



LEARNING TO EXCEL
SINCE 1969

QUALITY BRITISH EDUCATION IN MILAN

KEY STAGE 3 CURRICULUM BOOKLET



KEY STAGE 3

THE BRITISH SCHOOL OF MILAN

The British School of Milan's mission is:

To inspire learning within a caring, creative and international community, to pursue excellence, and to challenge students to think critically as they prepare for the world beyond.

Year 7, Year 8 and Year 9 are three dynamic years of a student's education that build upon the **foundations of literacy and numeracy** laid down in Primary School, and help define the pathway towards Key Stage 4, the two-year programme that ends with IGCSE examinations.

At the British School of Milan, we offer our Key Stage 3 students a diverse curriculum that reflects the best of British education within an international context.

Joining Key Stage 3 in Year 7, a student encounters a new learning environment: whilst their **Form Tutor**, who they meet on a daily basis, oversees their academic and personal progress, subject specialists guide their learning in a broad range of subjects.

Students in the Senior School are aware that learning does not only take place in the classroom: beyond the structured schedule of lessons, students consolidate and extend their knowledge through **homework and independent study**. Each student is expected to develop their organisational skills through appropriate use of their Student Planner, which will allow them to effectively plan and prepare for homework tasks and revise for tests. Whilst we encourage students in Key Stage 3 to be responsible for monitoring their own approach to learning, we guide them in setting targets, and we ask Form Tutors and parents to check regularly that students are on track and working appropriately towards fulfilling their individual potential.

In Years 7, 8 & 9, as in all the Key Stages, students are encouraged to take advantage of the various co-curricular activities that we offer, both during lunch-time and after school. These activities, which include, amongst other things: choir, instrumental lessons, drama, sport, and art, offer opportunities to work collaboratively and cooperatively on shared endeavours, reflecting our belief that personal and social development are as vital as **academic growth**.

The following pages present an outline of the academic and pastoral programme of Key Stage 3.

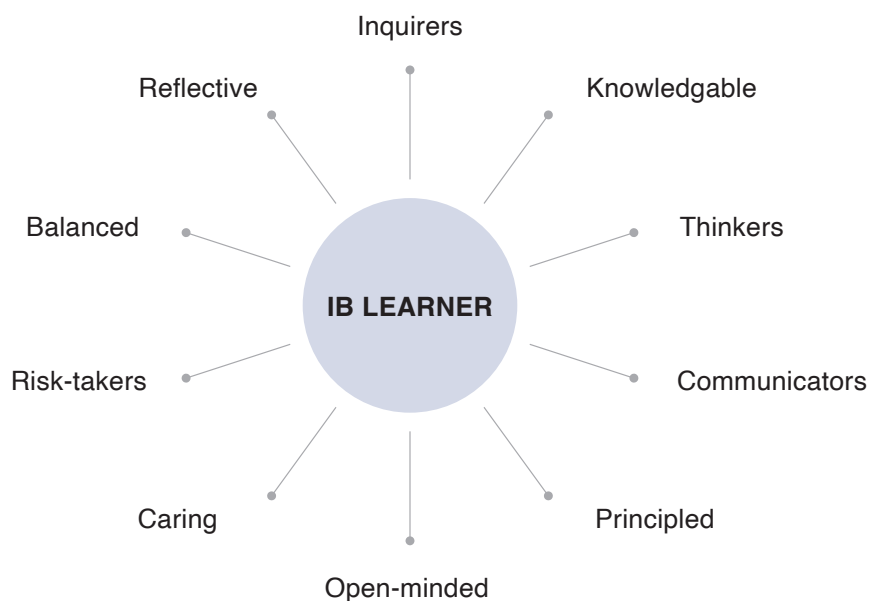
Should you require any further information, or if you have any questions, please do not hesitate to get in touch: **dianne.braithwaite@bsm.school**



KEY STAGE 3

THE BRITISH SCHOOL OF MILAN

As an IB school, and as a school that supports the attributes promoted within British education, we encourage the individual qualities that appear on the IB Learner Profile, even from the start of Key Stage 3.



