



KS3 (Year 7-9)
Curriculum
2015-2016

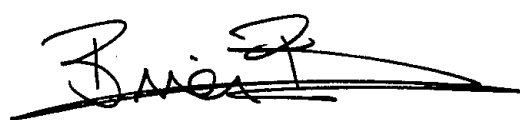
The importance of KS3

Year 7 to Year 9 building resilience and learning skills

Key Stage 3 is such an important and exciting period for young people on their learning journey. Our initial concern is to provide our students with a smooth transition from Primary School and therein begins a fantastic adventure focusing on skills development and course content, so that they are fully equipped with the tools to successfully complete their IGCSE and A Level examinations and life beyond BST.

The Key Stage 3 curriculum, although based on the British National Curriculum, is modified to reflect our international context and is increasingly focused on developing those core skills and values that will enable students to become independent lifelong learners. These skills are underpinned by our BST BRITISH Learner attributes which allow all of our students to become confident, productive and caring members of the local, national and global community. Through a broad curriculum, students are able to practise and refine their collaborative, communicative, creative, reflective, independent, questioning and research skills through an enquiry based approach to learning. This exploration will take students down very similar yet paradoxically very different paths; this personalised approach to learning will allow students to reach their destination at an appropriately challenging pace.

A holistic education will enable our young people to lead successful, fulfilling and happy lives. As you browse through this booklet I am sure that you will see ample evidence of BST providing these varied, rigorous and exciting opportunities.

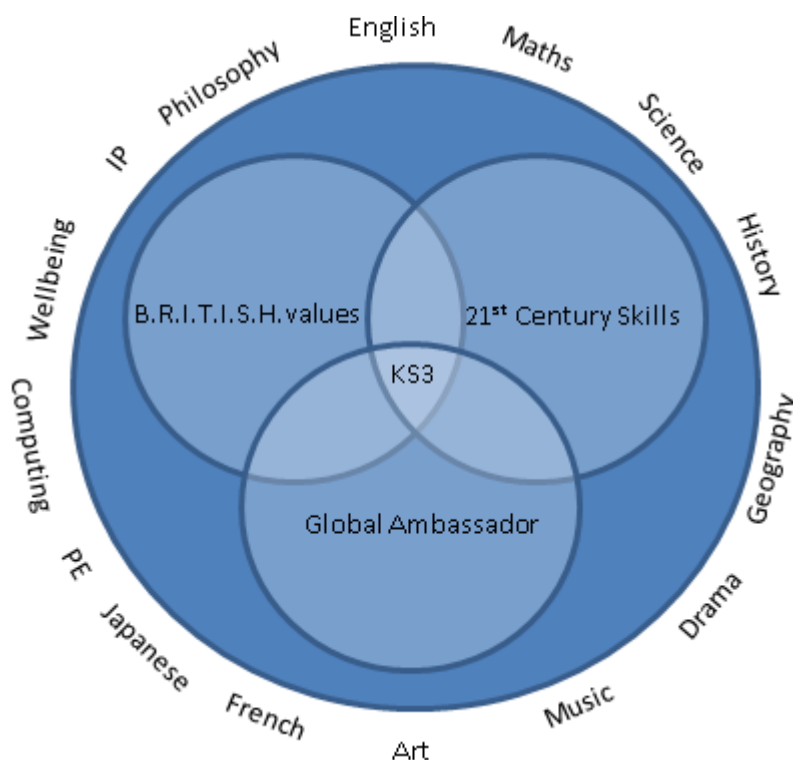


Brian Platts



WHAT IS KS3?

- Students continue their learning journey from Primary School into Key Stage 3 (Years 7, 8 and 9). This is an opportunity for all students to refine the skills that will enable them to attain both academic and personal success.
- This is achieved through a dynamic and challenging curriculum with an emphasis on enquiry and creative problem solving through authentic tasks, and results in students who are not afraid to take risks and are prepared to fail in order to learn.
- Our KS3 curriculum is based on the English National Curriculum, but with a larger emphasis on skills and independent learning. This is achieved through the integration of enquiry based learning into the rigorous academic content, where students learn the core content through their skills development. This has a focus on our BRITISH 21st Century skills and allowing our students to become Global Ambassadors.



THE COURSE STRUCTURE

- KS3 will last between two and three years, always starting in Year 7 but finishing at different times as Year 9 is often a transition year to prepare students for their IGCSEs.
- Students all take the same subjects at KS3, ensuring that everyone has a balanced curriculum, enabling every child to find their strengths and weaknesses.
- They will also have the opportunity to make their own choices for their Electives programme on a Tuesday afternoon and take on ECAs of their choices.

CURRICULUM CONTENT AT KS3

- In this booklet you will find all the information you need about the individual parts of the curriculum that students will participate in during Year 7 to Year 9. This includes the traditional subjects, as well as our work on skills and the students' experiences outside the classroom.

English at KS3

'News that stays news' – Ezra Pound

English is a vital part of every student's education that will inform and aid their learning across all curriculum areas. It also helps them make sense of the experience of being human and the myriad ways in which this can be expressed and explored. One aspect of English focuses on the fundamental communication skills. Alongside this focus on literacy, English seeks to promote an appreciation of, and affection for, English Literature. Students are challenged to become more sensitive to nuance, subtlety, humour and irony in range of texts, from poetry to prose to drama. They are also enabled to express their analytical flair and creativity in the form of clearly structured critical essays.



Year 7 Content

- Topics covered include a range of writing styles, namely autobiographical, persuasive and gothic. Students also study a range of fun and quirky modern poetry, and the novel *Wonder*.

