts and intentions.
- Work collaboratively with others to create and perform dramatic works.
- Analyse and evaluate their own performances and also those of their peers.
- Understand the cultural and historical context of dramatic works.

Assessment

Pupils are assessed on their ability to create, perform and evaluate. Pupils can be assessed on their individual work (both planned and improvised) and on pair and group work. As pupils progress through the course, they are also assessed on their ability to reflect critically – both verbally and in written form - on the success of theatrical performances, and the effectiveness of techniques used within lighting and sound, costume, stagecraft and direction.

FRENCH (YEARS 7-9)

Introduction

The ability to understand and communicate in French is a valuable asset that allows pupils to see the world with different eyes. At Key Stage 3, we believe that every single learner should feel a sense of enjoyment, achievement and progress throughout their language learning journey. To achieve this goal, we strive for a pupil-centred approach, empowering pupils to take charge of their learning. By integrating technology, pupils will have access to a range of digital resources and language learning software that will provide a dynamic and stimulating learning experience, while also equipping them with the essential digital skills needed for future academic and professional pursuits.

Aims

- To develop a strong foundation of French language skills, including reading, writing, listening and speaking competencies.
- To gain a deeper understanding of French culture and society, including traditions, customs and values.
- To foster a love for language learning and build confidence in French language communication.
- To read French literature [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.
- To develop transferable skills, such as critical thinking, problem-solving and digital literacy, that are valuable across all areas of the curriculum.

Learning Outcomes and Skills

- Identify and use tenses or other structures which convey the present, past and future.
- Use and manipulate a variety of key grammatical structures and patterns.
- Develop a wide-ranging and deepening vocabulary that enables participation in discussion about wider issues.
- Listen to a variety of forms of spoken language to obtain information, transcribe sentences and respond appropriately.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read, translate and show comprehension of original and adapted materials from a range of different sources.
- Write creatively to express opinions and use an increasingly wide range of grammar and vocabulary.

Assessment

Assessment will cover speaking, listening, reading and writing skills in French.

- Speaking assessments may include class discussions, role-plays and presentations.
- Listening assessments may include extracting relevant details, deducing meaning and answering questions related to spoken texts.
- Reading assessments may include extracting relevant details, deducing meaning and answering questions related to written texts.
- Writing assessments may include writing on everyday topics, demonstrating clear expression, appropriate grammar, vocabulary and spelling.

GEOGRAPHY (YEAR 9)

Introduction

At Brighton College Vietnam, we follow a combined humanities course in Years 7 and 8 in Story of Our Land. From Year 9, pupils follow a course in geographical method and skills to start to prepare them for the IGCSE syllabus.

Geography is a powerful subject which educates young people about the world in which they live. A high-quality geography education should inspire in pupils a curiosity and fascination about the natural and human environments. As this knowledge grows, pupils deepen their understanding, enabling them to evaluate the interactions between human and physical processes.

Pupils will develop an understanding of the world as well as a range of skills and values that will be beneficial for their current and future roles in a rapidly changing and increasingly interconnected world.

Aims

- To increase knowledge and understanding of the world we live in and the processes that shape it.
- To understand how people affect the environment they live in and how environments affect the lives of people.
- To explain how and why people's quality of life varies from place to place.
- To encourage an enquiry-based approach to learning through investigative work both inside the classroom and further afield.
- To make decisions through the analysis and evaluation of evidence.
- To develop skills such as: literacy, numeracy, thinking skills, data collection, graphicacy, map skills, analysis and the use of IT.
- To interpret a wide range of evidence including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To communicate geographical information in a variety of ways, including through maps, data presentation techniques and extended writing.
- To investigate the methods that enable effective geographical research.
- To appreciate a variety of different cultures, religions and ethnic backgrounds in a global community.

Learning Outcomes and Skills

- Explain the causes of globalisation and evaluate the impacts.
- Complete a research project on a transnational corporation.
- Understand the types of energy production.
- Investigate factors affecting energy demand and supply.
- Understand the characteristics of trade and aid.
- Identify the positives and negatives of trade and aid.
- Evaluate the impacts of trade and aid on development.
- Understand the concept of sustainability and explore alternative ways of managing environments and resources.
- Know the difference between weather and climate, and how they can be measured.
- Describe and interpret climate graphs.
- Explain climate change and the various challenges areas may face in the future, as well as possible solutions.

