

# Island School - Year 7 Curriculum

## **Most students will study the following subjects:**

- Arts – Music, Drama and Visual Arts (1 period per week each)
- Digital Literacy (1 period per week)
- English (5 periods per fortnight)
- Humanities - combined History, Geography, Philosophy and Religious Studies (3 consecutive periods per week)
- Languages – Chinese, French or Spanish (2 periods per week)
- Mathematics (5 periods per fortnight)
- Physical Education (2 periods per week)
- Science (2 periods per week)
- Technology – Design, Textiles and Food Technology (1 period per week)

## **Each period is 65 minutes. In addition to these subjects, students will learn through:**

- Tutor period (1 per week)
- Island Time - inter-disciplinary inquiry (3 periods per week)
- Community Learning - Lifeskills, Activities, Service (1 period per week)

## **Assessment and reporting:**

For full details of the school assessment policy please go to the school website and click on the 'Learning at IS' time. There is an explanation of how the students are assessed in the following subject guides, as assessment varies according to the subject. Progress, with evidence of learning, is recorded by the students and teachers on the Evidencer, an ongoing online system. This is done when appropriate to the course. As a minimum, teachers will add comments twice a term for subjects in which there are more than one period per week, otherwise at least once per term. There are no end-of-year reports or exams. You will receive details about logging in to the Evidencer system in September.

# Chinese

There are Chinese lessons twice per week if they have chosen to study this language. Students work in different classes according to their experience and ability.

## Near-native speakers:

Term 1:

第一单元 自然、常识

1 四个愿望

2 雾

3 微波炉的话

第二单元 家庭、亲情

4 妈妈的账单

5 中彩那天

6 独果

Term 2:

第三单元 环境、旅游

7 神秘的恐龙

8 带着尺子去钓鱼

9 水都威尼斯

第四单元 世界名人

10 萧伯纳和小女孩

11 发烫的手指

12 鞋匠的儿子

Term 3:

第五单元 生活智慧

13 优雅的“请假条”

14 自己的花是让别人

看的

15 餐桌上的大学

第六单元 诗歌欣赏

16 游子吟

17 黄鹤楼送孟浩然之

广陵

18 送元二使安西

## Chinese as a 2nd Language:

The course starts with revision of basics and then accelerates quickly.

Term 1

Chinese Made Easy Book  
1/2

Greetings

Self-introduction

Dates

Term 2

Chinese Made Easy Book 2

Weather

Summer holidays

Winter holidays

Hobbies (music)

Term 3

Chinese Made Easy Book 2

Hobbies (sports)

Hobbies (art: drawing and  
painting)

Daily routine

Describing where you live  
 Family members  
 Age, grades  
 Countries  
 Languages  
 Occupations  
 Workplaces  
 Means of transport  
 Daily routine  
 Colours  
 Clothing

Subjects  
 Tests and exams

### Chinese as a Foreign Language:

Term 1	Term 2	Term 3
Easy Steps to Chinese book 1	Easy Steps to Chinese book 1	Easy Steps to Chinese book 1
Pinyin, basic strokes Numbers Greetings Dates Age Telephone numbers Dates Age Telephone numbers	Family members Self-introduction Occupation Time Daily routine Means of transport	Colours Clothing Parts of the body

### Subject Specific Skills

Students should be able to:

- Understand the pinyin system
- Understand the structures of characters and learn to write neat and beautiful characters
- Understand basic sentence structures/grammar, such as (subject + time word + place word + verb)
- Develop speaking skills in the form of conversation, presentation, questions & answers.
- Meet the requirement of essay writing: structure of an essay (at least 3 passages)

### Transdisciplinary and Generic Skills

Communication:

Students will learn to communicate in Chinese in both oral and written forms. They will also learn to interpret basic texts, both spoken and written using the skills of listening and reading. Capacity to learn:

Students will develop their study habits in foreign language learning, e.g. the keeping of vocabulary book, getting the homework done with enough effort and time, carrying out regular revision outside class, etc.

### **Assessment**

Dictations are given after the new vocabulary is taught each week.

Students will be assessed at the end of each unit, twice a term.

The unit tests consist of four skills: listening, speaking, reading and writing.

### **How parents can support their child**

Parents can support their child with learning Chinese even if they don't speak Chinese by regularly asking them about what they are learning and asking the child to teach them what they have learnt. Encourage the child to make regular revision of the words/phrases/sentences in their vocabulary book, and revisit what has been taught in class.

# Digital Literacy

All work is grounded in the IE Award Digital Literacy framework.

## Term 1

Students should understand the appropriate use of spreadsheets and how they can be used to mathematically model situations. They should understand the skills necessary to enter, edit and format data as well as convert that data to graphs. We spend some time looking at ways that graphs can present data misleadingly.

### **Skills**

Communication: This course gives students the starting skills for creating mathematical models of real world situations. They will consider how to set out data in table form helps to organise and communicate its meaning. They will also have the ability to make visual representations of that data and be able to choose appropriate types of graphs for different types of data presentation.

### **Assessment**

Ongoing evidence of progress is produced as students complete a range of teaching units. A final assessment of skills is completed under test conditions. Students also produce a presentation sheet of work on misleading graphs together with a cloze exercise that requires them to apply their understanding of key Digital Literacy vocabulary.

