



***HeadStart***

**International School Phuket**

**Year 8**

**Curriculum Handbook**

**2019-2020**

## FOREWORD

*“You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.”*

**Clay P Bedford**

The purpose of this curriculum handbook is to provide HeadStart parents with an overview of the content and topics to be covered by children taught in Year 8 this academic year. Children will experience a variety of topics across the range of subjects they undertake encompassing both knowledge and skill. One of the key features for children to continue to develop are the transferable skills that it is hoped, they can use effectively across their subjects and as they progress through their educational journey.

The curriculum and topics have been carefully chosen to enable children to receive the greatest variety of knowledge from the increasingly sophisticated world we live in. Engage with your child about their experiences; ask questions, encourage them to explain and talk to them about what and how they are learning. Should you have any questions relating to anything in this handbook, please do not hesitate to speak to your child’s Subject Teacher, Head of Faculty, our Director of Academics, Ms. Jennifer Blackweir or Mr. Lukats.

# ENGLISH

Students read and hear literary prose and non-fiction information texts from a range of cultures and eras, as they begin to prepare for Checkpoint more explicitly. Students are also supported in becoming writers of such texts. We also develop oral confidence and skills to communicate effectively: developing student ability to exchange opinions and argue effectively. Drama, role play and other active learning methods are central to the learning experience in English. Students are also encouraged to become effective listeners and collaborators, so they learn from each other and learn to work effectively with other students, a key lifelong skill. The English classroom also provides opportunities for students to analyse media texts and use modern media to create texts. We hope students see the role language, media and literature play in the world and in our personal growth resulting in developing a genuine love for this subject.

In Year 8 students will build on the Year 7 curriculum and study:

Non-fiction texts

Pre twentieth century texts (Gothic fiction and African fables)

Audio-visual texts

A modern novel

Short story writing

# MATHS

The outline of the Mathematics course at HeadStart encourages learners to develop skills in Number, Algebra, Geometry, Measure, Handling Data and problem solving:

Mental strategies are also a key part of the Number content. This forms a progressive step in preparing students for entry onto IGCSE level courses. This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject.

In year 8, students study topics as below:

Collecting like terms, expanding/factorising and constructing algebra

Decimals, fractions and percentages including BIDMAS

HCF LCM, primes, roots, cubes and squares

Area, SA, perimeter of 2D shapes including circles, nets

Converting between metric and imperial units

Substitution, fahrenheit to Celsius

Solving equations

Travel graphs, speed distance time

Constructions, symmetry and tessellations

Transformations

Travel graphs, speed distance time

Sequences and nth term

Using known facts, metric and imperial units

Probability

Angles

Straight line graphs, simultaneous equations

Handling data, planning and collecting, continuous, discrete tables and graphs, pie charts

## **SCIENCE**

The science curriculum framework covers four content areas: scientific enquiry, biology, chemistry and physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The scientific enquiry objectives underpin biology, chemistry and physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also part of the curriculum. In year 8 students will cover:

Unit 8.1 Plants

Unit 8.2 Food and Digestion

Unit 8.3 The Circulatory System

Unit 8.4 Respiration

Unit 8.5 Reproduction and Development

Unit 8.6 States of Matter

Unit 8.7 Elements and Compounds

Unit 8.8 Mixtures

Unit 8.9 Material Changes

Unit 8.10 Measuring Motion

Unit 8.11 Sound

Unit 8.12 Light

Unit 8.13 Magnetism

## **HUMANITIES**

### **History**

Pupils will gain a coherent knowledge and understanding of the world's past. We equip pupils to ask perceptive questions, to think critically, weigh evidence, sift through arguments, and develop perspective and judgement. They will extend and deepen their chronological knowledge and understanding of local and world history, so that it provides a well-informed context for wider learning. Pupils will identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They will learn historical terms and concepts in increasingly sophisticated ways. They will pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They will understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

Topics studied this year:

