

Lanna International School Thailand

**Key Stage 3
Curriculum
(Years 7 to 9)**



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LANNA Lower Secondary School Curriculum

General Introduction

The Lower Secondary years form a bridge between the largely homeroom-based, integrated-day approach of the Elementary School and the highly structured and internationally accredited and examined IGCSE courses (mostly ages 14 to 16), and AS/A level courses (ages 16 to 18) of the Upper Secondary School. In the Lower Secondary School we aim to provide a balanced and broad based curriculum for all students, developing skills and knowledge that form a solid foundation for further studies in the Upper Secondary School.

Key Elements of our Lower Secondary Programme:

- based upon the British National Curriculum, Key Stage 3;
- the teaching of individual subjects by well qualified specialist teachers;
- provides opportunities for all students to learn and achieve;
- promotes pupils' moral, cultural, mental and physical development;
- the development of skills that prepare students for the IGCSE courses which are followed in Years 10 and 11;
- increasing introduction of relatively abstract concepts and areas requiring a growing maturity of analysis;
- increasing independence of work by each student, with more use of investigation and research, though still with teacher guidance and assistance;
- an adjustment of the grading process to include more precise grading of students' work, using a pattern of grades which leads naturally into the grading system of the externally assessed IGCSE courses;
- a growing awareness, particularly during Year 9, of subject choices available in Upper Secondary years, and increasing discussion of career choices;
- assistance by teachers and others, in homeroom and at other times, to enable students to achieve as smooth a transition as possible from Primary, through Secondary and beyond.

Lower Secondary School Subjects and Lesson Allocation

The subject balance for Years 7 through 9, as detailed below, follows the guidelines published in the National Curriculum for England & Wales. We also offer the Thai language and Culture as an additional subject. This is taught as a first language to Thai students and as a foreign language to non-native speakers. Knowledge of Thailand and respect for its laws and culture are taught through Thai classes as well as through the wider curriculum.

Subjects Taught in Y7 to 9	Number of 40 minute lessons per week		
	Year 7	Year 8	Year 9
1. English	8	8	8
2. Mathematics	5	5	5
3. Science	5	5	5
4. Geography	2	2	2
5. History	2	2	2
6. Thai 'Advanced'	5	5	5
7. Thai 'Early Advanced'	5	5	5
8. Thai 'Intermediate'	5	5	5
9. Thai 'Beginner'	5	5	5
10. French	4	4	4
11. Mandarin Chinese	4	4	4
12. Extra English	4	4	4
13. Art	2	2	2
14. Music	2	2	2
15. Drama	2	2	2
16. Information Communication Technology (ICT)	2	2	2
17. STEAM	1	1	1
18. Physical Education	3	3	3
19. PSHE (Personal, Social and Health Education)	1	1	1

Programme 1 - English

Areas of Study:

1. Speaking and Listening
2. Reading
3. Writing

Statement of Purpose:

The course aims to develop the skills of 'reading', 'writing', and 'speaking and listening' in an integrated way.

During Years 7 to 9 pupils read a wide range of texts independently. We aim for them to become enthusiastic, discriminating and responsive readers, understanding layers of meaning and appreciating what they read on a critical level. They develop their ability to evaluate the way language is used. They read a varied range of texts and explore social and moral issues.

Throughout the course pupils develop confidence in writing for a range of purposes. They develop their own distinctive styles and recognise the importance of writing with commitment and vitality. They learn to write correctly, using different formats, layouts and ways of presenting their work.

Pupils learn to speak and listen confidently in a wide variety of contexts. They learn to be flexible, adapting what they say and how they say it to different situations and people. They learn how to evaluate the contributions they, and others, have made to discussions.

English – Years 7 to 9

During Year 7 students study:

August- October Break	October- End of Semester 1	January- February Break	February- Songkran	Songkran- End of Semester 2
<u>Set Text Novel</u> Cirque du Freak Incorporating elements of fiction and basic narrative structure.	<u>Introduction to Poetry</u> Exploration of poems and poetic devices. A brief introduction to promote appreciation and enjoyment of the poetry genre.	<u>Exploring and Creating Fictional Characters</u> Creative fiction writing unit that explores how characters are created in short stories, novels and plays. Includes a brief introduction to genre.	<u>Non-Fiction Community Project</u> Non-fiction creative writing unit that uses the contemporary issue of sustainability as stimulus.	<u>Set Text Novel</u> Private Peaceful Incorporating World War One poetry that utilises poetry skills developed earlier in the year.

During Year 8 students study:

August- October Break	October- End of Semester 1	January- February Break	February- Songkran	Songkran- End of Semester 2
<p><u>Set Text Novel</u></p> <p>'The Boy in the Striped Pyjamas'.</p> <p>Incorporating extracts from the diaries of Anne Frank.</p>	<p><u>Poetry from Other Cultures and Traditions</u></p> <p>Developing poetry analysis skills as well as using the themes and ideas raised in the poems as inspiration for creative writing.</p>	<p><u>Travel Writing</u></p> <p>Non-fiction creative writing unit.</p>	<p><u>Introduction to Shakespeare</u></p> <p>Exploration of the different plots and characters created by Shakespeare across his different works.</p> <p>Mini class drama project – '5 minute Shakespeare' to perform one play in its entirety.</p>	<p><u>Dystopian Literature and The Giver</u></p> <p>Incorporating developing creative writing skills that focus on how to develop and create settings.</p>

During Year 9 students study:

August- October Break	October- End of Semester 1	January- February Break	February- Songkran	Songkran- End of Semester 2
<p><u>Set Text Novel</u></p> <p>The Curious Incident of the Dog in the Night-time or To Kill a Mockingbird</p> <p>Exploring underrepresented characters and empathy towards a narrator and also social and minority issues faced by characters.</p>	<p><u>Poetry</u></p> <p>Exploration of poetry that focuses on a variety of themes including:</p> <ul style="list-style-type: none"> -Family and Upbringing -Feminism -Power -Conflict -Equality -Love (including sonnets) 	<p><u>Ted Talks and Persuasive Speeches</u></p> <p>Non-fiction creative writing unit that encourages students to analyse and deconstruct famous speeches in detail and produce their own Ted Talk about a topic of their choice that they are passionate about.</p>	<p><u>Short Stories and Suspense</u></p> <p>Exploration of different short stories and how suspense is created. Focus on creative writing skills and how to develop plot and suspense within a short story narrative.</p>	<p><u>Blood Brothers</u></p> <p>Developing analysis skills on approaching the study of a play and drama as a literary genre.</p>

Programme 2 - Mathematics

Areas of Study:

1. Number and algebra
2. Space, shape and measures
3. Handling data
4. Problem solving

Statement of Purpose:

During Years 7 to 9 pupils take increasing responsibility for planning and executing their work. They extend their calculating skills to fractions, percentages and decimals, and begin to understand the importance of proportional reasoning. They are beginning to use algebraic techniques and symbols with confidence. They generate and solve simple equations and study linear functions and their corresponding graphs. They begin to use deduction to manipulate algebraic expressions. Pupils progress from a simple understanding of the features of shape and space to using definitions and reasoning to understand geometrical objects. As they encounter simple algebraic and geometric proofs, they begin to understand reasoned arguments. They communicate mathematics in speech and a variety of written forms, explaining their reasoning to others. They study handling data through practical activities and are introduced to a quantitative approach to probability. All content areas are underpinned by problem solving, which provides a structure for the application of mathematical skills. Pupils work with increasing confidence and flexibility to solve unfamiliar problems. They develop positive attitudes towards mathematics and increasingly make connections between different aspects of mathematics.

Mathematics Progression Chart - Years 7 - 9

Topics	Year 7	Year 8	Year 9
Number			
Number Facts	Basic Operations on Whole numbers	-	-
Decimals	Number line representation- decimals and place value - adding and subtracting decimals - multiplying and dividing decimals by powers of ten - changing fractions to decimals	Recap of Yr 7 - multiplication and division of integers and decimals by 0.1, 0.01, etc, - ordering decimals. Multiplication and division of decimals by integers.	Multiplication and division of decimals by decimals Fractions- decimals- percentage relation
	Rounding numbers to whole numbers, ten, hundred etc. Rounding to	Application of rounding rules in problem solving - money and measures	Rounding to significant figures - estimation - lower and upper bounds.

	1dp, 2 dp etc. Using within problem solving.	- standard form	Calculating with standard form.
Integers	Idea of integers on a number line - Adding, subtracting, multiplying and dividing integers. BIDMAS, excluding indices. Mental strategies.	Revisit of adding and subtracting integers - Multiplication and division integers - order of operations (BIDMAS) on integers excluding indices.	Revisit of basic operations on integers - simplifying expressions of integers with complete BIDMAS
Fractions	Equivalent Fractions - reducing fractions to lowest terms - fractions greater than one - comparing, adding and subtracting fractions with denominators same number and multiples of the other denominators - multiplying fractions with integers. Converting fractions and mixed numbers.	Revisit of addition and subtraction of fractions and mixed fractions with same and different denominators - multiplication and division of fractions - simplify expressions of fractions using BIDMAS.	Revisit of basic operations of fractions - simplifying harder expressions of fractions, using complete BIDMAS - word problems on Fractions Order of operations with mixed numbers.
Multiples and Factors	Listing multiples and factors of numbers. LCM and HCF of two Numbers Prime factor decomposition	Using prime factor decomposition to further understand numbers. LCM and HCF with PFD.	LCM of three numbers, large numbers and HCF of large numbers - relation between LCM, HCF and the numbers.
Squares & Square roots	Introducing squares and positive square roots of square numbers - Recognising square numbers. Applying square roots to find the side from the area of a square. Estimating basic square roots.	Idea of positive and negative square root of a number. Squares and cubes & square root and cube root of numbers - square root and cube root of any number using calculator - applying square root and cube root in finding the edge from area and volume.	Estimate of square root and cube root of a number. Interchanging roots and fractional indices.
Indices	Index notation for units on area and volume	Index notation - law of indices for multiplication and division - the idea of zero index	Laws of indices - understanding powers- negative and fractional indices. Applying laws in calculations and to simplify algebraic fractions.
Ratio & Proportion	Introducing ratio as making comparisons - Equivalent ratios - simplifying ratios - proportion and problem	Simplifying ratios after changing to same units - dividing a quantity in a given ratio - using direct proportion in context.	Solve problems using direct and inverse proportion.