### **Challenge for all**

All materials for the course are available in a progressive way through ISLE. Students can progress through the materials at their own pace and allow the teacher time to support and extend individuals and small groups. A flipped classroom is generally applied whereby students do exercises for homework which are then gone through in a tutorial fashion in lesson with groups that need further support.

## Term 2

Visual Communication: The vocabulary of images, camera angles and shot composition. Representing concepts and ideas through images. Anchoring meaning - how captions can change the meaning of an image.

### **Skills**

Communication: Students have the ability with their mobile and laptop technologies to construct images easily. They will use these images in a variety of subject areas. This course attempts to get students thinking about the power of images to communicate messages and how intended communication can be hard to achieve. The skills presented here are transdisciplinary. They should be applying the thinking processes and critical approaches to web based information every time they conduct research activities and look to develop or use images in other work.

**Creativity:** The outcome for the Visual Communication unit is a poster that communicates the Island School values. Students are encouraged to apply their knowledge of images and critically analyse the images they take for their poster. They will need to “construct” shots in many cases and consider their ideas for their communication value. In the review process they will be encouraged to think beyond the obvious images that they may initially come up with to try to present images that are representative rather than literal.

### **Assessment**

The generation of a 3x3 poster that contains 9 images - 3 for each value arranged in a grid format.

### **Challenge for all**

Students work in pairs to facilitate this task. They have their images reviewed as they develop the outcome and participate in class discussion to guide improvement. Exemplars are available for students on ISLE.

## **Term 3**

**Programming principles and concepts:** Students will use a variety of applications and online tools to develop their understanding of basic programming principles and concepts such as variables, loops, conditions and functions.

### **Skills**

**Capacity to learn:** students will use a series of introductory tutorials in a self paced learning time to develop their understanding of the software. The challenges asking them to modify existing program sequences requires the application of skills and the development of trial and error problem solving approaches.

### **Assessment**

Students complete a range of challenges throughout the course and are asked to self assess their level of understanding of the programming concepts introduced. Some of the tools used provide monitoring of the exercises and challenges that students complete.

### **Challenge for all**

Online tools provide a self paced learning approach and allows for more individual support and small group work to be carried out by the teacher.

# Drama

Students have one lesson a week, and follow a skills based curriculum, with collaboration as the central focus. Students are introduced to theatre practices from Storytelling Theatre to Greek Chorus and Script Realisation.

Core Units (in the order studied)

Unit 1: Greek Chorus - realisation of a modern text

Unit 2: Storytelling - Hero's Journey

Unit 3: Script Realisation

**Skills** - collaboration; vocal and movement skills; rehearsal, analysis, process and performance skills.

**Assessment** is done as an on-going process, with the final assessments of each unit being written up on the Evidencer.

**Homework** is focused specifically on developing rehearsal and research skills. These are all unit related.

**Enrichment:** During the year a variety of departmental initiatives are offered to enhance students' learning. These include Drama clubs, performances and working with older Drama students.

## **Ways to support:**

Take students to the theatre! Hong Kong has a vibrant theatrical scene with local amateur and professional companies as well as a wealth of visiting theatre practitioners from all over the world - especially during the Hong Kong annual Arts Festival. Run lines with students - help them learn lines by listening and watching them rehearse. Encourage students to join the Drama after school club and get involved in other theatre roles such as tech and costume.

# English

## Overview

Year 7 students have five 65 minute English lessons over two weeks, one of which is based in the library. Over the course of Year 7, students will experience prose, poetry, drama, media and non-fiction in a stimulating, challenging and enjoyable way. Creative and critical thinking approaches are promoted through the development and consolidation of reading, writing and speaking and listening skills, via differentiated whole class, small group, paired or individual activities. Students buy personal copies of two novels that are carefully chosen to reflect their interests and experiences. These texts are studied over the year at approximately eight-week intervals, supplemented by an range of supporting texts provided by the department. The first novel studied in Year 7 is the graphic novel, *The Arrival* and the study of this novel will commence after Quest Week. The second novel will be studied after the Christmas holidays and parents will be informed of the choice of text in term 1.

## Core Texts

*The Arrival* by Shaun Tan ISBN 0734415869 (graphic novel)  
+1 additional novel selected by the teacher in term 1

## Library Lessons

Students have one library lesson every two weeks. During this lesson students have the opportunity to read privately, use the library lending facilities and work on creative responses to their reading. Teachers spend time listening to students out loud, discussing students' reading preferences with them and suggest new books students' can read. We encourage students to select books that are challenging and that take them beyond what the texts read at primary school.

## Assessment

Reading, writing as well as speaking and listening skills are assessed in an on-going manner over the year, with evidence of these assessments appearing on 'The Evidencer' twice a term. Along with teacher assessments, students are encouraged to reflect on their own progress and achievement.

## Homework

Year 7 students will be set a variety of homework task over the year. Tasks will be meaningful, achievable and clearly communicated to students. Students will always have more than one school day to complete homework and task should not take students more than 30 minutes per week.

Reading is one of the fundamental building blocks to academic success across all subjects; as such students are expected to read for around 30 minutes a day or 3.5 – 4.5 hours a week. This reading can be in a variety of forms including print media, online sources and non-fiction books and fiction; all forms of reading should be encouraged.