The Renaissance  
Trade, Early Colonialism and Capitalism  
The American Revolution  
The French Revolution  
The Industrial Revolution  
Colonialism and Empire

## Geography

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Topics studied this year:

Natural Hazards  
Ecosystems 1 - Climates and Food Chains  
Ecosystems 2 - Biome Investigations  
Ecosystems 3 - Conservation and Endangered Species  
Coasts  
Weather and Climate

## ART

The KS3 Art Curriculum framework encourages students to produce creative work, exploring their ideas and recording their experiences. Students will use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for developing their ideas. They will increase their proficiency in the handling of different materials including, paint, printmaking, clay, textiles and drawing media. Throughout each project they will learn to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Opportunities for students to develop an understanding about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day are built into our schemes of work.

Term 1: Natural Forms -Ernst Haeckel/ Drawing/ mixed media

Term 2: Landscapes - Felting / Textiles

Term 3: Cubist Portraits - Picasso/ Print/ 3D collage

Topics and artists may vary.

## **DESIGN TECHNOLOGY**

The KS3 Design and Technology curriculum encourages students to produce creative work, exploring the working properties of resistant materials; wood, metal and plastic. Students will use a range of tools and machines to manufacture products from a design brief. Students will learn to communicate their thoughts and designs by learning the drawing techniques isometric and two point perspective drawing. Students will also be introduced to basic electronics and taught soldering skills. Opportunities for students to develop an understanding of industrial techniques will be explored with students learning how to design with computers (computer aided design) and manufacture using laser cutting and 3D printing (computer aided manufacture).

Term 1: Key Ring Fob/Pendant: Metalwork

Term 2: Perfume Bottle: Graphic Design CAD/ 3D Printing/ Additive Manufacturing (AM)

Term 3: Family House: Sustainable Design and Architectural Design, Local & Global Perspectives, Design and its effects on the community

Topics may vary

## **DRAMA**

Drama is offered in KS3 as part of the English Curriculum's Guided Reading and Drama sessions as well as the Creative Art's Active Learning mornings. Drama is taught by a drama specialist and forms an integral part in promoting students' creativity and performance skills, as well as their social skills. Students will examine the role of the actor and explore the elements of drama through practical exercises and textual analysis. Students will have the opportunity to participate in scripted and improvised dramatic form and devise play building workshops as well as nurturing group skills. During these lessons, our students will continue to develop their confidence, creativity and collaborative skills, while simultaneously learning about a range of different genres, issues and practitioners. The topic or theme that the students are studying may vary according to the needs of the class.

Units covered in Year 8 are:

- Scripted Performance
- Greek Theatre
- Physical Theatre
- Improvisation

## **MUSIC**

In year 8 Music lessons, students will:

Play and perform confidently in a range of solo and ensemble contexts using their voice and playing instruments musically, fluently and with accuracy and expression. Improvise, compose and extend and develop musical ideas by 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. Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Listen with increasing discrimination to a wide range of music from great composers and musicians. Develop a deep understanding of the music that they perform and to which they listen, and its history.

Units covered are:

- Polyrhythms of African music
- Syncopation and reggae music
- Jazz improvisation and the Blues
- Percussion rhythms
- Sounds, dynamics and instrumentation

## **MANDARIN**

The Mandarin Chinese course is designed for learners who are learning Mandarin as a foreign language. The course in Year 8 will be built on the foundations of Chinese language learning laid at Year 7, in consistency with our Year 7 course studies. Students will continue to developing the breadth and depth of their competence in listening, speaking, reading and writing, and these are built on as learners' progress through their studies, based on a sound foundation of core grammar and vocabulary. It will provide suitable preparation for students' exam course studies as well as further studies.

The topics studied in Year 8 are:

- Weather; Seasons; Sickness.
- Hobby: (1) Music; (2) Sports; (3) Dance.
- Vegetable and fruits; Three Meals a Day; Eating Out
- House; Furniture; Neighborhood.

