



RUGBY SCHOOL
THAILAND

Year 7 Curriculum Guide



| | |
|---|-----------|
| Structure of Learning | 4 |
| Form Tutor and Whole-Me Curriculum..... | 4 |
| Subject Specialist Teachers..... | 4 |
| Setting for Targeted Learning..... | 4 |
| English | 5 |
| Overview of the Year..... | 5 |
| Purpose of Study..... | 5 |
| Aims..... | 5 |
| How Parents Can Help..... | 6 |
| Mathematics | 7 |
| Overview of the Year..... | 7 |
| Purpose of Study..... | 8 |
| Aims..... | 8 |
| How Parents Can Help..... | 8 |
| Science | 9 |
| Overview of the Year..... | 9 |
| Purpose of Study..... | 9 |
| Aims..... | 9 |
| How Parents Can Help..... | 10 |
| Whole Me | 11 |
| Overview of the Year..... | 11 |
| Purpose of Study..... | 11 |
| Aims..... | 12 |
| How Parents Can Help..... | 12 |
| Mandarin | 13 |
| Overview of the Year..... | 13 |
| Purpose of Study..... | 15 |
| Aims..... | 15 |
| How Parents Can Help..... | 15 |
| Spanish | 17 |
| Overview of the Year..... | 17 |
| Purpose of Study..... | 17 |
| Aims..... | 17 |
| How Parents Can Help..... | 17 |
| History | 19 |
| Overview of the Year..... | 19 |
| Purpose of Study..... | 19 |
| Geography | 21 |
| Overview of the Year..... | 21 |
| Purpose of Study..... | 21 |
| Music | 23 |
| Overview of the Year..... | 23 |
| Hip Hop & Rap: Unit Summary..... | 23 |
| Early Rock & Pop: Unit Summary..... | 23 |
| Music that Tells Stories: Unit Summary..... | 23 |

| | |
|-----------------------------------|-----------|
| Key Ideas..... | 23 |
| Purpose of Study..... | 24 |
| Aims..... | 24 |
| Curriculum Overview..... | 24 |
| How Parents Can Help..... | 25 |
| Art..... | 26 |
| Overview of the Year..... | 26 |
| Purpose of Study..... | 26 |
| Aims..... | 26 |
| Curriculum Overview..... | 26 |
| How Parents Can Help..... | 27 |
| PE..... | 28 |
| Overview of the Year..... | 28 |
| Purpose of Study..... | 28 |
| Aims..... | 28 |
| How Parents Can Help..... | 28 |
| Thai Programme..... | 29 |
| Overview of the Year..... | 29 |
| Purpose of Study..... | 30 |
| Aims..... | 30 |
| Curriculum Overview..... | 30 |
| How Parents Can Help..... | 31 |
| Computing..... | 32 |
| Overview of the Year..... | 32 |
| Purpose of Study..... | 32 |
| Aims..... | 32 |
| Curriculum Overview..... | 32 |
| How Parents Can Help..... | 33 |
| Design and Technology..... | 34 |
| Overview of the Year..... | 34 |
| Purpose of Study..... | 34 |
| Aims..... | 34 |
| Curriculum Overview..... | 34 |
| How Parents Can Help..... | 35 |
| Drama..... | 36 |
| Overview of the Year..... | 36 |
| Purpose of Study..... | 36 |
| Aims..... | 36 |
| Curriculum Overview..... | 36 |
| How Parents Can Help..... | 37 |

Structure of Learning

From Year 5, the Prep school embraces a distinctive educational approach, mirroring the specialist teacher model prevalent in Senior schools. This structure fosters a depth of knowledge and passion in each subject area, ensuring our students receive targeted, high-quality instruction.

Form Tutor and Whole-Me Curriculum

At the heart of our School's philosophy is the development of the 'Whole Person.' Our Form Tutor delivers a comprehensive 'Whole-Me' curriculum, akin to the British PSHE model. This curriculum promotes personal growth, social responsibility, and emotional well-being, aligning with our commitment to nurturing well-rounded individuals.

Subject Specialist Teachers

Students benefit from instruction by subject specialist teachers. This approach guarantees that an expert in their field teaches every subject, fostering a deep understanding and enthusiasm for learning. Our team of passionate educators ignites curiosity and inspires academic excellence across a wide range of disciplines, including English, maths, science, history, geography, Thai, Spanish, Mandarin, sport, drama, music, DT, art, and computing.

Setting for Targeted Learning

To further enhance the learning experience, we employ settings in English, maths, Thai, and Mandarin. By grouping students according to their abilities, we create smaller class sizes and enable teachers to deliver tailored instruction that meets the specific needs of each student. This approach ensures that every child receives the support and challenge they require to reach their full potential.

Homework



| Year 7 30 Mins. | Year 8 45 Mins. | F Block 60 Mins. | E&D Block 90 Mins. | LXX/XX 3 Hours. |
|--|---|---|---|---|
| <ul style="list-style-type: none">• Complete at School and /or after School• One week to complete | <ul style="list-style-type: none">• Complete at School and /or after School• Range of subjects and timelines | <ul style="list-style-type: none">• Complete in PLS, activities, and after School• Homework timetable• Minimum 2 days to complete | <ul style="list-style-type: none">• Complete in PLS, activities, and after School• Build up to IGCSE• Flexible deadlines depending on subject | <ul style="list-style-type: none">• Daily study periods to support• Complete in activities and after School• Vital for A Level and university |

English

Overview of the Year

| Term One | Term Two | Term Three |
|---|--|--|
| <p>Short Stories The Veldt' and 'There Will Come Soft Rains' (Sci-fi)</p> <p>Analyse: literary essay Structure: Introduction Point, evidence explanation Conclusion Content: Mapping character Contextual linking Exploring theme</p> <p>Discuss: interviews with characters Character motivation Strategic questioning Intonation, pace, volume, timing, power of silence</p> <p>Evaluate: book review Summarise Contextualise Evaluate perceived successes and failures and provide reasoning</p> | <p>Gothic Horror Coraline</p> <p>Writing Description Tension Clues Internal conflict Foreshadowing Doubt High stakes</p> <p>PEE (Point, Evidence, Explanation) Writing to persuade</p> | <p>Media Mixed Media</p> <p>Writing purpose: media Note-taking Retrieval (skim and scan) Vocabulary-building and application</p> <p>Crafting a podcast</p> <p>Analyse: movie Social, cultural, historical context Characters Themes: types of conflict Use of language and structure Animation features: use of colour and sound</p> <p>Revisit this year's writing skills Additional focus: Choose titles Plan Proofreading</p> <p>RST spelling program (‘No-nonsense’ reviewing) Phonemic Awareness</p> |

Purpose of Study

The Year 7 English curriculum introduces students to a range of literary genres and media, fostering critical thinking, creativity, and analytical skills. Through the exploration of short stories, including science fiction and dark humour, and the study of Studio Ghibli's cinematic storytelling, students will gain an appreciation for diverse narrative forms and develop the ability to express their ideas effectively in both written and spoken formats.

Aims

By the end of Year 7, students should:

- Explore and analyse themes of home, conflict, and mixed messages through short stories such as "The Veldt" and "There Will Come Soft Rains" (Sci-fi), and "Lamb to the Slaughter" (Dark Humour).
- Understand and evaluate the narrative structure and literary devices used in short stories, focusing on character mapping, contextual linking, and thematic exploration.
- Develop writing skills for various purposes, including explaining, describing, arguing, and persuading, through activities like literary essays and workshops.

- Engage with media analysis through the lens of Studio Ghibli's "Princess Mononoke," examining characters, themes, language, structure, and the use of colour and sound in animation.
- Strengthen note-taking, vocabulary building, and application skills, along with crafting podcasts and conducting debates.
- Participate in book review presentations, spelling programs (No-nonsense reviewing), and phonemic awareness exercises, building a strong foundation in literacy.

How Parents Can Help

Reading Comprehension and Analysis:

- Encourage regular reading and discussions about the themes of home, conflict, and mixed messages in the short stories studied in class.
- Watch and discuss Studio Ghibli films, focusing on how animation techniques and narrative elements convey themes and emotions.
- Support your child in analysing and contextualising the content, exploring social, cultural, and historical contexts.
- Encourage regular reading for personal enjoyment (including weekends and holidays).

Writing Practice:

- Assist in writing essays and creative pieces, emphasising structure (e.g., Introduction, Point-Evidence-Explanation, Conclusion) and the use of literary devices.
- Encourage regular practice in spelling and phonemic awareness using the resources provided in the spelling program.
- Review and discuss your child's writing, providing feedback on clarity, coherence, and grammatical accuracy.

Oral Presentations and Performances:

- Help your child rehearse reading aloud, focusing on intonation, pace, and expression.
- Provide opportunities for them to present in front of family members, offering constructive feedback to build confidence in public speaking.

By incorporating these activities at home, parents can reinforce classroom learning and support their child's success in Year 7 English.



