Curriculum Overview
2018-2019
Taipei European School
British Secondary & High School
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The British Secondary Section

The British Secondary covers Years 7 to 9 in a child’s education (age 11 - 14). Students joining Year 7 move into Secondary School and become part of a vibrant multi-cultural environment that encompasses all school sections. These years are crucial to a student’s academic and personal development and the Key Stage 3 curriculum and pastoral framework of our school aims to maximise the potential of each individual student as they progress.

Key Stage 3 offers a comprehensive, broad, and balanced curriculum that caters to the individual needs of our students. We encourage our students to strive for the highest possible academic standards and to be active participants in our school community in line with our secondary values.

THE ENGLISH NATIONAL CURRICULUM

To ensure high academic standards across all subject areas, the British Secondary at TES broadly follows the English National Curriculum, but reflects the school’s international profile and local Taiwanese context. The English National Curriculum is a world-recognised educational system that provides a very detailed programme of study for every subject on a year by year basis. The attention to detail ensures continuity, accountability, and progression within the individual school, both in the UK and internationally.

REPORTING

Feedback on progress to both students and parents is achieved in a range of ways. Parents receive written summative reports on their child’s academic and personal progress throughout the year. These reports indicate the current grade (A*-E) for each student, comments, and targets for the next steps in their learning journey, as well as attitude towards learning indicators. Learning conversations between each student and a staff mentor then make formative use of these reports and lead to target setting and action planning driven by the student. Staff enjoy the opportunity to coach students to reflect upon their own learning and together arrive at a plan for progress.

YEAR 9 ARTICUL8 CROSS-CURRICULAR PROJECT

In Year 9, all British Secondary students take part in a week-long independent research project, resulting in a 20-minute presentation. For the project, students are required to come up with a topic that covers two subject areas that they are interested in. The focus can, and should, be a topic of interest to the student so that they have a head start on understanding it and will enjoy finding out more about it.

Students have one school week to start, research, complete, and present their findings. Each day they have most of their lesson time to work on the project and to record their thoughts on their Articul8 blog. Some of the lesson times are spent having tutorials from their teachers.

The project is designed to expand students’ skills in a lot of different areas. As a long project, it tests organisation skills. Students must plan out their project in order to complete it successfully. Students learn more about how to find resources for researching a topic and the correct way to use them in their work. Students learn how to set research questions, answer them, refine them, and come to some form of conclusion about them. The skills of analysis and evaluation are essential, as students filter information from a variety of sources. Finally, students experience sessions that guide them on how to review and edit their work so that they meet minimum requirements for referencing, plagiarism checks, and overall coherence.

In this way, students develop the skills that prepare them for extended writing pieces that are an essential requirement for the IGCSE and IB courses. Additionally, the terminology and structure are similar to the IB Extended Essay and TOK Essay.

SERVICE PROJECTS

Throughout secondary school, students will be involved in various service projects, both on campus and in the local community. The service projects are just one way in which we embed our Secondary Values of Responsibility and Respect.

In Year 7, students are involved in a gardening project on campus to help promote awareness of sustainable living, as well as healthy eating. In Year 8, students have the opportunity to work with Park Rangers at the Yangminshan National Park, learning about the environment and local heritage. The Year 9s take part in a cross-cultural exchange with a tribal school in which they are able to exchange cultural knowledge in performing arts, food, language, and handicrafts.
WELLBEING

The wellbeing of its students is something that the British Secondary and High School takes very seriously. In Key Stage 3, the CORE curriculum, as well as many special events throughout the school year, often have a wellbeing focus. Students are taught the ‘Five Ways to Wellbeing’ (Connect, Be Active, Take Notice, Keep Learning and Give) alongside the School Values of Respect, Perseverance, Creativity, Responsibility, and Participation. Students also spend time exploring their character strengths, as well as their mental toughness, as they learn more about themselves as individuals. Strategies are put in place to further develop their strengths as well as develop confidence and, in turn, their mental toughness. The aim is to allow all students in the school to flourish and be the best they can be. Form Tutors and Year Deans actively monitor the wellbeing of each student in Key Stage 3.

The Positive Education movement which underpins the school’s wellbeing strategy has shown that by adopting the five-step PERMA (Positive Emotions-Engagement-Relationships-Meaning & Purpose-Accomplishment) model, students will achieve improved wellbeing, as well as improved academic results. TES has adapted the PERMA model to add a sixth step (Health), recognising that physical and mental health are also essential to student wellbeing.

The PERMAH model of Well-Being

Flourishing at TES

**POSITIVE EMOTION**
Positive emotions are an essential part of our well-being. Happy people look back on the past with gladness; look into the future with hope; and they enjoy and cherish the present.

**ENGAGEMENT**
When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and enter the state of being known as ‘flow’.

**MEANING**
We are at our best when we dedicate time to something greater than ourselves. This might be religious faith, community work, family, politics, a charity, a professional or creative goal.

**ACCOMPLISHMENT**
Everyone needs to win sometimes. To achieve well-being and happiness, we must be able to look back on our lives with a sense of accomplishment: ‘I did it, and I did it well’.

**RELATIONSHIPS**
Everyone needs someone. We enhance our well-being and share it with others by building strong relationships with the people around us – family, friends, coworkers, neighbours.

**HEALTH**
Physical and mental health are essential to our well-being. The mind and the body are linked. When we take care of our bodies we also strengthen our minds. Healthy people care for themselves by eating a nutritious diet, getting enough sleep, exercising daily and spending time outdoors.

Adapted from Martin Seligman’s Flourish, 2011
English

English education aims to teach students to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. Literature, especially, plays a key role in such development. Reading also enables students both to acquire knowledge and to build on what they already know.

Our aims in teaching English are that all students will:

• be able to speak clearly, confidently and in appropriate forms of speech;
• be able to listen to the spoken word attentively, with understanding, pleasure and empathy;
• be able to read fluently and with understanding a range of material for enjoyment, personal development, and for information;
• be able to write effectively and clearly for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently;
• be well-prepared for all examinations for the next stage of their education.

PREREQUISITE LEARNING

Each student develops their own reading, writing, speaking, and listening skills at their own pace through degrees and scales of challenge as they move through the key stage. It is understood by teacher and student that the adage ‘practice makes perfect’ is paramount and that the English skills students have discovered and developed at primary school are refined during the Key Stage 3 phase and embedded for formal assessment at the High School phase through IGCSE study and extended at advanced IB study.

COURSE CONTENT

Units of study span nine weeks. All Key Stage 3 classes study a selection of thematic units during the course of the year.

