



BRIGHTON COLLEGE  
(SINGAPORE)

## KEY STAGE 3

SUBJECT INFORMATION FOR PARENTS AND PUPILS 2024-2025







## Introduction from the Head of College



Welcome to our curriculum guide for Key Stage 3.

Years 7, 8 and 9, which together are known as 'Key Stage 3' are highly important years in a pupil's academic development. In many ways, Key Stage 3 is about 'learning how to learn', whereby the foundations are built for future academic success at IGCSE and then A-level.

However, we believe that the three years of Key Stage 3 are not solely about preparing a pupil for their future exams. In addition, during this time, we want our pupils to be inspired by the new subjects they study, by the new ideas they encounter and by the new ways of learning they undertake.

We have therefore built a curriculum based upon the British system, which not only provides a wide range of different subjects but also provides plentiful opportunities to develop our pupils' curiosity for the world in which they live, as well as helping build their confidence for when they begin their public examination IGCSE courses, in Year 10.

We believe that our Key Stage 3 curriculum, delivered by our superb and committed specialist teachers, will help our pupils develop a life-long love of learning which is one of our core purposes at Brighton College (Singapore). Please read on therefore, to find out more about what our pupils will be covering in each of their subjects during the years ahead.

[Nick Davies](#)  
Head of College





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## The Brighton College (Singapore) Curriculum: Years 7, 8 and 9 Subjects 2024 - 2025

All pupils will study:

- Mathematics
- English
- Computing
- Separate Sciences - Biology, Chemistry and Physics
- Humanities (In Year 7 and 8, History and Geography are studied together in a topic known as 'The Story of Our Land')
- Modern Languages (Mandarin Chinese, French and Spanish)
- Music
- Art
- Design Technology
- Drama
- In addition to Physical Education, pupils will also rotate through swimming and dance classes over the course of the year
- Pupils will also undertake lessons relating to their Personal, Social, Health and Moral Education (PSHME)
- Co-Curricular Activities



# Art (Years 7 - 9)



## Introduction

Art throughout Key Stage 3 at Brighton College (Singapore) will give pupils a grounding in the essential skills crucial to Art and Design, allowing individuals the opportunity to build and forge links within the arts and understand how art connects across all subjects.

This is a broad course exploring practical, new media technologies and critical/contextual work through a range of two-dimensional and/or three-dimensional processes. Pupils are required to develop knowledge, understanding and skills through integrated practical, critical, and theoretical study that encourages direct engagement with original works. Pupils may work with both traditional and new media.

## Aims

- To become adept at drawing, painting, sculpture, printing and a range of other techniques, both familiar from Key Stage 2 and new to Key Stage 3.
- To plan, create, develop and improve both their own work, and pieces of art completed in collaboration with others.
- To evaluate artwork and communicate ideas in a way which demonstrates critical thinking and personal reflection.
- To research great artists and designers from different eras, both locally and internationally renowned, and understand the development of their craft.
- To understand how art and design reflect and shape our history and contribute to the culture and creativity of all countries.
- To cultivate a curiosity for the world of art and the ability to see independent projects through to completion.

## Learning Outcomes and Skills

- Record observations in sketchbooks, journals and other media as a basis for exploring new ideas.
- Use a range of techniques and media, including drawing from observation, grid drawing, application of tone, colour theory, painting and various forms of print making.
- Develop in confidence and proficiency in the handling of a wide range of materials.
- Analyse and evaluate their own work, and act upon peer and teacher assessment in order to strengthen the visual impact or applications of their work.
- Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day (both within Singapore and further afield).
- Review and refine skills learnt throughout the phases of Key Stage 3, as well as build confidence in preparation for IGCSE.

## Unit Content

### Year 7

In Year 7, pupils will explore a range of materials and creative processes through a structured course, developing skills in drawing, painting, printmaking and sculpture. The emphasis will be on building strong observational drawing skills from first-hand sources, which will serve as the foundation for all practical work. Throughout the year, pupils will work on a themed project titled "The World Around Us: Flora and Fauna." This theme will focus on the natural world, encouraging pupils to explore plant and animal life through art.

At the start of the year, pupils will prepare for their first Senior School Exhibition. Taking inspiration from the world around us, Pupils will collect organic materials and study still-life objects, experimenting with various drawing techniques, scales, and materials. Tone and monochromatic drawing will be emphasised as pupils develop realistic representations. Additionally, they will be introduced to printmaking techniques inspired by the flora and fauna around the Kallang River, incorporating insects, birds, plants, and water into their artwork while exploring textures, colours, and tones.

### Year 8

In Year 8, pupils will expand their artistic skills by exploring urban and rural cultures through vibrant colours, adorned surfaces, and repeat patterns. They will work with a variety of materials, including drawing, painting, printmaking, digital media, and sculpture, continuing to develop observational drawing from first-hand sources. This year's project will focus on urban and rural cultures, with inspiration drawn from Indian, Asian, and African artefacts. They will explore elements such as Shape, Scale, Line, Pattern, Weight, and Tension in their work, using techniques like cropping, zooming, and capturing different angles to create unique compositions with the help of a viewfinder.

Pupils will create visual responses inspired by the tactile fragility, sweeping shapes, and layered surfaces of their subject matter. They will experiment with outcomes ranging from print to sculpture, taking inspiration from artists such as Grayson Perry, Jill Ricci, and Ryan McGuinness. Drawing techniques will be supported by influences from these artists, and pupils will also learn to use iPad and Photoshop software to enhance their projects.

### Year 9

This year's Year 9 Art project, titled "Structure, Space, and Shape," will encourage pupils to explore the relationship between form and design, drawing inspiration from Singapore's diverse cultural influences, with a particular focus on Indian temple architecture. These temples, known for their rich architectural details and symbolic carvings, will serve as a foundation for examining the interplay of spirituality and artistry.

Pupils will use photography to capture overlooked design elements in their environment, focusing on key aspects such as Shape, Scale, Line, Pattern, and Weight. As they prepare for their IGCSE studies, they will develop their observational skills and draw from various influences, using these insights to create both 2D and 3D outcomes. These works will reflect their creative journey, personal responses, and the critical and contextual connections they make throughout the project.

## Assessment

Continuous assessment takes place for pupils throughout the programme of study at Key Stage 3. Pupils receive verbal feedback and guidance in lessons to help their artwork evolve and improve. Pupils will also receive written feedback on project-based work and will take part in self-assessment as part of their journey as an artist. Parents will receive feedback in the form of formal reports.



# Biology (Years 7 - 9)

## Introduction

All of Brighton College (Singapore)'s Key Stage 3 curriculum Science courses (Biology, Chemistry and Physics) are designed to ensure pupils are active and hands-on whilst exploring the scientific concepts that underpin the world around them. During hands-on activities and scientific investigations, pupils will develop their critical thinking, problem-solving and analytical skills, and gain a deeper understanding of the natural world and our place in it. The curriculum also emphasises the importance of mindful scientific ethics and responsible scientific inquiry.

Our course in Biology covers living organisms, their life processes and their interconnections in the living world. Pupils will build their understanding from single individual cells up to various organ systems, and better understand habitats, adaptations and variation, and how the lives of all organisms are interconnected through tangled webs and cyclical flows of energy and materials.

## Aims

- To foster a love of learning and a curiosity about the natural world, inspiring pupils to continue studying Biology and pursuing scientific careers in the future.
- To develop pupils' knowledge and understanding of key scientific concepts and principles across Biology.
- To develop pupils' scientific inquiry skills, including the ability to ask questions, design and carry out investigations, and analyse and interpret data.
- To develop pupils' practical skills, including the ability to use scientific equipment, conduct experiments safely, and record and present data effectively.
- To promote scientific literacy, including the ability to communicate scientific ideas effectively, understand the role of Science in society, and utilise modern technology to communicate their findings.
- To develop pupils' critical thinking and problem-solving skills, including the ability to evaluate evidence, make logical connections between ideas, and apply scientific principles to real-world problems.
- Develop a high-level knowledge of living systems and consider them in relation to humans and other organisms (including animals, plants, fungi and microorganisms) in the natural environment.
- Understand the importance of understanding and protecting our natural world.
- Test theories developed about living things using scientific methods, by collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect.

- Develop a strong foundation of knowledge and understanding about the Science of living organisms that allows secure progression through to IGCSE and beyond.

## Learning Outcomes and Skills

### Knowledge and understanding

- Understand scientific phenomena, facts, laws, definitions, concepts and theories.
- Learn how to use scientific vocabulary, terminology and conventions (including symbols, quantities and units).
- Understand the purpose and use of scientific instruments and apparatus.
- Understand scientific and technological applications, along with the social, economic and environmental implications.

### Handling information and problem-solving

- Locate, select, organise and present information from a variety of sources.
- Translate information from one form to another.
- Manipulate numerical information and other data.
- Use information to identify patterns, report trends and form conclusions.
- Make predictions based on relationships and patterns, and present reasoned explanations for what has been observed.
- Solve problems, including some of a quantitative nature.