Students' reading choices are monitored and expanded in English lessons as students are

encouraged to read a range of authors, genres, difficulty levels etc. The department further encourages wider reading through providing recommended reading lists, Book Week activities and participation in the Inter- House “Battle of the Books’ competition.

### **Enrichment**

During the year a variety of initiatives are offered to enhance students’ learning. These include promoting public writing competitions, inclusion of work in the school’s creative magazine ‘Imaginings,’ Battle of the Books, World Literacy Day, visiting authors and Book Week activities. The department also offers theatre trips to HK productions of texts studied within the English curriculum.

# French

Students study two periods of French per week if they have chosen this language.

## Knowledge and understanding

Term 1:

1. Numbers 0-19
2. Alphabet
3. Things in school bag
4. Likes and leisure time
5. Days of the week
6. Items at school and at home
7. Computer-related vocabulary

Term 2:

1. Physical description of themselves and others.
2. Clothes
3. Colours
4. Sports
5. Parts of the body
6. Numbers 20-69

Term 3:

1. Places in a town
2. Types of transport
3. Famous places in Paris

## Subject-specific skills

**By the end of each term, students should be able to:**

Term 1:

1. Use 'chez moi + toi'.
2. Develop their use of definite and indefinite articles.
3. Use 'ou' and 'quand' in questions.
4. Use prepositions accurately.

Term 2:

1. Conjugate the verb 'avoir'.
2. Understand and implement adjectival agreement when using adjectives.
3. The use of 'on' in French.
4. Conjugate the verb 'faire'.
5. Possessives
6. Contracted articles
7. Use 'Qu'est-ce que ...' in forming questions.

Term 3:

1. Use 'chez moi + toi'.
2. Develop their use of definite and indefinite articles.
3. Use 'ou' and 'quand' in questions.
4. Use prepositions accurately.

## Transdisciplinary skills

Communication:

Students will learn to communicate in French in both writing and speaking. They will also learn to interpret basic texts, both spoken and written using the skills of listening and reading.

Capacity to learn:

Students will develop their study habits in foreign language learning, e.g. the keeping of a vocabulary book, the use of online vocabulary and grammar learning programmes (Quizlet and Duolingo).

## Assessment

Students will be assessed at the end of each unit, twice per term. The tests consist of vocabulary, grammar, reading, and listening.

## **Challenge for all**

Each lesson will contain a variety of short activities and games, and the teacher will provide support for some students and give extension tasks to others throughout the lesson. Extension and reinforcement activities are provided on the French ISLE course. If students want reinforcement on any topic they are encouraged to ask for help. We have a lunchtime help session once a week.

## **How parents can support their child**

Parents can support their child with learning French even if they don't speak French by regularly asking them about what they are learning and asking the child to teach them what they have learnt. Encourage the child to make regular use of the ISLE course to revise and review what has been taught in class.

# Humanities

Humanities is studied at Island School as part of the Individuals and Societies Faculty. The subject matter of Individuals and Societies is the study of the human world and our role within it. Its basic concern is the understanding of the human condition. By providing a learning experience different from that provided by science and technology subjects, Humanities helps to broaden student perspectives in understanding and caring for the world in which they live. The intention of an integrated system is not to merge systems of theories and knowledge of several subject disciplines, nor does it aim at turning students into specialists in a given field. This subject explores concepts of the human world in the personal, local, national, and global contexts without the limitations of a subject boundary.

Students complete 4 Units in Year 7 each of which is approximately 8 weeks duration on the following topics:

<b>Hong Kong Live it Love It?</b>	<b>Beliefs and Believers</b>	<b>Explorers</b>	<b>Culture</b>
Hong Kong - Why are we here and what have we created? Developing a sense of place.  How and why has Hong Kong changed over time?	What are the different ways in which humans have attempted to answer the BIG question of why we are here?	Students will be looking into the causes of exploration and the effects that they have had on our world.	Students complete an investigation and presentation on the concept of culture and the factors that have shaped the cultures of different countries.
A Geography and History focused course.	A Philosophy and religious studies (PRS) focused course.	A History and Geography focused course.	A History, Geography and PRS focused course.

## Assessment

Students are assessed in the 4 major units summatively during the year. Students will produce a variety of individual and collaborative enquiry projects which focus on the following assessment criteria.

- Knowledge and Understanding
- Communication
- Critical enquiry
- Investigation

In addition students will be given regular feedback on their progress in class and homeworks through formative assessment tasks and activities. Evidence and feedback for student work is organised through 'The Evidencer' on ISLE.

The Individuals and Societies Faculty aims to develop student Knowledge, Understanding and skills in line with the schools 5 C's skills strategy. Some specific examples of skills being developed in the Year 7 Humanities programme include:

**Subject specific skills include:**

- Critical and Analytical thinking
- Developing a sense of awe and wonder about life
- ICT development through use of web 2.0 tools
- Communication through discussion and debate
- Collaboration through group work
- Presentation/oral skills
- Investigation through research and planning
- Structured argument based on reason and evidence

**Transdisciplinary skills include:**

- Descriptive writing
- Persuasive writing
- Decision making
- Visual literacy
- Presentation skills
- Problem solving

**Challenge**

Students are challenged and supported in various ways within their humanities work. Teachers will provide challenge in lessons tasks and activities, through differentiated outcomes and through different processes that the students engage in. Teachers will also support learners in accessing and progressing within the curriculum through a variety of means.