Mathematics

Overview of the Year

| Term One | Term Two | Term Three |
|---|---|--|
| <p>Sequences Describe and continue sequences; predict next term Sequences in a table and graphically Linear and non-linear sequences Explain the term to term rule; find missing terms</p> <p>Algebraic notation and Substitution Single and 2-step function machines (inc. algebraic) Find functions from expressions; substitution Generate sequences from a rule</p> <p>Expressions and equations Equality and equivalence Related facts Like and unlike terms Collect like terms Solve 1 and 2-step equations</p> <p>Place value, ordering integers and rounding Compare and order integers Round to powers of 10 and to specific decimal places; use =, ≠, <, > Investigate positive and negative powers of 10 Numbers in standard form</p> <p>Four operations Add and subtract integers and decimals Multiply by 10, 100 and 1000 Multiply and divide integers and decimals Order of operations Multiply by 0.1 and 0.01 Divide by decimals</p> <p>Averages and Range Mean, Mode, Median and Range Solve problems with averages and range</p> | <p>Graphing data Pictograms and bar charts Dual and composite bar charts Scatter graphs and Correlation Lines of best fit Time-series graphs and non-linear relationships</p> <p>Fraction, decimal and percentage equivalence Convert fifths and quarters; eighths and thousandths Convert fluently between FDP; pie charts</p> <p>Directed number Compare and order directed numbers Add and subtract directed numbers Multiply and divide directed numbers Order of operations with directed numbers</p> <p>Fractions and percentages of amounts Calculate fractions and percentages of amounts Percentage increases and decreases Solve problems with fractions and percentages</p> <p>Perimeter and area Convert metric units Finding the perimeter of polygons and compound shapes Finding the area of rectangles, parallelograms, triangles and trapeziums Solve problems with perimeter and area Form expressions with perimeter and area</p> | <p>Speed, distance and time Convert units of time and fractions of time Timetables and calendars Calculate speed, distance and time Solve problems with speed, distance and time Interpret and draw distance time graphs</p> <p>Properties of number Multiples, factors, prime numbers Prime factorisation Square, cube and triangular numbers Square and cube root Finding the HCF and LCM Explore higher powers and roots Venn diagrams to find HCF and LCM</p> <p>Add and subtract fractions Simplify fractions Convert between mixed numbers and improper fractions Add and subtract fractions including mixed numbers and improper fractions Use equivalence to add or subtract decimals and fractions Substitution and solving equations with fractions</p> <p>Angles and polygons Draw and measure lines and angles Sum of angles at a point and on a straight line Vertically opposite angles, angles in a triangle Angles in a quadrilateral; complex angle problems Angle sum of polygon; angles in parallel lines Simple proofs</p> |

| | | |
|--|--|--|
| <p>Rounding and estimation Round to 1 or 2 significant figures Estimate answers Solve problems with estimation Understand and use error interval notation</p> | | |
|--|--|--|

Purpose of Study

The Year 7 Maths curriculum introduces students to a broader range of mathematical concepts, including algebra, proportions, and advanced geometry. Pupils will build on their existing knowledge to solve problems involving integers, rational numbers, and geometric reasoning. The curriculum aims to develop analytical skills and a deeper understanding of mathematical principles.

Aims

- Introduce Algebra and Functions: Begin formal study of algebraic expressions, equations, and functions, and develop skills in manipulating and solving algebraic problems.
- Expand Number and Proportional Reasoning: Strengthen understanding of integers, rational numbers, and proportional reasoning, including fractions and percentages in various contexts.
- Explore Advanced Geometry and Statistics: Develop skills in geometric reasoning, including properties of shapes and analyse data using a variety of statistical methods.

How Parents Can Help

- Support Algebra Learning: Assist your child with understanding basic algebra concepts by practising solving simple equations and working with algebraic expressions. Use online resources or algebra apps for additional support.
- Turn Shopping into a Place Value and Rounding Game: When you're at the market, have your child practice rounding prices. For instance, ask, "This bag of rice costs B235. If we round it to the nearest hundred, how much is it?" Then, you can talk about how we use estimation to quickly figure out a total before we get to the checkout.



Science

Overview of the Year

| Term One | Term Two | Term Three |
|---|--|--|
| <p>Cells, Tissue and Organ systems This unit starts by reminding students about the features of organisms, and then looks at organs, tissues and cells. These ideas are then built back up to look at organs once again, in the context of organ systems. Throughout the unit, students are encouraged to compare what we know now about the structure of organisms with what people believed in the past. The theme of Ancient Egypt helps to thread these ideas together.</p> <p>Mixtures and separation This unit revises and builds on work in primary on materials, specifically on mixtures, solutions and separation techniques using the context of providing clean drinking water. This provides opportunities to introduce the methods of working in a science lab, which will differ from the science learning experience that most students will have had previously.</p> | <p>Reproduction in animals This unit explores sexual reproduction in animals, in the context of efforts being made by zoos to prevent endangered species becoming extinct. However, the central focus for learning is the human reproductive system and sexual reproduction in humans.</p> <p>Energy This unit uses a theme park to introduce the idea that stores of energy are needed to make most things happen. It looks at food, energy stores and transfers, and energy resources in terms of non-renewable fuels and renewable resources.</p> | <p>Atoms, elements and molecules This unit uses the context of resources from the Earth and atmosphere to introduce ideas about the make-up of matter. It expands on particle theory and explains the differences between atoms, and molecules, elements and compounds. It looks at the symbols and formulae for elements and compounds. The involvement of chemical reactions in the formation and decomposition of compounds is also covered. It links these with the more abstract ideas of particle models, naming compounds and word equations.</p> <p>Forces This unit revises the concepts of forces and their effects and extends students' knowledge of friction, gravity and springs. These ideas are presented using a theme of outdoor sports, such as climbing and mountain biking, to link to ideas about forces, friction and pressure.</p> |

Purpose of Study

The Year 7 Science curriculum is designed to introduce students to key scientific concepts and processes, fostering an understanding of how science impacts both our environment and the broader world. By exploring topics such as cells, reproduction, and energy, students will build a strong foundation in scientific inquiry, develop practical skills, and learn to apply scientific ideas to real-world scenarios.

Aims

By the end of Year 7, students should:

- **Develop Scientific Understanding:** Gain a solid understanding of key biological, chemical, and physical concepts, such as cells, tissues, organ systems, atoms, elements, and energy.

- Enhance Practical Skills: Build competence in scientific investigation, including observing, measuring, predicting, hypothesising, and experimenting.
- Foster Curiosity and Open-Mindedness: Encourage a scientific approach to problems, fostering curiosity, open-mindedness, and a deep interest in the natural world.
- Promote Environmental Awareness: Instil a concern for the environment, promoting active care and responsibility towards ecological issues.
- Develop Communication Skills: Enable students to effectively communicate scientific ideas, facts, and data using appropriate scientific language and techniques.

How Parents Can Help

- Encourage Exploration: Support your child in exploring the natural world, whether through visits to science museums, nature reserves, or even discussing science-related news and documentaries at home.
- Assist with Experiments: Help your child conduct simple science experiments at home, reinforcing concepts learned in class and building confidence in their practical skills.
- Promote Environmental Stewardship: Discuss environmental issues and encourage participation in activities that promote sustainability, such as recycling, conservation, and energy-saving practices.
- Engage in Scientific Discussions: Foster a habit of questioning and discussing scientific ideas, encouraging your child to think critically about the information they encounter.

By integrating these activities at home, parents can reinforce classroom learning and support their child's success in Year 7 Science.

Prior knowledge is not essential but last year students in Year 6 learned about Healthy living (nutrients, transporting substances around the body, breathing, moving, responding), Acids and alkalis (hazards, indicators, acidity and alkalinity, neutralisation, bases) and Electrical circuits (current, models for circuits, series and parallel circuits, voltage and resistance, using electricity)



Whole Me

Overview of the Year

| Term One | Term Two | Term Three |
|---|--|---|
| <p>Living in the wider world Introduction to Whole Me Class charter Embracing change World First Aid Day: Allergies</p> <p>Relationships About qualities and behaviours relating to different types of healthy and unhealthy relationships</p> <p>How to recognise and challenge media stereotypes: Deciding what to watch</p> <p>How to recognise and challenge media stereotypes</p> <p>About consent, and how to seek and assertively communicate consent</p> <p>Makes a realistic assessment of their abilities and achievements, and prioritises areas for improvement</p> <p>Health and wellbeing How to make healthy lifestyle choices: diet and physical activity</p> <p>How to make healthy lifestyle choices including sleep</p> <p>Anti-Bullying Week Odd Socks Day</p> | <p>Digital health and wellbeing Makes a realistic assessment of their abilities and achievements, and prioritises areas for improvement</p> <p>Identify ways to "unplug" to maintain balance between online and offline activities</p> <p>Understanding how to identify online fraud</p> <p>Benefits and drawbacks of presenting yourself in different ways online</p> <p>Health and wellbeing Puberty and body development (Recap from Y5-6)</p> <p>Conception and childbirth</p> <p>Taking care of our bodies, regular bathing and coping with hygiene needs as a growing teenager</p> | <p>Health and wellbeing Self and body-image Substance Awareness</p> <p>Living in the wider world The dangers of piracy Leadership</p> |

Purpose of Study

The Year 7 'Whole Me' curriculum is designed to help students develop a strong sense of self-awareness, critical thinking, and decision-making skills as they navigate the challenges of adolescence. The program focuses on healthy relationships, body image, consent, online safety, and the importance of making balanced lifestyle choices. Through a combination of discussions, activities, and practical advice, students will learn to assess their abilities, challenge stereotypes, and make informed decisions about their physical and digital wellbeing.