### Experimental skills and investigations

- Demonstrate knowledge of how to select and safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate).
- Plan experiments and investigations.
- Make and record observations, measurements and estimates.
- Interpret and evaluate experimental observations and data.
- Evaluate methods and suggest possible improvements.

## Unit Content

### Year 7

Year 7 pupils will begin by learning about the key life processes of all living organisms and how we classify the multitude of organisms into groupings using keys. As they progress further in their studies, they look at how eukaryotic cells are built into tissues and organs. Finally, they will investigate and grow microorganisms, as well as looking at associated aquatic environments and food chains.

### Year 8

Year 8 pupils will focus on the human body in the first half of the year, looking at their respiratory and circulatory systems, personal health, nutrition and digestion. The second half of the year will focus on the wider world around them, looking at environmental health, ecosystems and sampling.

### Year 9

Year 9 pupils will grow plants and further investigate photosynthesis before moving on to look at the excretion system and the kidney. Year 9 pupils then cover a wider range of topics in preparation for IGCSE, including human genetics, reproduction, carbon cycle, climate change, variation, natural selection, extinction, food webs, energy flow webs, decomposition and populations.

## Assessment

In the Key Stage 3 Sciences, pupils will be assessed through a variety of formative and summative assessments including lab reports, project work and formal written assessments. Teachers will provide clear and constructive feedback to help pupils understand their performance and identify areas for improvement and review.





# Chemistry (Years 7 - 9)



## Introduction

All of Brighton College (Singapore)'s Key Stage 3 curriculum Science courses (Biology, Chemistry and Physics) are designed to ensure pupils are active and hands-on whilst exploring the scientific concepts that underpin the world around them. During hands-on activities and scientific investigations, pupils will develop their critical thinking, problem-solving and analytical skills, and gain a deeper understanding of the natural world and our place in it. The curriculum also emphasises the importance of mindful scientific ethics and responsible scientific inquiry.

Our course in Chemistry delves into the nature of materials around us and how beginning to understand the various intricacies of the interactions between the tiny particles that constitute all matter allow us to explain the physical and chemical properties of these substances. Pupils will investigate separations, purifications, chemical transformations and apply their new understanding to studies of the Earth and environment around us.

## Aims

- To foster a love of learning and a curiosity about the natural world, inspiring pupils to continue studying Chemistry and pursuing scientific careers in the future.
- To develop pupils' knowledge and understanding of key scientific concepts and principles across Chemistry.
- To develop pupils' scientific inquiry skills, including the ability to ask questions, design and carry out investigations, and analyse and interpret data.
- To develop pupils' practical skills, including the ability to use scientific equipment, conduct experiments safely, and record and present data effectively.
- To promote scientific literacy, including the ability to communicate scientific ideas effectively, understand the role of Science in society, and utilise modern technology to communicate their findings.

- To develop pupils' critical thinking and problem-solving skills, including the ability to evaluate evidence, make logical connections between ideas, and apply scientific principles to real-world problems.
- Understand how Chemistry is the Science of composition, structure, properties and reactions of matter.
- Develop an awareness of the implications of Chemistry, both for the natural and human-made worlds around us.
- Communicate effectively using the language of Chemistry and to develop the use of scientific nomenclature, units and mathematical representations specific to Chemistry.
- Develop a strong foundation of knowledge and understanding about the Science of chemical properties of substances and materials of all kinds that allows secure progression through to IGCSE and beyond.

## Learning Outcomes and Skills

### Knowledge and understanding

- Understand scientific phenomena, facts, laws, definitions, concepts and theories.
- Learn how to use scientific vocabulary, terminology and conventions (including symbols, quantities and units).
- Understand the purpose and use of scientific instruments and apparatus.
- Understand scientific and technological applications, along with the social, economic and environmental implications.

### Handling information and problem-solving

- Locate, select, organise and present information from a variety of sources.
- Translate information from one form to another.
- Manipulate numerical information and other data.
- Use information to identify patterns, report trends and form conclusions.
- Make predictions based on relationships and patterns, and present reasoned explanations for what has been observed.
- Solve problems, including some of a quantitative nature.

### Experimental skills and investigations

- Demonstrate knowledge of how to select and safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate).
- Plan experiments and investigations.
- Make and record observations, measurements and estimates.

- Interpret and evaluate experimental observations and data.
- Evaluate methods and suggest possible improvements.

## Unit Content

### Year 7

Year 7 pupils start with the particle model and an introduction to elements, compounds and material properties. This understanding underpins further introductions to chemical reactions, thermal changes, and acids + alkalis. Lab safety is taught from the beginning of the course and forms a common thread throughout Years 7-9.

### Year 8

Year 8 pupils will strengthen their understanding of elements and begin to relate their understanding to the structure and design of the Periodic Table. The Atomic structure is introduced and pupils will delve into reactions of metals and the reactivity series in hands-on work. The year finishes with studies into the Earth and rock cycle.

### Year 9

Year 9 pupils will expand their understanding of the Periodic Table and its groups and group trends. Year 9 are also introduced to further distinctions in material types by looking at ionic versus covalent compounds. The year covers metal extraction, rates, environmental chemistry, and making salts in order for pupils to be prepared to approach IGCSE.

## Assessment

In the Key Stage 3 Sciences, pupils will be assessed through a variety of formative and summative assessments including lab reports, project work and formal written assessments. Teachers will provide clear and constructive feedback to help pupils understand their performance and identify areas for improvement and review.



# Computing (Years 7 - 9)

## Introduction

Brighton College (Singapore)'s Key Stage 3 Computing and Digital Learning course is designed to provide a progressive, reflective and modern curriculum that matches the needs of both pupils and the ever-changing industry. Pupils will be introduced to the fundamentals of the subject through a wide range of interactive technologies and will gain valuable experience in the industry's latest trends.

## Aims

- To understand and apply the fundamental principles and concepts of computers and coding.
- To analyse problems in computational terms and have repeated practical experience of writing computer programs to solve such problems.
- To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- To be responsible, competent, confident and creative users of information and communication technology.

## Learning Outcomes and Skills

- Understand the principles of using a computer both inside and outside school (including hardware and software systems).
- Appreciate how to use computer technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy.
- Recognise inappropriate content, contact and conduct and know how to report concerns.
- Build the necessary skills of presenting for an audience and with purpose.
- Read, write and create algorithms within programming languages, and deepen understanding of how computers work with components and number representation.
- Become skillful in design and computational programming for independent project-based work, deepening knowledge and understanding of how computers represent data and how they communicate.
- Build knowledge of spreadsheet modelling and creation to make progress with creating digital artefacts appropriate for audience and purpose.
- Experiment with, test and peer-assess project-based work (e.g. games, apps, websites) that will work across different platforms and operating systems, demonstrating an understanding of how computer systems communicate with one another.

## Unit Content

### Year 7

Year 7 will combine the use of digital tools and online collaboration to produce media. They will recognise a range of networking hardware and demonstrate an understanding of how networking components are used for communication. Through hands on experience, they will create a digital product for a real-world cause. On Scratch, they will learn the basics of computer programming, such as sequence, selection and iteration. They will use spreadsheets to model data.

### Year 8

Year 8 will explore the fundamental elements that make up a computer system. They will use HTML and CSS to create webpages. Using vector graphics, they will investigate objects, layering and path manipulation. They will apply the programming constructs of sequence, selection and iteration in Python. Using event-driven computer programming, they will create an online gaming app. They will represent numbers and text using binary digits.

### Year 9

Year 9 will create 3D animations using object manipulation. They will use the principles of data Science to investigate problems and make real-world changes. Using Python, they will manipulate strings and lists. They will represent images and sound using binary digits. Using the micro:bit and Python, they will develop physical computing projects. They will explore the important issue of cybersecurity.

## Assessment

Computing and Digital Learning is assessed through a range of computer-based tasks. Short quizzes and skills tasks take place in lessons and are used to check knowledge and understanding at the end of topics. Pupils will also complete more formal assessments as part of mid-year and end-of-year assessment weeks. Pupils receive verbal and written feedback to support them with their project work and parents receive formal progress updates in reports.

# Design & Technology (Years 7 - 9)

## Introduction

Design & Technology is a creative, rigorous and practical subject. Through design, pupils develop a critical understanding of the impact of 'good and bad' design on daily life and the wider world. Pupils are taught how to use their imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire and draw upon a broad range of subject knowledge and other disciplines such as Mathematics, Science, Computing, Business and Art. Most importantly, pupils learn how to take risks through the interactive process and so become more resourceful, innovative, enterprising and capable.

## Aims

- To develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- To build and apply a repertoire of knowledge, understanding and skills to design and make 'fit for purpose' prototypes and products for a wide range of users.
- To identify and solve their own design problems and understand how to interpret problems given to them.
- To develop the ability to make aesthetic, economic, ethical and technical value judgements.
- To critique, evaluate and test ideas and products and the work of others.