**How to support your child**

In Humanities students can be helped at home by parents in helping students establish effective routines in homework and study habits In addition encouraging background reading for specific topics and simply talking to students about their work. Encourage students to participate in environmental and social justice activities within and outside school, which will also help them develop greater knowledge and perspective on the topics and themes studied in class.

# Island Time

This course is transdisciplinary and inquiry based, and is planned and delivered by teachers from across the curriculum.

In a similar approach to that of the IB Primary Years Programme, units of work are driven by concepts. In each year we focus on the **concepts of Identity, Truth, Wellbeing and Innovation**, integrating skills and areas of knowledge from specific curriculum areas (in particular Humanities, Science, Maths, English, Drama, PE, Technology, ICT).

Island Time has an important part to play in the delivery of the Personal, Social and Health Education of the Year 7-8 curriculum. In addition, part of the morning is devoted to physical exercise.

Island Time is core to the development of **transdisciplinary skills**. Whilst these skills are developed across the curriculum, Island Time is place for students to bring them to the forefront of their learning. Skills are explicitly taught where appropriate, and evaluated by teachers and the students themselves.

## How is it delivered in Year 7?

There are four units of inquiry, each lasting roughly 8 weeks.

### Identity

This unit is part of the students' induction into Island School. Students examine and express their identity and values, starting with the self, the family, culture and roots, the school and finally society at large. The unit is quite structured and teacher-led, but there are short inquiries within individual sessions.

The main skill is Communication as students interpret and create written texts, spoken texts and images. Evaluation (by the teacher and by the students themselves) focusses on how they have used various forms of communication to express ideas about their identity, with a main task being an extended piece of descriptive prose about their Cultural Identity.

### Innovation

Students are led through a role-play situation in which they set off from a virus-hit Hong Kong to create a new community. They plan land use and make shelters, create national anthems, sports, rituals and constitutions. When the role-play leads them back to Hong Kong they reflect on our community here.

The main skill is Creative Thinking. Evaluation (by the teacher and by the students themselves) is through a diary and focuses on how students have developed their ideas through the creative process rather than on the final product itself.

### Truth

Students are initially introduced to four 'Ways of Knowing'; these foreshadow a key part of the Theory of Knowledge course that all students will complete in Years 12-13. Students think critically about the difference between fact and opinion, and which criteria they can use to decide whether they believe something to be true or not. Students are then led through short mini-inquiries into how this way of thinking can apply to scientific truths, cultural truths and our interpretation of the media.

The main skill is Critical Thinking. Evaluation (by the teacher and by the students themselves) focusses on how they apply this critical thinking to a piece of work completed at the end of the unit. This may be a website, and advertising pitch or a newspaper article.

## **Wellbeing**

After some initial input about Wellbeing and lifestyle choices, students work in groups to undertake a research project. They are explicitly guided through the project cycle (form a research question, plan, develop, make/act/do, review/revise/report) and practise using collaborative dispositions that they have met in Drama lessons to help them work efficiently and empathetically in their groups. This can be a real challenge for students but is essential training for education and professional life!

The main skills are Capacity to Learn (self-directed research) and Collaboration. Evaluation (by the teacher and by the students themselves) focusses on how the group completes the research cycle and how each student contributes to the success of the collaboration within that group.

## **How does this relate to programmes in later years?**

- In Year 8 the Island Time programme will build on these same concepts and skills but with slightly more depth, complexity and breadth. Units will generally be more open-ended in nature.
- In Years 9-11 the Explorations programme further develops these skills and concept-based, open-ended units of learning through the Global Perspectives IGCSE curriculum and the IE award for Information Technology.
- Cross-curricular skills will underpin all curriculum areas, and are again highlighted in the Elements programme in years 9-11. They are central to all curriculum areas of the International Baccalaureate programme in Years 12-13 under the guise of Approaches to Learning, and specifically in the core elements (Theory of Knowledge, Creativity/Action/Service and the Extended Essay).

# Maths

## Knowledge and Understanding

During the course of Year 7, students will develop their key number skills, develop a grounding in algebra, learn about geometry (angles, triangles, symmetry, rotation, reflection & enlargement), statistics, and probability.

In addition to this subject knowledge, students are encouraged to think mathematically; specifically, this should include pattern spotting, generalising, using algebra to replace unknown values and evaluating the validity of claims that they make.

## Subject Specific Skills developed

The Year 7 Mathematics course comprises 8 units, each lasting approximately 4 or 5 weeks. These units are:

**Number** - a selection of activities to help improve numeracy and to give students the opportunity to develop the skills needed for inquiry-based learning in Mathematics.

**Sequences** - generalising rules for the terms of a linear sequence of patterns or numbers; an introduction to important non-linear sequences such as Fibonacci.

**Measuring** - metric units of measurement; the connection between speed, distance and time; converting between different units; ratio, maps and scale drawings.

**Chance** - the language of probability; evaluating the likelihood of an event happening; estimating probabilities by experimentation; fraction arithmetic; applications of ratio.

**Angles** - using compasses and a protractor; constructing accurate triangles; properties of triangles; angles made by intersecting and parallel lines.

**Problem Solving** - an understanding of how simple algebraic notation and processes can be used to facilitate problem solving; solving simple linear equations.

**Statistics** - collecting, analysing, presenting and interpreting univariate data; averages and spread; bar, pie and time-series charts.