COURSE MATERIALS & RESOURCES

In Key Stage 3, students will study a range of works, including classical and modern fiction, play scripts, poems and magazine/newspaper articles, all of which are provided by the school.

ASSESSMENT

Students’ learning is assessed in a variety of ways across the key stage. Typically three summative assessments are completed through a unit of study (reading, writing, and speaking and listening), with each centred on a specific Assessment Foci. Throughout the year, teachers complete three units of work, two in Term 1 and one in Term 2. At the beginning of Term 3, there is a summative common assessment to assess reading and writing, where all students will be assessed on a common theme, incorporating all the English skills and Assessment Foci built up over the year. This is not an ‘end of year test’, rather an opportunity for students and teachers to identify and reflect on strengths and areas for development in reading and writing, as well as providing secure data of progress. The final unit in Term 3 is an opportunity to target specific Assessment Foci for students in a class.

CLASS GROUPING

Apart from Year 9, all English classes at Key Stage 3 are grouped as mixed ability.

NEXT STEPS

The Key Stage 3 English programme prepares students to undertake further study in the subject at IGCSE. Depending on their progress and achievement, students will be placed in an IGCSE English course that best suits their needs and abilities.
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<td>Escape From Kraznir</td>
<td>Computer Games</td>
<td>The Tempest, William Shakespeare</td>
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<td>(The Arts)</td>
<td>Genre &amp; Imaginative Writing</td>
<td>Science- The Labour &amp; Handicraft of the Mind: Frankenstein, Mary Shelley</td>
<td>What Divides Us: Noughts &amp; Crosses, Malorie Blackman</td>
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<td></td>
<td>School Daze</td>
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<td>The Woman in Black, Susan Hill</td>
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<td>A Monster Calls, Patrick Ness</td>
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<td>A Wrinkle in Time, Madeleine L'Engle</td>
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<tr>
<td>Culture and Diversity</td>
<td>Still I Rise,</td>
<td>Myths, Legends, Morals, Fables and Fairy tales</td>
<td>What Divides Us: Chinese Cinderella, Adeline Yen</td>
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<td>(Languages)</td>
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<td>The Outsiders, S.E. Hinton</td>
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<td>Life Lessons</td>
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<td>(Individuals &amp; Societies)</td>
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<td>Holes, Louis Sachar</td>
<td>Laughing at Ourselves: The Simpsons</td>
<td>Macbeth, William Shakespeare</td>
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<td>Introduction to the Novel</td>
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<td>Literary Heritage</td>
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<td>(Individuals &amp; Societies)</td>
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<td>All The World’s A Stage: A Midsummer Night’s Dream, William Shakespeare</td>
<td>As You Like It, William Shakespeare</td>
<td>Julius Caesar, William Shakespeare</td>
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<td>Much Ado About Nothing, William Shakespeare</td>
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<td>Modern Society</td>
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<td>(Individuals &amp; Societies)</td>
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<td></td>
<td>Introduction to Non-Fiction</td>
<td>Detective Fiction</td>
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<td>The Triumph of Principles: The Boy in the Striped Pyjamas, John Boyne</td>
<td>The Diary of Anne Frank (Drama version)</td>
<td>The Power of Persuasion: Advertising, Manipulation and Media</td>
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<td>The Medium is the Message</td>
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<tr>
<td>(Individuals &amp; Societies)</td>
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<td>It’s in the News: Textual Bias, Fact and Opinion</td>
<td>Robot Wars</td>
<td>What Divides Us: Across The Barricades, Joan Lingard</td>
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<td>Reading &amp; Writing Non-Fiction</td>
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Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

PREREQUISITE LEARNING
Students follow the Mathematics programme throughout all three years of Key Stage 3. Each year’s course builds on existing content knowledge and skills.

COURSE CONTENT
The National Curriculum for Mathematics aims to ensure that all students:

- become fluent in the fundamentals of Mathematics, including through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification, or proof using mathematical language;
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

COURSE MATERIALS & RESOURCES
In Mathematics, students in Key Stage 3 make use of the Maths Links textbooks and homework books that are published by Oxford University Press, as well as tailored and creative teacher-generated learning resources. In addition, students are given access to MyiMaths and Manga High through a school account and individual login.

ASSESSMENT
To assess student progress at Key Stage 3, a range of assessment methods are used. Topic tests are given at the end of each topic or combination of topics and these assess the skills acquired over a number of weeks. End of year tests are taken in May to assess the student’s understanding of the full range of topics and their ability to apply skills and concepts from the whole year to a greater range of subject matter.

During each term, students undertake one or more key assessment tasks, which involve using and applying mathematics, such as investigating a naturally-arising problem, or collecting and analysing data.

CLASS GROUPING
Year 7 are taught in their Form Groups. Years 8 and 9 are grouped by ability. In Year 8 and 9 there are several mixed ability classes, as well as classes for those students working above or below expected levels. This means that most students will be in a mixed-ability class.

NEXT STEPS
The Key Stage 3 Mathematics programme prepares students to undertake further study in the subject at IGCSE. Depending on their progress and achievement, students will be placed in an IGCSE Mathematics course that best suits their needs and abilities.
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<thead>
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<th>THEMES</th>
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<td><strong>Number</strong></td>
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<td>Integers and calculations</td>
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<td><strong>Algebra</strong></td>
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<tr>
<td><strong>Shape &amp; Space</strong></td>
<td>2D shapes</td>
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<tr>
<td></td>
<td>Equations and formulae</td>
<td>Fractions, decimals and percentages</td>
<td>Equations and graphs</td>
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<tr>
<td></td>
<td>Representing data</td>
<td>Sequence and formulae</td>
<td>Geometric reasoning</td>
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<td></td>
<td>Calculation and measure</td>
<td>Ratio and proportion</td>
<td>Sequences and graphs</td>
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<td></td>
<td>Ratio and proportion</td>
<td>Angles and 3D shapes</td>
<td>3D shapes and measures</td>
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<td>Transformations and symmetry</td>
<td>Collecting, analysing and representing data</td>
<td>Surveys and statistics</td>
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<td>Integers, functions and graphs</td>
<td>Graphs and equations</td>
<td>Interpreting statistics</td>
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<td>Expressions and equations</td>
<td>Pythagoras' Theorem</td>
<td>Expressions and formulae</td>
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<td></td>
<td>Surveys and data</td>
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<td>Probability</td>
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<tr>
<td></td>
<td>Equations and graphs</td>
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<td>Trigonometry</td>
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</table>
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Science

The study of Science aims to encourage curiosity about the world and engage students at many levels by linking direct practical experience with theoretical explanations. Experimentation and modelling are used to develop and evaluate hypotheses, encouraging critical and creative thought. Students explore the impact of Science on society, technological change, and the environment. They learn to question and discuss issues that may affect their own lives, the directions of societies and the future of the world.