## Learning Outcomes and Skills

- Develop and communicate design ideas using annotated sketches, Computer Aided Design (CAD), 3-D and mathematical modelling, oral and digital presentations.
- Research and explore such as the study of different cultures, to better identify and understand user needs and wants.
- Identify and solve their own design problems and understand how to reformulate problems given to them.
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
- Test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups.
- Analyse the work of past and present professionals and others to develop and broaden their understanding.

## Unit Content

### Year 7 and Year 8

In Years 7 and 8, pupils will explore the process of designing and creating everyday products. They will learn key design principles, materials, and technologies while developing problem-solving and collaboration skills. Through hands-on activities, pupils will work through stages of the design process, from idea generation to prototyping. This unit promotes innovation, sustainability, and practical skills, preparing pupils to become future creators and problem solvers.

### Year 9

In year 9, pupils will dive deeper into the design and creation of innovative products and systems. They will refine their understanding of design principles, materials, and modern technologies while focusing on more complex problem-solving. Through project-based work, pupils will develop prototypes, evaluate their designs, and explore sustainable practices. This unit encourages independence, critical thinking, and a stronger emphasis on user-centred design, equipping pupils with the skills to tackle real-world challenges.

## Assessment

Pupils are evaluated throughout the Key Stage 3 course on:

- Design - sketching, annotation of design ideas, oral and digital communication of ideas.
- Create - modelling skills (including CAD), prototypes and final outcomes.
- Evaluate - critical thinking skills, social, moral and ethical considerations and their impacts on users.
- Technical knowledge - application of skills, understanding of process, materials and equipment.



# Drama (Years 7 - 9)

## Introduction

Drama at Brighton College (Singapore) is a subject that uses the body, voice and imagination to develop creative skills and produce performances. Pupils will explore the basics of Drama and learn how to create and perform short dramatic works, such as monologues and duologues. As they progress through Key Stage 3, pupils will perform more complex dramatic works, such as scenes and one-act plays. They will also learn about the cultural and historical context of different dramatic works. Pupils will also have the opportunity to explore different styles of drama, such as physical theatre, scripted plays and Commedia dell'arte.

## Aims

- To nurture imagination and court inspiration through mastery of skills and techniques.
- To create fluent, authentic, original storytelling that illuminates the complexity of the human spirit and can question accepted wisdom.
- To learn how to focus and listen to the ideas of others, hearing the voices of classmates and striving for a collective vision of our goals; we prize the contributions and accomplishments of the individual and of the team.
- To foster curiosity, invention, bravery and humour.
- To take risks and learn from failure and vulnerability in order to build lifelong habits of innovation.
- To commit to fair and ongoing practices that enhance our relationships with theatre makers, audiences and society, finding strength in our diversity and lowering barriers to participation in the classroom and on the stage.

## Learning Outcomes and Skills

- Create and develop characters, settings and situations for dramatic works.
- Use voices and bodies effectively to express emotions, thoughts and intentions.
- Work collaboratively with others to create and perform dramatic works.
- Analyse and evaluate their own performances and also those of their peers.
- Understand the cultural and historical context of dramatic works.

## Unit Content

### Year 7

In Year 7, pupils develop a range of skills through the medium of Drama. They learn how to express themselves creatively and confidently, whilst developing life-long social skills such as collaboration and communication. Through role-play, they explore and challenge their own beliefs and opinions whilst honing understanding and empathy towards others. Pupils also learn about the history of theatre and how to enjoy Drama and Theatre as an art form, through script work.

### Year 8

In Year 8, pupils continue to develop their range of skills through the medium of Drama. They further develop their creative talents through confident performances and refine their life-long social skills such as cooperation and communication. Building upon Year 7, pupils continue to learn about the origins, historical background and contexts of Drama. The enhancement of their study of the subject will inform their practical work whilst learning the vital key skills required for success in IGCSE Drama.

### Year 9

In Year 9, pupils begin to prepare for the demands and expectations of the IGCSE Drama course. Pupils learn about key practitioners, styles and genres; they are provided with the opportunity to experiment and explore with styles. During this year, pupils will discover their own strengths in performance, directing and devising. Pupils continue to learn the key to successful dramatic performances is positive working relationships and collaboration.

## Assessment

At Key Stage 3, pupils are assessed on their ability to create, perform and evaluate. Pupils can be assessed on their individual work (both planned and improvised) and on pair and group work. As pupils progress through the course, they are also assessed on their ability to reflect critically – both verbally and in written form – on the success of theatrical performances, and the effectiveness of techniques used within lighting and sound, costume, stagecraft and direction.





# English Language and Literature (Years 7 - 9)

## Introduction

The English department's main aim is to develop communication skills and to foster a lifelong love of literature. Over the Key Stage 3 course, pupils will engage with a wide range of texts from different genres, time periods and cultures, in order to broaden their knowledge and understanding of language and literature over time and prepare them for their future IGCSE and A-level. To support the skills of intertextuality required at A-level, all units across Key Stage 3 and 4 are linked conceptually for pupils to think critically across the range of texts they are studying. The curriculum is also underpinned by several dominant literary themes and threshold concepts that are explored in texts that are both in the traditional canon of literature and outside of it. Most lessons are discussion-based, with pupils being encouraged to express an informed personal response to a range of fiction and non-fiction texts. Pupils will also be taught how to improve their analytical and creative writing skills, as well as write with accuracy, fluency, and sophistication.

## Aims

- To read a broad, challenging range of fiction and non-fiction (including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors) for both pleasure and for information.
- To decode accurately, read critically and consider authorial intent.
- To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
- To understand how directorial decision and theatrical performance of set texts can support varied interpretations of meaning and effect.
- To understand context for writing and consider the purpose and audience.
- To write creatively, fluently and with interesting detail in different genres.
- To develop a broad vocabulary and the ability to use descriptive and figurative language effectively.
- To develop into mature, independent writers.
- To know how to use linguistic terminology and concepts and be able to apply them correctly to examples of real language, such as pieces of creative writing or books.
- To know how to use increasingly complex punctuation accurately and for effect.

- To discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
- To rehearse and perform extracts from scripts and poems, using an understanding of stagecraft and techniques of language, intonation, tone, and voice, in order to add impact.

## Learning Outcomes and Skills

- Select and read books independently for challenge, interest and enjoyment.
- Know how to make inferences and refer to evidence from text to support ideas and arguments.
- Build skills in analysis of unseen material.
- Plan, draft, edit and proofread writing.
- Know the purpose, audience for, and context of their writing and draw on this knowledge to support comprehension.
- Recognise a range of prose and poetic conventions and understand how these have been used.
- Understand the importance of setting, plot and characterisation, and the effects of these.
- Understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.
- Develop knowledge and understanding of figurative language, vocabulary choice, grammar and text structure.
- Draw on new vocabulary and grammatical constructions from reading, and use these consciously in writing and speech to achieve particular effects.
- Draw on knowledge of literary and rhetorical devices from reading and listening to enhance the impact of personal writing.
- Use Standard English confidently in writing, including during responses linked to practice for IGCSE questions.
- Debate themes and concepts encountered throughout the course, in order to compare and contrast texts (both fiction and non-fiction).
- Present to peers and adults, justifying opinions using literary evidence.
- Develop an appreciation for the importance of theme and deeper ideas behind a text.
- Have a secure understanding of six key threshold concepts that underpin an excellent grasp of the subject of English: metaphor, argument, pattern, story, grammar and context.



## Unit Content

### Year 7

Year 7 study several units within the overarching theme of 'Journeys and Discovery'. To appreciate this theme, pupils will study mythology from different cultures, discovery-themed poetry, travel writing, 'The Hobbit', and Shakespeare's 'The Tempest'. Across the year, pupils will write narratively and in non-fiction styles, and begin to develop the skills to personally respond to a text, incorporating context and acknowledgment of the effects of a writer's choices.

### Year 8

Year 8 study several units within the overarching theme of 'Conflict'. Building upon the skills acquired in Year 7, and to embrace the complexity of this theme, pupils will study the autobiographical form through Anne Frank's diary, poetry from different cultures, Shakespeare's 'Romeo and Juliet', the power of rhetoric in exploring inequality, and finally, the novel, 'Animal Farm'. Pupils will build further upon their non-fiction and descriptive writing skills, and engage in closer analysis of the effect of language, structure and grammatical choices.

### Year 9

Year 9 study several units within the overarching theme of 'Being Human'. Incorporating the themes and subthemes explored in the previous Key Stage 3 years, pupils begin delving into more critical thinking and analysis to explore language and literature. Pupils begin by studying the drama text, 'An Inspector Calls', before delving into non-fiction surrounding key topics such as power, gender and race. Other units include the evolution of poetry, Shakespeare's Macbeth, and finally the novel, 'The Strange Case of Dr Jekyll and Mr Hyde'. In Year 9, pupils build on the foundations learnt in Years 7 and 8 and develop a deeper and more analytical approach to the subject to become best prepared for the start of IGCSEs in Year 10.