**Shapes** - Symmetry; reflection; rotation; enlargement; translation; tessellation.

In addition, a "Skills Unit" will run throughout the year to provide opportunities for continual revision of key number skills.

## Transdisciplinary and Generic Skills developed

Students are encouraged to see Mathematics as more than an abstract and specialist discipline. Throughout the year they will be encouraged to communicate their ideas to other students as well as to the class teacher. This communication will be verbal and written, including the use of correct Mathematical notation. There will be great emphasis on the need to be precise and concise when communicating mathematical ideas.

Creative solutions to problems will be encouraged, and students will be actively encouraged to develop their thinking beyond what is presented to them in class. This will usually take the form of adapting their knowledge to other slightly different situations, through the use of "What if...?" questions. It is hoped that students will learn to appreciate the inherent beauty of Mathematics.

The inquiry-based approach to learning encourages students to work collaboratively as there will be no prescribed solution to the problem. Students will be expected to share the workload of collecting data when necessary, and to evaluate different possible strategies to tackling the problem at hand. In today's world, the best mathematicians need to be

more than “human calculators”.

An important trait for students to develop early on is that of resilience. Too often Mathematics is seen as something that either can be done, or can't, which leads to some students giving up too early when faced with a problem they cannot immediately solve. All students will, at some point, encounter something that they can't do, and the ability to know how to become “unstuck” is a key indicator of how well a student will progress in the long-term.

### **Assessment**

The aim of all Mathematics assessments throughout Year 7 is to provide the student and teacher with an indication of what the student has understood and what needs further work. To this end, feedback is generally “comment only”. Students are encouraged to view these assessments as an opportunity to show what they can do, rather than as a test that will highlight what they cannot do.

Formal assessments will take place at the end of three of the units (Sequences, Angles and Statistics). These will be answered by students during class time, and each student will submit their own piece of work. The questions will generally take the form of extended problems for the students to solve, or will ask for students to describe their understanding of aspects of Mathematics relevant to the unit.

Completed papers will be returned for students to take home once they have been marked by the class teacher. Marking will be comment-based and will focus on praising good work and identifying areas that the student needs to study further.

These assessments will be recorded on the Evidencer, along with a comment to indicate relative progress: “outstanding”, “proficient”, “competent” or “needs development”. Comments will be given for three different aspects of mathematics: knowledge and computation; using and applying mathematics; communication and reflection.

Additionally, there will be three “Skills Tests” throughout the year. These will contain short questions designed to identify any areas of number or algebra where the student may need further support. Performance in these tests will be recorded on the ARR using the same four-point scale to identify how well the student is progressing with each skill. Some example of the specific skills assessed are: arithmetic with fractions, using ratio, and solving equations.

### **Challenge for All**

Year 7 Mathematics at Island School is taught through inquiry, using tasks that are best described as “low threshold, high ceiling”. This means that the initial stages of tasks are accessible to all students with subsequent progress depending on the level of understanding of the individual student.

The Skills Tests will help to identify specific needs for individual students, and appropriate work will be set to address any problems.

### **How parents can support their child with their learning**

The Year 7 Mathematics ISLE courses contain a wealth of resources for students to continue their studies outside of the classroom. There is content that will help students to revise topics that have been covered during lesson time, activities to consolidate and develop understanding, and also extension ideas for those who wish to know more.

There is no reason for a student to feel that they don't have anything to work on in Mathematics, and if this appears to be the case then the class teacher can help to identify specific tasks.

The Mathematics department subscribes to the Myimaths website, the international version of Mymaths, an online interactive website widely used in the UK and globally within international schools. Students will be set work from this site but can also use it to work independently.

For FAQs about the Maths curriculum please go to the school website and find Year 7 curriculum information under the tab 'Learning at IS'.

# Music

The Music curriculum at Island School is highly practical and is designed to engage and inspire students. Students perform, compose and listen to music from around the world across a range of musical styles. The curriculum is accessible to all and offers challenge to experienced musicians. The study of Music can help develop self-confidence, creativity and a sense of achievement.

## **Subject Content**

Term 1 - Singing, ukulele and theory

Term 2 - Indian Classical Music and Chinese Traditional Music

Term 3 - The Blues

## **Subject Specific Skills**

- Performing, composing and listening tasks build on previous musical knowledge and skills.
- Develop vocal and instrumental fluency and accuracy. Learn how to play expressively.
- Learn new instruments including ukulele, Chinese traditional instruments, percussion, piano and guitar.
  
- Understand musical structures, styles, genres and traditions. Identify the expressive use of musical elements.
- Use technology to create and perform music.
- Play and perform confidently in a range of solo and ensemble contexts; improvise and compose.
- Create, extend and develop musical ideas drawing on a range of musical structures, styles, genres and traditions.
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- Develop a deepening understanding of music, its context, and its history.

## **Assessment**

Assessment takes place at least once a term. Students are assessed on their performing, composing and listening skills. A music theory test is taken at the start and end of each year. Practical work, comments and marks are shared online through the Evidencer system.

## **Challenge for All**

All activities are differentiated to support, challenge and extend students of all abilities throughout Music lessons. Resources are available in student booklets and through ISLE.

## **How parents can support their child with their learning**

Play and listen to music at home. Help your child find their musical passion, try out different instruments. Encourage your child to participate in music concerts and events at Island School. Explore the vibrant music scene in Hong Kong.