There are many ways that you can develop the qualities of an IB learner whilst you are in Key Stage 3. As a member of a Tutor Group you have a range of opportunities to play an active role in school life.

PSHE Participate in discussions and activities that focus on a wide range of topics that will allow you to develop your awareness of yourself, the world around you and the significance of global concerns.

CAS Become involved in a project that aims to raise awareness of the needs of those less fortunate than you.

HOUSES Demonstrate your teamwork skills and sense of competition through inter-house competitions.

ASSEMBLIES Gain confidence in your communication skills through planning and presenting ideas.

STUDENT VOICE Contribute to the discussion that identifies ways to make the school community even stronger and make the school experience even richer.

TARGET SETTING Reflect upon your progress, and identify specific targets that will allow you to achieve your goals.

Supporting you through this first phase of the Senior School, monitoring your individual progress and contributions to the school community, and facilitating your exploration of issues the wider world beyond the British School of Milan, is your **FORM TUTOR**.

You will be given regular feedback on your 'Attainment' and 'Attitude to Learning' through a series of Grade Cards, Parent - Teacher - Student Evenings and a Full Report.



KEY STAGE 3

THE BRITISH SCHOOL OF MILAN

ASPIRE

All Key Stage 3 students should:

Achieve their full potential as individuals.

Support each other as members of a caring and creative community.

Pursue knowledge and understanding.

Involve themselves in the wide range of activities that the school offers.

Respect other people's values, beliefs and customs.

Extend their horizons, striving to achieve their best.

ATTITUDE TO LEARNING

The key to achieving your goals is through making sure your actions suit your aspirations. Both within and beyond lessons, you can demonstrate you are an increasing independent learner and a positive, productive member of the learning environment, by adopting and sustaining an excellent **ATTITUDE TO LEARNING**.

All students at BSM are viewed through the same framework in terms of their approach to study: it ranges from grade 4 to grade 1.

Below are some of the key descriptors in the Attitude to Learning profile.

Which ones best describe you?

Set your sights high: learn what it takes to gain a 4.

4 | Excellent

I am always prepared and ready to learn

I am always enthusiastic about my learning and willing to participate in lessons I enjoy learning and always focus on the tasks set during my lessons

I always complete my homework fully and on time to my high standards

3 | Good

I am ready and prepared to learn

I am enthusiastic about my learning and participate in lessons

I am focused on my learning and the tasks set during my lessons

I complete my homework fully

2 | Needs Improving

I am usually engaged in my learning

I usually work hard

I am usually focused on my learning and on task, although often my teachers must remind me

I am not yet regularly managing to complete my homework fully and/or on time

1 | Unacceptable

I am making little effort in class with my learning

I am not participating in lessons and I am not showing enthusiasm with my learning

I am not focused on my learning often enough

I rarely complete my homework to a high standard or submit homework on time



ENGLISH

SKILL DEVELOPMENT

Understand the power and the possibilities of the spoken word.
Participate effectively in a variety of speaking and listening activities.
Read and respond to all types of text, recognizing themes and attitudes.
Explore how writers achieve specific effects.
Construct and convey meaning in writing, matching style to audience and purpose.
Use language with creativity and enjoyment.
Read, understand, enjoy and respond to all types of literary texts.
Discover information-retrieval strategies for the purpose of study.
Recognise the significance of the personal, social and cultural context of fiction and non-fiction.
Broaden your understanding of the language, forms, conventions and social and political contexts of the mass media.

