



BRIGHTON COLLEGE  
(SINGAPORE)

## SUBJECT INFORMATION FOR PARENTS AND PUPILS 2024-2025 KEY STAGE 3 (YEARS 7 - 9)







## 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 future study. In addition, during this time, we want our pupils to be inspired by the new subjects they study, the new ideas they encounter and by the new ways of studying they undertake, all of which they will experience with us at Brighton College (Singapore).

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 opportunity to develop our pupil's 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 AND 8 SUBJECTS 2024-2025

In Years 7 and 8, all pupils will study:

- Mathematics
- English
- Computing and Digital Learning
- Separate Sciences - Biology, Chemistry and Physics
- Humanities (History, Philosophy 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 games, pupils will also rotate through swimming, dance, and PE 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

## YEAR 9 SUBJECTS 2024-2025

Year 9 is an important year, where pupils will learn skills and knowledge that provide the best possible foundation for the IGCSE courses they will study in Years 10 and 11. At Brighton College (Singapore) pupils in Year 9 follow a curriculum based on that of the English education system consisting of the following subjects:

- English Language and Literature
- Mathematics
- Separate Sciences – Biology, Chemistry, Physics
- History
- Geography
- PE, Swimming and Dance
- PSHME (Personal, Social, Health and Moral Education)
- Languages – Mandarin Chinese, French and Spanish
- Presentation Skills
- Art
- Games
- Computing and Digital Learning
- Drama
- Music
- Design Technology
- Co-Curricular Activities

Pupils will be offered support and guidance from their tutor, teachers and the Deputy Head of Senior School in the spring term of Year 9, when selecting their options for IGCSE study, which will begin in Year 10.





# 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, carbon transfer drawing, application of tone, colour theory and various forms of printing.
- 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.

## 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.

# COMPUTING AND DIGITAL LEARNING (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 in order 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 skilful 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 both spreadsheet modelling and creation in order 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.

## 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.

## 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.

## Assessment

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. In order to support the skills of intertextuality required at A-level, all units across Key Stage 3 and 4 are linked conceptually in order for pupils to think critically across the range of texts they are studying. 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 source material.
- 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 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, where necessary, 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 and the creation of quotation banks.
- 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.

## 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.







# 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.

## 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 (YEAR 9)

## 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.

## Typical Learning Outcomes 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.

## 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)

## 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.

## Typical 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.

## 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)

## Introduction

The primary goal at Key Stage 3 is to help the pupils establish a solid foundation of vocabulary, knowledge of Chinese and communication skills through the natural and gradual integration of language, content and cultural elements. Pupils will develop their understanding of Pinyin, strokes and radicals. They will be able to communicate in some authentic contexts and develop their all-round skills including listening, speaking, reading and writing skills. As part of a pupil-centred approach, Mandarin lessons are designed with personalised instruction and support. To prepare for a smooth transition to the IGCSE Mandarin programme, Year 9 pupils will engage with more linguistically challenging content including newspaper reading, diary writing and presentations on relevant cultural topics of their choice in Mandarin.

## Aims

- To develop the language proficiency to communicate in simple and complex daily conversations.
- To offer insights into the culture and society of countries and communities where Chinese is spoken.
- To develop awareness of the nature of language and language learning.
- To provide enjoyment and intellectual stimulation.
- To develop transferable skills to complement other areas of the curriculum.
- To form a sound base of the skills, language and attitudes required for progression to work or further study, either in Mandarin Chinese or another subject area.

## Learning Outcomes and Skills

### Content

- Develop an understanding of the structure and history of Chinese characters.
- Be able to talk authentically about family, numbers, appearance, hobbies, countries and languages, describing where you live.

### Skills

- Use basic elements of Chinese grammar correctly.
- Write basic Chinese (simplified characters) and translate Chinese into English at sentence level.
- Use Chinese in a range of everyday situations.
- Read, listen to and understand some short texts on a familiar topic, demonstrating an understanding of ideas, opinions and attitudes.
- Select and extract relevant details from some short texts on a familiar topic.
- Speak in Mandarin Chinese and engage in some everyday conversations.