# Physical Education

## Term 1

### **Knowledge and Understanding**

#### Swimming

In this unit, pupils focus on developing the quality and power of their front crawl, learn how to swim the stroke well, focussing on the technique, start and turn. Swimming activities require pupils to float and propel themselves in water in order to engage in a range of water-based activities.

#### Athletics

In this unit, pupils improve their running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. In all athletic activity, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy.

### **Subject Specific Skills developed**

#### Swimming

Most pupils will be able to swim front crawl with control and fluency; swim over long distances combining arm and leg actions; recognise and describe the nature of a challenge or event and select appropriate strategies to tackle it; identify the key areas of fitness required for swimming, and select suitable activities to prepare themselves; identify and describe specific aspects of technique that others show strength in; select appropriate areas to work on for improvement

#### Athletics

Most pupils will be able to use sound basic techniques in a range of running, jumping and throwing activities and events; apply a good knowledge of basic principles to specific events; pace their effort to meet targets they have set for themselves; apply basic principles of warm up and cool down, using exercises appropriate for the event; identify and describe elements of performance and technique which are effective; explain what needs to be practised and improved

### **Transdisciplinary and Generic Skills developed**

Communication, Creativity, Collaboration and Capacity to Learn.

### **Assessment**

Swimming - 50m timed swim, technique and attitude to learning

## Term 2

### **Knowledge and Understanding**

#### Invasion Games

In this unit, pupils will focus on developing team attacking and defending strategies and techniques. They will investigate the similarities and differences in different invasion

games and use their knowledge, skill and understanding to develop the effectiveness of their play.

In games activities, pupils select and apply their skills so that they can carry out tactics with the intention of outwitting their opponent(s). In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points.

#### Striking and Fielding

During this unit, pupils will focus on developing their understanding of the tactics of the game, as well as recognising the importance of improving the techniques, in order to implement the tactics they wish to use.

In games activities, players use their knowledge, skills and understanding with the express intention of outwitting an opponent. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs.

#### Net/Wall Games

In this unit, pupils will focus on developing their understanding of the tactics, and recognising the importance of, and improving the techniques required to play more effectively and consistently.

In games activities, players select and apply skills and tactics with the express intention of outwitting an opponent. In net games, they achieve this by sending a ball, towards a court or target area that the opponent is defending. The aim is to get the ball to land in the target area so that the opponent cannot return it.

### **Subject Specific Skills developed**

#### Invasion Games

Most pupils will be able to use a range of skills and techniques fluently and accurately; devise and carry out a range of different tactics and practices; work cooperatively in their groups, taking on a variety of roles within the group and the games played; recognise the similarities between the games played, applying and adapting tactics and skills effectively; identify what they need to do to improve, carry out and adapt ideas and suggestions given to them

#### Striking and Fielding

Most pupils will be able to select their shot based on where the ball is pitched and with the intention of avoiding the fielders; hit with control and accuracy; pitch with increasing accuracy and an awareness of the field placement; field effectively and return the ball to an appropriate base position; take an active and thoughtful part in the games; identify the fitness needs of different roles in the game; read the game and react to situations as they develop; identify their strengths and weaknesses and take decisions about what to work on

#### Net/Wall Games

Most pupils will be able to understand the implications of their shot placement; respond appropriately to returns by the opposition and maintain their place in the rally; identify opportunities to finish the rally, increasing scoring opportunities; serve and return the ball with some accuracy; fulfil a number of different roles, including player, team leader, umpire, etc; begin to identify strengths and weaknesses in simple game play situations and make adjustments

### **Transdisciplinary and Generic Skills developed**

Communication, Creativity, Collaboration and Capacity to Learn.

## **Assessment**

Invasion Games

Striking and Fielding

Net/Wall Games

## **Term 3**

### **Knowledge and Understanding**

Fitness

In this unit pupils will learn and accurately replicate specific techniques for a variety of fitness based activities. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks. To reflect on the benefits that fitness events give to an individual and implications for future life.

Water Polo

### **Subject Specific Skills developed**

Fitness

Pupils will develop the skills necessary to compete in a number of fitness based events. To gain a baseline experience at a range of activities that involves sustained physical work. In all events, demonstration of accurate technique, depth of understanding and related performances will be assessed.

Water Polo

### **Transdisciplinary and Generic Skills developed**

Communication, Creativity, Collaboration and Capacity to Learn.

## **Assessment**

Fitness

Water Polo

## **Challenge for All**

We constantly differentiate tasks within PE based upon the varying abilities of the students. Small groups will be formed with specific and challenging activities set.

# Science

## Knowledge and Understanding

By the end of this course, students will have acquired a broad knowledge base on the following scientific concepts; Super Skills (General Science lab work), Cells and Reproduction (Biology), Acids and Chemical Reactions (Chemistry) and Electricity and Forces (Physics).

### Timeline of Study

This is an approximate guideline. All teaching groups will experience these topics and assessments but may do this in a slightly different order due to demands on equipment.