## Assessment

Formative and summative assessment will be used throughout Key Stage 3. Pupils will be assessed informally through opportunities to hone their speaking and listening during class debates and presentations. Pupils will receive both verbal and written feedback on their work and will be encouraged to become independent in their approach to reading and writing. As pupils approach the end of Key Stage 3, they will be assessed with increasing regularity on their ability to write under timed conditions, as preparation for public examinations at IGCSE. Each half term, every class will engage in a summative assessment which will either focus on the key skill of reading, writing, or speaking and listening.



# French (Years 7 - 9)

## Introduction

The ability to understand and communicate in French is a valuable asset that allows pupils to see the world with different eyes. At Key Stage 3, we believe that every single learner should feel a sense of enjoyment, achievement and progress throughout their language learning journey. To achieve this goal, we strive for a pupil-centred approach, empowering pupils to take charge of their learning. By integrating technology, pupils will have access to a range of digital resources and language learning software that will provide a dynamic and stimulating learning experience, while also equipping them with the essential digital skills needed for future academic and professional pursuits.

## Aims

- To develop a strong foundation of French language skills, including reading, writing, listening and speaking competencies.
- To gain a deeper understanding of French culture and society, including traditions, customs and values.
- To foster a love for language learning and build confidence in French language communication.
- To read French literature (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.
- To develop transferable skills, such as critical thinking, problem-solving and digital literacy, that are valuable across all areas of the curriculum.

## Learning Outcomes and Skills

- Identify and use tenses or other structures which convey the present, past and future.
- Use and manipulate a variety of key grammatical structures and patterns.
- Develop a wide-ranging and deepening vocabulary that allows participation in discussion about wider issues.
- Listen to a variety of forms of spoken language to obtain information, transcribe sentences and respond appropriately.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read, translate and show comprehension of original and adapted materials from a range of different sources.
- Write creatively to express opinions and use an increasingly wide range of grammar and vocabulary.

## Unit Content

### Year 7

Year 7 French pupils will learn how to describe their family, friends and pets. They will compare their physical appearance as well as personality traits. After that, they will learn how to describe their daily routine and school day using present tense, opinions and reasons. While doing so, pupils will explore and compare their daily routine with French pupils. The pupils will then talk about future and summer holidays, incorporating present and some future tense.

### Year 8

Year 8 French pupils will learn how to describe their daily routine and what they do at home to help. We will also be learning about French food and how to describe our eating habits and how they differ from France. Pupils will then move on to describe their area where they live, and what they like or dislike about it. They will learn how to describe what they did in their area in the past and they will compare neighbourhoods in France with neighbourhoods in Singapore.

### Year 9

Year 9 French pupils will deepen their understanding of the language by working on a wider range of vocabulary as well as reflect on more interesting topics. They will consolidate the present tense, immediate future and perfect tense and they will start exploring more complex tenses like simple future as well as imperfect tense. They will explore the importance of good relationships with family and friend as well as thinking about what makes a good role model. The pupils will then move on to discussing the importance of free time and the use of technology, we will reflect in French on the influence of social media as well as whether it is better to spend time with friends in person or online.

## Assessment

Assessment will cover speaking, listening, reading and writing skills in French:

- Speaking assessments may include class discussions, role-plays and presentations.
- Listening assessments may include extracting relevant details, deducing meaning and answering questions related to spoken texts.
- Reading assessments may include extracting relevant details, deducing meaning and answering questions related to written texts.
- Writing assessments may include writing on everyday topics, demonstrating clear expression, appropriate grammar, vocabulary and spelling.

# Geography (Years 9 only)

## Introduction

At Brighton College (Singapore), we follow a combined Humanities course in Years 7 and 8 in The Story of Our Land. From Year 9, pupils follow a course in geographical method and skills to start to prepare them for the IGCSE syllabus.

Geography is a powerful subject which educates young people about the world in which they live. A high- quality geography education should inspire in pupils a curiosity and fascination about the natural and human environments. As this knowledge grows, pupils deepen their understanding, enabling them to evaluate the interactions between human and physical processes. Pupils will develop an understanding of the world as well as a range of skills and values that will be beneficial for their current and future roles in a rapidly changing and increasingly interconnected world.

## Aims

- To increase knowledge and understanding of the world we live in and the processes that shape it.
- To understand how people affect the environment they live in and how environments affect the lives of people.
- To explain how and why people's quality of life varies from place to place.
- To encourage an enquiry-based approach to learning through investigative work both inside the classroom and further afield.
- To make decisions through the analysis and evaluation of evidence.
- To develop skills such as: literacy, numeracy, thinking skills, data collection, graphicacy, map skills, analysis and the use of IT.
- To interpret a wide range of evidence including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To communicate geographical information in a variety of ways, including through maps, data presentation techniques and extended writing.
- To investigate the methods that enable effective geographical research.
- To appreciate a variety of different cultures, religions and ethnic backgrounds in a global community.

## Learning Outcome and Skills

- Explain the causes of globalisation and evaluate the impacts.
- Complete a research project on a transnational corporation.
- Understand the types of energy production.
- Investigate factors affecting energy demand and supply.
- Understand the characteristics of trade and aid.
- Identify the positives and negatives of trade and aid.
- Evaluate the impacts of trade and aid on development.
- Understand the concept of sustainability and to explore alternative ways of managing environments and resources.
- Know the difference between weather and climate, and how they can be measured.
- Describe and interpret climate graphs.
- Explain climate change and the various challenges areas may face in the future, as well as possible solutions.

## Unit Content

Pupils will begin the year studying the British Empire and the impact that this had on former colonies such as India and Australia. Pupils will explore different interpretations of the British Empire through looking at contrasting pieces of literature which will allow them an opportunity to practice their source work. In the Spring term, pupils will study the History of Singapore and the causes of WW1. These topics will prepare pupils for the IGCSE content which we will start in the Summer Term.

## Assessment

Geography in Year 9 prepares pupils for Year 10 and 11 by exposing pupils to the style of IGCSE questions. Both data response and extended response style questions feature within end-of-topic tests and more formal mid-year and end-of-year summative assessments. Pupils are also assessed and provided with supportive, constructive feedback (both verbally and in written format) on prep work and key pieces of classwork such as presentations and project work.





## History (Year 9 only)

### Introduction

At Brighton College (Singapore) we follow a combined Humanities course between Years 7 and 8 in *The Story of Our Land*. From Year 9, pupils are given a course in historical method and skills to start to prepare them for the IGCSE course.

By learning the rich history of the world, it helps pupils paint a picture of where we stand today, how past societies, governments and cultures were established and how they changed over time. Pupils will explore the past through social, economic, cultural and political perspectives, developing questions of the past as well as their historical skills, knowledge and understanding, to present analytical, organised and well-supported arguments. Pupils will analyse different interpretations of the past through a range of sources. By using and evaluating evidence, they will learn to decode the message of written and pictorial sources and will learn to explain how and why events in the past happened.

### Aims

- To recall, select and deploy relevant historical knowledge to support a coherent and logical argument.
- To demonstrate an understanding of the complexity of historical concepts.
- To understand interpretation and evaluation of a wide range of historical sources and their use as evidence.
- To communicate in a clear and coherent manner using appropriate historical terminology.
- To understand historical concepts, such as continuity and change.
- To compare and contrast a range of sources to history to draw clear, logical conclusions.
- To identify the limitations of particular sources.
- To understand individuals and societies in the past.
- To distinguish clearly between cause and consequence, change and continuity, and similarity and difference, by selectively deploying accurate and relevant historical evidence.
- To gain historical perspectives by using knowledge to understand different contexts and connections, such as cultural, economic, military, political, religious and social history.

### Learning Outcomes and Skills

- Develop a greater understanding of the modern history of Singapore.
- Explain causation of migration through time and the impacts of migration on political decision-making.
- Evaluate the changes of water and sanitation on health in Early Modern Britain (1450–1750).
- Analyse what the industrial revolution did for us.
- Assess the significance of colonialism and the British Empire to the world.
- Understand the causes of World War 1 and subsequent peace treaties.
- Describe what life was like during World War 1.
- Understand the local and global impact of the Russian Revolution.
- Understand the local and global significance of the Holocaust.
- Assess the local and global significance of the European conflicts after 1918.

### Unit Content

Pupils begin the year studying the British Empire and the impact that this had on former colonies such as India, Australia and countries in Africa. Following on from this, we will cover the History of Singapore: Foundations to Freedom and the causes of WW1. Pupils will end the Year looking at History IGCSE content.

### Assessment

History in Year 9 prepares pupils for Year 10 and 11 by exposing pupils to the style of IGCSE questions. Both the analysis of source material and essay style questions feature within end-of-topic tests and more formal mid-year and end-of-year summative assessments. Pupils are also assessed and provided with supportive, constructive feedback (both verbally and in written format) on prep work and key pieces of classwork such as presentations, historical research and project work.



# Mandarin (Years 7-9)

## Mandarin as a First Language

### Introduction

The Mandarin department aims to develop pupils' communication skills and foster a lifelong appreciation of Mandarin language and literature. Over the Key Stage 3 course, pupils will engage with a wide range of texts from different genres, time periods, and cultures to broaden their knowledge and understanding of language and literature. This will prepare them for their future IGCSE and A-level studies.