COURSE OUTLINE

Year 7

Autobiography
Media (Images and Persuasive Language)
'Frankenstein' adapted by Philip Pullman
'Whale Rider' by Witi Ihimaer
Selection of poetry based on the theme of Animals

Year 8

Love Poetry through the ages
'Romeo and Juliet': William Shakespeare
History of the English Language
Selection of Pre-1900 short stories
'Animal Farm': George Orwell

Year 9

'Much Ado About Nothing': William Shakespeare
Selection of War Poetry
Range of topical media articles
Creative writing: short stories
'Dr. Jekyll and Mr. Hyde': Robert Louis Stevenson

CONSIDER

- Reading a variety of non-fiction to broaden your vocabulary, range and repertoire.
- Contributing to the school online magazine: The Heat.
- Volunteering to present ideas in assemblies, to practise your communication skills.
- Articulating critical opinion of a range of media in review pieces.
- Constructing persuasive arguments for debates.
- Playing word games such as Scrabble or Taboo during a rainy lunchtime.



ENGLISH AS AN ADDITIONAL LANGUAGE

SKILL DEVELOPMENT

Become more confident in your use of English.
Read a range of increasingly demanding texts.
Analyse genres commonly encountered in school.
Write with increasing fluency and sophistication.

COURSE OUTLINE

English as an Additional Language (EAL) programmes are divided into two specific learning opportunities. These courses involve students being withdrawn from the mainstream timetable to focus intensively on the language skills required to successfully access the curriculum. Students work in small groups and on occasions one-to one, with EAL specialist teachers.

Stage 1 Students are withdrawn for up to 11 periods a week, so they can have direct language instruction. Where appropriate, these students are also supported in the mainstream by specialist EAL staff.

Stage 2 Students are withdrawn from mainstream classes for up to 8 periods per week, and are supported in class by EAL informed mainstream teaching.

Stage 3 Students have a high level of language, but who still benefit from EAL informed mainstream teaching and academic language courses.

Year 7

Students focus on narration, recount, reporting, instructions, procedure, explanation and argument. They produce a variety of written pieces including formal and informal letters, summaries, police reports, a book review, instructions, a discursive essay and explanations of procedures and processes.

Year 8

Students focus on persuasion, description, information, reporting, summary writing, recount and vivid narration. They produce a variety of written pieces including travel reports, brochures, informal letters, e-mails and postcards, summaries, book reviews and newspaper articles.

Year 9

Students focus on argument, persuasion, description, information and factual reporting. They produce a variety of written pieces including newspaper and magazine articles, summaries, formal and informal letters, as well as producing and recording a news broadcast.

CONSIDER

- Broadening your vocabulary by reading a range of material in English.
- Keeping a vocabulary journal, so that you can remember new words that you encounter.



MATHEMATICS

SKILL DEVELOPMENT

Develop Fluency

Select and use appropriate calculation strategies
Move freely between different numerical, algebraic, graphical and diagrammatic representations
Varied and frequent practice with increasingly complex problems
Recall and apply knowledge quickly and accurately

Reason Mathematically

Follow a line of enquiry Make and test conjectures
Generalise and develop justification and proof

Solve Problems

Break down a question into a series of simpler steps
Persevere in seeking solutions
Model situations mathematically

COURSE OUTLINE

Mathematics is a creative discipline essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Mathematics education in KS3 provides a foundation for understanding the world, the ability to reason mathematically, and appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Mathematics in KS3 fulfils the targets within the British National Curriculum:
Number, Algebra, Geometry and Measures, Ratio, Proportion and Rate of Change, Probability and Statistics.

In Year 7, students will begin the year in mixed ability groups and move towards two tiers of ability after term 1. In Year 8, students will work in two tiers of ability. In Year 9, students are set linearly in preparation for their entry to the (I)GCSE course.

Year 7

Students develop their mental arithmetic skills. They acquire a toolbox of techniques and methods to help them become fluent in the fundamentals.

Year 8

Students discover new ideas and key concepts. They learn to generalise in order to develop rules. They draw on more technical vocabulary and develop skills of making their thinking clear to themselves, as well as others.



MATHEMATICS

Year 9

Students prepare for the start of the (I)GCSE course by covering more complex curriculum topics, answer problems in context, generate their own questions, and they cement and link together all the knowledge from previous years.

EQUIPMENT

Students are expected to have a blue or black pen, a green pen, a pencil, a protractor, a pair of compasses, a ruler and a scientific calculator for every lesson. We recommend the Casio FX 85GT PLUS or similar. Year 7 students will be given guidance on when they are required to have a calculator.