Time	Topic	Notes
3 wks	Super Skills	<b>Assessment: Burning time of a candle practical investigation.</b>
4.5 wks	Chemical Reactions	<b>Assessment: Theoretical understanding test</b> (Chemistry; Chemical Reactions)
4.5 wks	Forces	<b>Assessment: ICT Presentation Skills.</b> <b>Assessment: Theoretical understanding test</b> (Physics; Forces)
4.5 wks	Cells	<b>Assessment: Animal behaviour practical investigation.</b> <b>Assessment: Theoretical understanding test</b> (Biology; Cells)
Christmas holidays		
4.5 wks	Acids	<b>Assessment: Research skills.</b> <b>Assessment: Manipulation skills.</b> <b>Assessment: Theoretical understanding test</b> (Chemistry; Acids)
4.5 wks	Electricity	This topic may need to be finished after Easter. <b>Assessment: Current in a wire practical investigation.</b> <b>Assessment: Theoretical understanding test</b> (Physics; Electricity )
Easter holidays		
4.5 wks	Reproduction	<b>Assessment: Extended writing skills.</b> <b>Assessment: Theoretical understanding test</b> (Biology; Reproduction)
1.5 weeks	Yr 7 Next Top Scientist Video Clip Competition	<b>Self assessment:</b>

## **Subject Specific Skills developed**

Students develop subject specific skills in the following areas;

- a) Theoretical understanding: Recall of scientific information, understanding, application of knowledge, communication using scientific terminology, analysis, synthesis and evaluative techniques.
- b) Practical skills; Designing experimental procedures, collecting, processing and presenting practical data, using scientific theory to offer relevant conclusions and evaluating the strengths and limitations of methods and techniques. In addition, students ability to manipulate apparatus accurately and safely is also assessed.

## **Transdisciplinary and Generic Skills developed**

Students also develop the following trans disciplinary skills in Science.

- a) Research skills.
- b) Presentation skills using ICT.
- c) Extended writing skills.
- d) Discussion and note taking skills.
- e) Collaboration and teamwork skills
- d) Attitude to learning. (This includes a number of skills from the IB learner profile including, organization, self reflection, motivation, resilience and curiosity.)

## **Assessment**

All assessments in Science are formative and involve student reflection, self evaluation and target setting.

- a) Theoretical understanding (written tests at the end of each topic. There are 6 topics)
- b) Practical assessments (2 or 3 depending on time).
- c) Research projects. (at least 1)
- d) ICT presentations in teams (at least 1)
- e) Extended writing assessments. (at least 1)
- f) Attitude to learning (Study Skills at the end of each topic).
- g) Motivation, teamwork and self reflection (as a part of the Yr 7 Science project).

In the last 2 weeks of the summer term, students work in teams to produce a short video about one concepts that they have covered on the course. The winners from each teaching group are judged and each winning video is posted on ISLE.

A final winner from the whole of Year 7 is selected and this will be announced in the final assembly.

## **There is no end of Year exam in Year 7 Science**

## **Challenge for All**

All activities are differentiated to support, challenge and extend students of all abilities throughout this Science course. There are also substantial additional resources loaded onto ISLE to help consolidate and extend learning.

## **How parents can support their child with their learning**

Parents can support learning by

- a) Checking that students have completed and organised activities in their workbooks.
- b) Supporting students with completing homework tasks.
- c) Encouraging students to extend their understanding using the relevant section of ISLE.
- d) Support students in producing revision notes prior to tests and then practicing questions with them.

# Spanish

Students study two periods of French per week if they have chosen this language.

## Knowledge and Understanding

### Term 1

1. The alphabet in Spanish and the phonetic value of each letter.
2. Greetings and asking for basic personal information such as name and age.
3. Numbers up to 100.
4. Talking about family members.
5. Dates and birthdays
6. Pets and colours
7. Nationality and what languages they speak
8. Describing self and others

### Term 2

1. School subjects and opinions.
2. Talking about school facilities and when lessons are.
3. School uniform and opinions.
4. The weather
5. Talking about free time activities
6. Daily routine
7. Weekend activities

### Term 3

1. Talking about where they live.
2. Giving and understanding directions.
3. Rooms of the house.

## Subject Specific Skills

### Term 1

1. Understand the difference between the formal and informal 'you'.
2. Understand grammatical gender
3. Understand adjectival agreement with genders and plurals.
4. Understand how to make possessive adjectives (my, your, his, her, our etc) agree.
5. Regular -ar, -er, -ir verbs in the present tense.

### Term 2

1. Apply adjectival agreement to other contexts.
2. Feel more confident about conjugating verbs in the regular present tense.
3. Understand and use the word 'hay'.
4. Be able to use the verb 'gustar'.
5. Understand reflexive verbs.
6. Be able to conjugate and use the verb 'ir' in the present tense.

### Term 3

1. Remember the ordinal numbers
2. Be able to conjugate ser and estar in the present tense and have a basic understanding of when to use one and when to use the other to mean 'to be'.

## Transdisciplinary and Generic Skills developed

Students will learn to communicate in Spanish in both writing and speaking. They will also learn to interpret basic texts, both spoken and written using the skills of listening and reading.

## Assessment

Students will be assessed at the end of each unit, two per term. Unit tests consist of vocabulary, grammar, reading, and listening.

## **Challenge for All**

Extension activities for the more able students and reinforcement activities for struggling students are provided on the Spanish ISLE course. If students want reinforcement on any topic they are encouraged to ask for help. We have a lunchtime help session once a week.

## **How parents can support their child with their learning**

Parents can support their child with learning Spanish even if they don't speak Spanish by regularly asking them about what they are learning and asking the child to teach them what they have learnt. Encourage the child to make regular use of the ISLE course to revise and review what has been taught in class.