Year 8 Content

- Topics covered include humorous writing, replete with snippets from P G Wodehouse's ever-popular work, and a range of short stories. Students also study a range of poetry about animals, some of Shakespeare's most famous scenes and soliloquies, and a modern novel.

Year 9 Content

- Topics covered include war writing, which includes a particular focus on WWI poetry, and a range of non-fiction writing. Students also study Steinbeck's classic American novel *Of Mice and Men*, and Shakespeare's *Romeo and Juliet*. This year readies students for the rigours of IGCSE.

Skills development

- Students develop their skills in reading, writing, and speaking and listening over the course of Key Stage 3. Their reading should become more perceptive, shown through discussion, reading comprehensions and critical commentaries. Their fiction and non-fiction writing should become more confident and accurate, whilst their ability to present, argue and debate will be developed by a range of activities.

Enquiry-based learning

- English is involved in a range of project-based learning projects that link to other subject areas over the course of the year. Our annual Shakespeare Week is a wonderful opportunity for creative learning.

Assessment

- In addition to ongoing teacher assessment, students have a formal assessment every half term. These can be used to ensure that students are in the correct ability set.

If you have any further questions please email Richard Paterson at rpaterson@bst.ac.jp

Mathematics at KS3

'The mathematician's patterns, like the painter's or the poet's must be beautiful; the ideas, like the colours or the words must fit together in a harmonious way.'

G H Hardy, A Mathematicians Apology

In the mathematics department we promote a culture of learning that enables students to think powerfully about ideas, reflect on, challenge and support each other's thinking helping them to become innovative and creative problem solvers and decision makers of the future. We will inspire students to develop a genuine passion for learning that will be with them throughout their life. At KS3 we develop a confidence with number, algebra, geometry and data handling, focusing on the applications of these in solving problems.



Year 7 Content

- The purpose of the year 7 scheme of learning is to inspire students in mathematical learning and develop problem solving skills. They develop a confidence with: numbers; using algebra to represent unknown numbers; area, perimeter, volume of shape; angles; coordinates; transformations of shapes, data and probability.

Year 8 Content

- Students continue to develop their repertoire of problem solving skills. They develop a confidence with or extend their skills in: negative numbers; fractions, decimals, percentages; equations and formulae; algorithms; geometry; data and probability.

Year 9 Content

- In year 9 we continue to develop students' problem solving skills whilst introducing some of the big ideas students will meet at IGCSE and A-Level or beyond.

Skills development

- Mathematics at KS3 is based on developing key skills to prepare them for IGCSE, A-Level and future life. They will develop a repertoire of skills they can draw on to solve a wide range of different problems. They will develop their ability to collaborate and communicate effectively, enabling them to think about and build on their ideas and those of others.

Enquiry-based learning

- Students will have the opportunity to develop skills of exploring, discovering and modelling within mathematics. They will work both individually and collaboratively to investigate mathematical ideas and begin to pose their own questions. By the end of KS3 students will be confident problem solvers and mathematical thinkers.

Assessment

- Students are continually assessed in class through their responses to questions posed by the teacher, other students or questions they pose themselves. During each topic they will complete an assessed piece in the form of an investigational piece of work or a more formal written test.

If you have any further questions please email Lucy Twigger at ltwigger@bstlearningspace.org

Science at KS3

'An experiment is a question which science poses to Nature, and a measurement is the recording of Nature's answer'
MAX PLANCK

Science has changed our lives, and all pupils should be taught essential aspects of the knowledge, processes and uses of science. Through building up a body of key knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They will discover how science can be used to explain what is occurring and predict how things behave. Though a range of different learning styles and the incorporation of longer term projects, students will be immersed in their science studies and will gain the skills needed to problem solve and investigate new ideas.



Year 7 Content

- The purpose of Year 7 Science is to inspire students and develop skills. These will be built up through topics such as: Forensic Science; Electricity; Acids and Alkalis; Habitats and Adaptations; Human body; Energy and Forces; and the Periodic Table.

Year 8 Content

- In Year 8 students continue to develop investigative skills, taking on more tricky concepts and whole world questions. The topics they focus on include: Nutrition and respiration; Rocks and Natural disasters; Light and sound; Genetics; Using Nature; and Materials and Reactions.

Year 9 Content

- In their Science education Year 9 is an IGCSE transition year, where students will start their separate Chemistry, Biology and Physics pathways towards their exams in Year 11 under the Cambridge Internal Examinations specification. This is to ensure every student can meet their potential to embed the skills needed to succeed.

Skills development

- Science at KS3 is based on developing key skills to prepare them for their IGCSEs and future life. These include: evaluation of evidence; creativity; physical practical skills; analysis; graph and mathematical skills; communication; and team-work.

Enquiry-based learning

- Students will have the opportunity to develop and carry out their own investigations, from planning a simple practical to analysing results. In addition to this they will work in groups on longer term projects such as designing snowboards to try to overcome forces in Year 8 and develop scripts or stories in Year 7 to explain concepts.

Assessment

- Students will be assessed through a mix of end of topic tests on content, investigation skills during lessons, and end of project assessments. In addition to this there will be an end of year test in May combining their scientific knowledge and skills.

If you have any further questions please email Mrs Kobayashi at hkobayashi@bstlearningspace.org

History at KS3

'History is the witness that testifies to the passing of time; it illumines reality, vitalizes memory, provides guidance in daily life and brings us tidings of antiquity.'
CICERO

History is a subject with limitless opportunities to inspire and motivate young people. At BST, students are shown how history has influenced the world around us today and how it will affect their lives in the future. Through a skills-based approach, they are required to investigate, ask questions and interrogate evidence in pursuit of the truth. We encourage students to question and challenge perceived 'facts' and articulate their own judgements. These crucial life skills are practised and developed whilst exploring fascinating topics from the past 2000 years. Students are encouraged to seek out lost voices, empathise with the downtrodden and be ready and able to play an active role in public debate and policy.