	solving using proportions		
Algebra			
Forming Expressions	Framing expressions with shapes and simple household situations	Framing expressions with number, age, cost and selling prices,	Framing expressions with compound shapes, complex age problems, surface area and volume
Simplification	Like and unlike terms Simplifying expressions with two or more like terms (linear terms) Scalar multiplication of single and double bracket expressions	Simplifying expressions with two or more like terms including non-linear terms. Multiplying brackets scalar and single variable multiples with addition and subtraction of bracket expressions	Simplifying expressions with laws of indices Multiplying two brackets or brackets of more than one variable.
Substitution	Substitution of positive values alone.	Substitution of positive and negative values with indices.	Substitution of values including fractions and using laws of indices
Factorising	Understanding and recognising factors.	Factorising expressions with common scalars	Factorising expressions with common constant and variables.
Formulae	-	Framing formulae with simple household situation and geometry	Framing formulae and changing subject of formulae
Algebraic fractions	-	-	Algebraic fractions with constant denominators and linear expression denominators
Equations	Understanding the role of a variable in an equation. Solving simple linear equations with the variable on one side. Using inverse operations involving integers and decimals	Solving equations with the variable on both sides, with brackets, decimals, and fractions.	Framing and Solving linear equations from context. Solving simultaneous equations Solving quadratic equations using trial and improvement method
Inequalities	Understanding inequalities and writing integer solutions for basic inequality regions.	Writing inequalities from contextual problems.	Writing integer solution set for inequalities of the form $ax > 0$, $ax < 0$ and representing on the number line *solving inequalities with variables on one side, both sides and fractions
Geometry			
Shapes and Geometric Reasoning	Identify, describe, and draw 2-D shapes.	Classify quadrilaterals according to their	Using properties of triangles in proof of

	Notation for points, lines, angles and shapes.	properties, including diagonal properties.	congruence.
Side, Angle, and Symmetry properties	Name and Identify properties of special quadrilaterals, triangles, and regular polygons.	Congruent shapes have equal sides and angles Find the sum of the interior angles of a polygon. Use the sum of exterior angles in calculations.	Calculate the interior and exterior angle of any regular polygon, using the formulae. Prove the sum of all exterior angles of a polygon is 360.
Angle Measurement	Estimate obtuse, acute, reflex, and right angles correct to the nearest 10 degrees. Draw and measure all types of angles accurately.	Use angle estimation to check validity of answers.	
Parallel and Perpendicular Lines	Recognize and identify missing angles *corresponding, alternate interior, and vertical angles, as well as perpendicular (90 degree) angles.	Solve geometric problems, including algebra, using properties of parallel and perpendicular lines.	Solve geometric problems, including algebra, using properties of parallel and perpendicular lines.
Angle Sums	Calculate the sum of angles at a point, straight line, a 90 degree angle, and inside a triangle. Derive and use the property that the angle sum inside a quadrilateral is 360 degrees.	The exterior angle of a triangle is equal to the sum of the opposite two interior angles. Solve geometric problems, including algebra, using properties of triangles and quadrilaterals.	Solve geometric problems, including algebra, using properties of all polygons and circles.
Solids	Recognize common solids and identify the number of faces, vertices, and edges. Draw and recognise basic nets of solids.	Draw nets of solids, including cuboid, regular tetrahedron, square-based pyramid, triangular prism.	Draw 3D shapes on isometric paper. Analyze 3D shapes through plans and elevations.
Symmetry	Recognize line and rotational symmetry in 2D shapes. Draw lines of symmetry, identify the order of rotation.	-Identify the line of reflection and use basic equations of reflection lines.	Identify reflection symmetry in 3D shapes.
Use a ruler, set square, and protractor	Measure and draw -straight lines correct to the nearest mm.	Construct -regular polygons given side and internal angle	Construct a perpendicular from a point to a line and from a

	<p>-acute, obtuse, and reflex angles -parallel and perp lines -angles using a protractor correct to the nearest degree.</p> <p>Construct -triangles (SAS and ASA) -squares and rectangles</p>	<p>-midpoint and perpendicular bisector of a segment. -bisector of an angle. -circles and arcs -SSS triangle -RHS triangle</p>	<p>point on the line.</p> <p>Inscribe regular triangles, quadrilaterals, hexagons and octagons by constructing equal divisions of a circle.</p> <p>Find the locus of a point that moves at a given distance from a fixed point, or at a given distance from a fixed line.</p>
Pythagoras' Theorem	-	Use Pythagoras' theorem to find the hypotenuse given the two legs of a right triangle. Extension to use in reverse.	Know and use Pythagoras Theorem to solve various 2D problems involving right-angled triangles.
Coordinate Geometry	Identify and Plot points on an xy-grid Graph linear equations using an xy table. Recognise simple equations of horizontal and vertical straight lines.	Find midpoint of segment between points A and B. Plot coordinates from any linear equation to help draw its straight line. Understand gradients of a line.	Recognise or find the equation of a straight line by identifying its y intercept and calculating its gradient.
Bearings	-	-	Use bearings to solve problems involving distance and directions. Make and use scale drawings and interpret maps.
Transformations	Perform and identify -reflections over x-axis and y-axis -translations using left/right and up/down directions. -rotations of 90, 180, and 270 degrees around a point with the use of tracing paper.	Perform simple combinations of rotation, reflection and translations on 2D shapes. Enlarge 2D shapes given a center point and a positive integer scale factor. Interpret and make scale drawings.	Tessellate triangles, quadrilaterals, and regular polygons laterally with half turn rotations. Transform 2D shapes, by combinations of rotations, reflections, translations and enlargements. Recognise that all transformations preserve angle, and all except enlargement preserve length.

			Describe fully the transformation that maps an object onto its image. Identify the scale factor of an enlargement as the ratio of lengths of any two corresponding line segments.
Measurement			
Length, Mass and Capacity	Choose suitable units of measure. Know abbreviations and convert between: (km, m, cm, mm, t, kg, g, l, ml) Read scales	Convert between the imperial and metric system for basic units of length. Convert between metric units for 2D and 3D shapes.	Use proportion to convert units of area and volume.
Time and Rates of Change	Draw and interpret travel graphs Understand and convert between 12-hour and 24-hour clocks Calculate speed given time and distance.	Draw and interpret travel graphs with more than one component (e.g. two people)	Understand how to calculate speed and acceleration from travel graphs.
Area, Perimeter, and Volume	Calculate the area and perimeter of a rectangle, giving answers with correct units. Find the area and perimeter of compound shapes made from rectangles. Calculate surface area of cubes and cuboids from nets.	Find the circumference and area of a circle. Derive and use the area formulae for triangles, parallelograms and trapeziums. Calculate areas of compound 2D shapes. Calculate lengths, surface areas and volumes of cuboids.	Use all calculations for area and perimeter in context of problem solving. Generate algebraic equations from area and perimeter and solve.
Data			
Collecting Data	Collect and organize data using a collection sheet or questionnaire, and tally chart. Construct and use frequency tables, with equal class intervals.	Discrete vs. Continuous data Construct and use frequency tables with equal class intervals for continuous data and two-way tables to record	Use the correct inequality notation for grouped continuous data.

		discrete data.	
Processing Data	Find the mode or modal class, median, and range Calculate the mean (including from simple frequency tables)	Calculate mean, median, mode and range from sets of discrete and continuous data. Extension to calculate from grouped frequency tables.	Calculate mean and median (extension) from grouped continuous data.
Presenting Data	Draw and Interpret: -bar-line graphs -frequency diagrams for grouped data -pie charts (using fractions, not degrees, as divisors) -pictograms Compare and draw results from graphs based on the shape of the graph and on mean, median, mode, and range.	Draw and Interpret: -frequency diagrams for discrete and continuous data -pie charts (degree) -simple line graphs for time series -stem-and-leaf diagrams with 1 set of data.	Draw and Interpret: -stem and leaf diagrams with two sets of data. Compare data and draw conclusions with critical thinking.
Probability			
Basic Level Probability	Find total possible outcomes. Understand probability as a scale of 0 to 1. Calculate theoretical probability based on 1 or 2 mutually exclusive events. Compare experimental and theoretical probability.	Use probability in problem solving. Use calculations based on mutually exclusive events and total probability.	Draw and use probability trees for more than one event. Understand how one event can change the probability of another and use this in calculations.

Programme 3 - Science

Areas of Study:

1. Scientific enquiry;
2. Life processes and living things;
3. Materials and their properties;
4. Physical processes.

Statement of Purpose:

Through the four areas of study Science offers opportunities for students to:

- build on their scientific knowledge and understanding from Years 3 to 6 and make connections between different areas of science;
- use scientific ideas and models to explain phenomena and events;
- understand a range of familiar applications of science;
- think about the advantages and drawbacks of scientific and technological developments for the environment and in other contexts, considering the reasons for different opinions;
- carry out investigations of different types, on their own and in groups, making use of reference sources and evaluating their work;
- communicate what they did and its significance;
- learn how scientists work and the importance of experimental evidence in supporting scientific ideas.

	Biology	Chemistry	Physics
Year 7	<u>Living Organisms</u> Plant VS Animal cells Levels of Organisation Microscopy Bacteria and Disease Muscles and Bones (Antagonistic Pairs)	<u>States of Matter and working in the lab</u> Solids Liquids Gases Changes of State Heating/Cooling Curves Diffusion and Dissolving Kinetic Theory Separation Techniques	<u>Energy Transfers and Resources</u> Energy types and transfers Sankey Diagrams Efficiency Energy resources
	<u>Reproduction</u> Gametes and Fertilisation Pregnancy (effects of drugs and alcohol) Menstruation Reproduction in Plants	<u>Chemical Reactions</u> Chemical VS Physical Changes Types of Reactions (Combustion and CO ₂)	<u>Space</u> Days, Seasons, Years The Moon and Tides The Solar System Stars and Galaxies

Year 8	<u>Ecosystems and Habitats</u> Habitats and adaptation Herbivores, Carnivores, omnivores, autotrophs Food Chains Food Webs Trophic Levels population and biomass charts Population sampling activities	<u>Atoms, Elements and the Periodic Table and Materials</u> The Periodic Table Elements, Compounds, Mixtures Properties of Materials Ceramics, Polymers, Composites Sustainability (Project?) Reduce, Reuse, Recycle	<u>Forces and Movement</u> Forces and Resultant Forces Gravity, Pressure, Magnetism Motion
	<u>Nutrition and Health</u> Food Types (Nutrients, Vitamins, Minerals) The Digestive System Energy and Diet Health, Exercise, and Disease	<u>Acids, Alkalis, and Salts</u> Acids and Bases The pH Scale Neutralisation	<u>Magnetism and Electromagnetism</u> Magnetic domains and Fields Magnetic Materials Temporary vs Permanent Magnets Electromagnets
Year 9	<u>Respiration, Photosynthesis and Gas Exchange</u> Respiration Photosynthesis Leaf Structure and Transport in Plants Obtaining Food and Oxygen Diffusion in Lungs	<u>Air and water</u> Water treatment The Air (composition, uses, tests, etc) Burning fossil fuels Acid Rain (causes, effects, remedies) Global Warming	<u>Electricity</u> Components, Symbols, and Diagrams Current VS Voltage Resistance Static Electricity
	<u>Inheritance and Genetics</u> DNA Variation and Species Selective Breeding and Natural Selection Darwin VS Lamarck Evolution, Extinction, Biodiversity		<u>Waves</u> Sound Transverse VS Longitudinal Waves Light (Colours and Filters) Reflecting

In addition, students also supplement their scientific studies by undertaking overnight field trips to Thaton (Year 7) and Doi Inthanon (Year 9). The work and observations carried out during these field trips are assessed and contribute to the final grade awarded for the course during the year.