# Technology (Design Education)

Throughout the year there is a rotation of three subjects: Food Technology, Textiles and Resistant Material.

## Food Technology

Introduction to Food (12 weeks)

### Knowledge and Understanding

This is the first module that pupils will undertake so it is essential that they understand the basics of food kitchen hygiene and safety, know how to use knives, peelers and graters safely, as well as the ovens, hobs and grill. Pupils should also know how to weigh and measure accurately and understand how their area/equipment should be left after washing up and tidying. We then look at the basic scientific principles of bread making and then move on to investigate healthy eating and why we should eat five fruit or vegetables a day.

### Subject Specific Skills

Hygiene - Washing up and cleaning

Safety - Knife and oven

Research - Facts about eggs, Reasons for eating fruits and vegetables. herbs and spices fused in different types of cuisine.

Tasting - Use of sensory descriptive adjectives to describe bread from around the world

Design - Hygiene Poster, Flavour of smoothie

Evaluating - Success of practical work and working methods

Practical	Key skills
Coleslaw	Knife Skills, Mixing
Bun making	Weighing, mixing, dividing, baking, timing
Eggs on toast	Frying/scrambling, toasting, temperature control.
Pasta Salad	Weighing, measuring, oiling, chopping, frying, mixing,
Smoothies	Knife Skills, measuring, using blender

### Transdisciplinary Skills

Creativity - Playing with and experimenting with different ideas; Exploring alternatives, generating unexpected and new ideas.

Capacity to Learn - learning independently; Using language effectively to review and revise the process of learning

### Assessment

Practical work will be continually assessed. Major assessment will be the research, design, planning and evaluation of Smoothie making

## **Challenge for All**

Recipes will be made available with pictures for lower ability pupils to follow to encourage independent working. More able students are made Lead Learners. Word banks will be provided to help with sensory adjectives. The level of skill involved in practical activities will be increased or reduced according to ability.

## **How parents can support their child**

Practical experiences at home will reinforce what students have learnt in the school Food Technology Rooms and increase their confidence and skills within the kitchen.

# **Textiles**

Apron Manufacture (12 weeks)

## **Knowledge and Understanding**

Pupils begin by understanding the safety requirements within the Textiles room and how to use equipment and machinery correctly. Pupils then follow the Design Process to analyse a brief, write a specification, research, plan and design their own apron which they can use in other curriculum areas in the future. This will then be made and evaluated and then used in other curriculum areas in the future.

## **Subject Specific Skills**

Safe use of machinery, tools and equipment.

Research

Designing/organisational

Planning

Evaluating

## **Transdisciplinary Skills**

Communication - Constructing visuals and multimedia for a range of purposes and audiences.

Creative thinking - Playing with and experimenting with different ideas; Understanding that ideas progress through both evolutionary and revolutionary process.

## **Assessment**

Pupils will be assessed on the design, making and evaluation of their apron.

## **How parents can support their child**

Looking at different fabric and patterns when designing and giving feedback for their evaluation.

# Resistant Material

Pot Stand & Key Fob (12 weeks)

## Knowledge and Understanding

Students are aware of the safety requirements within the Resistant Materials workshops. They are able to identify hazards and take appropriate action. Students learn how to use a design process when designing and making a product, system or environment to meet a need or opportunity.

## Subject Specific Skills

- 2D sketching
- Basic isometric sketching
- Measuring and marking out materials
- Use of basic hand tools
- Evaluation against a design specification

## Transdisciplinary Skills

Communicating information and ideas through a variety of visual media;  
Using appropriate technology for effective presentation and representation;  
Planning a course of action;  
Generating criteria for evaluating views, actions and products.

## Assessment

A portfolio of design work will be formatively assessed throughout the course. The final product will be formatively assessed throughout the construction process. It will be summatively assessed against Year 7 rubric.

## Challenge for All

Students are encouraged to develop a product that extends their personal design knowledge, understanding and skills.

## How parents can support their child

*Encourage freehand sketching and the use of the Isosketch drawing aid to help visualise and clarify design ideas.*

# Visual Arts

*Students have one Art lesson per week.*

*Art builds confidence. There is no correct way to make art. Each child can feel proud of his/her own original artistic creations.*

*Arts builds community. Schools can celebrate the Arts as one community.*

## **Knowledge and Understanding**

*To develop an aesthetic, cultural and critical awareness and show sensitivity to one's own and different cultures.*

*To demonstrate a sound understanding of the use of line, tone and texture.*

*To be able to manipulate drawing materials by using a variety of techniques in order to produce a finished still-life drawing.*

*To understand the workings of an art room/health /safety aspects.*

## **Skills**

*Think creatively, with an open mind.*

*Observe, describe, analyse, and interpret.*

*Express feelings without words.*

*Practice problem solving skills, critical thinking skills, art-making skills, language and use of correct art terminology.*

*Discover that there is more than one right answer, multiple points of view.*

*Collaborate with others.*

## **How can I help my child in Art?**

*Further enrichment of the subject by exposure to galleries and exhibitions.*

*Students are frequently asked to bring research into class for further discussion, which may be in the form of photos, artifacts, etc relating to specific areas of project work.*

*Monitoring of diary and assisting students with the selection of research findings.*