CONSIDER

- Taking part in the Junior and Intermediate UKMT Mathematics Challenges.
- Participating in the ISMTF Team Challenges in International venues.
- Applying your logic skills to co-curricular activities, such as Chess Club.
- Attending 'Maths Clinic' on Mondays.
- Accessing myimaths.com and drfrostmaths.com to practise skills beyond the classroom.



SCIENCE

SKILL DEVELOPMENT

Engage with abstract ideas that lie at the heart of science.
Apply the scientific method to a wide range of everyday situations.
Develop scientific inquiry to describe, explain and predict natural phenomena.
Learn how to design, undertake and evaluate scientific investigations.

COURSE OUTLINE

Year 7

In Years 7 and 8 students study an integrated science course.
In Year 9 students study Biology, Chemistry and Physics as separate sciences.

Cells
Reproduction
Particles
Elements and compounds
Energy
Space

Year 8

Variation and classification
Human biology
Acids and alkalis
Chemical reactions
Forces
Electricity and magnetism

Year 9

BIOLOGY

People and the environment
Reproduction
Microbes and disease

CHEMISTRY

Metal reactions
Atomic structure and bonding
The Periodic table

PHYSICS

Light and sound
Heating and cooling
Forces

EQUIPMENT

All students are expected to arrive to their science lessons with a pen, pencil, 30cm clear plastic ruler for drawing graphs, glue and scissors.

CONSIDER

- Reading science journals such as 'Focus' or 'New Scientist' to keep up-to-date with changes in the scientific world.
- Accessing science news on:
www.bbc.com/news/science_and_environment or
www.theguardian.com/science
- Listening to Science podcasts from the BBC or the Royal Society of Chemistry. For example: *The Life Scientific* or *Chemistry in its Element*.



GEOGRAPHY

SKILL DEVELOPMENT

Become more aware of the world beyond your own immediate experience.
Acquire and use geographical knowledge of places and environments.
Develop an understanding of the changing world in which you live.
Refine the skills of a geographer and experiment with their independent use.
Clarify and develop your own values in relation to geographical issues.
Discover the opportunities of learning outside the classroom.

COURSE OUTLINE

Year 7

Making and Mapping Connections
Our Restless Earth: earthquakes and volcanoes
Urban Geography: industry and sustainable cities.
Geography & Sport

Year 8

Coasts
Glaciation
Weather and Climate
Geography of Food and Health

Year 9

Rivers and Flooding
Development and Resources
Geography of Conflict
Our World in 2060...what does the future hold?

CONSIDER

- Applying theoretical ideas in practice, during fieldtrips and whilst travelling.
- Developing your enquiry skills and ability to collect, record, present and analyse geographical data.
- Considering the significance and role of geography in the social and political world.
- Extending your knowledge of the broad range of concepts and themes studied in class through independent research.



HISTORY

SKILL DEVELOPMENT

Enrich your knowledge and understanding of the past.
Recognise connections between causes and consequences.
Understand the reasons for different interpretations of the past.
Research, selecting sources according to their usefulness, identifying bias and reliability.
Select and organize historical information.
Express your understanding of history through presentations, drama and creative writing.
Articulate your personal opinions and interpretations in discussion and debate.

COURSE OUTLINE

Year 7

Conquest, Power and Authority

The focus of this topic is to explore the Viking and Norman invasions of England in 1066 whilst exploring who held power and authority in Medieval Europe including: William the Conqueror, the Feudal System, Matilda and Stephen, Henry II and Eleanor of Aquitaine, the power of the Church and the impact of the Crusades, King John and the Magna Carta, The Peasant's Revolt.

India and Independence

This topic continues the theme of power and authority but looks at a case study of India from the time of the Mughal Empire, the British Empire and the contribution of Gandhi in the independence of India from British rule.