Assessment

Geography in Year 9 prepares pupils for Year 10 and 11 by exposing pupils to the style of IGCSE questions. Both data response and extended response style questions feature within end-of-topic tests and more formal mid-year and end-of-year summative assessments. Pupils are also assessed and provided with supportive, constructive feedback (both verbally and in written format) on prep work and key pieces of classwork such as presentations and project work.

GERMAN (YEARS 7-9)

*TAKEN OFF TIMETABLE AS AN ADDITIONAL SUBJECT

Introduction

German is a language that boasts a wealth of fascinating linguistic quirks and logical structures. From the compound words like "Handschuh" (meaning "hand-shoe" or glove) to its precise grammar rules, mastering German requires a keen eye for detail. As an official language spoken by millions of people worldwide, German offers a gateway to various fields, from business to diplomacy, from science to the arts. As in all languages, we empower our Key Stage 3 pupils to take ownership of their language learning journey through engaging activities that encourage participation. We also incorporate technology to enhance our teaching, in order to equip our pupils with vital digital skills that are essential for their future academic and professional endeavours.

Aims

- To develop a strong foundation of German language skills, including reading, writing, listening and speaking competencies.
- To gain a deeper understanding of German culture and society, including traditions, customs and values.
- To foster a love for language learning and build confidence in German language communication.
- To read German literature (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.
- To develop transferable skills, such as critical thinking, problem-solving and digital literacy, that are valuable across all areas of the curriculum.

Learning Outcomes and Skills

- Identify and use tenses or other structures which convey the present, past and future.
- Use and manipulate a variety of key grammatical structures and patterns.
- Develop a wide-ranging and deepening vocabulary that enables participation in discussion about wider issues.
- Listen to a variety of forms of spoken language to obtain information, transcribe sentences and respond appropriately.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read, translate and show comprehension of original and adapted materials from a range of different sources.
- Write creatively to express opinions and use an increasingly wide range of grammar and vocabulary.

Assessment

Assessment will cover speaking, listening, reading and writing skills in German.

- Speaking assessments may include class discussions, role-plays and presentations.
- Listening assessments may include extracting relevant details, deducing meaning and answering questions related to spoken texts.
- Reading assessments may include extracting relevant details, deducing meaning and answering questions related to written texts.
- Writing assessments may include writing on everyday topics, demonstrating clear expression, appropriate grammar, vocabulary and spelling.

HISTORY (YEAR 9)

Introduction

At Brighton College Vietnam we follow a combined humanities course in Years 7 and 8 in Story of Our Land. From Year 9 pupils follow a course in historical method and skills to start to prepare them for the IGCSE course.

By learning the rich history of the world, it helps pupils paint a picture of where we stand today, how past societies, governments and cultures were established and how they changed over time. Pupils will explore the past through social, economic, cultural and political perspectives, developing questions of the past as well as their historical skills, knowledge and understanding, to present analytical, organised and well-supported arguments.

Pupils will analyse different interpretations of the past through a range of sources. By using and evaluating evidence, they will learn to decode the message of written and pictorial sources and will learn to explain how and why events in the past happened.

Aims

- To recall, select and deploy relevant historical knowledge to support a coherent and logical argument.
- To demonstrate an understanding of the complexity of historical concepts.
- To understand interpretation and evaluation of a wide range of historical sources and their use as evidence.
- To communicate in a clear and coherent manner using appropriate historical terminology.
- To understand historical concepts, such as continuity and change.
- To compare and contrast a range of sources to history draw clear, logical conclusions.
- To identify the limitations of particular sources.
- To understand individuals and societies in the past.
- To distinguish clearly between cause and consequence, change and continuity, and similarity and difference, by selectively deploying accurate and relevant historical evidence.
- To gain historical perspectives by using knowledge to understand different contexts and connections, such as cultural, economic, military, political, religious and social history.

Learning Outcomes and Skills

- Develop a greater understanding of modern Vietnamese history.
- Explain causation of migration through time and the impacts of migration on political decision-making.
- Evaluate the changes of water and sanitation on health (1450–1750).
- Analyse how industrial change transforms societies.
- Understand the causes of World War 1 and subsequent peace treaties.
- Describe what life was like during World War 1.
- Understand and global impact of the Russian Revolution.
- Understand and global significance of the Holocaust.