Aims

Students will;

- Make realistic assessments of their abilities and achievements, and learn to set priorities for improvement in different aspects of their lives.
- Develop a balanced approach to online and offline activities. Identify ways to "unplug" and maintain healthy habits in the digital world.
- Understand the benefits and drawbacks of presenting oneself in different ways online, while also learning how to recognise and challenge media stereotypes.
- Learn about healthy and unhealthy relationships, recognising qualities and behaviours that contribute to positive, respectful interactions.
- Understand the concept of consent, including how to seek and assertively communicate consent in various contexts.
- Explore the development of body image during puberty and how to take care of personal hygiene and wellbeing as they grow.
- Be aware of the risks associated with substance use, online fraud, and piracy, and learn strategies to stay safe in these areas.
- Recap on puberty and body development from Years 5-6, further developing an understanding of how their bodies change and grow.
- Learn about conception and childbirth in an age-appropriate way, preparing them for future discussions around reproduction.
- Participate in activities such as World First Aid Day and Anti-Bullying Week to promote leadership, teamwork, and empathy.

How Parents Can Help

- **Encourage Self-Reflection:** Help your child make realistic assessments of their abilities by encouraging them to reflect on their strengths and areas for improvement. Discuss setting achievable goals and celebrating progress.
- **Promote Digital Balance:** Encourage your child to find a balance between online and offline activities. Discuss the importance of "unplugging" and engaging in hobbies or physical activities that don't involve screens.
- **Discuss Healthy Relationships:** Have open conversations about what makes a healthy relationship. Help your child recognise the importance of respect, consent, and kindness in their friendships and interactions.
- **Challenge Media Stereotypes:** Talk with your child about the influence of media stereotypes and how to recognise them. Encourage them to challenge these stereotypes and form their own opinions based on facts and personal values.
- **Support Positive Body Image:** Promote positive body image by discussing the changes that occur during puberty. Reinforce the importance of self-care, including good hygiene, regular bathing, and maintaining a healthy lifestyle.
- **Guide Online Safety:** Teach your child about the risks of online fraud and piracy. Help them understand how to identify scams and stay safe while using the internet.
- **Encourage Leadership and Empathy:** Support your child in developing leadership skills by encouraging participation in group activities or community events like Anti-Bullying Week. Discuss how empathy and teamwork contribute to personal growth.

Mandarin

Overview of the Year

| Term One | Term Two | Term Three |
|--|--|--|
| Mandarin Programme A First | | |
| <p style="text-align: center;">万物有灵·阅读策略</p> <p>核心:借物抒情 + 提高阅读效率 + 民间故事 标志课文: 1.《白鹭》2.《落花生》3.《桂花雨》4.《珍珠鸟》5.《搭石》6.《将相和》7.《什么比猎豹更快》8.《猎人海力布》9.《牛郎织女(一)(二)》</p> <p style="text-align: center;">【阅读策略】</p> <p>1. 提高阅读速度:</p> <ul style="list-style-type: none"> 方法:集中注意力,不回读;连词成句地读;抓住关键词句快速把握意思。 目的:训练阅读的流畅性和整体感知能力,为高年级大量阅读打基础。 <p>2. 把握内容:</p> <ul style="list-style-type: none"> 能用自己的话概括课文的主要内容(谁+干什么+结果怎样)。 能针对课文内容提出疑问,并与同学讨论。 <p style="text-align: center;">【表达方法】</p> <p>1. 借物抒情:</p> <ul style="list-style-type: none"> 识别作者是如何通过对具体事物的描写,来抒发自己的感情(喜爱、赞美、思念等)。 理解“物”与“情”之间的内在联系。 <p>2. 创造性复述:</p> <ul style="list-style-type: none"> 变换口吻(以故事中人物的身份来讲); 添油加醋(合理增加情节、细节、对话); 调整顺序(设置悬念,“卖关子”)。 <p style="text-align: center;">【写作训练】</p> <p>1. 写心爱之物:</p> <ul style="list-style-type: none"> 结构:写清来历→描写外形、特征→通过一两个具体事例写出成为“心爱之物”的原因→表达情感。 要求:内容具体,感情真实。 <p>2. 学习缩写:</p> <ul style="list-style-type: none"> 方法:摘录主要情节,删除次要细节;将人物语言转述为叙述性语言;用简洁的语言连贯故事。 <p style="text-align: center;">【基础积累】</p> | <p style="text-align: center;">家国之殇·经典启蒙</p> <p>核心:家国情怀 + 说明方法 + 古典名著入门 标志课文:10.《太阳》11.《松鼠》12.《慈母情深》13.《父爱之舟》14.《“精彩极了”和“糟糕透了”》15.《古诗词三首》16.《少年中国说》17.《圆明园的毁灭》18.《小岛》下册 1.《古诗三首》2.《祖父的园子》3.《月是故乡明》4.《梅花魂》</p> <p style="text-align: center;">【文体与阅读深化】 1.</p> <p>说明文阅读:</p> <ul style="list-style-type: none"> 掌握基本说明方法及其作用:举例子(具体)、列数字(准确)、作比较(突出)、打比方(生动)。 能抓住中心句,理清文章结构(总分、并列等)。 <p>2. 情感深度体会:</p> <ul style="list-style-type: none"> 学习结合资料(文字、图片、视频)了解写作背景,深刻体会文章情感(家国之痛、思乡之情)。 <p>3. 古典名著入门:</p> <ul style="list-style-type: none"> 掌握阅读方法:跳读(遇到生僻字词不影响理解时跳过)、猜读(联系上下文猜测词意)、借助注释。 <p style="text-align: center;">【写作与表达进阶】</p> <p>1. 介绍一种事物(说明文写作):</p> <ul style="list-style-type: none"> 步骤:选择事物→搜集资料→梳理特点(外形、功能、习性等)→尝试运用多种说明方法→分段叙述,条理清晰。 <p>2. 学写读后感:</p> <ul style="list-style-type: none"> 结构:简述原文内容(略)→抓住感触最深的一点发表看法→联系实际(个人或社会)→总结升华。 <p>3. 描写父母之爱:</p> <ul style="list-style-type: none"> 运用场景描写和细节描写(动作、语言、神态)来表现情感,避免空喊口号。 <p style="text-align: center;">【文化与传统积淀】</p> <ul style="list-style-type: none"> 家国情怀:感受古诗文(《示儿》《题临安邸》)和现代篇章(《少年中国说》)中的爱国精神。 | <p style="text-align: center;">思维之光·责任情怀</p> <p>核心:思维训练 + 人物描写 + 责任担当 标志课文:5.《草船借箭》6.《景阳冈》7.《猴王出世》8.《红楼春趣》9.《人物描写一组》10.《刷子李》11.《田忌赛马》12.《跳水》13.《自相矛盾》14.《牧场之国》15.《金字塔》16.《威尼斯的小艇》17.《杨氏之子》18.《手指》19.《童年的发现》</p> <p style="text-align: center;">【高阶思维训练】</p> <p>1. 分析人物思维:</p> <ul style="list-style-type: none"> 能梳理、还原人物的思维过程,理解其行动背后的逻辑,从而深化对内容的理解。 多角度思考: 对故事内容进行批判性思考和创造性思考,能提出自己的见解,并说明理由。 <p style="text-align: center;">【描写方法综合】</p> <p>1. 人物描写:</p> <ul style="list-style-type: none"> 综合运用动作、语言、神态、外貌、心理活动及侧面描写来表现人物特点。 能识别并分析“典型事例”对塑造人物的关键作用。 <p>2. 静态与动态描写:</p> <ul style="list-style-type: none"> 能辨别景物描写中的静态美和动态美,并体会其不同的表达效果。 <p style="text-align: center;">【实践与实用写作】</p> <p>1. 写研究报告:</p> <ul style="list-style-type: none"> 学习搜集、整理信息的基本方法。 了解研究报告的简单格式:问题的提出→研究方法→资料整理→研究结论。 <p>2. 漫画的启示:</p> <ul style="list-style-type: none"> 观察:看清图意,注意细节和提示语。 思考:由画面内容联想到生 |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> • 成语积累:大量积累来自历史故事(负荆请罪、完璧归赵)和寓言故事的成语。 • 多音字辨析:如“间”(jiàn隔jiān离)、“强”(qiǎng迫qiáng大jiàng倔) | <ul style="list-style-type: none"> • 思乡主题:体会不同作者(季羨林、陈慧瑛)表达思乡之情的不同方式(直接抒情、托物言志)。 | <p>活中的现象或问题。</p> <ul style="list-style-type: none"> • 表达:写清楚漫画内容,再写出自己的思考和建议。 <p>【语言与视野拓展】</p> <ul style="list-style-type: none"> • 感受语言风趣:体会《手指》等课文的幽默语言和拟人化手法。 • 中外风光鉴赏:通过课文了解世界不同国家的风情(威尼斯、荷兰牧场、埃及金字塔),提升文化视野。 |
|---|---|--|