PREREQUISITE LEARNING

Students follow the Science programme throughout all three years of Key Stage 3. Each year's course builds on existing content knowledge and skills.

COURSE MATERIALS & RESOURCES

Students in Key Stage 3 make use of the Exploring Science textbook, published by Pearson Education and provided by the school, as well as tailored and creative teacher-generated learning resources. Students utilise laboratory equipment and materials to complete experimental investigations. They also have access to numerous educational resources in Taipei, such as the Taipei Zoo and the Science Education Museum.

ASSESSMENT

A range of assessment strategies are used in Key Stage 3 Science, fitting within the broad categories of theoretical, practical, and research tasks. Students usually sit topic tests at the end of each topic of study. These enable teachers to judge the progress the students have made and determine the need for any remedial or extending interventions.

Over the three years of their Key Stage 3 studies, students are expected to demonstrate growth in their ability to perform experimental procedures safely and correctly.

CLASS GROUPING

In Year 7 students are taught in their Form Groups. At the start of Year 8 up until the half term of Term 1, most students will be in a mixed ability class, with one class offering extra support. After the half term, all students are grouped in sets. There are two mixed ability classes, meaning that most students will be in a mixed ability class. In addition, there is one class for those students who are working above expected levels and one class where extra support is offered and/or the pace is reduced to allow students who need a bit more support, or time to understand the material, to achieve their full potential. These three sets are also offered in Year 9. Students’ progress in the subject is continuously monitored to ensure that they are in the right set throughout Key Stage 3.

NEXT STEPS

The Key Stage 3 Science programme prepares students to undertake further study in the subject at IGCSE. Depending on their progress and achievement throughout the key stage, as well as their performance in the final Year 9 IGCSE Bridging Unit, students will be placed in an IGCSE Science course that best suits their needs and abilities.
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<th>TERM</th>
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<td>The Scientific Method</td>
<td>Muscles and Bones</td>
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<td>Cells, Tissues, Organs and Systems</td>
<td>Breathing and Respiration</td>
<td>Growing our Food</td>
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<td>1</td>
<td>Energy</td>
<td>Energy Transfer</td>
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<td>Christmas Science</td>
<td>Christmas Science</td>
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<td>Research Project</td>
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</table>
The Chinese Language and Literature course targets students who have a strong literary foundation and who are fluent in both written and spoken Chinese. Students engage with selected classic texts in Year 7, modern pieces of literature in Year 8, and contemporary works in Year 9. In addition to the detailed study of literature, students also learn to fully understand the literal and cultural connotations of oral interactions in a range of social contexts. They learn how to appreciate and evaluate the cultural and social contexts in a wide range of oral and written communications, including etiquette specific to Chinese.

PREREQUISITE LEARNING
Students should have achieved at least National Curriculum Level 3 in Key Stage 2 Chinese Language and Literature before joining the course in Year 7. A high level of literary fluency and accuracy in both oral and written communication is necessary for students to succeed in this course.

COURSE CONTENT
The Chinese Language and Literature course aims to ensure that all students:

- obtain the essential knowledge and skills required to facilitate their learning and understanding about Chinese literature from the Classic Period to contemporary times;
- understand and appreciate the literary conventions and features applied in four different genres: prose, poetry, drama and novels;
- develop the ability to think and comment critically about the literary works studied.

COURSE MATERIALS & RESOURCES
Students study literary works from the classic, modern, and contemporary periods in four literary genres: poetry, essay, fiction and drama. Texts are provided by the school.

ASSESSMENT
Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. Students are assessed on both the planning and learning process, as well as the final outcome of the work they create.

CLASS GROUPING
Students are taught in mixed ability classes throughout Key Stage 3.

NEXT STEPS
The Chinese Language and Literature course prepares students to undertake the First Language Chinese course at IGCSE. Students studying Chinese are placed in the IGCSE course that best suits their needs and abilities.
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<tr>
<th>GENRES</th>
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<td></td>
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<td>&lt; 母親的教誨 &gt; by 胡適</td>
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<td>&lt; 鄉愁 &gt; by 余光中</td>
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<td>中國神話選</td>
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Chinese Foreign Language

Chinese Foreign Language is an interesting and practical subject. Students develop an ability to use the Chinese language effectively through a range of topics studied. The four main language skills of reading, writing, speaking, and listening are the focus throughout all three years of Key Stage 3.

Students have opportunities to acquire a broad range of subject knowledge and Chinese language skills, as well as to explore Chinese culture. The aim is to help students develop a positive attitude towards Chinese language learning. Students learn how to communicate in Chinese, understand basic Chinese culture, and to be more confident living in a country where the Chinese language is spoken.

PREREQUISITE LEARNING
Students follow the Chinese Foreign Language programme throughout all three years of Key Stage 3. Each year's course builds on existing content knowledge and language skills.

COURSE CONTENT
Through a variety of creative and practical activities, students are taught the knowledge, cultural understanding, and Chinese language skills needed to live in a Chinese speaking environment. Students have opportunities to practise their Chinese language skills in real life situations.

The English National Curriculum for Modern Foreign Languages aims to ensure that all students:

- understand and respond to spoken and written language from a variety of authentic sources;
- can speak with increasing confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned.

COURSE MATERIALS & RESOURCES
Bespoke textbooks have been developed and produced by TES to meet students' diverse learning needs and to accelerate students' language acquisition. These will be provided to the student by the school.

ASSESSMENT
Students are given many opportunities to demonstrate their learning and progress in terms of the key topics. They are assessed on their developing Chinese language skills in a variety of ways, including formal tests. Students are assessed in four key areas: speaking, listening, reading, and writing.

CLASS GROUPING
All Chinese Foreign Language classes at Key Stage 3 are grouped by ability. Most students will be in a mixed ability class, with one class exclusively reserved for beginners.