Assessment

History in Year 9 prepares pupils for Year 10 and 11 by exposing pupils to the style of IGCSE questions. Both the analysis of source material and essay style questions feature within end-of-topic tests and more formal mid-year and end-of-year summative assessments. Pupils are also assessed and provided with supportive, constructive feedback (both verbally and in written format) on prep work and key pieces of classwork such as presentations, historical research and project work.

MANDARIN CHINESE (YEARS 7-9)

Introduction

The primary goal at Key Stage 3 is to help the pupils establish a solid foundation of vocabulary, knowledge of Chinese and communication skills through the natural and gradual integration of language, content and cultural elements. Pupils will develop their understanding of pinyin, strokes and radicals. They will be able to communicate in some authentic contexts and develop their all-round skills including listening, speaking, reading and writing skills. As part of a pupil-centred approach, Mandarin lessons are designed with personalised instruction and support. To prepare for a smooth transition to the IGCSE Mandarin programme, Year 9 pupils will engage with more linguistically challenging content including newspaper reading, diary writing and presentations on relevant cultural topics of their choice in Mandarin.

Aims

- To develop the language proficiency to communicate in simple and complex daily conversations.
- To offer insights into the culture and society of countries and communities where Chinese is spoken.
- To develop awareness of the nature of language and language learning.
- To provide enjoyment and intellectual stimulation.
- To develop transferable skills to complement other areas of the curriculum.
- To form a sound base of the skills, language and attitudes required for progression to work or further study, either in Mandarin Chinese or another subject area.

Learning Outcomes and Skills

Content

- Develop an understanding of the structure and history of Chinese characters.
- Be able to talk authentically about family, numbers, appearance, hobbies, countries and languages, describing where you live.

Skills

- Use basic elements of Chinese grammar correctly.
- Write basic Chinese (simplified characters) and translate Chinese into English at the sentence level.
- Use Chinese in a range of everyday situations.
- Read, listen to and understand some short texts on a familiar topic, demonstrating an understanding of ideas, opinions and attitudes.
- Select and extract relevant details from some short texts on a familiar topic.
- Speak in Mandarin Chinese and engage in some everyday conversations.

Assessment

The assessment will cover speaking, listening, reading and writing skills in Mandarin.

- Speaking may include class discussions, role-plays, and presentations.
- Listening may include extracting relevant details, deducing meaning and answering questions related to spoken texts.
- Reading may include extracting relevant details, deducing meaning, translating Chinese to English and answering questions related to written texts.
- Writing may include writing on everyday topics, demonstrating clear expression, appropriate use of grammar, vocabulary, stroke order and accurate character writing.

MORAL, SOCIAL AND CULTURAL STUDIES (YEARS 7-9)

Introduction

This subject provides opportunities for enquiry into, and reflection on, key global issues from different perspectives: personal, local/national and global. It encourages awareness of global problems and allows pupils to explore solutions through cooperation and collaboration. The programme is about opening minds to the complexity of the world and of human thought and encouraging empathy for the diversity of human experience and feeling. There is a huge emphasis on the acquisition of skills, namely in the art of debating, forming opinions, teamwork and reflection, all of which are fundamental for young people. Therefore, Moral, Social and Cultural Studies provides a strong foundation for the skills required to be successful in the IBDP, particularly within the Core Courses.

Aims

- To be independent and empowered to take their place in an ever-changing, interconnected world.
- To develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action.
- To enquire into, and reflect on, issues independently and in collaboration with others from different cultural perspectives.
- To work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator.
- To consider important issues from personal, local and/or national and global perspectives and understand the links between these, including in the world of health, conflict, migration, the law, family and religion.
- To critically assess the information and resources available to them and support judgements with lines of reasoning.
- To communicate and empathise with the needs and rights of others.

Learning Outcomes and Skills

- Explore issues of global significance.
- Evaluate social and moral dilemmas.
- Recognise and challenge stereotypes.
- Research, analyse and evaluate information from a variety of sources and perspectives.
- Develop and justify a line of reasoning.
- Communicate information in a range of contexts, both written and spoken.
- Collaborate with others to achieve a common aim.
- Become an active global citizen and a lifelong learner.