## **FRENCH**

This is French as a foreign language course. The course encourages learners to develop:

- The ability to use a foreign language as a means of practical communication
- Insight into the culture and civilisation of countries where the language is spoken
- A positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations.

In Y8, students will keep on building KS3 French foundations. Students will continue to developing the breadth and depth of their competence in speaking, reading, writing and listening areas. Students should start to be able to express themselves with more elaborated sentences about present, future and past events.

### **Studied topics**

- A normal day
- How do you have fun?

- Other countries
- Do this, do that!
- What are we going to do?
- What do we eat?
- Fashion
- Invitations and celebrations.

## COMPUTING

The computing curriculum in year 8 allows students to explore a range of computing and ICT based skills. Students continue their journey through the world of programming, exploring new concepts and languages; all the while they are underpinning their existing ICT skills using the Microsoft Office packages. Students are assessed at the end of each project using the progression framework markers.

The topics studied in Year 8 are:

1. Computer Crime and Cyber Security
2. Sound Manipulation
3. Greenfoot Programming
4. Control Systems with Flowol
5. Modelling with Small Basic

## PHYSICAL EDUCATION

During Year 8 students experience a broad and balanced curriculum that aims to ensure students develop skills, make and apply decisions, develop physical and mental capacity, evaluate and improve and make informed choices about healthy and active lifestyles. They learn how to **outwit opponents, explore and communicate ideas, perform at maximum levels, accurately replicate skills, identify and solve problems, and exercise safely and effectively**. Students will experience a greater complexity of skills and techniques as they go through the year, including full sided games where appropriate. Students will have an opportunity to take part in some/all of the below activities during the year;

- Swimming – competitive, water confidence, water polo, personal survival and life saving
- Football (soccer) – 3 A-Side, 5 A-Side and 7 A-Side
- Dance and Movement
- Gymnastics
- Athletics & Cross Country
- Fitness
- Rounders and Cricket
- Badminton, Short Tennis & Volleyball
- Basketball and Netball

# THAI

## Thai First Language

การเรียนภาษาไทยในระดับมัธยมศึกษาชั้นYear8 จะดำเนินการเรียนการสอนโดยใช้หลักสูตรที่สอดคล้องกับหลักสูตรการเรียนภาษาไทยของ cambridge โดยเน้นทักษะการอ่านจับใจความและการคิดวิเคราะห์ที่เป็นทักษะที่ต่อยอดจากระดับชั้น Year 7 เพื่อเป็นพื้นฐานในการเรียนภาษาไทยในหลักสูตร IGCSE ชั้น Year 10 - 11

นักเรียนจะได้เรียนรู้ 4 เรื่องหลักดังนี้

- การอ่านจับใจความสำคัญ
- การอ่านคิดและวิเคราะห์
- การเขียนบรรยาย
- การเขียนแสดงความคิดเห็น

## Thai Second Language

This programme is efficiently designed for mixed-race (mostly half-Thai) students to develop all aspects of Thai language as a second language including Thai grammar and rules from consonants, vowels, spelling, sentence structures to more complex topics in order to acquire a higher level of understanding. The course covers four skills; listening-speaking and reading-writing. To complete the programme, Thai society, culture and values are emphasized throughout to engage students in not only language, but also cultural exploration and Thai-ness.

Topics :

- Introduction to Thai consonants, vowels, and intonation
- Thai grammar and rules
- Listening-Speaking
- Reading and Writing
- Thai Culture

## Thai Foreign Language

Students engage in conversations to obtain and provide information, express feelings and exchange opinions in Thai. Students demonstrate and understanding of the relationship between Thai language and culture, and use Thai appropriately for different occasions both without and beyond the school setting, apply themselves appropriately with the Thai cultural practises and participate in Thai cultural activities appropriately.

The topics studied in Year 8 are:

- Doing Verbs
- Days of the week/Points in time

- Where do you stay?
- Family Members
- Eating with friends
- An afternoon tea