NEXT STEPS
The Chinese Foreign Language course prepares students to continue their studies at IGCSE, either through the IGCSE Chinese Foreign Language course or the Chinese Second Language course, depending on their proficiency at the end of Key Stage 3. Students studying Chinese are placed in the IGCSE course that best suits their needs and abilities.
<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello and Calendar</td>
<td>Countries</td>
<td>Study Abroad</td>
</tr>
<tr>
<td>Family</td>
<td>School – Subjects and Facilities</td>
<td>Personality</td>
</tr>
<tr>
<td>Occupations</td>
<td>Weather and Seasons</td>
<td>Household and Pets</td>
</tr>
<tr>
<td>Time and Daily Routines</td>
<td>Sickness</td>
<td>Relatives and Festivals</td>
</tr>
<tr>
<td>Means of Transport</td>
<td>Hobbies – Music, Dance and Sports</td>
<td>Travelling</td>
</tr>
<tr>
<td>Colours and Clothing</td>
<td>Vegetables and Fruits</td>
<td>Surf Season</td>
</tr>
<tr>
<td>Parts of the body</td>
<td>Eating together</td>
<td>House</td>
</tr>
<tr>
<td></td>
<td>Snacks and Tooth Decay</td>
<td>Neighbourhood</td>
</tr>
</tbody>
</table>

Shopping
Chinese Language

The Chinese Language course of study caters for students who have a strong literary foundation in Chinese and are orally fluent. The focus of the course is on further enhancing students’ literary and written communication skills.

PREREQUISITE LEARNING

Students should have achieved at least National Curriculum Level 3 in Key Stage 2 Chinese Language before joining the course of study in Year 7. General oral and literary fluency is required so that students can access the learning materials and cope with the course, which moves at a fast pace.

COURSE CONTENT

22 language topics are embedded into the three-year Key Stage 3 Chinese Language course as outlined below. Students develop a very strong literary foundation and communication skills associated with each of the 22 language topics.

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>TOPIC AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Young People, Generation Gap, Customs and Traditions, Hometown and Surrounding Areas, Urban and Rural Life, Peer Pressure, Culinary Diversity</td>
</tr>
<tr>
<td>8</td>
<td>Friendship, Travel, Social Networking, Festivals and Celebrations, Learning Technology, Global Warming, Pollution</td>
</tr>
<tr>
<td>9</td>
<td>New Ways of Communication, Movies and Media, Healthy Eating, Sports and Exercise, Recycling, Hobbies, Future Career Plan</td>
</tr>
</tbody>
</table>

COURSE MATERIALS & RESOURCES

A variety of authentic and adapted learning materials are used as course resources, including local newspapers, magazines, online resources, and popular Chinese readers.

ASSESSMENT

Summative assessments are conducted to monitor students’ progress in speaking, reading, writing, and listening, as well as to ensure their accurate course placement. Formative assessments are conducted as part of day to day teaching and include class discussions, individual- and group presentations, quizzes, role plays, etc.

CLASS GROUPING

Students are taught in mixed ability classes throughout Key Stage 3.

NEXT STEPS

The Chinese Language course prepares students to undertake the Chinese Second Language course at IGCSE. Students studying Chinese are placed in the IGCSE course that best suits their needs and abilities.
Modern Foreign (European) Languages: French, German, Spanish

The learning of languages enables students to express their ideas and thoughts in another language and to understand and respond to its speakers, both orally and in writing. It also provides opportunities for students to communicate for practical purposes, learn new ways of thinking and read authentic material in the original language. Language learning provides the foundation for learning additional languages, equipping students to study and work in other countries.

PREREQUISITE LEARNING

No prerequisite language learning is necessary at any of the three year levels. Classes are differentiated so that new students can integrate into lessons at any point during Key Stage 3.

COURSE CONTENT

The English National Curriculum for Modern Foreign Languages aims to ensure that all students:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned.

Teaching focuses on developing the breadth and depth of students’ competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It enables students to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It provides a sound preparation for further study of that language.

Throughout Key Stage 3, students will study the following key topics: personal relationships, home life, school life, meals, holidays, festivals, and geographical surroundings.

COURSE MATERIALS & RESOURCES

In Key Stage 3 students use textbooks published by Pearson. They use:

- Studio 1, Studio 3, Expo 1, Expo 2 and Expo 3 for French
- Echo 1, 2 and 3 for German
- Mira 1, 2 and 3 for Spanish

In addition, they use the websites linguascope.com, conjugemos.com and atantot.com.

ASSESSMENT

Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. They are assessed separately in the key aspects of language learning: listening, reading, speaking, and writing.

CLASS GROUPING

Students are taught in mixed ability classes throughout Key Stage 3.

NEXT STEPS

Students who enjoy their study of French, German, or Spanish are encouraged to consider pursuing the subject at IGCSE.
Geography

Geography education aims to inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Students develop knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Through detailed analysis, students will be able to explain how the Earth's features at different scales are shaped, interconnected and change over time, evaluating how humans and the planet are interdependent. Students will have the opportunity to engage in practical fieldwork in the local environment, which aims to bring the subject to life and develop their understanding of their local environment. Throughout the Key Stage, the aim is to build on students' own diverse experiences to investigate the interconnections between people and the environment at a range of scales: locally, nationally, and internationally.

PREREQUISITE LEARNING
Students follow the Geography programme throughout all three years of Key Stage 3. Each year's course builds on existing content knowledge and skills.

COURSE CONTENT
The English National Curriculum for Geography aims to ensure that all students:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

COURSE MATERIALS & RESOURCES
Whilst students do not require a set text book, a variety of published and teacher-created resources are used in class. Students also make use of sections of the BBC Bitesize website, where relevant, along with the Ordnance Survey Map Zone (ordnancesurvey.co.uk/mapzone/) for skills development.

ASSESSMENT
Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. Students are assessed on their understanding of how processes operate, as well as the impact that these can have on the people involved. Within assessments there is the opportunity to demonstrate an understanding of different geographical skills and the concept of scale.

CLASS GROUPING
Students are taught in mixed ability classes throughout Key Stage 3.

NEXT STEPS
Students who enjoy their study of Geography are encouraged to consider pursuing the subject as an IGCSE option choice.
<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Geography</td>
<td>Rainforests</td>
<td>Tectonics</td>
</tr>
<tr>
<td>Settlement</td>
<td>River Characteristics</td>
<td>Climate Change</td>
</tr>
<tr>
<td>Map Skills</td>
<td>Flooding</td>
<td>Resources – <em>Conflict Curse</em></td>
</tr>
<tr>
<td>Threats to the Oceans</td>
<td><em>Palm Oil and Me</em></td>
<td>Sustainable Development Goals – Personal Investigation</td>
</tr>
<tr>
<td><em>Sharkwater</em> Case Studies</td>
<td></td>
<td>Field Research Skills</td>
</tr>
</tbody>
</table>
History

A high-quality History education will help students gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire students’ curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

PREREQUISITE LEARNING
Students follow the History programme throughout all three years of Key Stage 3. Each year’s course builds on existing content knowledge and skills.

COURSE CONTENT
The English National Curriculum for History aims to ensure that all students:

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies;
- gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’;
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

COURSE MATERIALS & RESOURCES
A large number of topic-specific textbooks are used in Key Stage 3. The school provides the textbooks for use in class. In addition, a wide selection of topic material is available through the school library and online. A library resource guide is published through which students can access information: http://libguides.tes.tp.edu.tw/KS3.