Programme 4 - Geography

“We must no longer consider ourselves as citizens of the towns or cities in which we live, but we must consider ourselves as citizens of the globe” –Nelson Mandela

Overview:

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

Statement of Purpose:

The course aims to:

- stimulate pupils' interest in their surroundings and in the variety of human, physical and environmental conditions on the earth's surface;
- foster pupils' sense of wonder at the beauty of the world around them;
- help pupils to develop an informed concern about the quality of the environment and the future of the human habitat and thereby enhance pupils' sense of responsibility for the care of the earth and its people.
- develop knowledge and understanding of places, patterns and processes.
- increase knowledge and understanding of environmental change and the need for sustainable development.
- develop skills used in geographical enquiry and investigation.

Geography - Year 7

Adventurers and Explorers

Unit aims:

- To generate an interest in Geography
- To understand what the subject is and the skills needed
- To conceptualize the five themes of geography: location, place, region, human-environment interaction, and movement
- To gain a better understanding of the world around us, e.g., where major climate types, continents, oceans, etc. lie

- To start to develop geographical skills such as map skills, annotating photographs, using geographical information systems, and so forth

Into Africa

Unit aims:

- To understand the issues many people face in Africa
- To understand what poverty means and how it affects people's lives
- To look at how vulnerable people in Sub-Saharan Africa are to actions of other countries
- To understand how a disease can affect the development of a country and to relate this to Thailand

Wild Weather

Unit aims:

- To understand the difference between weather and climate
- To understand different methods of recording weather
- To understand the different types of weather conditions and how they affect human activities
- To understand what an extreme weather event is and how we measure it
- To understand how climate change occurs and the impact of it on societies

Geography - Year 8

Welcome to 8848

Unit aims:

- To gain an understanding of a unique sub-region of Asia, the Himalayas
- To understand key geomorphological processes
- To look at the principles of development and sustainability
- To understand the key geographic principle of human-environment interaction
- To learn and practice methods of remote observation of the earth's surface and human impacts upon it

Middle East

Unit aims:

- To understand that the Middle East, although a region of Asia, is itself quite diverse
- To address the issue of resource scarcity and its impact on the movement of people, prospects for peace, and regional stability
- To assess the different challenges people living in the Middle East face and how they overcome such challenges
- To ask questions about the future of this region – particularly in the area of sustainability

Precious Earth

Unit aims:

- To understand what sustainability is and to be able to apply it in practical ways
- To understand the complexity of rainforest ecosystems and how vital biodiversity is to our planet
- To understand how humans use the rainforest and the potential damage we are causing

Geography - Year 9

Development

Unit aims:

- To know what development is as well as its key drivers
- To understand the institution of money as a means of exchange and store of value
- To understand how to measure development and how it may change over time
- To recognize and interpret poverty and why people live in cycles of poverty
- To conceptualize gender inequality issues and the evolving role of women
- To understand what sustainable development means and how to achieve it

A Brave New World

Unit aims:

- To understand the Pacific garbage patch, how it came about, and its global impacts
- To become aware of the widespread and problematic use of plastics and similar nonrenewable products
- To develop an understanding of climate change and how it affects human societies, the animal and plant kingdoms, and interactions of each
- To understand what people can do to mitigate and prepare for the ill effects of climate change

Frozen Landscapes

Unit aims:

- To identify and understand the unique geographic and climatic conditions of the polar regions
- To recognize threats to polar ecosystems and propose solutions to mitigate harms
- To observe and analyse the challenging requirements of transport to, from and through the polar regions
- To understand the unique diplomatic, scientific and exploratory conventions on human activity in the polar regions

Skills Development:

- Resource interpretation skills: analysing and interpreting geographical resources, including maps, diagrams and aerial photographs.
- Resource construction skills: presenting spatial, statistical, and visual data, including the use of thematic maps, graphs, and multimedia.
- Communication skills: being able to present geographic information engagingly through a variety of means, such as essays, graphic organisers, and models.
- Social skills: being able to collaborate with others, acknowledging the diversity of ideas and values, contextualising different perspectives, and participating in the community.
- Fieldwork skills: students will collect their own data through fieldwork that will deepen their understanding of geographical processes.

Enquiry-Based Learning:

· There are elements of enquiry-based learning throughout each course. Students undertake projects requiring research, fieldwork, the use of technology, and creative problem-solving techniques. The key goal is to equip students with the skills they need to successfully create knowledge and take full ownership of their learning before IGCSE.

Programme 5 - History

Areas of Study:

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

Statement of Purpose:

The course aims to:

- develop chronological understanding. Pupils are taught to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.
- build up knowledge and understanding of events, people and changes in the past.
- develop skills needed to interpret and evaluate historical events.
- stimulate pupils to take part in historical enquiry: identifying, selecting and using a range of appropriate sources of information, and evaluating the sources used.
- develop skills needed to organise information and effectively communicate their knowledge and understanding of history.
- increase the students' knowledge, skills and understanding through studies of a variety of different countries and cultures.

History – Years 7 to 9

Year 7 Content

· Students in Year 7 are introduced to an enquiry-based curriculum and taught to think, speak and write like professional historians. They investigate a number of topics such as The Middle Ages, The Renaissance, and Thai History.

Year 8 Content

· Students in Year 8 apply themselves to the key skills and concepts of the professional historian - causation, significance, interpretations and source skills. These skills are developed through studies on the British Empire, the Atlantic Slave Trade, and movements for Human Rights and Civil Rights.

Year 9 Content

- Students in Year 9 are given more independence to hone their historical skills, challenge perceived truths and join the historiographical debate. They are exposed to Enlightenment ideas and are able to trace their impact on the development of modern ideas of government and society. They are encouraged to analyse the causes and consequences of key events in the 20th century by asking focused questions.

Skills Development

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

Enquiry-Based Learning

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

Programme 6 - Thai Language and Culture - Advanced

Areas of Study:

An important aim of Thai studies is to develop in students a positive attitude towards the Thai language and Thai culture. This program integrates the study of both language and culture. All students will participate in the celebration of Loy Krathong and Song Kran, and learn about these important Thai festivals.

The study of Thai language is essential for effective communication in Thai, and also the appreciation of oral, written and visual genres. The study of Thai at an advanced level aims to promote expressive language skills in both academic and creative formats.

Statement of Purpose:

The course is aimed primarily at Thai students who are able to speak, read and write fluently and effectively. Students will develop:

Reading skills:

- Be able to comprehend reading exercises and read aloud accurately, according to the Thai Ministry of Education's reading guidelines.
- Be able to use Thai according to the rules of grammar.
- Read Thai literature and explain the content to others.
- Read with a high level of comprehension.
- Share their opinions with classmates about articles read.

Writing skills:

- Develop handwriting.
- Be able to write in the form of essays and letters.
- Be able to summarise.
- Be able to write new words and make sentences.

Listening and speaking skills

- Be able to recognise the importance of communication skills, which are the basis of language learning, such as listening and speaking.
- Listen and repeat accurately.
- Listen to words and write them down accurately.
- Listen to stories and respond.

Grammar Usage:

- Apply Thai grammar rules appropriately.
- Be able to use language in the right situations.
- Use correct grammar to write sentences.

Literature:

- Understand Thai Literature and classics, including proverbs.
- Be able to comment on Thai Literature.
- Share their opinions with classmates about Thai Literature.

Thai Advanced – Years 7 to 9

1st Semester	2nd Semester
<p>During Year 7 students will study:</p> <p>Grammar</p> <ul style="list-style-type: none"> - Vowels - Part of speech - Sentence construction <p>Literature</p> <ul style="list-style-type: none"> - Listening and writing fables - Learn reading and writing from Thai textbook Prathom 6 and Youth literature <p>History</p> <ul style="list-style-type: none"> - Rattanakosin Kingdom - Thai kings and important people <p>Culture</p> <ul style="list-style-type: none"> - Thai song and dance - Thai holidays - Thai games 	<p>During Year 7 students will:</p> <p>Grammar</p> <ul style="list-style-type: none"> - Learn Thai proverbs and study Thai classics - Learn how to write an essay and a short story <p>Literature</p> <ul style="list-style-type: none"> - Learn reading from News papers - Learn reading and writing from Thai textbook Prathom 6 and Youth literature <p>History</p> <ul style="list-style-type: none"> - Rattanakosin Kingdom - Activities of Thai kings <p>Culture</p> <ul style="list-style-type: none"> - Thai song and dance - Thai holidays - Thai games - Thai cooking
<p>During Year 8 students will study:</p> <p>Grammar</p> <ul style="list-style-type: none"> - Vowels - Parts of speech - Sentence construction <p>Literature</p> <ul style="list-style-type: none"> - Listening and writing fable - Learn reading and writing from Thai textbook Mathayom 1 and Youth literature <p>History</p> <ul style="list-style-type: none"> - Rattanakosin Kingdom and the kings - Important people 	<p>During Year 8 students will study:</p> <p>Grammar</p> <ul style="list-style-type: none"> - Learn Thai proverbs and study Thai classics - Learn how to write a letter - Learn how to write an essay and a short story <p>Literature</p> <ul style="list-style-type: none"> - Learn reading from News papers - Learn reading and writing from Thai textbook Mathayom 1 and Youth literature - Learn how to write imaginative stories, essays and articles <p>History</p> <ul style="list-style-type: none"> - Rattanakosin Kingdom - Activities of Thai kings

Culture

- Study Thai Social Studies
- Learn Thai songs and dances
- Thai holidays
- Thai games

During Year 9 students will study:**Grammar**

- Learn Thai proverbs and study Thai classics
- Learn reading and summarising skills

Literature

- Listening and writing fables
- Learn reading and writing from Thai textbook Mathayom 2 and Youth literature

History

- Rattanakosin Kingdom and kings
- Important people

Culture

- Study Thai Social Studies
- Learn Thai songs and dance
- Thai holidays
- Thai games

Culture

- Thai songs and dances
- Thai holidays
- Thai games
- Thai cooking

During Year 9 students will:**Grammar**

- Improve reading and writing comprehension
- Improve skills of writing imaginative stories, essays and articles

Literature

- Learn reading from News papers
- Learn reading and writing from Thai textbook Mathayom 2 and Asian literature

History

- Rattanakosin Kingdom
- Activities of the kings

Culture

- Study Thai Social Studies
- Learn Thai songs and dances
- Thai holidays
- Thai games
- Thai cooking

Programme 7 - Thai Language and Culture - Early Advanced

Areas of Study:

An important aim of Thai Early Advanced studies is to develop in students a positive attitude towards the Thai language and Thai culture. This program integrates the study of both language and culture. All students will participate in the celebration of Loy Krathong and Song Kran, and learn about these important Thai festivals.