Year 7 Content

- Students in Year 7 are introduced to an enquiry-based curriculum and taught to think, speak and write like professional historians. They investigate a number of topics such as Medieval Kingship, the Black Death and the English Civil War.

Year 8 Content

- Students in Year 8 apply themselves to the key skills and concepts of the professional historian - causation, significance, interpretations and source skills. These skills are developed through studies on the British Empire, the Industrial Revolution and the Suffragette Movement.

Year 9 Content

- Students in Year 9 are given more independence to hone their historical skills, challenge perceived truths and join the historiographical debate. They are exposed to a series of enticing enquiry questions from the 20th century.

Skills development

- Skills progression at KS3 is directly linked with the IGCSE and A-level exams. More importantly, students are taught to think, speak and write like professional historians, developing skills that have a practical use in the outside world.

Enquiry-based learning

- The KS3 programme of study is enquiry based from Year 7 onwards. Students are afforded a great deal of independence to investigate, question and reach informed judgements about events in the past.

Assessment

- Assessments at KS3 are creative, skills-based and planned in advance. They assess the specific skills taught in a particular unit and ensure that students are able to demonstrate the progress they have made in class.

Any further questions please email Mr Travis at jtravis@bstlearningspace.org

Geography at KS3

'We must no longer consider ourselves as citizens of the towns or cities in which we live, but we must consider ourselves as citizens of the globe'

Author unknown

Geography is the study of the relationship between the physical and the human environment. Students will be equipped with knowledge about a diverse range of people and places, as well as develop a deeper understanding of the Earth's physical and human processes. They will be taught about the formation of a range of different landscapes and environments, as well as helped to understand that the Earth's features and people are interconnected on a range of different scales. Geographical skills are also an important element of the course: students will become competent in analysing and interpreting geographical sources, including maps, diagrams and aerial photographs. Alongside this, they will collect their own data through fieldwork that will deepen their understanding of geographical processes.



Year 7 Content

- Students will cover both human and physical topics. These include geographical map skills, plate tectonics, weather and typhoons, and urbanisation in Tokyo, Asia and the UK.

Year 8 Content

- Students cover the topics of rivers, 'Into Africa', ecosystems and rainforests, and population change. There is also a project based learning unit linked with History on natural hazards and how our capacity to cope and react has changed through time. Students will also look at the use of IT and mapping systems in Geography.

Year 9 Content

- We have a blend of KS3 curriculum content with a more IGCSE focused examination format to prepare students for their IGCSE choices. Topics covered are development and trade, climate change, ice worlds, globalisation, and coasts and sustainable oceans. There will also be a trip in term 3 to Mount Takao to study the management of tourism there.

Skills development

- Analysing and interpreting geographical sources, including maps, diagrams and aerial photographs. Alongside this, students will collect their own data through fieldwork that will deepen their understanding of geographical processes

Enquiry-based learning

- There are elements of enquiry-based learning throughout the course. Extended projects are in Year 8 where students research natural hazards and in Year 9 when students look at tourist management in and around Tokyo.

Assessment

- Students will be assessed through a mix of homework tasks, end of topic tests on content, skills during lessons and end of term assessments.

If you have any further questions please email Mr Keeble-Watson at cwatson@bstlearningspace.org

Drama at KS3

*“The most valuable asset a nation has is the creativity of its children.”
Alan Plater (Playwright)*

Similar to theatre, drama in schools can allow students the opportunity to unlock their imagination, challenge their intellectual capacity, become more empathetic towards others and make them courageous individuals. Through the language and conventions of theatre, drama lessons at BST allow students to form their own ideas and express their feelings. Students learn how to be better collaborators and to communicate more proficiently. Drama carries the potential to challenge our young people, by allowing them to question the world around them and to be the force to bring about change.



Year 7 Content

- In Year 7, students study a variety of topics to allow them to understand the rudimentary conventions of the dramatic form. Students learn different ways to structure their own devised performance work and explore a variety of theatrical genres and methods of performance including: melodrama, mask and storytelling.

Year 8 Content

- Students gain a better understanding of theatre as an art form through an engagement with periods of theatre history. Students study aspects of Commedia Dell'Arte and Restoration Theatre to develop their understanding of comedy. Using various stimuli, students move to create more sophisticated and abstract pieces of theatre that explore the world around them.

Year 9 Content

- Year 9 is an IGCSE transition year. By exploring practically and theoretically play texts in their entirety, students are introduced to Drama as an academic discipline. They develop their understanding of the role of the director whilst maintaining their development of performance skills. They work on developing analytical and evaluative skills. The year ends with a larger devised piece of drama, using Verbatim Theatre techniques, to explore a social issue of the students choosing.

Skills development

- In its unique position in the Arts Curriculum, Drama is a subject where in every lesson students will be developing transferable skills. These include: collaboration, communication, listening, leadership, risk taking, perseverance and creativity.

Enquiry-based learning

- There are many project based learning opportunities within the KS3 Drama curriculum. In the past students have collaborated on cross curricular projects ending in a Drama performances, such as World War One project which used anti-war poetry as stimulus and a Science and Drama project about a zombie apocalypse.

Assessment

- Students will be assessed through a mix of end of topic performances looking at specific performance skills gained and end of project assessments.