ASSESSMENT
Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. The assessments are all written to help develop literacy skills for effective History and will be run along the same lines of controlled assessments (tests). Students will, therefore, be given a planning lesson and a writing lesson to answer the set question.

CLASS GROUPING
Students are taught in mixed ability classes throughout Key Stage 3.

NEXT STEPS
Students who enjoy their study of History are encouraged to consider pursuing the subject at IGCSE.
<table>
<thead>
<tr>
<th>THEMES</th>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>What is History?</td>
<td>Greed, Glory or God? Why is there still disagreement over Crusaders’ motives?</td>
<td>Competition, trade and empire</td>
</tr>
<tr>
<td>Causation</td>
<td>What factors led to the rise and fall of Rome?</td>
<td>Why were relations between England and Spain so difficult in Tudor times?</td>
<td>What do sources tell us about the importance of suffragettes in women winning the right to vote?</td>
</tr>
<tr>
<td>Interpretation &amp; Sources</td>
<td>Technological Inventions of Ancient China</td>
<td>The age of exploration: Why did the West dominate the rest?</td>
<td>How far did the First World War change the 20th century?</td>
</tr>
<tr>
<td>Significance</td>
<td>How far did the Norman Conquest change England?</td>
<td>The Atlantic slave trade – From slavery to abolition</td>
<td>Articul8 project Integrated cross curricular approach</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>The Civil Rights movement in the USA</td>
<td>The Holocaust</td>
</tr>
</tbody>
</table>
Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. 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 creatively develop their ideas, through information and communication technology, designing and creating products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants, and values. Students will focus on using Computing to solve practical tasks, focusing on planning, doing, and reviewing, in order to improve their ability to code, analyse, and reflect.

PREREQUISITE LEARNING
Due to the wide variety of skills students have on arrival in Year 7, Computing focuses on fundamental, everyday skills that students will require in all subjects throughout their secondary years, alongside developing computation thinking. Each year’s course builds on prior content, knowledge, and skills.

COURSE CONTENT
The Key Stage 3 Computing curriculum aims to provide students with a solid foundation of computer skills in a variety of software applications. These skills cover four main areas:

- understanding and applying the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;
- analysing problems in computational terms, and having repeated practical experience of writing computer programs in order to solve such problems;
- evaluating and applying information technology, including new or unfamiliar technologies, analytically to solve problems;
- being responsible, competent, confident and creative users of information and communication technology.

COURSE MATERIALS & RESOURCES
In Computing, students follow a curriculum which has been developed over time within the school, originally based on the UK National Strategy for Key Stage 3 in ICT. Each year group follows a separate programme of learning that focuses on skills building, planning and preparation, reflection, critical thinking, and independent learning with the 'Design, Create, Evaluate' cycle in mind. Students do not require any textbooks, as all resources have been developed by the Department and are accessible to students online.

ASSESSMENT
Each student’s work is assessed at the end of each unit. Work is presented as annotated printouts in student exercise books and marked electronically where appropriate. A large, summative assessment takes place at the end of each academic year, where students are assessed on the entire year’s curriculum content in an end of year final project.

CLASS GROUPING
Students are taught in mixed ability classes throughout Key Stage 3.

NEXT STEPS
Students have the choice of IGCSE ICT where they will continue to build their skills with computer applications and learn about computer theory, or IGCSE Computer Science, where the focus is more on programming and how computers work.
<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>All About Me: Presenting Digital Information</td>
<td>Animation</td>
<td>Databases - including SQL code</td>
</tr>
<tr>
<td>Coding – Dystopia 2153</td>
<td>Mini-Project: Information, Validity &amp; Bias</td>
<td>Project - The Chen's Holiday</td>
</tr>
<tr>
<td>Introduction to Spreadsheets</td>
<td>Data Analysis &amp; Presentation</td>
<td>Control</td>
</tr>
<tr>
<td>Photoshop</td>
<td>HTML and Websites</td>
<td>Website Design and Development</td>
</tr>
<tr>
<td>Programming a Pedestrian Crossing</td>
<td>Control</td>
<td>Seedlings Project</td>
</tr>
<tr>
<td>Supermarket Project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Physical Education (PE)

Physical Education is an inspiring subject that allows all students to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for students to become physically confident in a way which supports their health and fitness. Physical Education also helps build character, as well as embed values such as fairness and respect.

PREREQUISITE LEARNING
Students follow the Physical Education programme throughout all three years of Key Stage 3. Each year's course builds on existing knowledge and skills.

COURSE CONTENT
Students should build on, and embed, the physical development and skills learned in Key Stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports, and activities outside of school and in later life, and understand and apply the long-term health benefits of physical activity.

The English National Curriculum for Physical Education aims to ensure that all students:

- develop competence to excel in a broad range of physical activities;
- are physically active for sustained periods of time;
- engage in competitive sports and activities;
- lead healthy, active lives.

In addition, at TES, we aim to ensure that all students:

- develop awareness and understanding of physical fitness and health;
- have fun and enjoy both Physical Education and Sport;
- develop into young leaders and sportsmen/women using communication and leadership skills.

COURSE MATERIALS & RESOURCES
We have an extensive ECA sports programme, which allows our students to apply the skills they have learned in class. These teams have the opportunity to compete in a number of sports tournaments, including the Taiwan International Schools Sports Association (TISSA) tournaments and the FOBISIA international tournaments.

PE OUTSIDE OF SCHOOL
Although there is no set homework for PE in Key Stage 3, students are encouraged to develop skills and techniques and knowledge of rules and tactics for various activities. PE staff will have discussions with students about the reasons for doing physical activity and the names and location of major muscles within the human body. We hope this will give the students some basic understanding of health and fitness and of the areas of Physical Education that are studied in IGCSE. Students are encouraged to engage in 'extra' physical activity (further to PE lessons) in their spare time. Students are also encouraged to participate in the school’s ECA sports programme to give them the opportunity to improve their skills further and to possibly represent the school in one of our many sports teams.

ASSESSMENT
Students are assessed in a range of activities using various methods of monitoring performance, such as:

- teacher observation
- pupil observation
- question and answer sessions
- written statements
- use of video with feedback
- self and peer assessment
- assessment matrices

CLASS GROUPING
Students are taught in mixed ability classes throughout Key Stage 3. There are two mixed ability classes for girls and two mixed ability classes for boys.