Mandarin Programme A Foreign

| | | |
|--|---|---|
| <p>Greetings & introductions Learn to read number up to ten thousand Learn the alternative word for counting 1 in Chinese Talk about countries and continents Understand the difference between Chinese names and English names Learn to ask questions using question words: 吗, 什么, 哪, 哪儿" Understand the various pronouns Learn the plural 们 Learn 8 basic strokes Learn Declarative sentences: Subject + 是 + Object</p> <p>Culture Mid-Autumn Festival</p> | <p>Family and pets Introducing oneself and family members with more personal information Talk about friends Talk about pets Understand and complete conversations with more question words: 几、有没有、是不是 Learn the measure words: 个、口、岁、只 Understand the difference between 二 and 两 Understand the use of 的 to make sentences Learn the first 7 radicals Learn Declarative sentences: use of 有</p> <p>Culture Lunar New Year</p> | <p>Everyday life Talk about times, days of the week, months, dates Talk about one's daily routine Learn to use 正、在、正在 Learn to use basic time expressions: 的时候、以前、以后、有时候 Learn question words to do with time: 几点、什么时候 Use of declarative sentences: with omission of 是 Learn the sentence order: 1) Subject + Time phrases + Verb + Object 2) Time phrases + Subject + Verb + Object Learn new 7 radicals</p> <p>Culture Dragon Boat Festival</p> |
|--|---|---|

Mandarin Programme B Foreign

| | | |
|--|---|--|
| <p>Greetings & introductions Learn to read number up to ten thousand Learn the alternative word for counting 1 in Chinese Talk about countries and continents Understand the difference between Chinese names and English names Learn to ask questions using question words: 吗, 什么, 哪, 哪儿 Understand the various pronouns</p> | <p>Family and pets Introducing oneself and family members with more personal information Talk about friends Talk about pets Understand and complete conversations with more question words: 几、有没有、是不是 Learn the measure words: 个、口、岁、只</p> | <p>Everyday life Talk about times, days of the week, months, dates Talk about own self daily routine Learn to use 正、在、正在 Learn to use basic time expressions: 的时候、以前、以后、有时候 Learn question words to do with time: 几点、什么时候</p> |
|--|---|--|

| | | |
|--|--|---|
| <p>Learn the plural 们 Learn 8 basic strokes Learn Declarative sentences: Subject + 是 + Object</p> <p>Culture Mid-Autumn</p> | <p>Understand the difference between 二 and 两 Understand the use of 的 to make sentences Learn the first 7 radicals Learn Declarative sentences: use of 有</p> <p>Culture Lunar New Year</p> | <p>Use of declarative sentences :with omission of 是 Learn the sentence order: 1) Subject + Time phrases + Verb + Object 2) Time phrases + Subject + Verb + Object Learn new 7 radicals</p> <p>Culture Dragon Boat Festival</p> |
|--|--|---|

Purpose of Study

The Year 7 Mandarin curriculum aims to develop students' ability to communicate effectively in Mandarin Chinese, focusing on practical language skills and cultural understanding. Students will learn to express themselves about daily routines, personal interests, and cultural practices, while gaining insight into Chinese culture through thematic units and authentic contexts.

Aims

By the end of Year 7, students should:

- Develop Communication Skills: Use Mandarin to discuss everyday topics such as jobs, food, time, and daily routines, with increasing accuracy and confidence.
- Enhance Vocabulary and Grammar: Master key vocabulary and grammatical structures related to time, weather, and daily activities, including question words and sentence construction.
- Build Cultural Awareness: Explore Chinese cultural traditions and festivals, such as the Mid-Autumn Festival, Lunar New Year, and Dragon Boat Festival, to deepen their understanding of Chinese culture.
- Strengthen Reading and Writing Abilities: Improve skills in reading simple texts and writing about personal experiences and daily routines using appropriate vocabulary and grammatical structures.
- Encourage Curiosity and Appreciation: Foster a genuine interest in learning Mandarin and understanding its cultural context, promoting global awareness and appreciation of linguistic diversity.

How Parents Can Help

Support Speaking and Listening Skills:

- Encourage your child to practise speaking Mandarin phrases at home and engage in conversations using the language.
- Ask about their learning progress and encourage them to teach you what they know.
- Promote listening to Mandarin through music, videos, or films to enhance their listening skills and pronunciation.

Assist with Writing and Reading:

- Help your child practice writing Mandarin phrases and sentences, focusing on correct grammar and vocabulary.
- Read and discuss Mandarin texts together, exploring meanings and sentence structures to build reading comprehension.

Promote Cultural Awareness:

- Discuss the significance of learning Mandarin and understanding Chinese culture.
- Explore Chinese cultural practices and festivals with your child, including trying Chinese cuisine and learning about traditional celebrations.
- Use educational apps and resources to make language learning engaging and interactive.

By integrating these activities at home, parents can reinforce classroom learning and support their child's success in Year 7 Mandarin.



Spanish

Overview of the Year

| Term One | Term Two | Term Three |
|--|--|---|
| <p>Viva 1 Module 5 - Where I live</p> <p>Describing my town/village- using some and many</p> <p>Telling the time-using the verb ir (to go)</p> <p>Ordering food in a café-using the verb querer</p> <p>Saying what you are going to do at the weekend - using the near future tense</p> <p>Understanding people describing their town</p> | <p>Where did you go on holiday last summer?</p> <p>Past holidays - using the preterite for ir</p> <p>What you did on holiday - using the preterite of regular -ar verbs</p> <p>Describing the last day on holiday using the preterite for -er and -ir verbs</p> <p>Opinions about my holiday - using the preterite of ser</p> | <p>What do you do with your device?</p> <p>Talking about mobiles phones-revising present tense</p> <p>Saying what music you like- opinions</p> <p>Talking about TV-using comparatives</p> <p>Saying what you did yesterday - using the present and the preterite</p> |

Purpose of Study

The Year 7 Spanish curriculum is designed to build foundational language skills and cultural understanding. Students will develop their ability to communicate in Spanish about everyday topics, such as personal interests, daily routines, and past experiences, while also gaining insights into Spanish-speaking cultures.

Aims

By the end of Year 7, students should:

- **Develop Communication Skills:** Use Spanish to discuss a range of topics including daily routines, hobbies, and holidays, with increasing fluency and accuracy.
- **Enhance Vocabulary and Grammar:** Master essential vocabulary and grammatical structures related to self-introduction, describing places, and talking about past events.
- **Build Cultural Awareness:** Explore Spanish-speaking cultures through themes such as holidays, local customs, and everyday life to gain a broader understanding of the Spanish-speaking world.
- **Improve Reading and Writing Abilities:** Develop skills in reading simple texts and writing about personal experiences and preferences, using appropriate vocabulary and grammatical forms.
- **Encourage Curiosity and Appreciation:** Foster an interest in learning Spanish and appreciating its cultural context, promoting a global perspective and linguistic diversity.

How Parents Can Help

Support Speaking and Listening Skills:

- Encourage your child to practise speaking Spanish phrases at home and engage in conversations using the language. Challenge your child by watching series, films and listening to music in the target language at home.
- Ask about their learning progress and encourage them to teach you what they have learned.

- Promote listening to Spanish through music, videos, or films to enhance listening skills and pronunciation.

Assist with Writing and Reading:

- Help your child practice writing Spanish phrases and sentences, focusing on correct grammar and vocabulary.
- Read and discuss Spanish texts together, exploring meanings and sentence structures to build reading comprehension.

Promote Cultural Awareness:

- Discuss the importance of learning Spanish and understanding Spanish-speaking cultures.
- Explore Spanish-speaking cultures and traditions with your child, including trying Spanish cuisine and learning about festivals and customs.
- Use educational apps and resources to make language learning engaging and interactive.

By incorporating these activities at home, parents can support their child's learning and success in Year 7 Spanish.



History

Overview of the Year

| Term One | Term Two | Term Three |
|---|--|---|
| <p>How did the Silk Road shape the world? Introduction to the Silk Road, creation of the Silk Roads, Trade, religion, Significance of Baghdad, Effect of the Silk Road</p> <p>Why was Mansa Musa so rich? Introduction to the Mali Empire, Mansa Musa, Religion and pilgrimage to Mecca, fall of the Mali empire.</p> | <p>Which women were executed for witchcraft and why? Witch trials in the UK and USA, reason for the witch trials, using sources to uncover the truth about women accused of witchcraft.</p> <p>What can we say about the industrial revolution? Cause of industrialisation, factory conditions, factory reform, the transport revolution, changes to everyday life</p> | <p>What was the age of revolutions? The Enlightenment, The French/Haitian & American Revolutions.</p> <p>Revision and retrieval Exam revision and retrieval of key information.</p> |

Purpose of Study

History curriculum for Years 7 and 8 aims to develop pupils' understanding of society, power, conflict, innovation, social justice, and religion through chronological and thematic study. Pupils are encouraged to think critically about cause and consequence, change and continuity, and significance, using enquiry and evidence to construct informed interpretations. The curriculum fosters curiosity about how past events have shaped societies and the modern world, enabling pupils to make connections across time and place and to appreciate multiple perspectives.