If you have any further questions please email Mr Naylor at gnaylor@bstleanringspace.org

Music at KS3

'Music gives soul to the universe, wings to the mind, flight to the imagination, and life to everything' - Plato

According to Plato “the patterns in Music are the keys to all learning”. Students at BST are encouraged to explore these patterns in a variety of contexts and to experiment with them, adding their own musical ideas to create a secure understanding of the role music plays in our lives and the lives of those in other cultures and from other periods in history. They are encouraged to be inquisitive, adventurous and unafraid of making mistakes. Through practical and research projects students develop important life skills such as how to work as part of a team and how to lead.



Year 7 Content

- Students in Year 7 build on their study in primary school to learn to compare and contrast, compose and perform Music from different cultures. This is done through the study of Cuban Salsa, The Blues, Orchestral Music and 20th Century Pop.

Year 8 Content

- Students in Year 8 build on the skills crafted in Year 7 to study a range of styles and topics in more depth. Theory and performances skills are studied through the appraising, composing and performance of pieces from the Western Classical tradition, African Music and Music used in Media.

Year 9 Content

- Students in Year 9 start the year by studying the use of music in films, television and advertising. Analysis is in greater depth and students use their skills to then compose a range of music for movie and television scenes and advertisements. Students are able to use their performing skills by doing live recordings of their compositions. The curriculum then takes students through the Western Classical tradition in greater depth before moving on to the study of Jazz.

'Plugged'

- In addition to this, each class in KS3 takes part in an annual concert where they perform a piece of 20th Century popular music.

Skills development

- Music is a subject where in every lesson students will be developing a range of transferable skills. These include: collaboration, communication, listening, leadership, risk taking, perseverance and creativity.

Enquiry-based learning

- Current examples of cross curricular elements include studying and performing music in languages taught in the MFL department, and instrumental groups working with the Drama department towards productions.

Assessment

- The method of assessment in Music is continuous assessment which tracks students' progress throughout the termly topics. Students are assessed in three key areas: listening and appraising, composition, and practical musicianship skills.

If you have any further questions please email Ms L Danmeri – ldanmeri@bstlearningspace.org

Art & Design at KS3

***"Whether you succeed or not is irrelevant, there is no such thing. Making your unknown known is the important thing."* Georgia O'Keeffe**

There are numerous reasons why art should be taught, not least of which is our common human universal need to create, make and record. It may be used as a vehicle for self-expression; it helps to develop creative thinking. Art can also contribute to a better understanding of other cultures and historical periods. Art is a unique subject in the sense that it is primarily concerned with the aesthetic contemplation of visual form. The inclusion of Art in the school curriculum builds the foundation stones to a multitude of unique and diverse professions.



Year 7 Content

- In Year 7, the students look at a variety of techniques and different types of media in order to build up their skills base. Students explore a range of media and produce drawings focussing on tonal value to create form. The year ends experimenting with the six rules of photography and researching the work of Henri Cartier Bresson.

Year 8 Content

- In Year 8, the students continue to work with a variety of media producing a piece of work inspired by the work of Gary Hume. They look at continuous line drawing, poly tile prints, mark making, collage and have analysed tone and how to produce a portrait based on the drawings of Da Vinci. We have introduced a variety of artist research and students are encouraged to visit a gallery each term.

Year 9 Content

- In Year 9, the students have been building up their own resources looking at structures and taking their own pictures and using photography as a starting point. As part of the course in this their final year in Key Stage 3, the students will start to create original works of art using mixed media.

Skills development

- Students are expected to develop ideas in their sketchbook that reflect their own personal approach to the subject. Sketchbooks should show a logical step by step investigation of the progression towards the final piece.

Enquiry-based learning

- All projects have a theme and are scaled down versions of GCSE projects. All projects have an element of project based learning as we want them to embrace different outcomes to the theme.

Assessment

- There are rubrics in the back of each of their sketchbook ensuring each student knows what they are achieving and tracking is in place so we can understand and gauge how well a student is progressing. Peer assessment is given with a view to sharing good ideas and practice.

If you have any further questions please email Mr England & Ms Kaneta at jengland@bstlearningspace.org or kkaneta@bstlearningpace.org

French at KS3

*Le monde est un livre dont chaque pas nous ouvre une page.
(The world is a book – with each step we open a page) – Alphonse de Lamartine*

French has always been, and continues to be, an important language to study for a variety of reasons. As well as being a truly global language, French is both a working language and an official language of global institutions from the United Nations and the European Union to international courts. French is also the international language of cooking, fashion, theatre, the visual arts, dance and architecture as well as being an important language for business and diplomacy, as well as romance!



Year 7 Content

Students enter Year 7 already with a good and broad knowledge of a variety of topics through their primary experience. We build on this knowledge covering topic areas such as self-description, school life, hobbies, home area, holidays and food culture. Students will also use their French in an exchange link with the French Lycée in Tokyo.

Year 8 Content

In Year 8, we develop greater knowledge and understanding of grammar and structure through topics such as TV/cinema, getting to know and get around Paris, relationships, fashion, home-life, festivals, music and the Francophone world.

Year 9 Content

Year 9 students work through topics such as the media, future plans and the importance of language learning, health and healthy lifestyles, inspirational people, regions of France and human rights. By the end of Year 9, students should be able to work confidently with the following tenses: present, perfect, imperfect, future and conditional.

