



HeadStart

International School Phuket

Year 8

Curriculum Handbook

2017-2018

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

ENGLISH

Students read and hear literary prose, poetry, plays and non fiction information texts from a range of cultures and eras; 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 opinion 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 life long 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

A modern drama based on a pre twentieth century text

A film

Poetry

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:

1A Unit 8.1 Obtaining Food

1B Unit 8.2 Elements, Mixtures and Compounds

1C Unit 8.3 Light

2A Unit 8.4 Respiration and Circulation

2B Unit 8.5 Metals, Non-metals and Corrosion

2C Unit 8.6 Sound

3A Unit 8.7 Reproduction and Growth

3B Unit 8.8 Chemical Reactions

3C Unit 8.9 Forces and Magnets

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: Monster Dolls - Jon Burgerman/ 3D Textiles

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

Topics and artists may vary.

MUSIC

In year 8 music lessons, students will:

Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Improvise and 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 the below activities at some point 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
- Basketball and Netball

THAI

Students engage in conversations 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.

Thai Events:

- Wai Kru
- LoyKratong
- King Birthday
- Songkran
- Doing Verbs
- House
- Illness
- Where do you stay