Assessment

Pupils' effective effort will be assessed and recorded in reports for parents. Whilst there is no additional formal assessment of MSCS beyond this, pupils are encouraged to demonstrate their understanding in a variety of ways. The skills learnt in MSCS can be applied to all subjects, helping pupils to further develop resilience, confidence in their ability to communicate and debate, teamwork and an awareness of different perspectives. We encourage pupils to take a leading role in topical discussions whenever possible.

MUSIC (YEARS 7-9)

Introduction

Music at Key Stage 3 is an integral part of the academic curriculum; all pupils sing, perform, create and appraise a variety of musical genres. Music technology is embedded fully throughout the programme using Garageband, Soundtrap, MuseScore and Hooktheory for composition, along with 'Musical Futures,' 'Sing Up,' and 'Out of the Ark' online platforms for performance and research. We offer pupils the opportunity to participate in performances of varied repertoire, appropriate to their experience and musical preferences.

Aims

- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions (such as rhythms of the Caribbean, contemporary song writing, music for film, television and gaming, classical music and musical theatre), including the works of the great composers and musicians across the world.
- To learn about the music of Vietnam.
- To learn to sing and to use their voices, to create and compose music on their own and with others.
- To learn a range of musical instruments and use technology appropriately.
- To explore how thoughts, feelings, ideas and emotions can be expressed through music.
- To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, harmony, duration, rhythm, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Learning Outcomes and Skills

- Develop knowledge, skills and understanding through the integration of performing, composing, listening and appraising.
- Participate, collaborate and work with others as musicians.
- Improvise, compose and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.
- Understand musical traditions and the part music plays in national and global culture and in personal identity.
- Explore how ideas, experiences and emotions are conveyed in a range of music from various times and cultures.
- Engage with and analyse music, developing views, and justifying opinions.
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- Draw on experience of a wide range of musical contexts and styles to inform judgements.
- Explore ways music can be combined with other art forms and other subject disciplines.
- Listen with increasing discrimination to a wide range of music from great composers and musicians and develop a deeper understanding of music history.

Assessment

Music is evaluated using a combination of aural and written assessment, appropriate to experience and ability.

Analysis: Short and long-answer questions demonstrating an understanding of musical genres, styles, local and global musical traditions and composition techniques to convey thoughts, ideas, emotions, and feelings.

Aural: Short-answer questions to identify musical devices employed in a range of musical styles and genres.

PHYSICAL EDUCATION (YEARS 7-9)

Introduction

The Physical Education (PE) curriculum is available to all pupils at Brighton College Vietnam and is used to develop physical literacy: the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. At Brighton College Vietnam, PE is a subject in which all pupils are encouraged to take risks and self-reflect. This can build confidence and help develop a positive relationship with physical activity.

Aims

- To develop competence and excel in a broad range of physical activities.
- To be physically active for sustained periods of time.
- To engage in competitive sports and activities.
- To build resilience and learn how to use feedback for improvement and manage a variety of challenging situations.
- To motivate, coach and work with others to help them improve their own performance.
- To lead healthy, active lives.

Learning Outcomes and Skills

- Learn and develop the various health and skill-related components of fitness using a variety of activities.
- Develop their technique and improve their performance in competitive sports (for example, athletics and gymnastics).
- Perform dances using advanced dance techniques within a range of dance styles and forms.
- Participate in activities which present intellectual and physical challenges and be encouraged to work in a team, build on trust and develop skills to solve problems, either individually or as a group.
- Analyse performances compared to previous ones, outsmart opponents and demonstrate improvement to achieve their personal best.

Assessment

Whilst there are no formal exams or written tests in KS3 PE, pupils will be assessed on their performance and progress in lessons over the course of the year, which will be commented upon in reports. This assessment will help pupils understand their suitability for the IGCSE course in the future. Most importantly, pupils will receive continuous feedback throughout lessons to improve their skills, understanding and confidence.

RSHE (YEARS 7-9)

Introduction

The aim of the Relationships, Sex and Health Education (RSHE) curriculum is to provide pupils with a balance of essential life skills they need to successfully navigate challenges they face now and in their future. It should also provide opportunities for pupils to recognise and enhance their own wellbeing by developing their self-awareness, taking responsibility for their own time management and learning to feel positive about themselves.