Skills development

Throughout the course we are continually developing the four key skills of language acquisition: speaking, writing, reading and listening. The ability to communicate and make yourself understood is a priority, balanced with the importance of developing an understanding of grammatical structures. Classes are set by ability so new students to BST with no previous knowledge of French are well catered for and make swift progress

Enquiry-based learning

Students are encouraged to take part in project-based or inter-disciplinary learning tasks to deepen their understanding of a specific aspect of the topic studied. Such projects are chosen from topics such as the study of film, French speaking regions or food.

Assessment

Students are assessed formally and informally throughout the course and provided with oral and written feedback. At specific points there will be a summative assessment covering at least two of the four skills, as well as regular vocabulary tests. The end of year test in May will cover all aspects of the course.

If you have any further questions, please email: Grant Fraser gfraser@bst.ac.jp

Japanese as a First Language at KS3

継続は力なり。 (Keizoku wa chikara nari)

Literally: Perseverance is strength.

Meaning: Continuing on after a setback is its own kind of strength. Perseverance is power.

The Japanese curriculum for those with Japanese as a first language at BST makes extensive use of the rich historical, natural and cultural experiences available in Japan. We maximise the student's real use of the language within the local community, taking advantage of speaking and listening opportunities right on our doorstep. At KS3, the students continue to participate in Japanese traditions by following the Japanese National curriculum texts. Our skills-based curriculum at KS3 enables us to incorporate the learning of skills relevant to our Japanese context. We have strong links with our Japanese partner school Showa Middle School and we share regular exchange days to enhance language and social opportunities



Year 7 Content

- The purpose of Year 7 Japanese is to inspire students and develop Speaking, Reading and Writing skills following the Japanese National Curriculum text books. Most native speakers will have a full command of hiragana, katakana and knowledge of kanji. The year is supplemented by cultural experiences such as theatre and music trips.

Year 8/9 Content

- Year 8 and 9 students are in combined classes: students being set in classes according to their ability and not their age. They continue to develop all language skills but extend these to speaking and writing about Japanese literature, poetry, proverbs and current topics in Japanese newspapers. Students also participate in the Showa Middle School Exchange programme where they are exposed to martial arts, Japanese cooking and artisanal crafts. The students will start the IGCSE for 'Japanese as a First Language' syllabus. A range of Japanese cultural topics will also be introduced to enhance the depth of knowledge and to put the language in context.

Skills development

- Japanese as a First Language at KS3 is based on the Japanese National Curriculum which includes speaking in front of the class, preparing and presenting their own work and listening to and then writing about complex passages in Japanese.

Enquiry-based learning

- Students will have the opportunity to develop and carry out their own projects such as designing tourist brochures and presenting their own original topics. All are designed to enhance the enquiring mind and motivate each student to immerse themselves in Japanese.

Assessment

- Students will be assessed through a mix of end of topic tests on grammar, kanji, speaking, writing and reading aloud. In addition there will be an end of year test in May combining all their Japanese language skills.

If you have any further questions please email: Eiko Yamanouchi eyamanouchi@bst.ac.jp

Japanese as a Foreign language at KS3

七転び八起き (Nanakorobi yaoki)

Literally: Fall seven times and stand up eight; Meaning: Don't give up / Keep trying.

The promotion of Japanese language and culture is extremely important to us. Our students will never get a better opportunity to learn and develop their skills in such a fascinating language as Japanese as they do now. Japanese makes up the third largest language community on the Internet, after English and Chinese speakers. Knowing Japanese can connect you to these people in an instant. They may be future friends, business associates, or even the market that you or your future employer hopes to target. Students will be encouraged to speak in Japanese and immerse themselves not only in the language, but also the culture, and in doing so open their minds to see a different perspective. Classes are set according to ability and all previous experience of Japanese is accommodated for.



Nana Korobi Ya Oki

Year 7 Content

- The purpose of Year 7 Japanese is to inspire students and develop Speaking, Reading, Writing and Listening skills. These will be built up through topics such as 'my life in Japan' and 'my dreams in the future'. Students will develop their proficiency in hiragana, katakana and kanji and be able to converse outside school. Field trips, such as a theatre trip and a 'rice planting' experience, allow students to understand the deep significance of some important Japanese traditions.

Year 8 and 9 Content

- Years 8 and 9 are combined for Japanese Language, students being allocated to classes according to their ability in Japanese. Students continue to develop all language skills using more advanced grammatical constructions. 200 Kanji characters are introduced as well as useful topics such as healthy living and technology. Towards the end of the year, we start to look ahead and transition towards the GCSE topics. A range of Japanese cultural topics will also be introduced to enhance the depth of knowledge and put the language in context.

Skills development

- Japanese at KS3 is based on developing key skills to prepare them for life in Japan and GCSE. These include speaking in front of the class, preparing and presenting their own work and listening to and then writing about simple passages in Japanese.

Enquiry-based learning

- Students have the opportunity to develop and carry out their own projects such as designing a Tourist brochure or participating in the Showa Middle School Exchange programme. All are designed to enhance the enquiring mind and motivate each student to immerse themselves in Japanese

Assessment

- Students will be assessed through a mix of end of topic tests on grammar, listening, writing and reading. In addition there will be regular tests for kanji culminating in an end of year test in May, combining all their Japanese language skills.

If you have any further questions, please email: Eiko Yamanouchi eyamanouchi@bst.ac.jp

Physical Education at KS3

PE and Sport in KS3 forms an integral part of the curriculum at BST and helps students to develop a vast range of skills, useful not only in the sports arena, but applicable in all areas of school life. Throughout their time in KS3 each student will have the opportunity to learn, progress and compete in a number of different and challenging sports including: athletics, basketball, football, swimming, volleyball and many more. Lessons are taught by experienced, fully committed specialist staff who share the same philosophy of instilling a lifelong love of sport and the benefits associated with a healthy lifestyle.