NEXT STEPS
Students who enjoy their study of Physical Education are encouraged to consider pursuing the subject at IGCSE.
<table>
<thead>
<tr>
<th>TERMS</th>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
</tr>
</thead>
</table>
| 1     | Volleyball  
    Athletics  
    Fitness  
    Softball  
    Badminton | Volleyball  
    Athletics  
    Fitness  
    Softball  
    Badminton | Volleyball  
    Athletics  
    Fitness  
    Softball  
    Badminton |
| 2     | Football  
    Handball  
    Basketball  
    Touch Rugby | Football  
    Handball  
    Basketball  
    Touch Rugby | Football  
    Handball  
    Basketball  
    Touch Rugby |
| 3     | Swimming  
    Gymnastics  
    Student Choice  
    Minor Games | Swimming  
    Gymnastics  
    Student Choice  
    Minor Games | Swimming  
    Gymnastics  
    Student Choice  
    Minor Games |
Art and Design

Art, craft, and design embody some of the highest forms of human creativity. A high-quality Art and Design education should engage, inspire, and challenge students, equipping them with the knowledge and skills to experiment, invent, and create their own works of art, craft and design. As students progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity, and wealth of our nations.

Art students at TES are taught how to become well rounded, technically skilled, creative thinkers and risk takers. Thinking ‘outside of the box’ is a skill which students can learn in Art and apply in their other subject areas. Each art project is designed to help students learn new skills and processes, research and plan their work, think clearly and effectively, feel confident in talking and explaining their work and ideas, and to become confident enough to work with increasing levels of independence.

PREREQUISITE LEARNING
Students follow the Art and Design programme throughout all three years of Key Stage 3. Each year’s course builds on existing content knowledge and skills.

COURSE CONTENT
The Art and Design course at TES has been designed to develop students’ creativity and ideas, and increase proficiency in their execution. Students develop a critical understanding of artists, architects, and designers, while expressing reasoned judgements that can inform their own work.

Students learn:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas;
- to use a range of techniques and media, including painting, to increase their proficiency in the handling of different materials;
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work;
- about the history of art, craft, design and architecture, including periods, styles and major movements, from ancient times up to the present day.

COURSE MATERIALS & RESOURCES
All required art materials are provided by the school. Taipei is a city rich in art and culture, therefore regular trips are organised to local museums and exhibitions.

ASSESSMENT
Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. Students are assessed on both the planning process, as well as the final outcome, of the products they design and make. Assessment happens continuously in Art class – verbal communication is an integral part of the subject and students can expect to talk about their work in detail with their teacher and peers. Students will receive a grade at the end of each unit of work.

CLASS GROUPING
Students are taught in mixed ability classes throughout Key Stage 3.

NEXT STEPS
Students who enjoy their study of Art and Design are encouraged to consider pursuing the subject at IGCSE.
<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
</tr>
</thead>
</table>
| **Painting**  | Colour wheel  
Basic colour theory  
Different types of paint  
Small finished paintings | Acrylic painting  
Gouache  
Mixing and blending techniques  
Series of small paintings in a variety of media | Self-portraits that show accurate flesh tone  
Acrylic paints |
| **Drawing**   | Basic drawing techniques  
Design-based  
Photoshop planning one point perspective drawing (to use digitally) | Perspective drawings (one and two point)  
Shading Charcoal  
Coloured pencil drawings  
Pen and ink Pastel (coloured) Figure drawing  
Positive and negative space | Facial proportion and preparation for a realistic self portrait  
Positive and negative space |
| **Sculpture** | Making a maquette at Juming sculpture park  
Paper Mache animal  
Cross curricular Elements and principles | Human form  
Making a maquette  
Larger resolved sculpture (plaster) | If chosen as part of design: creating an architectural mode |
| **Design**    | Design a product/functional object  
Make a small model | Elements and principles: Technical drawing and colour rendering | Elements and principles: Using the design process to structure an entire project |
| **Printmaking** | Making a linocut name | Media trials  
Monoprint  
Collograph  
Intaglio and scan into Photoshop | Relief prints using paper templates  
Mono prints  
Lino cut |
| **Photography** | Taking photos of Art, Documenting own works  
Photoshop project | Photographing people in action (during PE)  
Cubism self-portrait (David Hockney) | Influenced by a famous photographer – Hockney, Moffat, etc.  
Photo(shop) collages |
| **Textiles**  | Hand stitched, small animals/ decorative pages | | If chosen as part of design project: Creating a textile outcome for fashion design |
| **Ceramics**  | Coil pot based on cultural research | Mask based on cultural research | Ceramic figurine based on cultural research |
Drama

Drama is an inspiring subject that fosters a great deal of teamwork. Using creativity and imagination, students devise and perform plays that explore the world around them, historically, socially and culturally.

Students have opportunities to acquire a broad range of subject knowledge and draw on disciplines such as English, Film, History, Music and Art. Students learn how to take risks, becoming resourceful, creative, problem solvers and excellent communicators. Through the evaluation of past and present performances, they develop a critical understanding of the impact theatre has on the individual and the global society.

PREREQUISITE LEARNING

Students follow the Drama programme throughout all three years of Key Stage 3. Each year's course builds on existing content knowledge and skills.

COURSE CONTENT

Through a variety of creative and practical activities, students are taught the knowledge, understanding and skills needed to engage in an iterative process of performance work. They engage in individual, paired, and group tasks, such as creating scripted and devised work, looking at a vast range of genres, cultures, and moments of theatre history.

The English National Curriculum for Drama aims to ensure that all students:

- improvise, rehearse and perform play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness, and action to add impact;
- explore the imaginative potential of the individual and the group, and communicate effectively through the medium of Drama;
- care for the individual and the group and develop the ability to trust and be trusted;
- engage in problem solving and active learning; develop awareness of dramatic culture and artifice;
- develop enjoyment and appreciation of Drama and Theatre as a vocation and a leisure activity;
- recognise what political, social and historical knowledge can be acquired through the medium of Drama;
- understand the importance of the rehearsal process, performance work, and how to evaluate verbally;
- understand how to create, invent, and stage performances.

COURSE MATERIALS & RESOURCES

Drama at Key Stage 3 has no formal textbook. Teachers use Google Classroom to share resources and extension tasks with students. These tasks usually link to YouTube video clips or material on the Theatre Dictionary website (theatredictionary.org).

ASSESSMENT

Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. Students are assessed in three areas: the rehearsal process, their performances, and in their ability to evaluate performance work.

CLASS GROUPING

Students are taught in mixed ability classes throughout Key Stage 3.