## Assessment

The assessment will cover speaking, listening, reading and writing skills in Mandarin.

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



Numbers

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.

Shape and Measure

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.

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, review and evaluate music across a range of historical periods, genres, styles and traditions (such as, rhythms of the Caribbean, 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 about the music of Singapore.
- 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.

## Assessment

Music is evaluated using a combination of aural and written assessment, appropriate to experience and ability.

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 available to all pupils at Brighton College (Singapore) and is used to develop physical literacy which 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 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 (for example, athletics and gymnastics).
- 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.

## Assessment

There is no formal assessment of PE at Key Stage 3. However, pupils are provided with continuous informal feedback throughout their lessons. This is designed to help them improve in terms of their skills and understanding, and also with regards to their levels of self-confidence – one of the key pillars in a Brighton College (Singapore) education.





# PRESENTATION SKILLS (YEAR 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. The Presentation Skills course is taught in modern ‘state of the art’ spaces such as our specialist classrooms and theatre. Spaces like these, with opportunities for collaboration, group work, practical work and voice projection, provide the ideal venues to develop these skills.

## 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. Parents will be updated on their progress with the course through formal means such as end-of-term reports.





# 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 they need to successfully navigate challenges they face now and in their future. It should also provide opportunities for pupils to recognise and enhance their own wellbeing by developing their self-awareness, taking responsibility for their own time management and learning to feel positive about themselves.

## Aims

- To understand what 'Life Skills and Wellbeing' means to pupils.
- To provide enrichment opportunities outside the classroom.
- 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

- Become increasingly confident at public speaking.
- Planning and organisation.
- Decision-making.
- Problem-solving.
- Teamwork and leadership.
- Resilience and staying positive.
- Creativity and resilience.

## 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.



# SCIENCE (YEARS 7-9)

## Introduction

The Key Stage 3 curriculum is designed to provide pupils with a solid foundation in the scientific principles and skills necessary for further study in science. Over the course of three years, pupils will explore a range of topics, with the subjects of biology, chemistry, and physics, through a combination of theoretical concepts and practical experiments. 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 scientific ethics and responsible scientific inquiry.

## Aims

- To foster a love of learning and a curiosity about the natural world, inspiring pupils to continue studying science and pursuing scientific careers in the future.
- To develop pupils' knowledge and understanding of key scientific concepts and principles across biology, chemistry and 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.

## 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.



## Biology

- 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.
- Become proficient in the use of scientific nomenclature, units and mathematical representations specific to biology.
- Develop a strong foundation of knowledge and understanding about the science of living organisms that allows secure progression through to IGCSE and beyond.

## Chemistry

- Understand how chemistry is the science of composition, structure, properties and reactions of matter.
- Acquire knowledge of the empirical world.
- 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.

## Physics

- 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.
- Apply physics knowledge in the conservation and management of our environment.
- 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 the capacity to think critically and solve physics related problems.
- Develop a strong foundation of knowledge and understanding about the ideas of physics and our material environment that allows secure progression through to IGCSE and beyond.

## Assessment

In the Key Stage 3 science curriculum, pupils will be assessed through a variety of formative and summative assessments. Formative assessments will encourage individuality and pupil voice by providing opportunities for pupils to choose topics for independent research projects and have input into practical investigations.

Summative assessments will also provide some degree of choice and flexibility, such as giving pupils a choice of questions or tasks to complete. Teachers will provide clear and constructive feedback to help pupils understand their performance and identify areas for improvement. The assessment approach is designed to support pupils' learning and encourage them to take ownership of their learning, while also ensuring they achieve the aims of the curriculum.







## 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.

### 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 AND 8)

## 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.

## Typical 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.

## 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 programme 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.

## Aims

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

TRACK AND FIELD

TENNIS

CRICKET

iPAD CREATOR

PERFORMING ARTS

FOOTBALL

CROSS COUNTRY

CHOIR

Chess

Table Tennis

Art

FUN WITH ENGINEERING

LET'S CODE!

TOUCH RUGBY

INLINE SPORTS







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A **COGNITA** SCHOOL