The Key Stage 3 programme provides pupils with opportunities to respond knowledgeably to a variety of reading passages, which includes fiction, non-fiction, essays, reviews, and articles. These passages serve to inform and inspire pupils' own writing across different text types and for various audiences. Additionally, pupils will explore Classical Chinese prose, deepening their knowledge of Chinese culture and literary heritage. Through this approach, we aim to cultivate appreciative and critical readers and writers of Chinese, equipping them with the skills necessary to excel in their studies and develop a lifelong love for Mandarin literature.

### Aims

- To engage with a broad and challenging range of fiction and non-fiction texts, including novels, short stories, poetry, and plays, covering various genres, and authors, for both pleasure and knowledge.
- To develop critical reading skills, including the ability to decode texts accurately and consider authorial intent.
- To understand how language, including figurative language, vocabulary, grammar, and text structure, conveys meaning.
- To understand the context of writing, considering the purpose and audience.
- To write creatively, fluently, and with engaging details across different genres.
- To expand vocabulary and effectively use descriptive and figurative language.
- To grow as mature, independent writers capable of articulating complex ideas.
- To use linguistic terminology and concepts correctly in analysing both creative writing and literature.
- To apply increasingly complex punctuation accurately and for effect.
- To engage in discussions about reading, writing, and spoken language with confident and precise use of literary and linguistic terminology.

- To rehearse and perform extracts from texts, utilizing understanding of language, intonation, tone, and voice to add impact.

### Learning Outcomes and Skills

- Select and read books independently for challenge, interest, and enjoyment.
- Build skills in analysing unseen materials.
- Plan, draft, edit, and proofread writing.
- Understand the purpose and audience for writing, using this knowledge to enhance comprehension.
- Recognize various prose and poetic conventions and their applications.
- Understand how dramatists' works are communicated effectively through performance and how alternative staging allows for varied interpretations of a play.
- Develop knowledge and understanding of figurative language, vocabulary choices, grammar, and text structure.
- Apply new vocabulary and grammatical constructions from reading to achieve particular effects in writing and speech.
- Use knowledge of literary and rhetorical devices to enhance the impact of personal writing.
- Confidently use Standard Mandarin in writing, including responses linked to practice for IGCSE questions.
- Present to peers and adults, justifying opinions with literary evidence.
- Develop an appreciation for the importance of themes and deeper ideas behind texts.

### Unit Content

#### Year 7

Pupils will enhance their Chinese language skills through five diverse units: Beautiful Nature, where they will explore language related to the natural world; Variety of Formats, which introduces different text types and writing styles; Big Author Talk, focusing on works by prominent Chinese authors; Chinese Cultural Texts, which delve into the rich traditions and practices of Chinese culture; and Translation Stories, where pupils will practice translating texts to develop a deeper understanding of language nuances and storytelling techniques.



#### Year 8

Pupils will enhance their Chinese language skills through five distinct units: Biography, where they will explore the lives of notable figures; Changing Seasons, focusing on descriptive language and expressions related to nature; The Animal World, introducing vocabulary and themes centred around animals; Famous Authors, examining works by renowned Chinese writers to understand different literary styles; and Scientific Articles, which will expose pupils to informational and technical texts. Each unit broadens pupils' understanding and appreciation of Mandarin literature and various text types, fostering a comprehensive grasp of the language.

#### Year 9

The learning materials are aligned with the IGCSE framework, enabling pupils to explore a variety of genres. The units include Expository Writing, which focuses on factual and analytical texts; Novels, where pupils will delve into narrative structures and themes; Descriptive Writing, enhancing skills in vivid expression and detailed depiction; and Biographical Texts, offering insights into the lives of significant individuals. Each unit is carefully designed to develop pupils' proficiency in diverse styles and formats.

#### Assessment

History in Year 9 prepares pupils for Year 10 and 11 by exposing pupils to the style of IGCSE questions. Both the analysis of source material and essay style questions feature within end-of-topic tests and more formal mid-year and end-of-year summative assessments. Pupils are also assessed and provided with supportive, constructive feedback (both verbally and in written format) on prep work and key pieces of classwork such as presentations, historical research and project work.



# Mandarin (Years 7-9)

## Mandarin as a Foreign Language

### Introduction

The primary goal at Key Stage 3 is to help pupils build a strong foundation in vocabulary, Chinese language knowledge and communication skills through the gradual integration of language, content, and cultural elements. Pupils will develop their understanding of Pinyin, strokes, and radicals, enabling them to communicate in authentic contexts while enhancing their listening, speaking, reading, and writing skills. Lessons are designed with a pupil-centred approach, providing personalised instruction and support.

### Aims

- To develop language proficiency for communicating in simple and complex daily conversations.
- To offer insights into the culture and society of Chinese-speaking countries and communities.
- To cultivate awareness of the nature of language and language learning.
- To provide enjoyment and intellectual stimulation.
- To develop transferable skills that complement other areas of the curriculum.
- To establish a strong foundation of skills, language, and attitudes required for progression to work or further study, whether in Mandarin Chinese or other subjects.

### Learning Outcomes and Skills

#### Content:

- Develop an understanding of the structure and history of Chinese characters.
- Communicate authentically about topics such as family, numbers, appearance, hobbies, countries, and languages, including descriptions of living situations.

#### Skills:

- Use basic elements of Chinese grammar accurately.
- Write basic Chinese (simplified characters) and translate sentences from Chinese to English.
- Use Mandarin in a variety of everyday situations.
- Read, listen to, and comprehend short texts on familiar topics, demonstrating understanding of ideas, opinions, and attitudes.
- Extract relevant details from short texts on familiar topics.
- Engage in everyday conversations in Mandarin Chinese.

## Unit Content

The Mandarin curriculum covers a broad range of topics that are relevant to pupils' lives and global experiences. In Everyday Activities, pupils will learn to discuss their routines, hobbies, and common experiences, providing practical language skills for daily interactions. The Identity and Culture unit explores themes such as self-expression, family dynamics, relationships, and cultural traditions, allowing pupils to connect with the language on a personal and cultural level. Topics related to Local, National, International, and Global Areas of Interest include discussions on the environment, travel, technology, and global issues, which broaden pupils' perspectives and enhance their engagement with more complex subject matter. The curriculum also addresses Current and Future Study and Employment, equipping pupils with the language skills needed to articulate their educational paths, career aspirations, and the competencies required in the professional world.

Pupils will explore this topic from Year 7 to Year 9, with texts tailored to different levels based on their backgrounds and learning experiences. Throughout the years, we will cover these topics to prepare them for the IGCSE. The depth of understanding will vary, and we will differentiate instruction in class to target each pupil's learning needs.

### Assessment

Assessment will cover speaking, listening, reading, and writing skills in Mandarin:

- Speaking: Includes class discussions, role-plays, and presentations.
- Listening: Involves extracting relevant details, deducing meaning, and responding to questions related to spoken texts.
- Reading: Includes extracting relevant details, understanding meaning, translating from Chinese to English, and answering questions on written texts.
- Writing: Involves writing on everyday topics, demonstrating clear expression, appropriate grammar and vocabulary use, correct stroke order, and accurate character writing.

# Mathematics (Years 7-9)

## Introduction

Mathematics provides a fundamental toolkit for pupils to understand and question the world around them. At Key Stage 3, the curriculum is designed to provide a strong foundation in logic, reasoning and core mathematical concepts whilst giving them a sense of enjoyment and curiosity about the subject. Pupils learn to move between representation and concrete mathematical ideas, reinforced by their understanding of core subject concepts.

The curriculum builds upon each phase of learning at Key Stage 3, which forges connections across the taught topics and develops fluency in key mathematical techniques. This not only provides a rigorous framework for the IGCSE programme, but also lays the foundation for pupils to draw connections between mathematics and other key areas across the curriculum. Pupils improve their capacity to handle and resolve increasingly challenging problems in all subjects, deepening their understanding of mathematics and enhancing resilience.

### Aims

- To be fluent in mathematical concepts which grow increasingly complex over time.
- To recall and apply mathematical knowledge quickly and with accuracy.
- To reason and enquire mathematically using accurate mathematical language.
- To solve problems using a range of increasingly sophisticated mathematical techniques.
- To demonstrate a developed ability in spoken mathematical vocabulary in order to deliver a mathematical argument or proof.
- To be confident using IT in appropriate ways to develop mathematical abilities.
- To be skilled at problem-solving both individually and when working collaboratively with others.
- To develop an appreciation for the power and importance of mathematics for understanding the world around us.
- To cultivate a sense of enjoyment and academic engagement with the subject, that reflects one of the key pillars of a Brighton College (Singapore) education – curiosity.