Aims

- To understand what 'Life Skills and Wellbeing' means to pupils.
- To provide enrichment opportunities outside of the classroom.
- To understand the key skills needed to be successful in school and beyond.
- To experience a broad and balanced curriculum which enables pupils to develop as the individual they would like to be.

Learning Outcomes and Skills

- Develop understanding of healthy relationships and positive role models.
- Develop moral, social and cultural understanding and values through knowing more about oneself and developing empathy for others.
- Acquire information on sexual health.
- Learn skills about how to take care of personal mental health and wellbeing.
- Develop skills in recognising and navigating real-life situations involving alcohol, drugs, peer pressure and addictions.
- Enhance awareness of e-safety risks, including online reporting and developing responsible online behaviours.

Year 7

- Forming positive relationships – understanding the importance of having lots of different friendships, equality in friendships, understanding how to resolve conflict, emotional literacy.
- Diversity – valuing diverse friendships, recognising prejudice, deaf awareness.
- Safe relationships online – understanding safe boundaries and healthy communication online.
- Friendships and influence – managing peer pressure, how to have challenging conversations.
- Basic human needs – where to go with a problem.

Year 8

- Building positive relationships – permission seeking and boundaries, communication in relationships, understanding different types of relationships.
- Healthy and unhealthy relationships – how to spot the difference.
- Rights and responsibilities.
- Gender roles and challenging stereotypes.
- Consent in relationships - understanding the meaning of consent, how to talk about consent.
- Mental health and well-being; breaking down mental health stigma.
- Risk, temptation and tricky situations.

Year 9

- Friendships and managing influence – our emotional needs and those of others.
- Healthy and unhealthy relationships (including consent).
- Unconscious bias.
- Role models; resisting radicalisation and extremism.
- Communication - dealing with confrontation, getting the right answers, frank conversations.
- Menstruation; masculinity; manipulation.
- Introduction to digital relationships.
- Empathy workshops.

Assessment

Pupils' effective effort will be assessed and recorded in reports for parents. Whilst there is no additional formal assessment of RSHE beyond this, pupils are encouraged to demonstrate their understanding in a variety of ways. The skills learned in RSHE can be applied to all subjects, helping pupils to further develop resilience, confidence in their ability to communicate and debate, teamwork and an awareness of different perspectives. We encourage pupils to take a leading role in topical discussions whenever possible.



BRIGHTON COLLEGE VIETNAM SUPER CURRICULUM

A Brighton College education involves exceptional teaching of the English National Curriculum together with our innovative and exciting super curriculum and a rich co-curricular programme.

At Key Stage 3, pupils are introduced to the following three subjects:

Entrepreneurship, Presentation Skills and Story of Our Land.

ENTREPRENEURSHIP (YEARS 7 AND 8)

Introduction

In the rapidly evolving world of business and innovation, there has never been a better time to foster entrepreneurial skills in young minds. Recognising this pressing need, we have established our unique entrepreneurship education. The approach focuses on practical applications and real-world experiences, preparing pupils to excel and make a lasting impact on the world.

Aims

- To learn about starting and managing a business, from idea conception, to pitching to a potential investor, to market penetration.
- To be able to identify opportunities, conduct market research, create business plans and develop effective marketing strategies.
- To participate in hands-on projects and business simulations that expose them to the challenges and rewards of running a business.
- To reinforce the theoretical concepts learned in the classroom through practical exercises to help develop critical problem-solving skills and a growth mindset.
- To cultivate collaboration, creativity and innovation among pupils.
- To recognise the importance of thinking outside the box and encourage pupils to take calculated risks in pursuit of their goals.
- To develop essential life skills such as effective communication and leadership: skills not only needed for success in the business world but also for any chosen career path.
- To identify local problems and develop innovative solutions, fostering a sense of social responsibility and contributing positively to the community.
- These skills are further enhanced by participation in internal and external competitions.

Learning Outcomes and Skills

Year 7

- Understand the concept of entrepreneurship.
- Identify the characteristics of successful entrepreneurs.
- Recognise the importance of creativity and innovation.
- Understand the importance of customer service and communication.
- Analyse business opportunities.
- Develop basic market research skills.
- Understand the importance of teamwork and collaboration.