NEXT STEPS

Students who enjoy their study of Drama are encouraged to consider pursuing the subject at IGCSE and to become involved in the ECA programme offered at TES.
<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play scripts</td>
<td><em>Antigone</em> by Sophocles (Splendid Productions version)</td>
<td><em>Macbeth</em> by Shakespeare (Splendid Productions version)</td>
<td><em>Teachers</em> by John Godber, <em>Blood Brothers</em> by Willy Russell</td>
</tr>
<tr>
<td>Genre</td>
<td>Tragedy, Horror/Thriller</td>
<td>Mystery, Comedy, Tragedy</td>
<td>Comedy, Thriller, Tragedy</td>
</tr>
<tr>
<td>Devising and collaborating</td>
<td>This will take place throughout every Scheme of Learning</td>
<td>This will take place throughout every Scheme of Learning</td>
<td>This will take place throughout every Scheme of Learning</td>
</tr>
<tr>
<td>Theatre Practices/ theory and companies</td>
<td>Greek Theatre, Trestle Theatre, Splendid Theatre, Naturalism, British Pantomime</td>
<td>Shakespearean Theatre, <em>Cirque Du Soleil</em>, Splendid Theatre Production</td>
<td>Poor Theatre, Theatre of the Oppressed, Frantic Assembly, Laban Technique</td>
</tr>
</tbody>
</table>
Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As students progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination, to the best in the musical canon.

PREREQUISITE LEARNING
Students follow the Music programme throughout all three years of Key Stage 3. Each year’s course builds on existing content knowledge and skills.

COURSE CONTENT
Students should build on their previous knowledge and skills through performing, composing, and listening. They should develop their vocal and/or instrumental fluency, accuracy, and expressiveness; and understand musical structures, styles, genres, and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

The English National Curriculum for Music aims to ensure that all students:

- perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians;
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately, and have the opportunity to progress to the next level of musical excellence;
- understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

COURSE MATERIALS & RESOURCES
Key Stage 3 students use New Music Matters 11-14 published by Heinemann, which will be provided by the school.

ASSESSMENT
Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. Students are assessed both as they develop and contribute to work, as well as on their final performances and compositions.

CLASS GROUPING
Students are taught in mixed-ability classes throughout Key Stage 3.

NEXT STEPS
Students who enjoy their study of Music are encouraged to consider pursuing the subject as an IGCSE option choice.
<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
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<tbody>
<tr>
<td>Gamelan: Performing and composing Indonesian music with a focus on rhythm, pentatonics, and layering textures</td>
<td>Singing and Voices: composing and singing vocal music</td>
<td>Ground Bass: Performing and composing music built on a repeating bassline and chord progression</td>
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<tr>
<td>Keyboard</td>
<td>Rondos and Recurring Structures: Composing and performing music based on structures that repeat</td>
<td>Logic Audio: Composing computer music</td>
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<tr>
<td>Dance Moods and Modes: Composing and performing in major and minor keys</td>
<td>Chinese Music: Students learn and perform on selected Chinese instruments</td>
<td>Samba Batucada: Listening and performing percussion from Brazil, with a focus on layering simple and complex rhythms</td>
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<tr>
<td>Ensemble Performance: Performing in a large ensemble with multiple parts</td>
<td>Build A Band: Learning the fundamentals of the main pop/rock instruments and performing and composing idiomatic music</td>
<td>What Is A Motif: Listening, performing, and composing music based on developing short identifiable musical ideas.</td>
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<tr>
<td>Musicals: singing and performing focus with the aim of putting on a combined class mini-musical by the end of the year.</td>
<td>Sibelius Skills: Using computer notation software to develop composition skills</td>
<td>Ensemble Composition</td>
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<tr>
<td>Ukulele</td>
<td>Ensemble Performance</td>
<td>Musical Theatre</td>
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</tbody>
</table>
The CORE curriculum is delivered to all students in Key Stage 3 during an 80-minute lesson period once a week. CORE develops the skills needed for students to achieve academically, as well as preparing them for the different challenges they face as they grow up and mature into young adults. Topics are covered at age appropriate times and are further developed and expanded as the students progress through the Year Groups.

PREREQUISITE LEARNING
There is no prerequisite learning for the CORE curriculum, as it aims to develop essential life skills. Each student brings their own unique life experiences to the lessons and special events. However, it is likely that some of the topics covered will have been touched upon during the Primary years.

COURSE CONTENT
Although the topics are reviewed each year and change slightly depending on current issues and events, an overview of the general topics covered for each Year Group is shown below. When required, the topics are adapted to ensure current situations can be addressed. Year Deans work with the Assistant Head to ensure that the topics, and the course as a whole, are relevant and that there is progression across the Year Groups.

COURSE MATERIALS & RESOURCES
All course materials and resources are provided by the school.

ASSESSMENT
There are no formal assessments for the CORE curriculum.

SKILLS DEVELOPED
Students develop the skills essential for academic success, as well as life skills. Life beyond the classroom is extremely important in the development of the whole child. The Secondary School’s wellbeing agenda drives the CORE programme with the 5 Ways to Wellbeing (Give, Take Notice, Positive Emotion, Keep Learning and Be Active) being a driving force in the planning of topics. Wellbeing is an essential part of the CORE programme, as research shows that high levels of personal wellbeing enhance academic performance. The wellbeing skills, topics, and techniques taught in CORE are vital for life success.

<table>
<thead>
<tr>
<th>YEAR 7</th>
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<th>YEAR 9</th>
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</thead>
<tbody>
<tr>
<td>Study routines</td>
<td>Goal setting</td>
<td>Healthy eating and nutrition</td>
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<tr>
<td>Friendships</td>
<td>Friendships</td>
<td>Body image</td>
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<td>Relationships</td>
<td>Mental health</td>
<td>Drug education</td>
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<td>Bullying &amp; Cyber bullying</td>
<td>Respect</td>
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<td>Writing Skills</td>
<td>Mental toughness</td>
<td>Gaming</td>
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<tr>
<td>Personal Hygiene</td>
<td>PERMAH/Wellbeing Assessments</td>
<td>Mental health</td>
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<td>Puberty</td>
<td>Sustainably</td>
<td>Time management</td>
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<td>Healthy living</td>
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<td>Stress management</td>
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<td>Character building</td>
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<td>Plagiarism</td>
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<tr>
<td>Trip preparation</td>
<td></td>
<td>Wellbeing</td>
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<tr>
<td>Sustainable garden project</td>
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<td>Attayal and Paiwan Tribal Service Project</td>
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</tbody>
</table>

Wellbeing

Attayal and Paiwan Tribal Service Project
ASPIRE

The British Secondary and High School Section of TES is an educationally inclusive school, where the achievements, attitudes, and wellbeing of all students matter and diversity is celebrated. We offer additional support through our ASPIRE (Access for Students to Participate, Improve and take Responsibility for their Education) Department, which provides an extensive range of help, assistance and advice to students who have Additional Educational Needs (AEN) and their families.