Topic 1: How did the Silk Roads change the world?

- Aims: To develop understanding of trade, society, power, conflict and religion; practice chronology, enquiry and significance.
- Key learning: Pupils explore the creation of Silk Roads, trade routes, and Baghdad as a hub. They consider how religion and culture spread, analysing cause, consequence, and significance in shaping societies.
- How parents can help: Explore maps of trade routes, discuss modern examples of global trade, ask pupils to explain why ideas and goods moved.

Topic 2: Why was Mansa Musa so rich?

- Aims: To understand wealth, power, society and religion; evaluate significance and comparisons.
- Key learning: Pupils study Mansa Musa, the Mali Empire, and journeys such as the pilgrimage to Mecca. They compare Mali with medieval Europe, reflecting on social structures and the impact of wealth.

- How parents can help: Research African history together, discuss how wealth affects societies, compare with local or historical examples.

Topic 3: Which women were executed for witchcraft and why

- Aims: To examine society, power, religion and social justice; practice cause and consequence, change and continuity
- Key learning: Pupils study Salem and European witch trials, exploring definitions, social class, gender and beliefs, reflecting on continuity and modern interpretations.
- How parents can help: Discuss fairness, bias and historical beliefs; watch age-appropriate documentaries or read historical fiction.

Topic 4: Was the Industrial Revolution ‘Liberty’s Dawn’?

- Aims: To explore society, innovation, social justice and trade; practice enquiry, interpretation and analysis.
- Key learning: Pupils consider industrial changes in work, family life, childhood, and reforms. They learn to analyse multiple interpretations and evaluate social impact.
- How parents can help: Discuss local industrial history, compare past and present work, reflect on social changes.

Topic 5: What was the Age of Revolutions?

- Aims: To investigate society, conflict, social justice and power; practice significance and chronology skills.
- Key learning: Pupils study Enlightenment thinkers, and American, French and Haitian Revolutions. They consider causes, consequences and global influence of revolutionary ideas.
- How parents can help: Discuss current events in light of revolutionary ideas; explore biographies of thinkers or activists.



Geography

Overview of the Year

| Term One | Term Two | Term Three |
|--|---|---|
| <p>How do geographers use maps?</p> <p>Types of maps, Symbols and keys, Scale and distance, contours and elevation, reliability of maps, Evolution and future of map technology</p> <p>How do geographers conduct fieldwork?</p> <p>Field work study, mapping the local landscape.</p> | <p>Why do urban settlements grow and change?</p> <p>Location of settlements and the impact of physical features, Settlement patterns, Urbanisation, Land use in urban areas, impact of human activity</p> <p>How do geographers know the climate is changing?</p> <p>The difference between climate and weather, weather patterns, impact of weather on settlement, science of climate, human impact on the climate (change), looking to the future</p> | <p>Are we prisoners of geography?</p> <p>Ability of physical features to restrict/enhance the economy. Introduction to development. Research project and comparison.</p> <p>Revision and retrieval</p> <p>Exam revision and retrieval of key information.</p> |

Purpose of Study

Our Geography curriculum for Years 7 and 8 aims to develop pupils' understanding of place, space, scale, interdependence, physical and human processes, and sustainability. Pupils learn to interpret data, conduct enquiry, and communicate findings, using geographical skills to evaluate the relationship between people, environments, and development. The curriculum encourages pupils to understand global challenges, recognise patterns and trends, and consider human responsibility in shaping the environment, fostering informed, reflective, and responsible global citizens.

How do geographers use maps?

- Aims: To understand place, space, and scale; develop geographical enquiry, data use, interpretation and communication.
- Key learning: Pupils explore the history and evolution of maps, using compass directions, latitude/longitude, scale, and GIS to understand how mapping shapes knowledge and perception of the world.
- How parents can help: Practise map reading, explore online maps, encourage explanation of map features.

How do geographers conduct fieldwork?

- Aims: To study human processes and place; use data and evidence to evaluate land use.
- Key learning: Pupils develop enquiry skills through fieldwork, collecting and presenting data to understand how people use land and how patterns emerge.
- How parents can help: Support simple fieldwork locally, discuss observations, explore why land is used differently.

Why do urban settlements grow and change?

- Aims: To investigate human processes, place, and interdependence; evaluate the impact of physical features.
- Key learning: Pupils examine settlement patterns, urbanisation and the role of physical geography, understanding how humans adapt to and shape their environment.
- How parents can help: Discuss their town or city's layout; compare with rural settlements; explore reasons for growth and change.

How do geographers know the climate is changing?

- Aims: To understand physical processes, sustainability and place; practice data interpretation and analysis.
- Key learning: Pupils distinguish weather from climate, study patterns and impacts on human activity, and begin to evaluate evidence for climate change.
- How parents can help: Observe and record local weather; discuss seasonal changes; reflect on human influence on climate.

Are we prisoners of geography?

- Aims: To study interdependence, physical and human processes; develop enquiry, explanation and evaluation.
- Key learning: Pupils evaluate how physical geography can limit or enable economic and social development, linking human and environmental factors to global outcomes.
- How parents can help: Discuss how geography affects communities; explore different countries and how people adapt to landscapes.



Music

Overview of the Year

| Term One | Term Two | Term Three |
|---|--|--|
| <p style="text-align: center;">Hip Hop & Rap: Unit Summary</p> <p>This unit explores rap music and its connection to the broader Hip Hop culture. Students will continue to develop their rhythmic skills while learning to create and perform their own rap songs.</p> <p style="text-align: center;">Key Ideas:</p> <p>Rhythm & Scansion: Building on previous units, students will work with advanced rhythmic patterns like semiquavers and triplets. They will also explore scansion, which is how lyrics are made to fit a specific rhythm.</p> <p>Musical Structure & Concepts: Students will analyze age-appropriate rap music to understand its structure, including the role of bass lines, chords, and the verse/chorus format.</p> <p>Composition: Students will compose their own music with a bass line, chords, and lyrics they have written.</p> <p>Performance: The unit will culminate in students performing their original rap pieces as soloists and class ensemble, reinforcing confidence and collaboration.</p> <p>Aural Skills & Theory: Students will continue to develop aural skills through rhythmic and melodic exercises and, for those ready, introduce concepts from Grade 2 ABRSM music theory.</p> | <p style="text-align: center;">Early Rock & Pop: Unit Summary</p> <p>This unit explores the musical revolution of early Rock & Pop music, focusing on its defining characteristics and the instruments that shaped the sound.</p> <p style="text-align: center;">Key Ideas:</p> <p>Electronic Instruments: We will study the development and impact of electronic instruments like the electric guitar, bass, and microphones.</p> <p>Song Structure: Students will analyze how early rock and pop songs are structured, paying close attention to how melodies and harmonies work together.</p> <p>Bands & Sections: We'll explore the roles of different sections within a band (e.g., rhythm section, melodic instruments) and how they collaborate.</p> <p>Harmony: A key focus of this unit is on harmony. Students will learn about primary triads in both major and minor keys and develop the ability to create harmonies for a given melody.</p> <p>Musical Analysis: Students will analyze various pieces of music to identify their harmonic structure, harmonic rhythm, and tonality (major or minor).</p> <p>Melody & Composition: Students will work on creating their own melodies that are</p> | <p style="text-align: center;">Music that Tells Stories: Unit Summary</p> <p>This unit explores programmatic music, where a musical piece is created to tell a story or describe a non-musical idea. Students will learn how composers use sounds to paint vivid pictures and express emotions.</p> <p style="text-align: center;">Key Ideas</p> <p>Reliance on a Narrative: Students will explore how a musical piece's structure is guided by a story or theme. We'll look at how composers use musical elements like melody, harmony, and rhythm to represent characters, events, or moods.</p> <p>Descriptive Music: We'll analyze pieces with descriptive titles or written "programs" to understand how the composer intended to guide the listener's understanding.</p> <p>Emotional Expression: The unit will highlight how program music, especially from the Romantic era, is a powerful tool for conveying intense emotions and personal stories.</p> <p>Composition & Manipulation: Students will create their own short pieces of music for given stimuli, using sound to represent specific scenes or feelings. They will learn to manipulate sound to create different effects.</p> <p>Listening & Score Reading: Students will listen to a wide</p> |

| | | |
|---|--|--|
| <p>NOTE: students currently completing ABRSM music theory either as an activity at RST or outside RST will be supported to continue working at their current level.</p> | <p>consonant (harmonically pleasing) with a given set of chords.</p> <p>Cultural Context: We'll also briefly look at the cultural context of this time, including the rise of youth culture and the influence of music on fashion and society.</p> <p>Aural Skills & Theory: Students will continue to develop aural skills through rhythmic and melodic exercises and, for those students who have completed grade 1 theory, introduce concepts from Grade 2 ABRSM music theory.</p> <p>NOTE: students currently completing ABRSM music theory either as an activity at RST or outside RST will be supported to continue working at their current level.</p> | <p>range of programmatic music, including classics like Mussorgsky's "Pictures at an Exhibition" and Rimsky-Korsakov's "Scheherazade," to analyze how the story unfolds through the music. They will also begin to develop reading and orientation skills within an orchestral score.</p> <p>Aural Skills & Theory: Students will continue to develop aural skills through rhythmic and melodic exercises and, for those students who have completed grade 1 theory, introduce or continue learning concepts from Grade 2 ABRSM music theory.</p> <p>NOTE: students currently completing ABRSM music theory either as an activity at RST or outside RST will be supported to continue working at their current level.</p> |
|---|--|--|

Purpose of Study

Music at RST is a universal language that embodies high creativity. The aim of a high-quality music education is to engage and inspire pupils to develop a love for music, enhancing their self-confidence, creativity, and sense of achievement. As students progress, they will develop a critical engagement with music, learning to compose and listen discerningly to significant works in the musical canon.