The study of Thai language is essential for effective communication in Thai, and also the appreciation of oral, written and visual genres. The study of Thai at Early Advanced level aims to promote expressive language skills in both academic and creative formats.

Statement of Purpose:

The course is aimed primarily at Thai Early Advanced students who are able to speak, read and write fluently and effectively. Students will develop:

Reading skills:

- Be able to comprehend reading exercises and read aloud accurately, according to the Thai Ministry of Education's reading guidelines.
- Be able to use Thai according to the rules of grammar.
- Read Thai literature and explain the content to others.
- Read with upper intermediate level of comprehension.
- Share their opinions with classmates about articles read.

Writing skills:

- Develop handwriting.
- Be able to write in the form of the short essays and letters.
- Be able to summarise.
- Be able to write new words and make short sentences.

Listening and speaking skills

- Be able to recognise the importance of communication skills, which are the basis of language learning, such as listening and speaking.
- Listen and repeat accurately.
- Listen to words and write them down accurately.
- Listen to stories and respond.

Grammar Usage:

- Apply Thai grammar rules appropriately.
- Be able to use language in the right situations.
- Use correct grammar to write sentences.

Literature:

- Understand Thai Literature and classics, including proverbs.
- Be able to comment on Thai Literature.
- Share their opinions with classmates about Thai Literature.

During Years 7 students will study:

1st Semester	2nd Semester
<p>Grammar (speaking / listening / reading / writing)</p> <ul style="list-style-type: none"> - Parts of speech - Phrases and sentences - Short stories - News and current events <p>Literature</p> <ul style="list-style-type: none"> - Thai folktales / fables /praying - Fiction stories <p>Culture</p> <ul style="list-style-type: none"> - Royal projects of King Rama V / King Rama IX - Thai national holidays and celebrations - Thai games 	<p>Grammar (speaking / listening / reading / writing)</p> <ul style="list-style-type: none"> - Parts of speech - Phrases and sentences - Short stories - News and current events <p>Culture</p> <ul style="list-style-type: none"> - Amazing places in Chiang Mai - Places of attraction in the North of Thailand - Thai holidays and celebrations <p>History</p> <ul style="list-style-type: none"> - Kingdom of Lanna

During Years 8-9 students will study:

1st Semester	2nd Semester
<p>Grammar (speaking / listening / reading / writing)</p> <ul style="list-style-type: none"> - Parts of speech - Phrases and sentences - Short stories / Articles - News and current events <p>Literature</p> <ul style="list-style-type: none"> - Thai folktales / fables - Fiction stories - Non-fiction texts <p>Culture</p> <ul style="list-style-type: none"> - Royal projects of King Rama V / King Rama IX / Chakri Dynasty - Thai national holidays and celebrations - Thai games 	<p>Grammar (speaking / listening / reading / writing)</p> <ul style="list-style-type: none"> - Parts of speech - Phrases and sentences - Short stories - News and current events <p>Culture</p> <ul style="list-style-type: none"> - Thai Arts / Thai life style / Thai cuisine - Places of attraction in 4 parts of Thailand - Thai holidays and celebrations <p>History</p> <ul style="list-style-type: none"> - Kingdom of Thon Buri Y8 - Kingdom of Sukhothai Y9

Programme 8 - Thai Language and Culture - Intermediate

Areas of Study:

This course is designed to study basic Thai language skills; listening, speaking, reading, writing. Of principal concern to reading and writing skills which is improve all skills in the Thai language. Students will start to learn from basic Thai consonants through to complex sentences including the contents of Thai history and culture. Such a focus on the capability of students via learning in class and also analyse any problems that they face on learning to assist and strengthen their skills immediately.

There are several methods to accomplish the goals of this course. First, via participation in class. Students practice on work assignments, review lessons with fun games, learn from various sources of multimedia, show capability in four skills through a presentation. Second, via activities out of class. Students will enjoy Thai activities; learning that relates to Thai culture such as Thai cooking, Thai handicrafts & arts, Thai traditional games etc. Moreover, students will gain knowledge of Thai history from field trips for analyzing the context which is related to a situation between history and the present. This includes gaining more experience from Thai traditional field trips and learning by doing that they are able to perceive the Thai lifestyle. Finally, students will have more self confidence and ability to use all skills in the Thai language effectively.

Statement of Purpose:

This course is provided for Thai and non-Thai students who do not yet speak, read and write fluently and effectively.

Students will develop:

Reading skills:

- Recognise the Thai alphabet, tones and read aloud correctly.
- Comprehend authentic materials such as charts and pictures.
- Be able to read long and short vowels.
- Read, comprehend, and respond.

Writing skills:

- Develop hand-writing.
- Be able to summarise.
- Be able to write words and make up sentences.
- Develop sentence writing to be able to write short essays.

Listening and speaking skills:

- Listen and repeat.
- Listen to words and write correctly.
- Listen to audio materials and respond appropriately.
- Listen to and view Thai classics and respond.

Grammar usage:

- Learn new grammar rules and use those rules to construct grammatically correct sentences.
- Be able to use the language in the right situation.

Literature:

- Understand some Thai Literature and classics.
- Be able to comment on Thai Literature.

Thai Intermediate – Years 7 to 9

During Years 7 to 9 students will study:

1st Semester	2nd Semester
<p>1.Thai Language</p> <p><u>Listening and speaking skills</u></p> <ul style="list-style-type: none"> - Greetings and useful phrases - Eating out - Telephone conversations - Directions <p><u>Reading and writing skill</u></p> <ul style="list-style-type: none"> - Tonal language - Thai consonants - Thai vowels : short vowels and long vowels - Thai vowels : vowels changing form - Three consonant classes - Final consonants - Alive words and Dead words - Leading consonants - Thai reading rules <p>2.Thai Culture</p> <p><u>Thai history and culture</u></p> <ul style="list-style-type: none"> - Royal Funeral Rites - King Chulalongkorn (King Rama 5) and King Bhumibol Adulyadej (King Rama 9) 	<p>1.Thai Language</p> <p><u>Listening and speaking skills</u></p> <ul style="list-style-type: none"> - Shopping - Telling the time - Making Appointments - Using “ให้” <p><u>Reading and writing skill</u></p> <ul style="list-style-type: none"> - Consonant clusters - Silent consonants - Special consonants - Types of sentence - Pronouns - Verbs - Adjectives - Conjunctions - Classifiers - Thai advertisements <p>2.Thai Culture</p> <p><u>Thai history and culture</u></p> <ul style="list-style-type: none"> - The Grand Palace - The Provincial Slogan

- Thai ghosts and Thai beliefs
- Sukhothai Kingdom

Celebration and Holidays

- Teacher's day
- King Bhumibol Adulyadej Memorial Day
- Loy Kra thong day
- King Rama IX's birthday / World Soil Day

Celebration and Holidays

- Songkran Day

Programme 9 - Thai Language and Culture - Beginners

Areas of Study:

The emphasis in this course is placed on the acquisition of basic language skills; listening, speaking and basic vocabulary. Students learn and follow simple commands and requests. They give short statements, negative statements, and ask simple questions using polite ending particles. They use polite expressions for making requests, asking pardon, and thanking people. They use appropriate pronouns and vocabulary that is appropriate for adults and peers at school. They recognize and copy the Thai alphabet, read and copy simple words including nouns, pronouns, verbs related to the unit of instructions. They use polite expressions and appropriate gestures with adults.

Statement of Purpose:

Students will develop:

Listening skills:

- Follow the directions given.
- Comprehend the audio materials used.
- Show positive values of listening.

Speaking skills:

- Respond to questions and take part in extended conversations.
- Express their needs and feelings.

Reading skills:

- Recognise the Thai alphabet, vowels and tones.
- Read from spelling.
- Recognise simple words.

Writing skills:

- Trace and write Thai alphabet characters, vowels and tones.
- Write easy simple words.

Basic Knowledge of Thai Culture:

- Show a positive attitude toward Thai Culture.
- Gain knowledge of Thai culture and apply it to their daily lives inside and outside of the classroom.

During Years 7 to 9 students will study:

1st Semester	2nd Semester
<p>1. Thai Language</p> <p>Unit: All about me</p> <ul style="list-style-type: none"> - Greetings - Personal information - Family members - Numbers - Pets <p>Unit: Let's celebrate</p> <ul style="list-style-type: none"> - Celebration in school for Teacher Appreciation Day (Wan Wai Kru) - Celebration in school for Loy Krathong <p>2. Thai Grammar</p> <ul style="list-style-type: none"> - Communicative sentence structures (Q & A forms) - Thai alphabets (Sounds and Word classes) - Long vowels (Sounds) <p>3. Thai Culture</p> <ul style="list-style-type: none"> - King Rama X's biography - Father's Day (King Rama V) - World Soil Day - Thai Etiquette (Wai, Graab, the Do's and Don'ts in some aspects) - Thai arts and crafts (Wan Wai Kru & Loy Krathong) 	<p>1. Thai Language</p> <p>Unit: My People</p> <ul style="list-style-type: none"> - People in home and their jobs - People at school and their work <p>Unit: My Community</p> <ul style="list-style-type: none"> - Places in communities - Location & Mapping <p>Unit: Games and Songs</p> <ul style="list-style-type: none"> - Thai games - International games - Thai games now and then - Thai nursery rhymes - <p>2. Thai Grammar</p> <ul style="list-style-type: none"> - Communicative sentence structures (Q & A forms) - Short vowels (Sounds) - Thai tones and 4 tone marks <p>3. Thai Culture</p> <ul style="list-style-type: none"> - Songkran Day - Thai Etiquette (Body language) - Thai Etiquette (The Do's and Don'ts for dressing) - Thai arts and crafts (Songkran) - Thai cooking

Programme 10 - French

Areas of Study:

1. Acquiring knowledge and understanding of French
2. Developing language skills
3. Developing language-learning skills
4. Developing cultural awareness

Statement of Purpose:

During Years 7 to 9 students begin to understand, speak, read and write in French. They become familiar with the sounds, written form and grammar of the language, and use this knowledge with increasing confidence and competence to express themselves in role plays, conversations and writing. They improve their understanding of the language by listening to people talking about different subjects and by reading a range of texts. They also increase their cultural awareness by communicating with people who speak French and by using materials from countries and communities where the language is spoken.