At the heart of our philosophy is the belief that all students are entitled to the support that will allow them to achieve their educational potential. This support encompasses anything that could cause a barrier to learning, whether it be cognitive, linguistic, social, or emotional. Students who are supported by the ASPIRE department generally fall into the following categories:

- students who have a professionally identified learning need
- students who have a greater difficulty in learning than their peers
- students who have not yet met their academic and cognitive potential for a variety of reasons and therefore have a gap in their learning

Our aim is to identify students with an Additional Educational Need early on in their secondary school journey and to make the necessary provision for all students to access the curriculum. This is done through consultation with teachers, parents, and other professionals as required.

The support we offer takes place mainly in the classroom, with one-to-one support being offered in specific circumstances. The support in class is delivered by Learning Support Assistants (LSAs), who use dedicated strategies to help students comprehend and complete classroom tasks.

Some students may require consolidation sessions or may need to follow a bespoke curriculum designed with their specific needs in mind. In these circumstances withdrawal from certain classes and/or one-to-one tuition may be required.

Students are included on the ASPIRE Register if they are receiving support from the department and/or have a diagnosis from a medical professional, Educational Psychologist, Speech Therapist, or similar. The progress of these students is tracked by means of available school data and regular meetings with Heads of Year and other personnel throughout the school. In this way, we are able to monitor whether our support is showing the positive impact on learning that is expected and make any necessary adjustments.

Everyone at the school is committed to working in collaboration with parents, carers, and other professionals or specialist agencies to develop the most appropriate programme of education for each student with an Additional Educational Need and to see all our students succeed.
Homework Quality Standards

For students, parents, and teachers, homework is a subject that generates a range of different views. Many parents want schools to set homework; most students appreciate that homework is important and understand that it helps them to be successful in their studies; and teachers believe that independent study is an important skill in its own right, as well as supporting student progress.

Research shows that there is positive relationship between time spent on homework and achievement at secondary school level – but only when set in moderate amounts and when tasks are interesting, challenging, and varied.

A recent school survey demonstrated that our students prefer homework tasks that are clearly defined, allow for an element of creativity, and have adequate deadlines, but dislike regular and mundane tasks that aren’t clearly linked with their learning. These findings match with the current available research on homework.

Good learning requires a partnership between students, families and the school and so we have suggested ways in which all of us can support the deeper learning of our students and these are published in our Homework Policy. In short, we believe that homework tasks should:

- consolidate learning
- provide opportunities for students to practise and apply skills
- be structured
- be planned
- have a purpose
- have clear outcomes
- have success criteria made clear to students
- promote, where possible, the TES values – we encourage students to persevere when homework is difficult; allow opportunities for students to be creative in how they present their learning; and expect them to take responsibility for organising themselves and respecting deadlines.
HOMEWORK CHARTER FOR SCHOOL, STUDENTS AND PARENTS

SCHOOL
- All homework tasks should be planned for learning.
- Teachers should communicate how long students should spend on a particular task and have realistic expectations about how long a task might take a student.
- Tasks should be accessible by all students and differentiated if required.
- Homework needs to be explained in lessons and clear instructions given on the nature of the task and how students might go about achieving it.
- Students must be given the opportunity to write the instruction in their diary and email used when necessary to communicate homework instructions or guidance to parents.
- Students need to know how homework will be assessed (e.g., by self/peer/teacher).
- If the task is new to students, and is not a creative open-ended task, it should be modelled. For example, what does ‘research’ look like? If students are being asked to ‘revise’, how should they go about it? What evidence would you expect to see of revision? Heads of Departments will regularly review and monitor the quality of homework set.
- Teachers will use TESmile to log when students consistently miss homework deadlines and provide appropriate sanctions as per departmental policy.

STUDENT
- Attempt homework tasks to the best of your ability.
- Use the homework diary to accurately write down the homework instruction.
- Meet homework deadlines. If there is a problem with homework, you should notify your teacher as soon as possible prior to the due date.
- Try to keep your academic targets in mind when completing homework.
- Understand that homework is important to learning.
- Aim to stick to the guidance given by teachers regarding the length of time to spend on homework. Keep things in perspective. Homework is important, but social, artistic and sporting activities are also important in achieving life balance.
- Know that quality is more important in most cases than quantity.
- Never copy or plagiarise work – asking for extra help is better!
- Avoid rushing to complete work. Be well planned and organised.
- If there is a problem, you have the following options available to you: speak to your Form Tutor for advice; ask a friend/member of the class; ask/email your subject teacher for further clarification; ask your parents/siblings for advice; speak to your Year Dean if you still feel that things are getting on top of you.

HOME
- Please remember that when it comes to homework, quality is more important than quantity.
- Use the homework diary to accurately write down the homework instruction.
- Use the homework planner to check that your child has clearly written their homework tasks.
- Once per week, for example on a Sunday, help your child plan for the week ahead.
- Allocate specific times for homework tasks.
- Provide a quiet work space free of distractions and provide light supervision.
- Support your child in managing distractions such as Social Media, email, TV and computer games.
- Don’t do homework for your child.
- If your child has a tutor, they should provide guidance and support rather than undertaking the actual task.
- Communicate with school if there are problems.
- Encourage children to approach teachers to ask for help.
- Consider how other activities might impact homework. Avoid over-commitment, e.g. personal tutoring and additional classes.
- Spend some time to help children devise organisational systems. For example, use a wall-planner or calendar to record what is due and when it is due so your child can ‘see’ what needs to be done. Contact your child’s Form Tutor or Year Dean if your child is exhibiting anxiety or stress over homework.
- Developing the whole child is part of our school’s philosophy – remember that social, creative and physical activities play a part in this.
- Homework should always provide an opportunity for learning. Talk to your child about their homework and take an interest in their work.
We take responsibility for our own learning and allow others to learn.

We line up quietly outside the classroom (KS3).

We show respect by actively listening to others and following instructions.

We are well mannered and considerate as citizens of the school, we treat others as we would wish to be treated.

We arrive on time and ready to learn.

We do not exclude others through our use of language.
a variety of teaching and learning activities to support students’ needs

WE PROMOTE
consistently high standards within an atmosphere of mutual respect

WE DEVELOP
a variety of teaching and learning activities to support students’ needs

WE ARE
lifelong learners and look for new opportunities in our teaching

WE GIVE
quality feedback in a range of ways

WE CARE
about our students’ learning and well-being

WE CREATE
meaningful tasks and follow the homework quality standards

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