Year 7 Content

- The purpose of Year 7 is to expose students to a variety of different sporting activities with the aim of developing and nurturing students sporting skills. Students will be given opportunities to build self-confidence, social skills and an understanding of the benefits of living a healthy and active lifestyle.

Year 8 Content

- In Year 8 PE the purpose is to continue to develop and nurture the students' sporting performance by building on the skills that students have learnt in year 7. A greater emphasis will be placed upon leadership skills, independent learning and understanding of the importance of leading a healthy and active lifestyle.

Year 9 Content

- In Year 9 the emphasis of the curriculum is to improve the application of tactics to various sporting situations. In addition they will need to continue with their independent learning and leadership with more emphasis on coaching each other in lessons. They will develop their analytical skills reflecting on their own and others performances.

Skills development

- PE at KS3 is based on developing and improving skills in a variety of sports. Lessons will be progressive with pupils learning basic skills in Year 7, developing these skills in Year 8 and looking at how to use tactics to utilise these skills in Year 9. In Year 9 lessons will also begin to touch upon IGCSE PE content to give pupils an idea of what the course may involve.

Assessment

- Students will be assessed through a combination of their practical ability, skill development, knowledge of rules and tactics as well as their ability to lead and coach others. In addition pupils will also be assessed based on their effort in class. At the end of the academic year as part of the whole school KS3 internal exams students will also undertake a set of base line tests in agility, speed, coordination and endurance. These results are converted into a grade and then published in student's final PE report of the year.

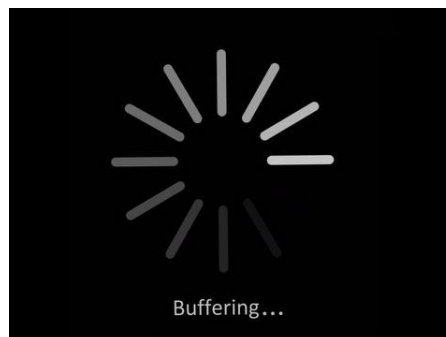
If you have any further questions please email Mr Morris at jmorris@bstlearningspace.org

Computing at Key Stage 3

*'Computers are incredibly fast, accurate and stupid.
Humans are incredibly slow, inaccurate and brilliant.
The marriage of the two is a force beyond calculation.'*

Leo Cherne, 1977

Computing has deep links with Mathematics, Science, and Design and Technology, and provides insights into both natural and artificial systems. The core of Computing is Computer Science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.



Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Year 7 Content

In Year 7 we continue from the learning they covered in Year 6 by bolstering their confidence and skills in creation of digital artefacts using the Google package – skills that are required across the curriculum. We also continue their learning of computational thinking concepts with programming in Scratch and a Robotics project.

Year 8 Content

The blend of ICT and Computer Science continues in Year 8, but with more focus on Computer Science. Students continue to use the Google package, with a focus on theory of how computers work and presenting what they have learned. Students also learn about some current issues in the digital world that affect all of us and discuss them.

Year 9 Content

In Year 9 students extend their learning of programming and 3D design to prepare students for further study on the IGCSE Computer Science course. These skills along with research and presentation are applied to an extended project based learning (PBL) task where students experience the kind of collaborative project analogous to those found in the tech industry. In teams of experts they create a computer controlled device with a practical application in the real world. Data collected from their device is then analysed to form a conclusion to their project and an answer to their driving question.

Assessment

Students are continuously assessed on homework and classwork (that is published on their e-portfolio) and through in-depth projects at the end of and throughout study units.

Skills development

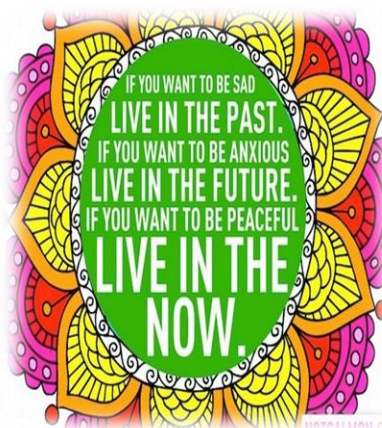
Students follow a curriculum that introduces new skills at each stage and builds upon previous skills learned in Primary or earlier in the Secondary years. Although skills are built upon, new students are supported where skills are unfamiliar. These skills also give a solid foundation to the IGCSE Computer Science option in Key Stage 4.

If you have any questions, please email Bradley Hayes at bhayes@bst.ac.jp

Well-Being at KS3

“Mindfulness is about being fully awake in our lives. It is about perceiving the exquisite vividness of each moment. We also gain immediate access to our own powerful inner resources for insight, transformation, and healing.” – Jon Kabat-Zinn

At BST, all students in Years 7 to 13 participate in Well-Being. It is a non-examined course that emphasises the importance of understanding who we are, what our core beliefs and values are; and how we can respond to the challenges met in our lives in a mindful and purposeful way. The course uses discussion, role play, journaling, meditation and mindfulness practices to develop students' resilience and independence. As opposed to the traditional 'disaster response' model of PSHE/C, in Well-Being we aim to help students develop a toolkit of skills and self-knowledge to build their grit and resilience throughout their academic and further lives. The role of the teacher is more that of facilitator, as the experiences, beliefs and skills of the students are the main drive behind how the process develops.



Year 7 Content

- Students first examine who they are, their core values, their place in the world and their ideal self and future. They then work through elements involving stress and how we respond to challenges. This leads on to resilience, the virtue of self-mastery and finishing with how we experience and understand our emotions.