French - Year 7

Unit 1: BONJOUR!

Meet, greet, and say goodbye. Tell someone your name in French and ask their name.

Ask someone how they are and tell them how you are. Say how old you are and ask someone else their age. Understand simple classroom instructions. Talk about objects in the classroom.

Grammar: Use French numbers up to 30. Introduction to masculine and feminine.

Unit 2: J'HABITE ICI

Say where you live and ask other people where they live. Talk about things in the classroom. Find about a town in France called La Rochelle.

Grammar: Use numbers up to 30. Introduction to the plurals of nouns. Use "à" or "en" to say "in" for towns and countries.

Unit 3: CHEZ MOI

Talk about your family and your home. Talk about other people's homes and families.

Say where things are. Say who things belong to. Talk about the days of the week.

Grammar: Use the definite and indefinite articles. Use possessive adjectives. Use the singular of the verb "être" (to be). Use numbers up to 70.

Unit 4: LES ANIMAUX

Talk about animals, especially pets. Describe animals and other things (colour and size). Talk about your likes, dislikes, preferences.

Grammar: Use the singular of the verb “avoir” (to have). Learn how to ask questions. Learn the French “you”. Use the French alphabet and ask how to spell things.

Unit 5: DES FETES ET DES FESTIVALS

Ask for and give the date. Discuss important events in the year. Talk about clothes. Talk about birthdays and presents.

Grammar: Use the full tense of the verb “to be”. Use the plural forms of nouns and adjectives. Use the full present tense of the verb “to have”.

Unit 6: QU'EST-CE QUE TU VAS FAIRE?

Talk about the weather. Understand simple weather information. Talk about the seasons. Talk about sport and other leisure activities. Say what you do on weekends and in bad weather.

Grammar: Use some regular -er verbs. Learn how to use the word “on”. Learn about French accents. Use numbers 0 to 100.

Textbook: Tricolore 1 5e edition by S.Honnor & H. Mascie-Taylor, Michael Spencer

French - Year 8

Unit 7: UNE VILLE EN FRANCE

Talk about places in town. Ask for information and obtain a map from a tourist office.

Ask for, understand and give directions. Understand and say how far away places are.

Grammar: Use the prepositions (at, to). Use the verb "aller" (to go). Say where things are using prepositions.

Unit 8: UNE JOURNEE SCOLAIRE

Ask what the time is. Understand and tell the time in French. Discuss when something is happening. Talk about a typical day. Talk about school subjects. Say what you think about them.

Grammar: Use the verbs “to eat and to begin “. Use the possessive adjectives. Learn some examples of reflexive verbs

Unit 9: C'EST BON

Talk about food and drink. Talk about meals. Accept or refuse food and drink. Talk about which food and drink you like or dislike.

Grammar: Use the partitive article (some). Use the verb "to take". Use the negative form.

Unit 10: AMUSE –TOI BIEN!

Talk about leisure activities. Use and understand the 24 hour clock. Say what you do to help at home.

Grammar: Use the verb "to do to make". Use the verb "to play" with sports/music. Use a verb and an infinitive. Use possessive adjectives.

UNIT 1: EN VILLE

Identify some French shops and what they sell. Shop for food. Say how much of something you want to buy. Talk about numbers, money and prices.

Grammar: Use verbs in –er. Use verbs ending in –re. Use verbs ending in –ir. Say that isn't any or any more of something

UNIT 2: ON FAIT DES PROJETS

Talk about different countries in Europe. Talk about different means of transport.

Say what you are or not going to do and when. Describe a town or region and say what you can do there. Talk about what you can or cannot do. Ask permission. Read and write holiday postcards.

Grammar: Use prepositions with towns and countries. Use the verbs ending in –ir. Use the verb "to go" with infinitive. Use the verb "to be able to" with infinitive.

Textbooks: Tricolore 2 5e edition by S.Honnor & H.Mascie-Taylor, Michael Spencer

French - Year 9

UNIT 3: AU COLLEGE

Describe your school. Talk about the school day. Describe how you travel to school

Talk about morning and evening routines. Give opinions about school subjects and aspects of school life. Say what you want and don't want to do.

Grammar: Use the verbs "dire, lire, écrire". Use the verbs "apprendre, comprendre". Use reflexive verbs. Use the verb "vouloir"

UNIT 4: EN FAMILLE

Introduce people. Ask and answer questions when staying with a French family. Talk about what you have done recently. Talk about presents and souvenirs. Say goodbye and thank you.

Grammar: Use the perfect tense of regular verbs. Use expressions of past time. Use the demonstrative adjectives.

UNIT 5: BON APPETIT

Buy drinks and snacks in a café. Choose ice cream. Discuss what you like to eat and drink. Order a meal in a restaurant. Describe a meal.

Grammar: Use the verb "boire". Use the perfect tense of some regular verbs. Ask questions in the perfect tense. Use the negative form of the perfect tense.

UNIT 6: EN VOYAGE

Talk about travel plans. Understand signs at a station. Buy a train ticket. Say what must or should not be done. Understand travel information. Travel by air, coach and boat. Describe a recent day out.

Grammar: Use the present tense of "partir". Use the expression "il faut" + infinitive. Use the perfect tense of verbs with "to be".

UNIT 7: VETEMENTS, APPARENCE / PARTIES DU CORPS

Discuss clothes and what to wear. Describe people's appearance. Talk about parts of the body. Say how you feel and what hurts.

Grammar: Use the verb "mettre" with clothing. Use some more adjectives. Use the direct object pronouns. Use "avoir" expressions. Use the imperative.

UNIT 8: RENDEZ-VOUS!

Find out about what's on. Discuss what to do. Ask someone to go out. Accept or refuse an invitation. Arrange to meet and buy tickets. Discuss leisure activities. Talk about some things you have done

Grammar: Use the verb "sortir". Use conjunctions to make longer sentences. Make comparisons. Revise and practice the perfect tense.

Textbook: Tricolore 3 5e edition by S.Honnor & H. Mascie-Taylor, Michael Spencer

Programme 11 - Mandarin Chinese

Areas of Study:

1. Acquiring knowledge and understanding of Mandarin Chinese
2. Developing language skills
3. Developing language-learning skills
4. Developing cultural awareness

Statement of Purpose:

During Years 7 to 9 students begin to understand, speak, read and write in Mandarin Chinese. They become familiar with the sounds, written form and grammar of the language, and use this knowledge with increasing confidence and competence to express themselves in role plays, conversations and writing. They improve their understanding of the language by listening to people talking about different subjects and by reading a range of texts. They also increase their cultural awareness by communicating with people who speak Mandarin Chinese and by using materials from countries and communities where the language is spoken.

Chinese - Year 7

Study is based upon the textbook "Learn Chinese with Me, level 1":

Unit	Functional Usage	Grammar Focuses
<u>Unit One:</u> <u>School,</u> <u>Classmates</u> <u>and Teachers</u>	<ul style="list-style-type: none"> ● greetings, ● expressing gratitude, ● saying farewell, ● introducing oneself, ● inquiring about other, ● introducing others. 	<ol style="list-style-type: none"> 1. 你好 2. 我叫... 3. 我是... 4. 是...吗? 5. 不是... 6. 的...
<u>Unit Two:</u> <u>Hanging out</u> <u>with My</u> <u>Friends</u>	<ul style="list-style-type: none"> ● inquiring about someone's identity, ● talking about friends, inquiring about the quantity of certain things, ● inquiring about the owner, ● looking for someone, ● expressing one's mood and feelings. 	<ol style="list-style-type: none"> 1. ...是谁 2. ...(没)有... 3. ...几... 4. 谁的... 5.有多少... 6.在.... 7. ...和... 8. 跟...在一起 9. ...很高兴 10. ...也... 11.都...

<p><u>Unit Three:</u> <u>My Family and I</u></p>	<ul style="list-style-type: none"> ● Inquiring about and offering age information, ● introducing oneself, explaining where you come from, ● expressing welcome, ● ordering food on telephone, ● offering one's address, ● inquiring about the number of people in a family, ● stating one's profession 	<ol style="list-style-type: none"> 1. 你学不学开车？ 2. 它几岁？ 3. 从...来 4.要... 5.有..., 还有....
<p><u>Unit Four</u> <u>Seasons of the Year</u></p>	<ul style="list-style-type: none"> ● Inquiring about and giving the time, ● explaining one's schedule, ● inquiring about and giving the date, ● inquiring about and explaining one's plan , ● inquiring about and telling the weather, ● expressing one's opinions, ● explaining the climate. 	<ol style="list-style-type: none"> 1. 现在九点半。 2. 我每天七点一刻起床。 3. 今天十一月二十三号。 4. ...跟 ...一起 5. ...打算... 6. ...怎么样 7.觉得...
<p><u>Unit Five:</u> <u>Food and Clothing</u></p>	<ul style="list-style-type: none"> ● Ordering food in a restaurant, ● inquiring about and giving reasons, ● inquiring about and telling about the sum of money, ● inquiring about and telling about one's favourite colour, ● asking for others' opinion on something, ● describing the features of someone. 	<ol style="list-style-type: none"> 1. (一) 点儿 2. 因为... 3. V+ 什么 4.还是... 5. 如果... 6. 是...的 7.有....
<p><u>Unit Six:</u> <u>Sports and Health</u></p>	<ul style="list-style-type: none"> ● Inquiring one's physical conditions, ● inquiring about the exact location, ● how to say ordinal number, ● inquiring about and offering one's favourite sports, ● asking for directions, 	<ol style="list-style-type: none"> 1. 我左腿疼。 2. 有点儿 3. 会... 4. 要是... 5. 在... 6. 去...V.... 7. ...有....