## Learning Outcomes and Skills

At Key Stage 3, pupils will be exposed to a variety of distinct domains that build on ideas and concepts learnt at Key Stage 2. By the end of Key Stage 3, pupils will be able to:

- Use algebra to formulate mathematical relationships and generalise key arithmetic structures.
- Substitute values into equations to find the value of a given subject.
- Rearrange and simplify linear and quadratic expressions.
- Develop algebraic and graphical fluency in linear and quadratic systems.
- Understand the meaning and representation of ratio using ratio notation.
- Identify variables and express relations between variables algebraically and graphically.
- Develop and test hypotheses about patterns and relationships, using algebraic proofs or proofs by counter-example.
- Reason deductively in geometry, number and algebra, including using geometrical constructions.
- Develop mathematical knowledge through solving multi-step problems.
- Apply their mathematical knowledge to interpret and solve problems in applied fields such as mechanics, physics, finance and statistics.
- Select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems.

The mathematics curriculum at Brighton College (Singapore) adopts a thematic approach to learning to develop a pupil's ability to use multiple techniques to solve increasingly complex problems.



Number

Pupils will be able to demonstrate knowledge and understanding of how to:

- Develop strong abilities in mental arithmetic to solve problems.
- Solve linear equations involving all four operations and using inverse operations.
- Understand decimal place value and position decimals on a number line.
- Convert fluently between fractions, decimals and percentages, including converting recurring decimals into fractions.
- Express ratios in their simplest form and understand gradient as a concept of ratio.
- Convert between currencies and describe financial problems algebraically.
- Apply appropriate methods for solving complex percentage problems.
- Use and manipulate numbers in standard form.
- Understand integer powers and the idea of variables, monomials and binomials raised to positive integer powers.
- Understand recurring decimals and convert recurring decimals to fractions algebraically.
- Understand bounds, estimation and truncation.
- Appreciate the concept of infinity through a basic understanding of set theory.

Algebra

Through generalisation and algebraic techniques, pupils will be able to:

- Use and interpret algebraic notation.
- Understand the concept of substitution in formulae, expressions and scientific formulae.
- Use substitution in basic linear kinematic equations to solve practical problems.
- Accurately use the vocabulary of expressions, equations, inequalities, terms and factors.
- Simplify and manipulate algebraic expressions to maintain equivalence.
- Factorise and expand brackets to simplify and solve algebraic equations.
- Use fractions in algebraic contexts.
- Solve linear inequalities in one variable and find integer solutions that satisfy an inequality.
- Factorise and solve quadratic equations.

- Form and solve quadratic equations from contextual data.
- Interpret mathematical relationships both algebraically and graphically.
- Recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling on the Cartesian plane.
- Understand and manipulate linear equations graphically and use algebraic, graphical and approximation methods to solve simultaneous linear equations.
- Generate, recognise and find the nth term of arithmetic sequences.
- Recognise geometric sequences.

Shapes and Measures

Pupils will be able to demonstrate knowledge and understanding of how to:

- Derive and apply formulae to calculate and solve problems involving perimeter, area and volume of Euclidean shapes.
- Draw and investigate angles, identify perpendicular and parallel lines and recognise shape types.
- Derive and illustrate properties of triangles, quadrilaterals, circles and other plane figures.
- Describe the results of translations, rotations and reflections applied to given figures.
- Derive and use standard ruler and compass constructions to solve problems involving minimising distance and bearings.
- Recognise and manipulate shapes in symmetry.
- Understand the properties of interior and exterior angles to solve complex problems.
- Illustrate properties of triangles, quadrilaterals, circles, and other place figures using appropriate language and technologies.
- Prove geometric facts using knowledge of properties of shape and solve problems in Euclidean space.
- Use Pythagoras’ Theorem to solve problems involving right-angled triangles, using both calculator and non-calculator methodology in both 2D and 3D planes.

Statistics and Probability

Pupils will be equipped with the knowledge and understanding of how to:

- Record, describe and analyse experiments of simple probability using appropriate language and describing equally and unequally likely outcomes.

- Know and use the vocabulary for probability, calculating the probability for a single event.
- Identify and represent sets, use Venn diagrams, and understand and use the intersection/union of sets.
- Generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities.
- Construct and interpret bar charts (including histograms), vertical line charts, pie charts for given sets of data.
- Interpret and compare observed distributions of a single variable discrete, continuous and grouped data through appropriate graphical representations and appropriate measures of central tendencies (mean, mode, median) and spread (range, consideration of outliers).
- Describe simple mathematical relationships between bivariate data in observational and experimental contexts and illustrate using scatter graphs.
- Prove geometric facts using knowledge of properties of shape and solve problems in Euclidean space.
- Use Pythagoras’ Theorem to solve problems involving right-angled triangles, using both calculator and non-calculator methodology in both 2D and 3D planes.

Unit Content

Year 7

In Year 7 Mathematics, pupils will focus on building a solid foundation in key areas such as number systems, algebra, geometry, and data handling. They will begin by strengthening their understanding of Mathematics from Key Stage 2, specifically working with number operations, fractions, decimals, percentages, and ratios. Pupils will also be introduced to the basics of algebra, working with expressions, equations, and simple formulae. Geometry lessons will cover properties of shapes, measurement, and basic constructions, while data handling will introduce pupils to collecting, presenting, and interpreting data using graphs and charts. This year aims to develop problem-solving skills and foster an enjoyment of mathematical thinking.

Year 8

Year 8 Mathematics builds upon the concepts introduced in Year 7, with more focus on algebraic manipulation and problem-solving techniques. Pupils will deepen their understanding of equations, inequalities, and sequences, while also exploring geometric properties, including angles, transformations, and symmetry. They will work with more complex data sets and start learning about probability, enabling them to apply mathematics in real-world contexts. As pupils’ confidence grows, they will also be introduced to concepts of scale, proportion, and more advanced problem-solving strategies that link different areas of the curriculum.

Year 9

Year 9 is a critical year in preparing pupils for their IGCSE Mathematics course. During this year, pupils will refine their algebraic skills by solving more complex quadratic equations and inequalities, and begin working with functions and graphs. They will also deepen their understanding of geometry by studying the properties of circles, areas, and volumes of 3D shapes, as well as trigonometry. In addition to enhancing their knowledge of statistics and probability, pupils will begin tackling more advanced mathematical concepts, including set theory and vectors, setting the stage for success in their IGCSE studies in Year 10.

Assessment

Pupil assessment in mathematics will focus on interpretation, communication and problem solving of themes covered in the academic year. A typical structure of a Key Stage 3 assessment may look like:

Paper 1 – Non-calculator – 50%

Topics: Sequences, Equivalence, Algebraic Notation, Solving problems with multiplication and division, fractions, using geometric notation, sets and probability, prime numbers and proof.

Paper 2 – Calculator – 50%

Topics: Representing data, data handling, angles in parallel lines and polygons, area of trapezia and circles, probability, generating and recognising sequences.







## Music (Years 7-9)

### Introduction

Music at Key Stage 3 is an integral part of the academic curriculum; all pupils sing, perform, create and appraise a variety of musical genres. Music technology is embedded fully throughout the programme. We offer pupils the opportunity to participate in performances of varied repertoire, appropriate to their experience and musical preferences.

### Aims

- To perform, listen to, appreciate, review and evaluate music across a range of historical periods, genres, styles and traditions (such as, contemporary song writing, music for film, television and gaming, classical music and musical theatre), including the works of the great composers and musicians across the world.
- To learn to sing and to use their voices, to create and compose music on their own and with others.
- To learn a range of musical instruments and use technology appropriately.
- To explore how thoughts, feelings, ideas and emotions can be expressed through music.
- To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, harmony, duration, rhythm, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Learning Outcomes and Skills

- Develop knowledge, skills and understanding through the integration of performing, composing, listening and appraising.
- Participate, collaborate and work with others as musicians.
- Improvise, compose and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.
- Understand musical traditions and the part music plays in national and global culture and in personal identity.
- Explore how ideas, experiences and emotions are conveyed in a range of music from various times and cultures.
- Engage with and analyse music, developing views, and justifying opinions.
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.

- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- Draw on experience of a wide range of musical contexts and styles to inform judgements.
- Explore ways music can be combined with other art forms and other subject disciplines.
- Listen with increasing discrimination to a wide range of music from great composers and musicians and develop a deeper understanding of music history.

### Unit Content

#### Year 7

Through a progression of lessons within each topic, pupils will have the opportunity to listen, study historical and social context, compose and perform through a variety of topics. Year 7 will look at the following topics: Keyboard Capers, Ragtime, constructing a Magical Melody, Festive Music Making, a focus on the Orchestra, the Musical, which then leads into their involvement within the summer production.

#### Year 8

Pupils will look at Blues Music with a focus on constructing their own 12-bar Blues composition, Jazz, Festive Music, Folk Music, The Orchestra Part 2, and the summer production.

#### Year 9

Pupils will look at Film Music, Video Gaming Music, Pop Music, 20th Century Classical Music and preparation for the summer production.

### Assessment

Music is evaluated using a combination of aural and written assessment, appropriate to experience and ability. Also, their own compositions and performances based on the topic they will have studied will form a major part of their holistic mark.

**Analysis:** Short and long-answer questions demonstrating an understanding of musical genres, styles, local and global musical traditions and composition techniques to convey thoughts, ideas, emotions, and feelings.