Medicine Through Time

This topic explores change and continuity in medical beliefs, practises and treatments in the Ancient Period, Medieval Period, The Renaissance, Industrial Revolution, and WWI. It also examines the contributions of key individuals such as Edward Jenner, Florence Nightingale, Mary Seacole, and John Snow.

The Tudors

This topic explores the way in which Tudor monarchs ruled and how they changed religion within England. Students also explore how Elizabeth dealt with opposition and why the Spanish Armada were defeated in 1588.

Crime and Punishment Through Time

This topic explores change and continuity in crimes, policing, laws, trials and punishments across Ancient Rome, Anglo Saxon England, the Early Modern Period, and Industrial period. Students explore the reasons behind the Bloody Code and question how conditions in Whitechapel allowed for Jack the Ripper to go undetected.

Year 8

From Africa to America

Students explore the advancements of Africa before the arrival of Europeans. They then learn about the slave trade, life on the plantations and the work of the abolition movement.



Year 9

Rights and Protest

Students evaluate the success and advancements of non violent protest in the Civil Right's Movement. They assess the role of key individuals such as Rosa Parks, Dianne Nash, MLK, E.D Nixon. Then they assess the position of women by 1900 in Britain and evaluate the achievements of violent protest used by the Suffragettes in gaining the right to vote.

WWI

Students examine the causes and key events of WWI as well as the experiences of Italian soldiers in comparison to those on the Western and Eastern Fronts.

Italy

Students study the failures of the Liberal Government following unification, the impact of WWI and the Rise of Mussolini. They then learn how Mussolini consolidated his power and the extent to which he made Italy a nation of loyal fascists. There is also a study on the Holocaust within Italy.

WWII

Students examine the causes and key events of WWII as well as the experiences of those on the 'Home Front' in different European countries.

CONSIDER

- Reading a range of news sources, and identifying similar or conflicting perspectives of the same event.
- Drawing comparisons between recent social and political events, and those from the past, through research.
- Accessing official online sources that provide different national and international views on world events.

FRENCH

SKILL DEVELOPMENT

Speak confidently and accurately about familiar topics.
Use your existing knowledge to respond to new situations.
Use language creatively to express yourself accurately in writing.
Employ a wide range of vocabulary, expressions and some complex grammatical structures. Understand the value of sentence variety and the need for accuracy in spelling.
Work independently and use reference materials effectively.
Gain knowledge and understanding of countries where French is spoken.
Develop positive attitudes to modern foreign language learning.

COURSE OUTLINE

Year 7

Bonjour! - basic introductions
J'habite ici - house and home
Chez moi - family and personal items
Les animaux - animals
Des fêtes et des festivals - cultural festivals
Qu'est-ce que tu fais? - activities and hobbies
En ville - around town
Une journée scolaire - school
C'est bon ça? - food

Year 8

En ville - shops and shopping
On fait des projets - countries, nationalities and holidays
De jour en jour - daily routine and life in a French school
En famille - personality and life at home
Bon appétit! - food and drink
En voyage - travel plans and preferences
Ça va? - clothes, possessions and health

Year 9

Des jeunes francophones - the French-speaking world, technology
Bienvenue à Paris - cultural knowledge and understanding of Paris
Ça me passionne - leisure activities around the world
Au travail - the world of work
Au parc d'attractions - future plans and past events
Bonjour le Québec - cultural knowledge and understanding of Québec
En forme - healthy and unhealthy lifestyles
Vive les vacances! - holiday details and preferences

CONSIDER

- Reading French books.
- Watching French TV or films.
- Ways to practise your spoken French in 'real' situations.



ITALIAN LANGUAGE A

SKILL DEVELOPMENT

Become competent in Italian to the point of being able to move into the subsequent Pre-IB Italian and IB Italian A courses.
Appreciate and comment on both familiar and unseen texts.
Compose pieces that apply literary and non-literary features.
Compare and contrast texts, and connect themes across and within genres.
Create work that employs language specific conventions throughout a variety of text types.
Employ appropriate critical apparatus.