	<ul style="list-style-type: none"> inquiring about and explaining one's holiday plan, describing the process and scene of an activity. 	
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Chinese - Year 8

Study is based upon the textbook "Learn Chinese with Me, level 2":

Unit	Functional Usage	Grammar Focuses
<u>Unit One:</u> <u>Jack and His Classmates</u>	<ul style="list-style-type: none"> Introducing people, expressing means of commuting, express one's plan, borrowing things from others, describing locations and surrounding. 	<ol style="list-style-type: none"> S+V+O+O 想 +V 能+V 是....
<u>Unit Two:</u> <u>Hobbies</u>	<ul style="list-style-type: none"> Expressing that an event has concluded, expressing opinions, expressing regret, offering, expressing urgency 	<ol style="list-style-type: none"> ...了 给.... 太...了 已经...了 从...到... 就要...了
<u>Unit Three:</u> <u>a Caring Family</u>	<ul style="list-style-type: none"> Consulting with others, passing information, exchanging festive greetings, introducing families, expressing ambitions, expressing apologies and forgiveness, soliciting opinions 	<ol style="list-style-type: none"> 在+v 要+ v 让 以前..., 现在... 应该+ v 还了
<u>Unit Four:</u> <u>Diet and Health</u>	<ul style="list-style-type: none"> Expressing tastes and dislikes for food, expressing invitations, expressing results of eating and drinking, inquiring about and expressing physical feelings, 	<ol style="list-style-type: none"> 了 又....又... 我已经吃饱了。 我学会做饭了。 最好+V

	<ul style="list-style-type: none"> expressing advice and suggestions 	
<u>Unit Five:</u> <u>Colour and Clothing</u>	<ul style="list-style-type: none"> Expressing compliments and praise, soliciting opinions, offering suggestions, expressing comparisons, expressing reasons and results, discussing birth years and zodiac signs 	<ol style="list-style-type: none">呢 你穿这条裙子也很好看。 更... 跟...一样 A比B... 跟....一样+adj.(v) 因为.....所以.....
<u>Unit Six:</u> <u>Treasure Our Environment</u>	<ul style="list-style-type: none"> Expressing prohibition, offering assistance, requesting cooperation, expressing plans 	<ol style="list-style-type: none"> 把 必须... 能 先....., 然后... 一些

Chinese - Year 9

Study is based upon the textbook "Learn Chinese with Me, level 3":

Unit	Functional Usage	Grammar Focuses
<u>Unit One:</u> <u>Meiyun's Family</u>	<ul style="list-style-type: none"> Old friends greeting each other, describing appearances, passing on information, describing the layout of the home, offering suggestions 	<ol style="list-style-type: none"> 他有一张圆圆的脸, 一双大大的眼睛。 她长得很漂亮。 刚 一...就... 一边....一边... 会... 着 没有...
<u>Unit Two:</u> <u>Leisure Time</u>	<ul style="list-style-type: none"> Discussing solutions, expressing reasons, apologizing, enquiring about situations 	<ol style="list-style-type: none"> 到....去呢 虽然....但是..... 昨天晚上我只睡了4个小时。
<u>Unit Three:</u> <u>Two Generations</u>	<ul style="list-style-type: none"> Complaining, disagreeing, requesting permission 	<ol style="list-style-type: none"> 就... 才.... 越.....越... 对....

<u>Unit Four:</u> <u>Different</u> <u>Cultures</u>	<ul style="list-style-type: none"> ● Discussing customs, ● dissuading, guessing and estimating, ● approximating numbers 	<ol style="list-style-type: none"> 1. 动+动 2. 着 3. 要 4. 动+名+动 +补 5. 过
<u>Unit Five:</u> <u>Diet and</u> <u>Health</u>	<ul style="list-style-type: none"> ● Reminding, ● expressing difference in opinion, ● expressing that one is fed up 	<ol style="list-style-type: none"> 1. 把 2. 到 3. 又
<u>Unit Six:</u> <u>Transportation</u> <u>and</u> <u>Geography</u>	<ul style="list-style-type: none"> ● Expressing dissatisfaction, ● expressing prohibition, ● expressing criticism, ● expressing that there is no alternative, ● asking the price, ● booking airline tickets 	<ol style="list-style-type: none"> 1. 对 2. 地 3. 如果就.... 4. 离

Programme 12 - Extra English

Areas of Study:

1. Development of Speaking and Listening Skills
2. Basic Reading and Reading Comprehension Skills
3. Basic Grammar and Writing Skills

Statement of Purpose:

Extra English is intended to assist students, whose native or first language is not English, to develop their basic competency in English language usage for academic and social applications. Course content is geared to the ability of the individual student and their grade level. Extra English is designed to be studied in the place of foreign language study until the student is deemed to have the English capability to take other languages.

The broad objectives of Extra English are to increase the students' key essential skills in English speaking, comprehension, reading and writing to their appropriate age and grade level. Upon attaining the abilities to be competent to do regular class work, the students are mainstreamed into standard classes of foreign language study.

Students are continuously assessed using a variety of methods appropriate to their needs across the curriculum. Online diagnostic tools (Quill etc.), extended writing and speaking assessments will be utilized to highlight areas of weakness - with focus on spelling, punctuation, grammar, and comprehension. Using this data, lessons will be planned to serve as intervention, closing the gap with their peers, and enabling them to more easily access the English-based curriculum.

A range of teaching materials are used according to the student's abilities and include simplified literature, multimedia resources and cross curricular collaboration.

Extra English – Years 7 to 9:

Extra English consists of 4 periods per week. Each 40 minute period has a different focus area. The areas of focus are:

- Active Reading using Class Readers
- Digital Media Reading Programme + Building Comprehension Skills
- Developing Writing Skills and Grammar
- Support for English in other Subject Areas

Lessons are planned to address the individual needs of students within each class.

Programme 13 - Art

Areas of Study:

During Years 7 to 9 pupils develop their creativity and imagination through more sustained activities. These help them to build on and improve their practical and critical skills and to extend their knowledge and experience of materials, processes and practices. They engage confidently with art, craft and design in the contemporary world and from different times and cultures. They become more independent in using the visual language to communicate their own ideas, feelings and meanings.

Statement of Purpose:

The course aims to:

- afford students opportunities to explore and develop ideas.
- give students opportunities to be involved with investigating and making art, craft and design.
- make use of a range of materials and processes, for example, painting, collage, textiles, sculpture etc.
- provide opportunities for students to work on their own and collaborate with others on projects.
- help students to analyse and evaluate their own and others' work, refine their work and plan and develop this further.
- develop knowledge and understanding of the visual and tactile qualities of materials and processes.
- develop some insight into codes and conventions and how these are used to represent ideas, beliefs, and values in works of art, craft and design.
- investigate art, craft and design in Thailand and beyond, in a variety of genres, styles and traditions.

	Year 7	Year 8	Year 9
Topic	The Elements and Principles of Design, Observation and Drawing Techniques, Composition and Art History	The Elements and Principles of Design, Observation and Drawing Techniques, Composition and Art History	The Elements and Principles of Design, Observation and Drawing Techniques, Composition and Art History
Skills and techniques to be developed	<ul style="list-style-type: none"> ● Sketching ● 2-D proportional drawing ● Art vocabulary ● Researching skills ● Use of a variety of mediums 	<ul style="list-style-type: none"> ● Sketching ● 2-D proportional drawing ● Art vocabulary ● Researching skills ● Use of a variety of mediums 	<ul style="list-style-type: none"> ● Sketching ● 2-D proportional drawing ● Art vocabulary ● Researching skills ● Use of a variety of mediums

Topic	3D Artwork	3D Artwork	3D Artwork
Skills and techniques to be developed	<ul style="list-style-type: none"> ● Pinch pot ceramics ● Art vocabulary ● Cultural Research 	<ul style="list-style-type: none"> ● Mask Construction ● Art vocabulary ● Cultural Research 	<ul style="list-style-type: none"> ● Flat Slab ceramics ● Art vocabulary ● Cultural Research
Topic	Multi-media Design	Multi-media Design	Multi-media Design
Skills and techniques to be developed	<ul style="list-style-type: none"> ● Animation Techniques ● Group work 	<ul style="list-style-type: none"> ● Interior Design ● Google Sketchup ● Perspective drawing ● Group Work 	<ul style="list-style-type: none"> ● Graphic Design ● Group Work

Programme 14 - Music

Areas of Study:

During Years 7 to 9 students begin to fully develop their own musical interests and skills. They perform and compose music in different styles with increasing development of musical literacy, aural skills and analytical processes. They work individually and in groups of different sizes and become increasingly aware of the different roles and contributions of each member of the group. They develop I.T. skills, and use these to facilitate and accelerate their understanding and learning. They actively explore specific genres, styles and mediums with increasing ability to discriminate, think critically and make connections between different areas of knowledge.

Statement of Purpose:

The course aims to:

- Develop performing skills - playing proficiently and confidently in a variety of ensemble and solo situations
- Develop composing skills - creating and developing musical ideas and to be able to competently express their ideas through music notation
- Develop appraising skills - analyse, evaluate and compare pieces of music; communicate ideas and feelings about music; adapting musical ideas.
- Develop I.T. skills and instrumental knowledge through the use of composing and musical literacy software.
- Explore musical creativity through the development of improvisation techniques.
- Enable students to identify the expressive use of musical elements, devices, tonalities and structures.
- Give opportunities for students to work on their own, in groups of different sizes, and as a class.
- Expose students to a range of live and recorded music from different times and cultures including music from the 'Western classical' tradition, folk, jazz and popular genres, and by well-known composers and performers.

Music - Year 7

Students will study the following:

- Learn the basics of note reading. This entails learning the letter and solfege names of each of the pitches over approximately 2 octaves.
- Learn the names of note lengths and of various score markings.
- Basic singing techniques used in conjunction with sight singing and with small ensemble singing.
- Harmonising skills developed through small ensemble singing with the use of canons.
- The understanding of common chord structures and how they relate to popular music.

- Ukulele skills: learning the basics of chord shapes and single melodic line playing through note reading.
- Developing ukulele ensemble skills through multi-part playing in small groups.
- Glockenspiel skills: learning basic playing techniques and applying these while reading music.
- Composing rhythms and melodies to be performed in an ensemble situation.

Music - Year 8

Students will study the following:

- Further develop their music reading skills and apply them to singing and instrument learning.
- Develop advanced ukulele (and when appropriate, guitar) skills through chord shapes and single melodic line playing through note reading.
- Advanced composition techniques incorporating melodies and rhythms over multiple parts and chords.
- The acquisition of I.T. skills through the use of composing software.
- Percussion techniques developed from African and Latin American rhythms.
- Ear training, performance and ensemble coordination through the use of Orff related techniques.
- Improvisational skills developed on instruments of choice using pentatonic scales and blues/jazz based rhythms.
- Listening and analytical skills developed through the study of orchestral music.