Aims

By the end of Year 7, students should:

- Perform, Listen, Review, and Evaluate: Engage with music across various historical periods, genres, styles, and traditions, including works by great composers and musicians.
- Create and Compose: Sing and use their voices effectively, compose music independently and collaboratively, and have the opportunity to learn musical instruments.
- Understand Music Creation: Explore how music is created, produced, and communicated, focusing on the dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure, and notation.

Curriculum Overview

Singing

- Develop analytical skills related to duration and pitch.
- Explore music with compound metres in major and minor tonalities.
- Practice 3 and 4-part rounds and simple harmonies, focusing on bass lines.

Listening

- Develop listening skills through various activities, including movement and score analysis.
- Recognize and notate music heard, applying listening skills consistently.

Composing

- Improvise using the major pentatonic scale.
- Create binary or ternary compositions and write antecedent and consequent phrases.
- Compose chord sequences and rhythmic bass lines, using untuned percussion instruments.

Performing

- Perform compositions individually, in ensembles, and as small groups using classroom instruments.

Notation

- Sight-sing melodies using solfa, read, write, and play music in various notations.
- Understand and apply compound rhythms and three-part scores.

How Parents Can Help

Engage with School Music:

- Enrol your child in school choirs or the Instrumental Opportunities Programme for private lessons (additional costs may apply).

Active Participation:

- Ask your child to sing or play songs they are learning at school.

Explore Live Music:

- Attend live music events and discuss the experiences with your child.

Encourage Curiosity:

- Ask questions about the music they are learning and explore their thoughts and preferences.

Diverse Listening:

- Expose your child to a wide range of music styles and cultures. Consider a weekly challenge to explore music from different countries.

By supporting these activities, you can help foster your child's musical development and appreciation.

Art

Overview of the Year

| Term One | Term Two | Term Three |
|---|--|--|
| Theme: Under the Microscope Textiles, Batik Artists: Klari Reis, Erin McIntosh | Theme: Frozen Feelings 3D, Clay Artists: Zhanna Martin, Johnson Tsang | Theme: Collections Still Life, Drawing, skill-building Artists: Lisa Milroy, Cornelia Parker, and John Lee Philips. |

Purpose of Study

Art education at RST aims to foster self-reflection, resilience, and a deeper understanding of human experience through artistic expression. By appreciating art as a reflection of identity and culture, students will enhance their empathy and cultural awareness. Art education also develops collaboration and communication skills, crucial for success in a globalised world. Through group projects, critiques, exhibitions, and gallery visits, students will learn to give and receive constructive feedback, working effectively with others.

As students progress, they are introduced to the structure and expectations of IGCSE Art, including exposure to past exam themes. These open-ended themes such as “Under the Microscope,” “Frozen Feelings,” or “Collections” -encourage students to think more conceptually and personally about their work. By exploring these themes in Year 7, students begin to develop the ability to interpret ideas independently, make meaningful connections to contemporary artists, and express their own viewpoints visually. This approach lays the foundation for more sustained, investigative, and reflective work in future years, nurturing students to think like artists, not just technically, but intellectually and creatively.

Aims

Art education at RST is designed to:

- Nurture Creativity and Critical Thinking: Foster creativity and critical thinking, empowering students to become lifelong learners and engaged citizens.
- Promote Emotional and Cognitive Development: Support holistic development, including emotional intelligence and self-expression through art.
- Encourage Collaboration and Communication: Develop skills in collaboration, communication, and constructive feedback, essential for working effectively in a team.

Curriculum Overview

Theme: Under the Microscope

- Growth: Explore natural growth patterns through the lens of artists like Karl Blossfeldt, Angela Faustine, and Georgia O'Keeffe.

Theme: Frozen Feelings

- Cityscapes & Biomimicry: Investigate urban landscapes and biomimicry, drawing inspiration from Stephen Wiltshire, Gaudí, and Neri Oxman.

Theme: Collections

- Still Life: Create still life compositions, studying the work of Lisa Milroy, Cornelia Parker, and John Lee Philips.

How Parents Can Help

Encourage Artistic Exploration:

- Celebrate and support your child's interest in art, motivating them to explore their creativity and imagination.

Provide Resources:

- Supply a sketchbook to facilitate exploration, experimentation, and self-expression.

Foster Development:

- Engage with your child's artistic projects and discussions, reinforcing their cognitive and emotional growth through art.



PE

Overview of the Year

| Season 1 | Season 2 | Season 3 | Season 4 |
|---|--|--|--|
| <p>Assessment Focus: I am a Thinker I am Engaged I am a Communicator</p> <p>FMS Focus: Ball Skills Reaction Dynamic Balance Counter Balance</p> <p>Lessons: Basketball Volleyball Dance & Muay Thai</p> | <p>Assessment Focus: I am a Problem Solver I am Physically Fit I am Resilient</p> <p>FMS Focus: Stance Footwork Seated Balance Floorwork</p> <p>Lessons: Football Athletics Striking Games</p> | <p>Assessment Focus: I am a Leader I am a Skilled Performer I am a Collaborator</p> <p>FMS Focus: Sending & Receiving Ball Chasing</p> <p>Lessons: Swimming Sport Education Invasion Games</p> | <p>Assessment Focus: I am a Leader I am a Skilled Performer I am a Collaborator</p> <p>FMS Focus: Jumping & Landing One Leg Balance</p> <p>Lessons: 3 v 3 Basketball Futsal Racket Games OAA</p> |
| All students in the Prep School receive 3 double PE lessons per week | | | |
| In Season Sports | In Season Sports | In Season Sports | In Season Sports |
| <p>Basketball Tennis Cross Country</p> | <p>Volleyball</p> | <p>Football Athletics Tennis Netball</p> | <p>Rugby Touch Badminton</p> |
| House Competitions: Cross Country, Sports Day, Swim Gala, Football, Basketball | | | |

Purpose of Study

In PE, our aim is not only to help children enjoy being active but also to prepare them for life. Using our Hands, Head and Heart model, we support pupils to grow their confidence, teamwork, resilience and problem-solving skills, while encouraging them to stay healthy and engaged.

Aims

- Physical education develops thinking skills, physical literacy, and social awareness.
- Our curriculum inspires problem solvers, decision-makers, and adaptable leaders.
- Through inclusive activities, students enjoy meaningful movement, self-expression, collaboration, and empathy.
- They leave school not just able to participate, but motivated to stay active for life.

How Parents Can Help

- Ensure students are prepared with the correct kit.
- Encourage physical activity outside of school.
- Sign up for extra sporting activities.
- Reinforce the importance of staying active and living a healthy life

Thai Programme

Overview of the Year

| Term One | Term Two | Term Three |
|---|--|--|
| <p>Children Novel: ช้างบิน This term, we will study the youth literature Chang Bin, focusing on comprehension, plot, theme, characters, and moral. Writing sessions will emphasise descriptive writing with sensory details.</p> <p>Analyse Character Setting Plot Theme Descriptive language Reflection</p> <p>Creative writing focus A descriptive paragraph Descriptive and narrative writing</p> <p>Literacy focus Classifier (คำลักษณนาม) Descriptive words (คำวิเศษณ์) Sentence structure (complex sentence)</p> <p>Thai culture and events Wai Kru Loy Krathong</p> | <p>Non-fiction: จากผาแต้มสู่อียิปต์ This term, Year 7 will study the non-fiction text Jak Pha Taem Suu Egypt, exploring Ubon Ratchathani's historical sites and Northeastern geography. Writing will focus on travelogues, alongside learning Thai dialects and loanwords.</p> <p>Cross-curricular: geography/history Historical places in northeast Thailand Historical places around the world The connection and similarity between historical places in Thailand and other countries</p> <p>Identity Thai language Name of places Descriptive words</p> <p>Analyse Knowledge from reading Fact and opinion</p> <p>Creative writing focus A travelogue article A persuasive essay</p> <p>Literacy focus Foreign language (คำยืมภาษาต่างประเทศ) How to write foreign language in Thai (การเขียนคำภาษาต่างประเทศเป็นภาษาไทย) Thai dialect (ภาษาถิ่น)</p> <p>Thai culture and Event Songkran</p> <p>Thai historical knowledge: Sukhothai Period Thai alphabet creation</p> | <p>Literature: รามเกียรติ์ ตอน ศักดิ์ไมยราพ This term, we will study the poetic literature Ramayana, analysing characters and their actions. Writing will focus on expressive techniques to convey emotions, along with learning synonyms and silent consonants.</p> <p>Morals of the story Characters (good/bad) Consequences Verse and its form The best of Thai verse story</p> <p>Learn about Thailand's history Setting in the story reflects Thai society and way of life Thai literary world (3 โลก สวรรค์ มนุษย์ บาดาล) Influence of Ramakien to Thai society</p> <p>Creative writing focus: A reflection</p> <p>Literacy focus: Thai idioms and proverbs (สุภาษิต/สำนวนไทย) Thai verse for performance (กลอนบทละคร) Royal language Silent words (คำการันต์)</p> <p>Thai historical knowledge: Back to Rattanakosin period The greatest king: King Rama I</p> |
| Thai for Non-Thais | | |