**Aural:** Short-answer questions to identify musical devices employed in a range of musical styles and genres.



# Physical Education (Years 7-9)

Introduction

The Physical Education (PE) curriculum is fundamental to all pupils at Brighton College (Singapore) and is used to develop physical literacy. This can be described as the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. At Brighton College (Singapore), PE is a subject in which all pupils are encouraged to take risks and self-reflect. This can build confidence and help develop a positive relationship with physical activity.

Aims

- To develop all four domains of pupil's physical literacy – Physical, Cognitive, Psychological and Social.
- To develop competence to excel in a broad range of physical activities.
- To be physically active for sustained periods of time.
- To engage in competitive sports and activities.
- To build resilience and learn how to use feedback for improvement and manage a variety of challenging situations.
- To motivate, coach and work with others to help them improve their own performance.
- To lead healthy, active lives.

Learning Outcomes and Skills

- Learn and develop the various health and skill related components of fitness using a variety of activities.
- Develop their technique and improve their performance in competitive sports
- Perform dances using advanced dance techniques within a range of dance styles and forms.
- Participate in activities which present intellectual and physical challenges and be encouraged to work in a team, build on trust and develop skills to solve problems, either individually or as a group.
- Analyse performances compared to previous ones, outsmart opponents and demonstrate improvement to achieve their personal best.




Unit Content

In Years 7 and 8, we will cover all areas of the curriculum – athletics, fitness, gymnastics and dance, invasion games, net-wall games, striking and fielding, and swimming. Pupils will have the opportunities not only to compete, but to lead warm-ups and cool downs – crucial for sports performance. Also, there will be ample opportunities to coach and provide feedback for their peers and offer tactical analysis in both individual and team activities.

In Year 9, the curriculum content remains the same, as do the opportunities for further tactical and technical progression. However, there will be more emphasis on the theoretical side of PE. There will be many links to anatomy and physiology, and the relationship between health and fitness and their impact on performance - this knowledge will be crucial in preparation for IGCSE.

Assessment

There is no formal assessment of PE at Key Stage 3. However, the Head, Heart and Hands framework (see picture below) has been introduced to pupils and will assess their progress of the four physical literacy strands. The pupils will also be provided with continuous informal feedback throughout their lessons. This is designed to help them improve in terms of their skills and understanding, and with regards to their levels of self-confidence – one of the key pillars in a Brighton College (Singapore) education.

		
Identify Recall Define Select Modify Strategies Attack / Defend Strength / Weakness Analyse	Trust Teamwork Health Sportsmanship Challenge Participation Effort Positive Communicate	Create Present Control Fluency Perform Combine Produce Demonstrate Technique





# Physics (Years 7 - 9)

## Introduction

All of Brighton College (Singapore)'s Key Stage 3 curriculum Science courses (Biology, Chemistry and Physics) are designed to ensure pupils are active and hands-on whilst exploring the scientific concepts that underpin the world around them. During hands-on activities and scientific investigations, pupils will develop their critical thinking, problem-solving and analytical skills, and gain a deeper understanding of the natural world and our place in it. The curriculum also emphasises the importance of mindful scientific ethics and responsible scientific inquiry.

Our course in Physics covers the fundamentals of light, electricity, forces, motion, sound, energy and space. Teacher-guided building and design projects are used to support and stretch pupils in understanding how to carry out fair tests and control variables. Intangible concepts such as forces and energy are carefully scaffolded and introduced using real world examples and hands-on experimentation.

## Aims

- To foster a love of learning and a curiosity about the natural world, inspiring pupils to continue studying Physics and pursuing scientific careers in the future.
- To develop pupils' knowledge and understanding of key scientific concepts and principles across Physics.
- To develop pupils' scientific inquiry skills, including the ability to ask questions, design and carry out investigations, and analyse and interpret data.
- To develop pupils' practical skills, including the ability to use scientific equipment, conduct experiments safely, and record and present data effectively.
- To promote scientific literacy, including the ability to communicate scientific ideas effectively, understand the role of Science in society, and utilise modern technology to communicate their findings.
- To develop pupils' critical thinking and problem-solving skills, including the ability to evaluate evidence, make logical connections between ideas, and apply scientific principles to real-world problems.
- Use knowledge acquired to discover and explain the order of our physical environment.
- Understand how Physics is the Science of concepts of field, force, radiation and particle structures.
- Select and use appropriate instruments to execute measurements in the physical environment.
- Develop the use of scientific nomenclature, units and mathematical representations specific to Physics.
- Develop a solid foundation of knowledge and understanding about the ideas of Physics and our material environment that allows secure progression through to IGCSE and beyond.

## Learning Outcomes and Skills

### Knowledge and understanding

- Understand scientific phenomena, facts, laws, definitions, concepts and theories.
- Learn how to use scientific vocabulary, terminology and conventions (including symbols, quantities and units).
- Understand the purpose and use of scientific instruments and apparatus.
- Understand scientific and technological applications, along with the social, economic and environmental implications.

### Handling information and problem-solving

- Locate, select, organise and present information from a variety of sources.
- Translate information from one form to another.
- Manipulate numerical information and other data.
- Use information to identify patterns, report trends and form conclusions.
- Make predictions based on relationships and patterns, and present reasoned explanations for what has been observed.
- Solve problems, including some of a quantitative nature.

### Experimental skills and investigations

- Demonstrate knowledge of how to select and safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate).
- Plan experiments and investigations.
- Make and record observations, measurements and estimates.
- Interpret and evaluate experimental observations and data.
- Evaluate methods and suggest possible improvements.

## Unit Content

### Year 7

Year 7 pupils commence by learning about the scientific method and variables through a series of hands-on forces and design experiments. The year then continues with introductory work on key concepts in physics: energy, sound and electricity.

### Year 8

Year 8 pupils will revisit and study forces in greater depth, bringing in more sophisticated concepts such as pressure and moments. Physics also links closely with Mathematics in our studies of describing motion and graphing. The year finishes with an exploration of the universe: the night sky, space and light.

### Year 9

Year 9 pupils will study a wide breadth of topics in order to be well prepared for IGCSE: magnetism, energy resources, density, conduction, convection, radiation, sound and electricity.

## Assessment

In the Key Stage 3 Sciences, pupils will be assessed through a variety of formative and summative assessments including lab reports, project work and formal written assessments. Teachers will provide clear and constructive feedback to help pupils understand their performance and identify areas for improvement and review.





# Presentation Skills (Years 7 - 9)

## Introduction

Building confidence and conviction is crucial for all pupils, as presenting information clearly and effectively is a key skill that is useful in all subjects as well as every field of work. Understanding how to convey a message succinctly, clearly and with meaning is a critical skill for young people in their engagement with fellow pupils, at university, in interviews and in life more generally. Our Presentation Skills course aims to develop key techniques in this area that will give our pupils a natural advantage in these wider life skills. As a core part of the taught curriculum in Year 9, all pupils will learn how to speak and present in front of their peers and adults with conviction and clarity. There will be opportunities to present to a range of audiences throughout the year.

## Aims

- To introduce the basic ideas of vocal technique and build confidence, group trust and key skills ready for public speaking.
- To demonstrate poise and conviction in the delivery of public addresses, using both famous speeches from the past and self-scripted individual and/or group speeches.
- To learn how to analyse the performances of others.
- To learn how to participate in a structured debate.
- To understand the different elements of a formal interview, including the different possible formats and how to prepare for these.
- To become proficient at responding to questions in an interview situation, in order to convey information and share ideas.
- To understand how to communicate about a range of topics in an informative and engaging manner, in order to raise awareness, spark debate and conversation, using the format of a TED talk.
- To build on, and extend, skills in ICT presentation to accompany formal presentations.

## Learning Outcomes and Skills

- Understand the basic physiology of the voice and how to develop range.
- Understand the importance of posture and diaphragm support for projection.
- Read with expression and use techniques such as comedy to enhance presentation skills.
- Develop confidence in performing formal speeches as part of a small group.
- Develop confidence in performing formal speeches individually.

- Evaluate the performance of our own work, and others, and provide articulate, meaningful feedback.
- Develop the skills needed to participate in structured debates on a variety of topics.
- Learn how to present and to talk about yourself with clarity and conviction in an interview situation.
- Deliver a TED talk with confidence, with the support of visual aids to create maximum effect in front of an audience.

**Topic 1:** The art of effective presentation and projection.

**Topic 2:** The art of debating in order to present a cogent argument and how to prepare for, and present at, interviews.

**Topic 3:** Creating and delivering a TED talk with confidence and conviction.

## Assessment

Informal assessment takes place based on pupils' contribution to the programme and their participation in the practical exercises. Pupils will receive written and verbal feedback on their presentations to help them improve and hone their skills at public speaking.



# PSHME (Years 7 - 9)

## Introduction

The aim of the Personal, Social, Health and Moral Education (PSHME) curriculum is to provide pupils with a balance of essential life skills that they will need to successfully navigate the challenges they face now and in their future. It should also provide opportunities for pupils to recognise and enhance their own well-being by developing their self-awareness, taking responsibility for themselves whilst learning to feel positive.