Music - Year 9

Students will study the following:

- Further develop their music reading skills and apply them to further study their instrument of choice.
- Develop more advanced skills on the instrument of choice through ensemble and individual performance.
- Extended composition techniques incorporating melodies and rhythms over multiple parts and chords.
- Advanced development of I.T. skills through the use of composing software.
- Ensemble coordination and arranging techniques.
- Percussion techniques for hand percussion further developed from Latin American rhythms and techniques
- Ear training, performance and ensemble coordination through the use of Orff related techniques.
- Improvisational skills developed on instruments of choice using pentatonic scales and blues/jazz based rhythms.
- Aural and analytical techniques and separation performance techniques developed from the study of orchestral music.
- The study of the symphonic and concerto forms and terminology through aural recognition and note reading.

Programme 15 - Drama

Areas of Study:

During Years 7 to 9 pupils develop their creativity and imagination through drama. Through practical and theoretical study, students develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. Students learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Students also develop their performance skills, the demonstration of which will form part of the assessment.

Statement of Purpose:

The course aims to:

- enable students to participate in a wide range of drama activities and evaluate their own and others' contributions.
- provide opportunities to use a variety of dramatic techniques to explore ideas, issues, texts and meanings.
- teach students different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays (for example through dialogue, movement and pace).
- develop students' appreciation of how the structure and organisation of scenes and plays contribute to dramatic effect.
- develop students' ability to evaluate critically the intentions and performance of dramas, which they have watched or in which they have taken part.
- develop the students' skills as speakers and as listeners.
- put students in formal and informal situations that are outside their everyday experience and, by taking different roles, enable them to evaluate discourses and language registers they would not otherwise use.
- give opportunities for improvising and working in role; devising, scripting and performing in plays; discussing and reviewing their own and others' performances.
- make use of drama by major playwrights, and drama by major writers from different cultures and traditions.

Drama - Year 7

During Year 7 students will:

- play different physical and mental games to develop: listening, observation, team-work, agility, confidence, control, co-operation, concentration, and imagination.
- work in pairs and groups of different sizes, as well as individually.
- learn to structure a presentation with a clear beginning, climax and end.
- create still images in groups out of pictures, headings, stories and dialogues.
- practice and develop storytelling.
- create atmosphere and communicate without dialogue, but with sound effects and movement.
- devise monologues to reveal characters; begin to improvise dialogue for different roles.
- respond to texts and pictures on themes such as: "it was terrifying", and "haunted and hunted", using space, movement, body language and expression (mime).

- improvise around stories, working on characterization: voice, language, mannerisms, movement, posture, personality, opinions, and relationships to other characters.
- create group works on the topics of; Darkwood Manor, Mime, Matilda and her lies, using written texts and pictures as stimuli.
- tell the stories of ancient Greek myths and legends, historical events such as the Titanic and World War 2 and the evacuation of children.
- learn how vocal tone, sound, rhythm and pace can convey meaning.

Drama - Year 8

During Year 8 students will:

- learn more about using movement, space, expression and posture to convey meaning.
- explore and develop ideas, issues and relationships through work in-role.
- develop the dramatic techniques that enable them to create and sustain a variety of roles.
- develop character through observation, physicalisation, and by adopting an emotional and empathetic approach.
- sustain solo work in the whole group for sustained periods.
- learn to appreciate and make Forum theatre, as a dramatic convention for exploring social, personal, moral and educational issues.
- collaborate in, and evaluate, the presentation of dramatic performances, scripted and unscripted, which explore characters, relationships and issues.
- learn appropriate form & layout for writing scripts.
- create group works on the topics of; Greenhaven, TV& Media, Lights Camera Murder! And Introduction to Shakespeare, using adapted language.
- reflect on their own and each other's participation in drama and identify areas for further development of drama techniques.

Drama - Year 9

During Year 9 students will:

- lead co-operative drama games, to develop confidence, concentration, control & creativity.
- initiate group improvisations, in mime.
- learn more about using movement, space, expression and posture to convey meaning.
- further explore and develop ideas, issues and relationships through work in role.
- learn to appreciate and make Forum theatre, as a dramatic convention for exploring social, personal, moral and educational issues.
- collaborate in, and evaluate, the presentation of a dramatic performance, preferably unscripted, which explore characters, relationships and issues.
- develop the dramatic techniques that enable them to create and sustain varied roles
- develop character through observation, physicalisation, and by adopting an emotional and empathetic approach.
- create group works on the topics of; Lizzie Borden, Stanislavski & Character building and Devising.
- make use of dramatic techniques including Marking the Moment, Tableau, Thought Tracking, Physical Theatre etc.
- reflect on their own and each other's participation in drama and identify areas for further development of drama techniques.

Programme 16 - Information Communication Technology

Areas of Study:

During Years 7 to 9 pupils become increasingly independent users of ICT tools and information sources. They have a better understanding of how ICT can help their work in other subjects and develop their ability to judge when and how to use ICT and where it has limitations. They think about the quality and reliability of information, and access and combine increasing amounts of information. They become more focused, efficient and rigorous in their use of ICT, and carry out a range of increasingly complex tasks.

Statement of Purpose:

The course aims to develop knowledge, skills and understanding:

1. Finding things out:
 - a. being systematic in considering the information they need.
 - b. obtaining information well matched to the purpose.
 - c. how to collect, enter, and analyse information, checking its accuracy.
2. Developing ideas and making things happen:
 - a. developing and exploring information, solving problems and deriving new information for particular purposes.
 - b. using ICT to measure, record, respond to and control events by planning, testing and modifying sequences of instructions.
 - c. using ICT to test predictions and discover patterns and relationships.
 - d. recognising where groups of instructions need repeating and to automate frequently used processes.
3. Exchanging and sharing information:
 - a. how to interpret information and to reorganise and present it in a variety of forms.
 - b. using a range of ICT tools efficiently to draft, bring together and refine information.
 - c. using ICT, including email, to share and exchange information effectively.
4. Reviewing, modifying and evaluating work as it progresses:
 - a. reflecting critically on their own and others' uses of ICT.
 - b. sharing their views and experiences of ICT and its range of uses.
 - c. discussing how they might use ICT in future work and how they would judge its effectiveness.
 - d. be independent and discriminating when using ICT.

Year 7

During Year 7 students will study the units listed below:

1. **Introductory lesson**, incorporating a discussion of the year's course, a survey of basic IT skills, an introduction to what touch typing is, hands-on use of a typing tutor (revisited during the year)
2. **Data Representation and Image Modification**, incorporating BBC curriculum Topic 4 "Data Representation"
3. **Introduction to HTML**, and the creation of a web page with a text editor
4. **E-Safety & Digital Citizenship**, incorporating BBC curriculum Topic 7 "Safety and Responsibility" and culminating in multimedia presentations
5. **Data Capture and Manipulation** - Survey Design; data collection; presenting and analysing data for a stated audience using spreadsheets
6. **Introduction to DTP** – Using LucidPress free account to create a 3 fold brochure for a sport or activity of interest to the student

Year 8

During Year 8 students will study the units listed below:

1. **Introductory lesson**,
2. **Scratch programming**, incorporating BBC curriculum Topic 1 "Computational Thinking"
3. **Python programming** - an introduction to a "real" programming language, incorporating elements of Topic 2 "Algorithms" and Topic 3 "programming"
4. **GIMP: Advanced Image Editing**
5. **Publishing On The Web** - using Wordpress to create a "how to" website
6. **Sketchup** - a powerful tool for 3D design
7. **Advanced Documents** - Using Google Docs and add-ons more effectively

Year 9

During Year 9 students will study the units listed below:

1. **Internet Safety Revisited**
2. **Sound Editing**, using Audacity
3. **Creating a game** - Coding using Javascript Phaser
4. **Spreadsheets** – Recording, Presenting and Analysing Data
5. **Databases: Design & Use**
6. **Technological Innovation and E-Commerce**, incorporating elements of BBC curriculum Topic 5 "Hardware and Software"

Programme 17 - STEAM

Areas of Study:

Science
Technology
Engineering
Art
Mathematics

At Key Stage 3 students incorporate these areas through the study of Food Technology, Design Technology and Environmental Science.

Statement of Purpose:

The course aims to develop students' critical thinking and problem solving skills through demonstrating awareness of the relationship between Science, Technology, Engineering, Art and Mathematics. The synthesis of these skills will enable students to broaden their understanding of real-life problems and apply this understanding in a practical way.

STEAM in Years 7 to 9 focuses on developing skills in Food Technology, Design Technology and Environmental Science. Each unit of the course is project based with a different focus designed to integrate all areas of STEAM. Students complete four separate projects during each academic year of Key Stage 3. The cross-curricular opportunities that are provided by the study of STEAM promote independence, innovation and creativity.

Through the study of STEAM, students will:

- Think outside the box.
- Feel confident to express innovative and creative ideas.
- Feel comfortable doing hands-on learning activities.
- Take ownership over their own learning.
- Work collaboratively with others.
- Understand the ways that Science, Technology, Engineering, Art and Mathematics work together.
- Become increasingly curious about the world around them and feel empowered when problem solving.

Year 7

During Year 7 students will study the units listed below:

Design Technology - Exploring Solar Power. In this unit project students will investigate using heat from the sun to create a solar oven and using sunlight to create electricity and design and make a solar car.

Design Technology - Bridges. In this unit project students will investigate forces, bridge design, foundations, geology, pressure, materials and construction costs through designing and making bridge models.

Food Technology - The Wonderful World of Food. In this unit project students will investigate basic health, safety and hygiene in the kitchen and when preparing and cooking food. Students will design and make their own food based on the design brief 'The Perfect Packed Lunch'.

Environmental Science - Air Pollution. In this unit project students will investigate different forms of pollution and a variety of practical and sustainable solutions to prevent the rise and impact of air pollution.

Year 8

During Year 8 students will study the units listed below:

Design Technology - Up, up and Away! Aeroplanes. In this unit project students will investigate forces and pressure through designing and making of aeroplane models.

Design Technology - Space. In this unit project students will investigate space travel, rocket launch, the Moon, asteroids and impact through a range of small design based experiments.

Food Technology - Catering for Others. In this unit project students will investigate recipe engineering to meet specific needs and requirements and commercial food production. Students will design and make their own food based on the outcomes of the unit project.