| | | |
|--|---|--|
| <p>Thai Culture and Event Wai Kru Loy Krathong</p> <p>At the market Vegetables and fruits Meats and ingredients Useful verbs for the topic</p> <p>Do you want some cucumbers?</p> | <p>Thai culture and Event Geography of Thailand Thai craft/Thai cuisine Songkran</p> <p>Shopping Money Bargain Classifiers</p> <p>Question: May I..., please?</p> <p>May I have 2 kilos of pork, please?</p> | <p>Thai Culture and Event Famous Thai product Thai games / Thai dance</p> <p>At the zoo Wild animals Preposition: near, far, near, before, etc. Time (in the morning, before lunch, today, tomorrow, next week etc.) Make an appointment Question: when</p> <p>I will go to the zoo tomorrow morning.</p> |
|--|---|--|

Purpose of Study

A high-quality Thai education will enable students to communicate fluently in both speaking and writing. Through reading and listening, students will develop their ability to convey ideas and emotions while gaining cultural, emotional, intellectual, social, and spiritual insights. Literature plays a crucial role in this development, helping students acquire knowledge and build upon what they already know.

Aims

- Read and Analyze Complex Texts: Engage with literature and articles to enhance comprehension and critical thinking.
- Emphasise Writing Skills: Focus on essay writing, article composition, and critiques to showcase creative and analytical thinking.
- Develop Creative and Analytical Writing: Practise writing descriptive, analytical, and opinion pieces to articulate and support viewpoints.

Curriculum Overview

Children's Novel: ช้างบิน (Chang Bin):

- Focus: Reading comprehension, plot, theme, character analysis, and moral lessons.
- Writing: Descriptive writing incorporating sensory details.

Non-Fiction: จากผาแต้มสู่อียิปต์ (Jak Pha Taem Suu Egypt):

- Focus: Geography of Thailand, specifically the Northeastern region, and travelogue writing.
- Writing: Create travelogue articles and explore Thai dialects and loan words.

Literature: รามเกียรติ์ ตอนศึกไมยราพ (Ramayana - The Battle with Maiyarap):

- Focus: Analysis of characters, their traits, actions, and emotions.
- Writing: Expressive writing to convey characters' emotions and study synonyms and silent consonants.

Cross-Curricular Connections:

Geography/History:

- Study historical places in Thailand and worldwide, comparing and connecting them.
- Explore Thai identity and descriptive words.

Literary Analysis:

- Analyse character development, setting, plot, theme, conflict, and descriptive language.

- Reflect on morals from stories, the influence of literature on Thai society, and historical context.

Creative Writing Focus:

- Descriptive Paragraphs: Write detailed descriptions and narratives.
- Travelogue Articles: Compose articles sharing stories and useful information about places studied.
- Reflections: Write reflective pieces on literary and historical studies.

Thai Literacy Focus:

- Classifier Words (คำลักษณนาม)
- Descriptive Words (คำวิเศษณ์)
- Sentence Structure (Complex Sentences)
- Foreign Language: Understand and write foreign language words in Thai (คำยืมภาษาต่างประเทศ).
- Thai Idioms and Proverbs: Study Thai idioms (สุภาษิต/สำนวนไทย), royal language, and silent words (คำกาวินต์).

Thai Culture and Events:

- Wai Kru
- Loy Krathong
- Songkran

Thai Historical Knowledge:

- Rattanakosin Period: Learn about King Rama I.
- Sukhothai Period: Study Thai alphabet creation and historical context.

Expat Programme:

- Thai Culture: Learn about cultural ceremonies, festivals, and essential vocabulary for daily interactions.
- Shopping and Dining: Practise useful verbs and phrases for shopping and dining.
- Thai Games and Dance: Explore traditional Thai games and dance, and practise relevant vocabulary.

How Parents Can Help

Reading:

- Provide a variety of reading materials, including complex texts.
- Discuss readings to deepen understanding and develop analytical skills.

Spoken Language:

- Engage in discussions on complex topics and current events.
- Encourage formal presentations and debates.

Writing Practice:

- Support regular writing activities like journaling and essay writing.
- Review and discuss writing to enhance argumentative and analytical skills.

Computing

Overview of the Year

| Term One | Term Two | Term Three |
|--|---|--|
| <p>We are app planners Planning the creation of a mobile app</p> <p>We are project managers Developing project management skills</p> | <p>We are market researchers Researching the app market</p> <p>We are interface designers Designing an interface for an app</p> | <p>We are app developers Developing a simple mobile app</p> <p>We are marketers Creating video and web copy for a mobile app</p> |

Purpose of Study

The Computing curriculum at RST is designed to equip students with essential skills for the digital world. It focuses on understanding and applying computing principles, including programming, project management, and digital literacy. By engaging in practical and theoretical activities, students will develop problem-solving skills, creativity, and the ability to use technology effectively and responsibly.

Aims

- **Develop Technical Skills:** Gain hands-on experience in creating and managing digital projects.
- **Understand Digital Design:** Learn about user interface design and market research to create user-friendly applications.
- **Enhance Project Management:** Cultivate skills in managing projects, including planning, development, and marketing.

Curriculum Overview

We Are App Planners:

- **Focus:** Planning the creation of a mobile app, including identifying user needs and defining app features.
- **Skills:** Project planning, requirement analysis, and documentation.

We Are Project Managers:

- **Focus:** Developing project management skills, including time management, task delegation, and progress tracking.
- **Skills:** Project organisation, teamwork, and communication.

We Are Market Researchers:

- **Focus:** Researching the app market to understand trends, user preferences, and competition.
- **Skills:** Market analysis, data collection, and interpretation.

We Are Interface Designers:

- **Focus:** Designing an interface for an app, focusing on user experience (UX) and user interface (UI) principles.
- **Skills:** Interface design, prototyping, and user testing.

We Are App Developers:

- Focus: Developing a simple mobile app, including coding and testing.
- Skills: Programming, debugging, and software development.

We Are Marketers:

- Focus: Creating video and web copy for marketing a mobile app, including promotional strategies and content creation.
- Skills: Marketing techniques, content writing, and digital media production.

How Parents Can Help

Encourage Exploration:

- Support students in exploring various tech tools and apps.

Discuss Technology Trends:

- Engage in conversations about current technology trends and innovations.

Promote Project-Based Learning:

- Encourage involvement in tech-related projects or clubs outside school.

Support Learning:

- Provide access to resources like coding tutorials and project management tools.



Design and Technology

Overview of the Year

| Term One | Term Two | Term Three |
|--|---|---|
| Health and safety form. Set up a digital portfolio. Meowbit gaming device design and manufacture. (In collaboration with computing) Design context. Analysis of existing products, Inspiration boards, sketching skills and techniques including digital designing, design development, modelling / testing, presentation of a final design. | Meowbit gaming device CAD / CAM (3D printing) | Completion of Meowbit device Workshop manufacture skills Post processing a 3D printed model followed by testing and Evaluation. Product marketing. |

Purpose of Study

Design and Technology at RST is an inspiring, rigorous, and practical subject that encourages creativity and innovation. Students design and make products to solve real-world problems, integrating knowledge from various disciplines such as mathematics, science, engineering, computing, and art. The curriculum aims to develop resourceful and capable individuals who understand the impact of design and technology on daily life and the world at large.

Aims

- Develop Creative Expertise: Equip students with the creative, technical, and practical skills needed for everyday tasks and to thrive in a technological world.
- Design and Make Prototypes: Build and apply knowledge and skills to create high-quality prototypes and products for diverse users.
- Evaluate and Critique: Critique, evaluate, and test their own ideas and products, and those of others.

Curriculum Overview

Health and Safety and Digital Portfolio:

- Focus: Introduction to health and safety in the workshop, setting up a digital portfolio for documenting and reflecting on work.
- Skills: Safety protocols, portfolio management.