Year 8 Content

- Students in Years 8 begin with an exploration of stress and how we can use resilience to work towards self-mastery. We then examine the virtue of good sense and the tools of virtue. Understanding how people do bad things and who should take responsibility for those actions is then followed by our final element, which involves the importance of maintaining a healthy body and mind.

Year 9 Content

- Students in Years 9 begin with an exploration of stress and how we can use resilience to work towards self-mastery. We then move on to examine how we can become overly attached to things in our lives and the link between that and addiction. The virtue of stillness in everyday life then leads in to understanding the virtue of learning and we conclude the year with some work on the virtue of friendliness and civility.

Skills development

- These are life skills that build resilience and independence. The impact on learning of developing reflective practices and acquiring tools to manage our daily lives is significant.

Assessment

- In Well-Being there is no formal assessment as the process students are engaging in is meant to be reflective and driven by understanding ourselves, our character and our values.

If you have any further questions please email Spencer Close at sclose@bstlearningspace.org

Philosophy and Ethics at KS3

'The only true wisdom is in knowing you know nothing'

Socrates

Philosophy and Ethics is a relatively new course at BST and is studied by all Year 7 students once a week. The course has a number of different aspects of content and skills which will benefit the students in developing their thinking a great deal. It is particularly interesting for many of our students to 'embrace the grey' within a topic when they realise it is rare that things are 'black and white'. As discussed below, much of the material is interesting and challenging in itself but it will also contribute to their development in other academic disciplines.



Year 7 Content

- We begin by learning about the power of abstract and challenging questioning using examples called 'Thunks'
- We then encounter aspects of human identity by comparing different aspects of relationships between people, animals, society and technology
- This leads on to the question of 'Artificial Intelligence' and the philosophical and ethical issues of robots and how they could be integrated into society now and in the future.
- Having encountered a number of different schools of thought and thinkers, the final part of the course revolves around the question of 'What makes a great mind?'
- Students will endeavour to use the content and skills of what they have learnt earlier in the year to create a speech or presentation wrestling with a particular theme.

Skills development

- A wide range of skills will be developed including communication, expression, analysis, questioning, evaluation, argument and presentation.
- Many concepts which are encountered will be relevant to other subjects in the curriculum: while this is not always made explicit, students certainly develop their thinking and analytical skills in this course which will help them elsewhere.

Enquiry-based learning

- Enquiry based learning is at the very heart of studying Philosophy and Ethics, especially when students might be new to the subject.
- The ability to ask/answer/provide/tackle questions is very important but also challenging.

Assessment

- This course is not formally assessed with homework, tests or examinations, rather there is on-going assessment in different formats such as teacher/peer/group/assignment focussed assessment relating to learning skills and content.

If you have any further questions please email James Thomas at jthomas@bst.ac.jp

Independent project at KS3

'The art of teaching is the art of assisting discovery'

Mark Van Doren

Independent project is a skills based lesson that students in Year 7 and Year 8 participate in once per week. In an ever changing world where transferable skills are becoming increasingly important, it is vital that students are developing the skills to manage their own learning and drive their skills development. During these lessons students work on a wide variety of tasks, ranging from project work only carried out in these lessons with student choice, to supporting longer term work in their traditional subjects. These are balanced with workshop lessons, where students work on improving specific skills such as research and communication.



Year 7 and 8 Content

- Over the two year course the content will rotate between students working individually or in small groups on developing their skills through mini-projects with an element of choice, participating in workshops to help build specific skills, and lessons which support project work happening in core subjects. Examples of this include script writing workshops for Year 7s when drama and science collide in Term 3 or a lesson on 3D design and technical drawing when Year 8 students are working on their design technology and physics snowboard project.

Skills development

- The 21st century skills that are focused on in these sessions are communication, creativity, critical thinking and collaboration. Throughout the year these are discussed with students as they gain confidence in these areas. In addition, with a specialist digital fellow on hand to help support students, there is also a focus on students developing their own ICT skills. They will have choices throughout the year to discover new ways of using their devices to transform learning.

Enquiry-based learning

- Enquiry and project based learning is the foundation of this course. Students start the year by learning the importance of these in their own education, and how being methodical and taking risks can impact their own and their peers' learning through critique and multiple drafting.

Assessment

- Although work that is carried out in IP to support other subjects may be part of an assessed project, these lessons are designed for students to be able to take risks and therefore we do not formally assess any final products produced. However, their work is shared and presented to their peers and IP teacher for formative feedback throughout the year.

If you have any further questions please email Mrs Bickley at mbickley@bstlearningspace.org

ELECTIVES

'Life begins at the end of your comfort zone.' - Neale Donald Walsch

The elective program provides students with new learning experiences; something they couldn't have done inside a normal classroom setting.

Each term students select an elective from a list of over 20 and challenge themselves in something new. Teachers are the guides and 'open the door' to the new skill or activity from programming a robot to juggling with four balls to being able to complete the Times cryptic crossword.

The elective activities take place on Tuesday afternoon during periods 6 and 7. The options available vary depending on the year group.



Aim of electives

- Over the course of 10 weeks students will go from not knowing or being able to do something to producing something or becoming competent in a particular activity.
- The emphasis is on the learning process rather than just 'let's do x' or 'let's make x'. At the end students should be self-aware of the progress they have made in the elective.