COURSE OUTLINE

Year 7

Contemporary Italian literature - introduction to literary analysis
Writing workshop - Italian grammar in context
Epic poetry - Introduction to myths and epic poetry from different cultures, followed by an in-depth study of *The Iliad*

Year 8

Contemporary Italian literature - development of literary analysis and exploration of topical themes
Non-fiction - introduction to the discussion of complex themes such as identity, race and sexuality
Epic poetry - *The Odyssey*

Year 9

Contemporary Italian literature - consolidation of techniques for literary analysis with a link to historical events and cultural understanding
Anthology of literary and non-literary texts exploring emotions and mental health
Selection of Italian poetry

CONSIDER

- Participating in Italian Poetry Competitions.
- Meeting and speaking to poets, writers and journalists during their visits to school.
- Taking part in Italian creative writing club.
- Attending Italian theatre performances.



ITALIAN LANGUAGE B

SKILL DEVELOPMENT

Develop your ability to speak confidently and accurately in Italian about familiar topics.

Use your existing knowledge to respond to new situations.

Use language creatively to express yourself accurately in writing.

Employ a wide range of vocabulary, expressions and some complex grammatical structures.

Understand the value of sentence variety and the need for accuracy in spelling.

Work independently and use reference materials effectively.

Gain knowledge and understanding of the culture of the country in which you live.

Develop positive attitudes to modern foreign language learning.

Italian B is taught in two levels:

- intermediate/advanced group - building on previously gained knowledge and understanding of the Italian language
- beginner/lower-intermediate group - newcomers to Italian and those who are learning fundamental language skills in Italian

COURSE OUTLINE

The 5 areas of experience covered in Years 7, 8 and 9 are:

Everyday Activities

Life at home

Food and drink

Health and fitness

School

Personal & Social Life

Myself, family and friends

Free time and social activities

The World Around Us

Home town and local area

The environment and society

The World of Work

Further education and work

Language and communication in the work place

The International World

Travel at home and abroad

World Events and issues

CONSIDER

- Practising your Italian by engaging in conversation with members of your local community.
- Watching films with Italian subtitles.



SPANISH

SKILL DEVELOPMENT

Speak confidently and accurately about familiar topics. Use your existing knowledge to respond to new situations. Use language creatively to express yourself accurately in writing. Employ a wide range of vocabulary, expressions and some complex grammatical structures. Understand the value of sentence variety and the need for accuracy in spelling. Work independently and use reference materials effectively. Gain knowledge and understanding of countries where Spanish is spoken. Develop positive attitudes to modern foreign language learning.

Some students start Spanish in Year 8. They study the language in place of French.

COURSE OUTLINE

Year 8

Me presento - basic introductions
Mi burbuja - my family and pets
Mis pasatiempos - my hobbies
Mi casa - my house
En mi ciudad - my city
Mi instituto - my studies

Year 9

Dieta y salud - diet and health
Mis vacaciones - my holidays
Aquí mando yo - Internet, TV and film
Adictos a la moda - clothes and shopping
Yo en mi mundo - daily routine
De paseo por el mundo hispano - travel plans

CONSIDER

- Reading Spanish books.
- Watching Spanish TV or films.
- Ways to practise your spoken Spanish in 'real' situations.
- Using free website programmes or apps



ART

SKILL DEVELOPMENT

Develop ideas from direct experience and imagination.
Select, record and analyse from first-hand observation.
Record observations, ideas and research, and organise a range of visual evidence and information, using a sketchbook.
Select and experiment with a range of images, materials, tools and techniques.
Modify and refine work, planning and making further developments in the light of your own and others' evaluations.
Identify how and why styles and traditions change over time and from place to place, recognizing the diverse methods and approaches used by artists, craftspeople and designers.
Relate art, craft and design to their social, historical and cultural context.
Express ideas and opinions and justify preferences, using knowledge and an art, craft and design vocabulary.

COURSE OUTLINE

Throughout Years 7 to 9, pupils are taught about visual and where appropriate tactile elements including: pattern, texture, colour, line, tone, shape, form, space.