Topic 1: An introduction to entrepreneurship and what makes a successful entrepreneur.

Topic 2: Creativity and innovation in business and brand value.

Topic 3: Teamwork and collaboration in entrepreneurship.

Year 8

- Create a basic business plan.
- Understand the principles of marketing and advertising.
- Develop problem-solving and decision-making skills.
- Develop financial literacy and budgeting skills.
- Apply critical thinking skills in business contexts.
- Identify local and social entrepreneurship needs.

Topic 1: Business planning and goal-setting.

Topic 2: Digital and financial literacy and budgeting for entrepreneurs.

Topic 3: Social entrepreneurship project.

Assessment

Informal assessment takes place based on pupils' contribution to the programme and their participation in workshop activities and practical exercises. Pupils will receive written and verbal feedback on research and project work and parents will be updated on their progress with the course through formal means such as end-of-term reports.

PRESENTATION SKILLS (YEAR 9)

Introduction

Building confidence and conviction is crucial for all pupils, as presenting information clearly and effectively is a key skill that is useful in all subjects as well as every field of work. Understanding how to convey a message succinctly, clearly and with meaning is a critical skill for young people in their engagement with fellow pupils, at university, in interviews and in life more generally. Our Presentation Skills course aims to develop key techniques in this area that will give our pupils a natural advantage in these wider life skills. As a core part of the taught curriculum in Year 9, all pupils will learn how to speak and present in front of their peers and adults with conviction and clarity. The Presentation Skills course is taught in modern 'state of the art' spaces such as our Creative Learning Centre (CLC) and Theatre. Spaces like these, with opportunities for collaboration, group work, practical work and voice projection, provide the ideal venues to develop these skills.

Aims

- To introduce the basic ideas of vocal technique and build confidence, group trust and key skills ready for public speaking.
- To demonstrate poise and conviction in the delivery of public addresses, using both famous speeches from the past and self-scripted individual and/or group speeches.
- To learn how to analyse the performances of others.
- To learn how to participate in a structured debate.
- To understand the different elements of a formal interview, including the different possible formats and how to prepare for these.
- To become proficient at responding to questions in an interview situation, in order to convey information and share ideas.
- To understand how to communicate about a range of topics in an informative and engaging manner, in order to raise awareness, spark debate and conversation, using the format of a TED talk.
- To build on, and extend, skills in ICT presentation to accompany formal presentations.

Learning Outcomes and Skills

- Understand the basic physiology of the voice and how to develop range.
- Understand the importance of posture and diaphragm support for projection.
- Read with expression and use techniques such as comedy to enhance presentation skills.
- Develop confidence in performing formal speeches as part of a small group.
- Develop confidence in performing formal speeches individually.
- Evaluate the performance of our own work, and others, and provide articulate, meaningful feedback.
- Develop the skills needed to participate in structured debates on a variety of topics.
- Learn how to present and to talk about yourself with clarity and conviction in an interview situation.
- Deliver a TED talk with confidence, with the support of visual aids to create maximum effect in front of an audience.

Topic 1: The art of effective presentation and projection.

Topic 2: The art of debating in order to present a cogent argument and how to prepare for, and present at, interviews.

Topic 3: Creating and delivering a TED talk with confidence and conviction.

Assessment

Informal assessment takes place based on pupils' contribution to the programme and their participation in the practical exercises. Pupils will receive written and verbal feedback on their presentations to help them improve and hone their skills at public speaking. Parents will be updated on their progress with the course through formal means such as end-of-term reports.

STORY OF OUR LAND (YEARS 7 AND 8)

Introduction

Story of Our Land (SOOL) is a course completed in Years 7 and 8 which introduces pupils to the history, geography and beliefs of the world in which we live. It is a refreshingly innovative way of presenting the humanities: rigorous yet also relevant and appealing to academically ambitious pupils. Story of Our Land is unique. It grew from a vision at Brighton College for an inspirational and innovative education that would equip pupils with the knowledge, skills and enjoyment they would need to become enthusiastic life-long learners, as well as responsible and thoughtful citizens.