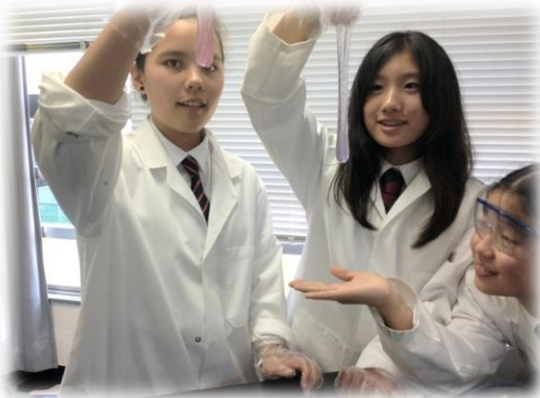
Examples of Specific activities

Year 7 and 8 will do a different elective each term for all three terms.

Year 9 will do a different elective in terms 1 and 2. In term 3 they will take part in the Duke of Edinburgh program.

The electives on offer this year are:

| | |
|--------------------|------------------------|
| App development | Backgammon and Chess |
| Beginners Swimming | Calligraphy Art |
| Codebreaking | Conversational Italian |
| Cryptic crosswords | Debating |
| DIY Robotics | Electronics |
| Green fingers | Hammertime |
| Improvisation | Juggling |
| Lego robotics | Manga |
| TED talk | School magazine |
| Science inquiry | That's Showbiz! |



Skills development

- This varies year on year depending on the electives. This year however students will be asked to reflect on what they have learned according to the BRITISH BST learner profile.

If you have any further questions please email Mr Keeble-Watson at cwatson@bstlearningspace.org

BST OUTDOORS

It is the sin of the soul to force young people into opinions - indoctrination is of the devil - but it is culpable neglect not to impel young people into experiences. -Kurt Hahn

BST Outdoors is a term that refers to many of the activities that occur outside of the classroom and aims to be synonymous with challenge, responsibility taking and memorable experiences. A student's first experience of BST Outdoors is usually the September Hakuba trip, where students and teachers enjoy activities such as rock climbing, kayaking, canyoning, hiking and camping together. From a new student's perspective, there really is nothing quite like helping your teacher negotiate the terrifying high-ropes course to make you feel truly part of the BST community! Hakuba and BST Outdoors are as much a part of life at BST as Maths, PE, Japanese or any other classroom based activity and is one of the many things that makes BST a very special place to grow up.



Aim of BST Outdoors

- To provide opportunities for BST students to develop the attributes of a BRITISH learner
- To create a sense of community and teamwork throughout BST via challenging and memorable experiences
- To provide a pathway for BST students to achieve the Duke of Edinburgh International Award (Bronze, Silver and Gold levels)
- To enable BST students to gain lifelong skills in a non-examined context

Examples of Specific activities

- Bi annual trips to Hakuba in September and February (all years)
- Various extra-curricular clubs including Climbing Club, Ski Club and the Ski Race Weekend (all years)
- Duke of Edinburgh International Award Bronze program (Year 9)

Skills development

- Balanced – by providing a non-examined program of study and skill development in an out of classroom context
- Inquisitive – by showing our students what exists outside their current world-view and therefore helping them to imagine what is possible
- Resilient – by encouraging students to tackle challenging situations
- Thoughtful – by presenting pupils with opportunities to reflect on how their actions affect others
- Independent – by instilling a sense of adventure and developing skills that allow students to act with autonomy
- Self-assured – through achievement students never thought they would be capable of
- Honest – by giving students the opportunity to make positive choices, help others and reflect on the impact of this

If you have any further questions please email Mark Grimshaw at mgrimshaw@bstlearningspace.org

ECAs at KS3

“Do what you can, with what you have, where you are.”

Theodore Roosevelt

For many the experience that they have outside of the classroom during their time at secondary school are some of their best memories. Through our ECA programs and trips outside of the classroom we hope to offer students a balanced education, allowing them to take every opportunity and extend themselves in the process. The learning journey rarely ends in the classroom.

Examples of current ECAs

- Over the course of the year students can participate in a wide range of sports and train to represent the school. Popular sports include volleyball, football and swimming, however as the season changes so do the sports.
- Homework club runs throughout the week and is an opportunity for students to get help from teachers and peers on an academic level.
- The school production of Bugsy Malone offers a range of opportunities for students to take part, from acting and music to back stage help.
- If you have an interest in a particular sport or activity that we currently do not provide, please do get in touch as student leadership is a big part of ECAs.

Music ECAs

- We have a variety of Music ECAs available.
- For Year 7 and 8 we currently offer:
 - 1) Middle School Choir (Mon 15:30 - 16:30)
 - 2) Opus Orchestra for Intermediate to Advanced (Tue 13:10 - 14:00)
 - 3) Beginner Guitar Ensemble (Wed 07:30 - 08:30)
 - 4) Sinfonia Orchestra for beginners (Thu 07:30 - 08:30)
 - 5) Samba Band (Fri 15:30 - 16:30)
- For Year 9 we currently offer:
 - 1) Opus Orchestra for Intermediate to Advanced (Tue 13:10 - 14:00)
 - 2) Beginner Guitar Ensemble (Wed 07:30 - 08:30)
 - 3) Sinfonia Orchestra for beginners (Thu 07:30 - 08:30)
 - 4) Full Scale Choir (Fri 13:00 - 14:00)
 - 5) Samba Band (Fri 15:30 - 16:30)

School Curriculum Trips

- Over the course of the year there are also a wide variety of trips on offer for students as part of the specific curriculum. These allow students to see how the subjects work outside of the classroom and engage with real life learning. For information about specific trips please contact the leaders of the subject.

If you have any further questions please email Mrs M. Bickley at mbickley@bstlearningspace.org