## Aims

- To understand what 'Life Skills and Well-being' means to pupils.
- To understand the key skills needed to be successful in school and beyond.
- To experience a broad and balanced curriculum which enables pupils to develop as the individual they would like to be.

## Learning Outcomes and Skills

- Decision-making
- Problem-solving
- Teamwork and leadership
- Resilience and staying positive

The three main areas of the PSHME curriculum are: Health and Well-being, Relationships and Living in the Wider World. The curriculum time allocated for PSHME will also be used to deliver input relating to Online Safety and the Relationships and Sex Education curriculum (RSE). Aspects relating to topics such as puberty will be taught in conjunction with the Science curriculum. Parents will be informed, before sessions are taught, of the Sex Education objectives covered.

## Assessment

Pupils' effective effort will be assessed and recorded in reports for parents. Whilst there is no additional formal assessment of PSHME beyond this, pupils are encouraged to demonstrate their understanding in a variety of ways. The skills learned in PSHME can be applied to all subjects, helping pupils to further develop resilience, confidence in their ability to communicate and debate, teamwork and an awareness of different perspectives. We encourage pupils to take a leading role in topical discussions whenever possible.



# Spanish (Years 7 - 9)

## Introduction

The ability to understand and communicate in Spanish is a valuable asset that allows pupils to see the world with different eyes. At Key Stage 3, we believe that every single learner should feel a sense of enjoyment, achievement and progress throughout their language learning journey. To achieve this goal, we strive for a pupil-centred approach, empowering pupils to take charge of their learning. By integrating technology, pupils will have access to a range of digital resources and language learning software that will provide a dynamic and stimulating learning experience, while also equipping them with the essential digital skills needed for future academic and professional pursuits.

## Aims

- To develop a strong foundation of Spanish language skills, including reading, writing, listening and speaking competencies.
- To gain a deeper understanding of Spanish culture and society, including traditions, customs and values.
- To foster a love for language learning and build confidence in Spanish language communication.
- To read Spanish literature (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.
- To develop transferable skills, such as critical thinking, problem-solving and digital literacy, that are valuable across all areas of the curriculum.

## Learning Outcomes and Skills

- Identify and use tenses or other structures which convey the present, past and future.
- Use and manipulate a variety of key grammatical structures and patterns.
- Develop a wide-ranging and deepening vocabulary that allows participation in discussion about wider issues.
- Listen to a variety of forms of spoken language to obtain information, transcribe sentences and respond appropriately.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read, translate and show comprehension of original and adapted materials from a range of different sources.
- Write creatively to express opinions and use an increasingly wide range of grammar and vocabulary.

## Unit Content

In **Year 7**, Spanish pupils will explore the phonetical system through a range activities and topics. They will learn how to describe themselves as well as family and pets. They will then learn how to talk about things they like and dislike and will learn common and uncommon language to express opinions and justify them. Pupils will also learn to talk about their free time activities, using the present tense and some near future tense to describe their hobbies.

**Year 8** Spanish pupils will build on their basic conversational language, as well as vocabulary, to talk about themselves, their family and what they like to do in their free time. While doing so, they will learn opinions and reasons, as well as the present tense. Once the foundations are there, we will start exploring the language to describe the place where we live and we will compare our houses and streets with South American / Spanish places. We will use the past tense to describe what we did recently in our city and some future tense to describe what we will do there in the future.

**Year 9** will deepen their understanding of the language by revisiting the three main tenses (present, past and future) through the topic of school. We will explore what makes a good teacher and what are the main differences in the educational system in Spain, in comparison to British schools. We will then start exploring the topic of holidays; we will consolidate our past tense further and introduce some imperfect tense, while describing what we did on holiday in the past and how it was there. We will also explore the importance of holidays and how tourism has changed Spain

## Assessment

Assessment will cover speaking, listening, reading and writing skills in Spanish.

- Speaking assessments may include class discussions, role-plays and presentations.
- Listening assessments may include extracting relevant details, deducing meaning and answering questions related to spoken texts.
- Reading assessments may include extracting relevant details, deducing meaning and answering questions related to written texts.
- Writing assessments may include writing on everyday topics, demonstrating clear expression, appropriate grammar, vocabulary and spelling.

# Story of Our Land (Years 7 - 9)

## Introduction

Story of Our Land (SOOL) is a course completed in Years 7 and 8 which introduces pupils to the history, geography and beliefs of the world in which we live. It is a refreshingly innovative way of presenting the humanities; rigorous yet also relevant and appealing to academically ambitious schools. Story of Our Land is unique. It grew from a vision at Brighton College for an inspirational and innovative education that would equip pupils with the knowledge, skills and enjoyment they would need to become enthusiastic life-long learners, as well as responsible and thoughtful citizens.

## Aims

- To provide an inspiring curriculum based on a chronology of world history enriched with geographical, philosophical and religious themes.
- To be academically rigorous and challenge pupils to see the cross-curricular themes involved in the development of countries and societies over time.
- To develop pupils' critical thinking skills and enhance their ability to interpret, analyse and evaluate primary and secondary sources of evidence.
- To develop history and geography subject specific skills and ensure each subject retains individual integrity, ensuring excellent foundations for IGCSE and A-level.
- To build an understanding of how history, geography, religion, philosophy and economics are interconnected.
- To celebrate diversity within and between cultures and countries.
- To build independent research and study skills.
- To develop essay writing skills.

## Learning Outcomes and Skills

### Year 7

- Describe and explain the development of Britain and Singapore.
- Explain the causes of natural hazards such as earthquakes, volcanic eruptions and typhoons.
- Develop basic map skills.
- Study beliefs of the major world religions.
- Analyse Plato's theory of truth and knowledge.
- Explore personal and societal identity and the impact on human geography and migration.
- Evaluate primary and secondary sources of evidence.

### Year 8

- Describe and explain the development of Britain and Singapore.
- Understand the importance and impact of mountains and rivers.
- Understand the importance and impact of coasts.
- Discuss factors which shape environmental and political landscapes.
- Compare and contrast individual liberty and the rule of law.
- Evaluate the impact of exploration and trade.
- Independently research, critique and present a study on tourism, population and development in the local area.

## Unit Content

Pupils begin the year studying the importance of philosophy, which includes exploring Socrates', Plato's and Aristotle's views on knowledge. This provides the foundation for pupils to be curious about topics that they will go on to study; Celts, Settlements, Romans, Natural Disasters, Judaism, Christianity, The Dark Ages, The Vikings, Coasts and The Normans

## Assessment

Pupils are assessed through a mixture of formative and summative assessments. In addition to mid-year and end-of-year summative assessments, pupils complete project work (both independently and collaboratively), extended pieces of research, essays and class presentations. When possible, local fieldwork and trips will be introduced to help refine skills of historical understanding and geographical investigation, and pupils will also be informally assessed on their participation in these activities.



# Co-Curricular Activities

## Introduction

The Co-Curricular Activities programme (CCA) is designed to enhance and complement our curriculum. CCAs are offered at the end of our school days (Mondays to Friday) by a variety of teachers and external experts. We offer creative, active and service activities. Other activities will be introduced through pupils' suggestions and interests. Pupils will have more opportunities to experience different activities throughout the year. The programme aims to add challenge and offer further opportunities for pupils to own their achievements.

## Why it is important

CCAs are important to fuel pupil learning and to build important skills, such as social and leadership skills, to enrich and balance a pupil's academic experience. Pupils who engage in different CCAs practise and develop their self-management skills. Pupils develop a positive outlook towards school and future study through an increased sense of community at school.

By selecting varied activities, pupils improve their confidence and self-esteem through developing proficiency in different areas. Through leadership and independence, CCAs can help prepare pupils for their future as they discover more about themselves and their path in life.

Older pupils can expect CCAs to be wide-ranging. Increasingly, they are expected to take the role of leader within the school, by working with younger pupils to help them develop skills and passions of their own. There will be significant time to develop areas in which pupils have emerging talent, as well as considering new challenges.



# At Brighton College (Singapore) Co-Curricular Activities range from specialist to general

These are just some of the activities we offer:

**BASKETBALL** **TENNIS** **CHOIR** **FUN SCIENCE** **PERFORMING ARTS**  
**MANDARIN** **NETBALL** **BRIGHTON ROCK!**  
**BOARD GAMES** **iPAD CREATOR** **CROSS COUNTRY** **Chess**  
**TOUCH RUGBY** **FOOTBALL** **INLINE SPORTS** **Table Tennis**  
**LET'S CODE!** **CALLIGRAPHY** **CRICKET**  
**Art** **ENGINEERING CLUB**







BRIGHTON COLLEGE  
(SINGAPORE)

**Brighton College (Singapore)**

1 Chuan Lane

Singapore

554299

+65 6505 9790

[brightoncollege.edu.sg](https://brightoncollege.edu.sg)

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For more information or to  
book a visit please scan QR code  
or contact us at  
[admissions@brightoncollege.edu.sg](mailto:admissions@brightoncollege.edu.sg)