Aims

- To provide an inspiring curriculum based on a chronology of world history enriched with geographical, philosophical and religious themes.
- To be academically rigorous and challenge pupils to see the cross-curricular themes involved in the development of countries and societies over time.
- To develop pupils' critical thinking skills and enhance their ability to interpret, analyse and evaluate primary and secondary sources of evidence.
- To develop history and geography subject specific skills and ensure each subject retains individual integrity, ensuring excellent foundations for IGCSE and IBDP study.
- To build an understanding of how history, geography, religion, philosophy and economics are interconnected.
- To celebrate diversity within and between cultures and countries.
- To build independent research and study skills.
- To develop essay writing skills.

Learning Outcomes and Skills

Year 7

- Describe and explain the development of Vietnam and Britain.
- Explain the causes of natural hazards such as earthquakes, volcanic eruptions and typhoons.
- Develop basic map skills.
- Study beliefs of the major world religions.
- Analyse Plato's theory of truth and knowledge.
- Explore personal and societal identity and the impact on human geography and migration.
- Evaluate primary and secondary sources of evidence.

Topic 1: The Beginning: Importance of Philosophy, Identity and Belief, and ancient civilizations of the Red River Delta.

Topic 2: Migration and Movement: Invasions, Settlements, Earthquakes, Volcanoes and Typhoons.

Topic 3: Culture: Anglo-Saxons, Vikings and Normans, The Temple of Literature.

Year 8

- Describe and explain the development of Vietnam and Britain.
- Understand the importance and impact of mountains and rivers.
- Understand the importance and impact of coasts.
- Discuss factors which shape environmental and political landscapes.
- Evaluate the impact of exploration and trade.
- Independently research, critique and present a study on tourism, population and development in the local area.

Topic 1: Landscape and History: Mountains, Rivers, Geology and Ecosystems.

Topic 2: Plague and Population: Population Change in Medieval Society, Late Medieval Society and the Wars of the Roses.

Topic 3: Discovery and Development: Coasts and Coastal Processes, the Tudors, New Worlds and the expansion of trade, Tourism and Vietnam.

Assessment

Pupils are assessed through a mixture of formative and summative assessments. In addition to mid-year and end-of-year summative assessments, pupils complete project work (both independently and collaboratively), extended pieces of research, essays and class presentations. When possible, local fieldwork and trips will be introduced to help refine skills of historical understanding and geographical investigation, and pupils will also be informally assessed on their participation in these activities.



CO-CURRICULAR ACTIVITIES

Introduction

The co-curricular programme is designed to enhance and complement our curriculum. CCAs are offered at the end of our school days (Mondays to Thursdays) for all pupils and are run by a variety of teachers and external experts. We offer creative, active and service activities. Other activities will be introduced through pupils' suggestions and interests. Pupils will have more opportunities to experience different activities throughout the year.

Aims

The programme aims to add challenge and offer further opportunities for pupils to own their achievements.

Why it is important

CCAs are important to fuel pupils' learning and to build important skills, such as social and leadership skills, to enrich and balance a pupil's academic experience. Pupils who engage in different CCAs practise and develop their self-management skills. Pupils develop a positive outlook towards school and future study through an increased sense of community at school.

By selecting varied activities, pupils improve their confidence and self-esteem through developing proficiency in different areas. Through leadership and independence, CCAs can help prepare pupils for their future as they discover more about themselves and their path in life.

Our Senior School pupils can expect co-curricular activities to be wide-ranging and they are encouraged to take the role of leader within the school by working with younger pupils to help them develop skills and passions of their own. There will be significant time to develop areas in which pupils have emerging talent as well as considering new challenges.



Brighton College Vietnam's CCAs range from specialist to general and will usually include activities such as:

- Basketball
- Golf
- Football
- Swimming
- Badminton
- Tennis
- Rowing
- Kayaking
- Drama (including whole and Senior School productions)
- A club that works towards drama productions – Shakespeare, Musicals, Classic plays
- Etiquette
- Board games and puzzles
- Mindfulness
- HEALTH Club – Cookery, sewing and healthy living activities
- Art – sketching, water colours, mixed media
- Origami
- Film Club
- Debating and public speaking
- Entrepreneurship with Dragons Den style competition for budding entrepreneurs
- MUN – Model United Nations
- Make a difference
- Chess
- Maths Challenge
- Science Olympiads
- Film Appreciation and Analysis
- Prototyping
- Coding
- Triwizard Club for able Mathematicians and participation in UKMT Intermediate Maths Challenge



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