Meowbit Gaming Device Design and Manufacture:

- Focus: Designing and manufacturing a Meowbit gaming device, including design context, product analysis, inspiration boards, sketching, digital design, and prototype development.
- Skills: Design analysis, sketching, CAD/CAM techniques, testing and presenting designs.

Meowbit Gaming Device CAD/CAM:

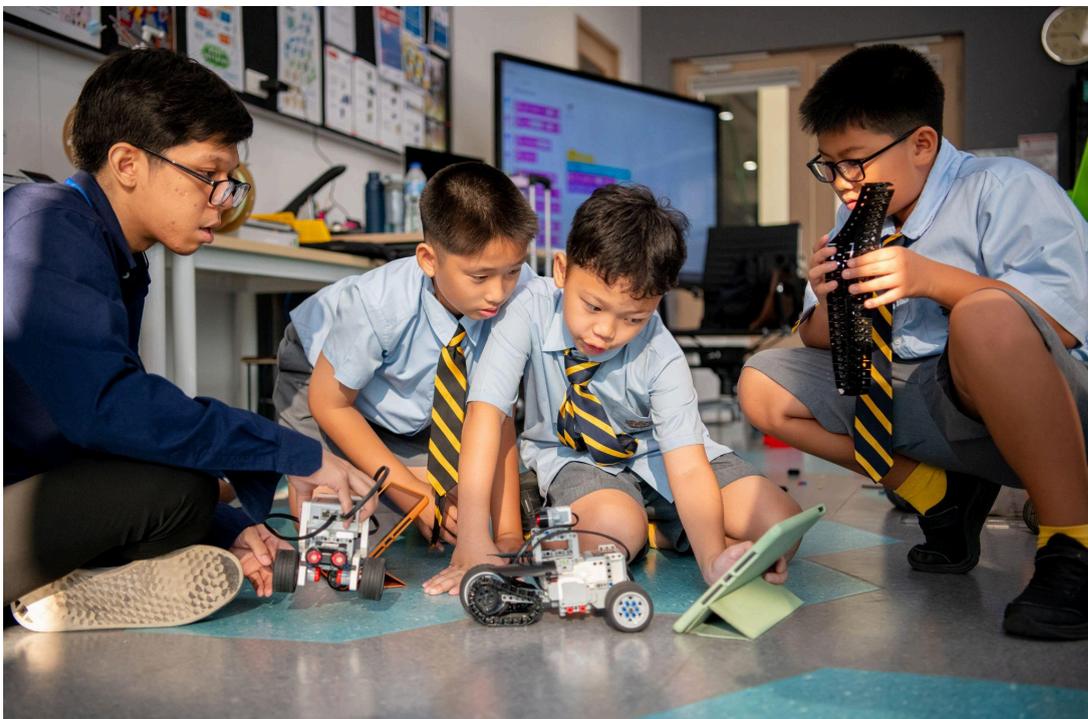
- Focus: Using CAD/CAM technologies for the Meowbit device, focusing on digital design and manufacturing processes.
- Skills: CAD/CAM skills, digital prototyping.

Completion and Evaluation:

- Focus: Finalising the Meowbit device with manufacturing skills, post-processing 3D printed models, and marketing the product.
- Skills: Manufacture techniques, post-processing, testing, evaluation, and marketing strategies.

How Parents Can Help

- Support Digital Portfolio: Encourage children to regularly update and take an interest in their digital portfolio, reflecting on their work from class.
- Practice Skills: Encourage practice of skills learned in class, such as sketching and using CAD apps like Onshape. Resources for support can be found on the D&T website.
- Explore Design & Technology: Promote a broader interest in design and technology by visiting architectural sites, exploring designers and design history, and understanding technological developments.
- Encourage Extra Projects: Support children in presenting extra projects, research, and work outside class on their digital portfolio.
- Read Design Materials: Encourage reading of design magazines and websites, and participation in relevant design competitions.
- Photograph Interests: Suggest photographing details in the world around them and adding these to their digital portfolio to record their interests.



Drama

Overview of the Year

| Term One | Term Two | Term Three |
|--|---|---|
| <p>Clowning around the World and Commedia Dell'arte</p> <p>Creating physical comedy Spontaneous/ prepared improvisation Understanding characters Using a lazzi Developing improvisation skills, exploring drama history and style, and understanding the use of masks and physical comedy</p> | <p>Devising</p> <p>What is a stimulus? Understanding theme Developing character Global citizenship Creating performance Engage in creative expression and storytelling through group devised performances, focusing on articulation, characterisation, and ensemble movement</p> | <p>Ernie's incredible Illucinations</p> <p>Using the script as a stimulus. Directorial skills Exploring characters, stage directions, relationships and language to perform a scene from the text. Style, form and structure the play Devise a scene</p> |

Purpose of Study

The Year 7 Drama curriculum aims to deepen students' engagement with drama as an art form and a means of communication. This course challenges and inspires students to explore various theatrical styles, genres, and techniques, fostering their creativity, critical thinking, collaboration, and cultural awareness.

Aims

By the end of Year 7, students should be able to:

- **Create and Portray Characters:** Develop and portray complex characters from different historical periods, cultural backgrounds, and social contexts, showing empathy and critical analysis.
- **Devise and Script Original Drama:** Create original drama that explores challenging themes and diverse perspectives, demonstrating understanding of dramatic structure and form.
- **Experiment with Dramatic Styles:** Work with various styles and genres including classical and contemporary theatre, physical theatre, improvisation, and devised work.
- **Refine and Polish Productions:** Engage in rigorous rehearsal processes, incorporating feedback to enhance the production.
- **Perform with Confidence:** Use vocal and physical techniques to communicate meaning and engage audiences effectively.
- **Analyse and Evaluate Drama:** Understand and evaluate drama from multiple perspectives, including those of the playwright, director, actors, and audience.
- **Apply Historical and Cultural Contexts:** Research and incorporate historical, social, and cultural contexts into their work.
- **Collaborate Effectively:** Work in groups, demonstrating leadership, teamwork, and conflict resolution skills.
- **Use Dramatic Vocabulary:** Understand and apply a sophisticated vocabulary of dramatic terms.

Curriculum Overview

Clowning Around the World and Commedia Dell'arte:

- Understanding Clowning and Commedia History & Characters: Explore the global history of clowns and be introduced to Commedia dell'Arte's historical overview, its influence on modern theatre, and the shapes and status dynamics of its stock characters such as Magnifico, Pantalone, and Arlecchino.
- Developing Physical and Exaggerated Communication: Emphasis is placed on physical warm-ups, finding one's clown through exercises like "Imitate & Exaggerate" and "The 'Don't Do Nothing' Chair". Students will explore extreme emotions, use Dolphin Training for audience connection, and practice mime skills and nonsense language ("Grammelot") for non-verbal storytelling.
- Devising and Performing Comedic Scenes: Devise short Commedia scenes incorporating character, emotion, and nonsense language. Explore master-servant dynamics, comedic tricks, and slapstick comedy. Create silent comedic scenes inspired by Charlie Chaplin and showcasing work focusing on clear physical and facial storytelling.

Devising:

- Exploring Identity through Stereotypes and Assumptions: Discuss stereotypes from fairy tales and explore stock characters by creating stances. Examine how others' assumptions impact identity through performing scenarios where things have been mistakenly assumed about them, incorporating gestures and movements.
- Personal Identity and Physical Storytelling: Create an "identitree" to reflect on inherited traits (roots) and aspirations (branches). Develop and perform fragments of "Honest Poem" using gestures and movements, and engage in abstract physical work to represent "Life's Journey" through major events and struggles.
- Group Identity and Collaborative Performance: Explore individual identity within a group using "I am...I can..." prompts with gestures. Identify shared commonalities ("We are...We can...") to create synchronized gestural sentences. Create and showcase original devised performances about 'identity', drawing on explorations.

Ernie's Incredible Illusions:

- Script Analysis and Character Exploration: Introduction to scripted work reading 'Ernie's Incredible Illusions', exploring its characters, setting, and plot. Use Still Image and Thought Tracking to delve into character thoughts and emotions, and employ Hot Seating to explore characters' motivations from multiple perspectives.
- Physicality, Vocal Expression, and Stagecraft: Experiment with movement and vocal work, including creating chants using rhyming couplets and choreographing associated actions. Introduction to basic stage fighting techniques, with an emphasis on safety and realism, through demonstrations and practice routines.
- Devising and Performance Refinement: Participate in whole-class role-play and group work to devise original scenes based on the script. Devising a "missing scene" that aligns with the style and structure of Ayckbourn's original play. Scripting, rehearsing, refining, and performing scenes, incorporating self-evaluation and peer feedback

How Parents Can Help

- Encourage Participation: Support your child's involvement in drama activities both at school and in the community.
- Expose to Theatre: Take your child to see diverse theatre performances (in person or online) and discuss them.
- Discuss Drama: Engage in conversations about drama, themes, characters, and artistic choices, encouraging reflection on personal experiences.
- Explore Dramatic Styles: Provide access to books, films, and online resources on different dramatic styles, cultures, and historical periods.

THE
WHOLE
PERSON

THE
WHOLE
POINT

www.rugbyschool.ac.th