Environmental Science - Weather and Atmosphere. In this unit project students will investigate air pressure, weather forecasting, hurricanes and global climate change. Students will design and make their own barometer, weather station and complete the 'Trash to Treasure' challenge.

Year 9

During Year 9 students will study the units listed below:

Design Technology - Energy of Motion. In this unit project students will investigate kinetic and potential energy, collisions and momentum and drag. Students will complete a range of design based experiments including swinging pendulums, waterwheels and rolling ramps.

Design Technology - Simple Machines. In this unit project students will investigate levers, machines, tools and equipment through the designing and making of a magician's catapult and a Rube Goldberg machine.

Food Technology - Special Occasion Dinner Party. In this unit project students will investigate effective research techniques, products and packaging, prototypes and costing. Students will design and make their own food based on the design brief 'A Quick Two Course Meal for Two People'.

Environmental Science - Environmental Engineering and Water Chemistry. In this unit project students will investigate Thinking Green!, chromatography, water remediation, density and miscibility. Students will complete a range of design based experiments including a chromatography lab, red cabbage chemistry and density column lab.

Programme 18 - Physical Education

Areas of Study:

At Key Stage 3 students (where facilities allow) will follow the programme of study laid out in the National Curriculum for Physical Education. This curriculum aims to ensure that all pupils:

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

At Key stage 3 students currently have the opportunity to participate in a variety of team and individual activities, including; invasion games, net games, and striking & fielding games; aquatics activities such as swimming, lifesaving and water-polo; and fitness and exercise based activities including circuit training, weight/ resistance training, exercise to develop cardiovascular endurance, and yoga.

Statement of Purpose:

The Lanna PE Department aims to provide students with regular, quality physical education lessons that promote health, develop confidence & self-esteem, encourage lifelong participation in physical activity and enable them to reach their full potential within a caring, secure environment where the individual is valued and their contribution recognised and rewarded by teachers and peers.

Lanna PE Department is committed to:

- helping individuals identify and achieve their goals related to participation, performance and fitness in PE, sport & physical activity.
- encouraging creativity and critical thinking; to empower our students in problem-solving, communication and teamwork skills both on and off the sports field.
- encouraging students to be life-long learners and to have the skills and knowledge required to be able to maintain healthy, active lifestyles.
- helping students respect the unique qualities of all individuals, and providing opportunities for all students to channel their own unique qualities into a wide range of activities.
- helping students develop into global citizens, with a respect and understanding of the unique qualities of all individuals and their cultures, through the promotion of sportsmanship and fair play.

At all levels, students will be assessed against the following core standards:

1. Students will demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
2. Students will demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
3. Students will demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

4. Students will demonstrate and utilise knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Year 7

In Year 7 PE lessons, students will:

- Learn how to use their bodies to control and manipulate a variety of objects used in sporting activities
- Develop the ability to travel with an object, whilst being placed under pressure by an opponent
- Understand how speed, levels and pathways of travel can be adapted in individual and group activities
- Combine a variety of motor skills in order to play a modified game
- Identify how to keep themselves safe during aquatics activities
- Learn to analyse their performance and the performance of others, and provide feedback that will assist in the improvement/ development of a skill
- Understand the benefits of regular participation in physical activity
- Participate productively in group physical activities.

Year 8

In Year 8 PE lessons, students will:

- Develop more complex techniques and physical skills in a wide range of physical activities
- Understand how to combine individual skills to form movement patterns
- Analyse their movement patterns and be able to correct errors in their performance with less prompting
- Begin to understand basic offensive and defensive strategies when participating in group activities
- Demonstrate knowledge and skills in at least two aquatic activities
- Identify how to improve health-related fitness components
- Gain an understanding of the effects of physical activity on heart rate
- Describe the importance of physical activity and nutrition for maintaining good health and fitness
- Express encouragement to others while participating in group physical activities

Year 9

In Year 9 PE lessons, students will:

- Demonstrate offensive and defensive skills and strategies in team physical activities
- Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity
- Learn how to carry out a basic water rescue in a pool environment
- Identify the characteristics of a highly skilled performance for the purpose of improving their own performance
- Explain and justify offensive and defensive strategies in team sports, games, and activities
- Identify and apply basic principles in weight/resistance training and gain an understanding of basic safety practices
- Abide by the decisions of officials, accept the outcome of games, and show appreciation

toward other participants

- Organise and work cooperatively within a group to achieve the goals of the group
- Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals

Programme 19 - PSHE (Personal, Social and Health Education)

Areas of Study:

The PSHE course is designed so that students, at appropriate stages in their own personal development, can explore issues related to personal relationships, personal management, health and safety, social awareness, and study skills/techniques.

Statement of Purpose:

During Years 7 to 9 pupils learn about themselves as growing and changing individuals and as members of their communities with more maturity, independence and power. They become more self-aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages. They build on the experience, confidence and competence they developed in elementary school, learning new skills to help them make decisions and play an active part in their personal and social life. They learn how to plan and manage choices for their courses and career. They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings. They also learn to cope with changing relationships and understand how these can affect their health and well-being. They make the most of new opportunities to take part in the life of the school and its communities.

Students will:

- Develop mutual respect and support
- Think about issues and make informed opinions
- Be aware of and care for others and for the environment
- Talk about feelings and be sensitive to the feelings of others
- Be constructively critical and questioning
- Be responsible for their behaviour and learning
- Think about, assess and develop their potential

Year	Personal	Social	Health/Safety	Education/ Economic
7	<p>Transition:</p> <p>Introduction to the Secondary school</p> <p>Time management</p> <p>New students; dealing with a variety of teachers.</p> <p>Self-evaluation.</p> <p>Team Building and group fun/field trips.</p> <p>Personal organisation of textbooks, hwk diaries, lockers, equipment, etc.</p> <p>Mindfulness:</p> <p>Introduction to simple and quick techniques</p> <p>How does Mindfulness affect the body and brain?</p> <p>Empathy and understanding others' viewpoint.</p>	<p>Relationships:</p> <p>Friendships and self-esteem.</p> <p>Bullying and teasing</p> <p>*Keeping myself safe at home, at school and socially. How do I respond to and report abuse.</p> <p>Stereotyping & Prejudice:</p> <p>Labelling, cultures (esp. neighbouring countries with cultural rivalry), religions and ethnicity.</p> <p>Being a tolerant and accepting.</p>	<p>Puberty:</p> <p>Menstruation.</p> <p>Personal hygiene – body odour.</p> <p>Changing body: sexual maturity.</p> <p>Appropriate relationships & cultural differences</p> <p>Introduction to sex and romantic feelings.</p> <p>Online Life:</p> <p>What is Sexting?, implications (personal, social & the law).</p> <p>*Cyber Bullying (part 1)</p> <p>*Warnings about gaming and social networking.</p> <p>Screen time; how to get a balance.</p>	<p>Goals & Targets:</p> <p>Looking ahead, setting goals, evaluating progress towards them.</p> <p>Dealing with exams; inc. expectations and disappointments</p>

Year	Personal	Social	Health/Safety	Education/ Economic
8	<p>Personal Responsibility:</p> <p>Managing homework, family, and extracurricular commitments.</p> <p>Using free time in appropriate ways – developing our own interests.</p> <p>Managing sleep times.</p> <p>Emotional Intelligence:</p> <p>Mindfulness techniques and developing empathy.</p> <p>Recognising other people's feelings.</p> <p>Dealing with stress and anxiety, anger.</p> <p>Managing peer pressure</p> <p>Coping with separation, divorce, bereavement within the family - who to turn to for advice/ support (asking for support/ recognising when someone needs support).</p>	<p>Marketing, Advertising & You:</p> <p>Awareness of how we are targeted by marketing/ media.</p> <p>Social Responsibility:</p> <p>Sustainability and Environmental Issues.</p> <p>Social Justice.</p> <p>Supporting charities and getting involved with social issues both locally, nationally and internationally.</p> <p>How to react when someone is being mistreated or abused.</p>	<p>Sexual Awareness:</p> <p>Diversity, sexual orientation, and expectations.</p> <p>Changes in the body.</p> <p>Safe sex - contraception advice (part 1).</p> <p>Consent, maintaining personal boundaries (Child Safety Procedures), at home and at school and socially.</p> <p>Drugs & Medicines:</p> <p>Positive and negative roles taken by legal drugs in society – alcohol, tobacco, cannabis, solvents, legal highs, prescription drugs.</p> <p>Drug supply chains.</p> <p>What is use, misuse, dependence, addiction.</p> <p>How to react to parents, friends who have drug/ alcohol problems.</p> <p>Basic First Aid.</p> <p>Internet Safety:</p> <p>Sexting (again) - Lifestories (how sexting affected my life)</p> <p>Cyber Bullying (part 2)</p>	<p>Developing Confidence:</p> <p>Public speaking skills.</p> <p>Giving presentations</p> <p>Debating Skills and defending an argument.</p>

Year	Personal	Social	Health/Safety	Education/ Economic
9	<p>Managing risk:</p> <p>Recognising and managing influences on our decision-making.</p> <p>Weighing up the factors involved in possible risky behaviour (including drinking, smoking, taking drugs, having sex, gambling).</p> <p>How can we minimise harm/ risk?</p> <p>Understanding what it's like growing up in a SE Asian holiday destination, (inc drug & alcohol awareness, road safety, underage drinking & Thai laws)</p>	<p>Global Awareness:</p> <p>Current affairs - what's happening?</p> <p>Rights and responsibilities (my place in the world - how we impact environmentally, socially, politically).</p> <p>Equality & Fairness:</p> <p>Racial prejudice.</p> <p>Gender/ sexuality discrimination.</p> <p>Link to fair trade (money unit)</p> <p>Diversity (gender identity,</p>	<p>Healthy body & mind:</p> <p>Importance of diet and exercise.</p> <p>Healthy body image.</p> <p>Eating Disorders and Self Harm – how to recognise the signs and how to cope.</p> <p>Emotional wellbeing</p> <p>Cyber issues:</p> <p>Issues with staying safe online - (incl. sexual images/ pornography/exploitation/ dealing with online abuse).</p> <p>Sex and the media:</p> <p>Understanding the role of sex in the media and its impact.</p> <p>Pornography - the laws, implications, effects.</p> <p>Consent & shared images (Thai laws).</p>	<p>My money:</p> <p>Where money comes from - work/ pocket money</p> <p>Saving & spending</p> <p>Basic banking (using a debit card)</p> <p>Where my money goes (including big/ small businesses, fair trade etc)</p>

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