Students are introduced to the work of artists, craftspeople and designers, e.g. drawing, painting, printmaking, sculpture, ceramics, graphic design, in order to develop their appreciation of the richness of our diverse cultural heritage. The selection includes work in a variety of genres and styles from:

- The locality
- The past and present
- A variety of cultures - Western and Non-Western

To develop visual literacy, pupils are made aware of the different ways in which ideas, feelings and meanings are communicated in visual form. (A strong emphasis is placed upon vocabulary and this is taught in lessons where students collectively assess/evaluate their work against the set objectives).

CONSIDER

- Joining the Art Club (Lunchtime).
- Visiting art galleries whenever possible.
- Producing 4 'Self-Promotional' working pages in your Art Journal.
- Reviewing, refining and polishing elements of your Art Journal.
- Experimenting with combinations of different media.



MUSIC

SKILL DEVELOPMENT

Extend your Musical literacy and broaden your Musical vocabulary.
Develop your vocal and instrumental skills through individual, whole class and ensemble work.
Increase your aural awareness.
Deepen your general knowledge of Western Music history, Popular and Jazz music.
Gain a general knowledge of World Music.
Extend your creativity through composition and use of technology in Music (Musescore programme).

COURSE OUTLINE

Year 7

Topics (taken from the following)

The elements of music
Instruments of the orchestra
World Music focus on instruments
Composing using keyboards and solo musical performance
Minimalism, graphic scoring, drone and pentatonic

Music Theory (one lesson per week)

Almost everyone takes ABRSM Grade 1
Theory at the end of Year 7.

Year 8

Topics (taken from the following)

The Baroque and Classical periods
Musescore software used on arrangements and free composition
Blues Music
Song-writing, Band Project and STOMP project
Film music introduction

Applied music theory

Seventh chords, Blue scales and chord patterns
Musical structures using ABA*C etc...
Composition projects involving blending melody with harmony

Year 9

Topics (taken from the following)

Latin American and African Music
Film Music and musical analysis
Band Project, Song-writing
KS3 summary of topics
Exploration of new software resources for composition

Music Theory

More extended and elaborated compositions

CONSIDER

- Creating and delivering multi-media Music presentations.
- Becoming involved with Junior Choir, and Senior Choir in Year 9, and taking opportunities to tour and perform in prestigious venues.
- Participating in monthly Wednesday Concerts.
- Learning or developing musical skills by taking individual instrumental lessons.



DRAMA

SKILL DEVELOPMENT

Collaborate in the process of creating performance in a range of different media
Compromise and negotiate creative ideas
Develop spatial awareness, physical awareness and vocal technique
Understand the significance of non-verbal communication
Increase confidence in performing and presenting in front of an audience
Create and perform in a range of different styles and genre
Analyse performance in a range of different media
Write for scripted performance
Use technology to create performance
Design for theatre, film and television

Course outline

The Drama curriculum is split into three key areas of teaching:

- **Making:** designing and creating for different performance media
- **Performing:** performing scripted and original work
- **Responding:** analysing, evaluating and critiquing performance and production design

COURSE OUTLINE

Year 7

Introduction to devising and performance
Commedia Dell'Arte
Radio Drama
Theatre Design
The Mystery Picture

Year 8

Genre
Film marketing
Anne Frank
V-logging
Alcatraz

Year 9

Macbeth
Bentley and Craig
Devising with stimulus
Theatre in Education
Physical Theatre

CONSIDER

- Getting involved with the Drama extra-curricular club in Year 7 and 8
- Auditioning for school productions
- Taking advantage of Milan's many theatres
- Watching filmed productions using our subscription to Digital Theatre +
- Swapping your next reading book for a play
- Engaging in film, television and other performance media with a critical eye



INFORMATICS

SKILL DEVELOPMENT

Use computational thinking and creativity to understand and change the world.
Establish links with mathematics, science, design and technology.
Gain insight into both natural and artificial systems.
Discover how digital systems work.
Use information technology to create programs and systems.
Create complex word-processed reports and multi-sheet spreadsheets.
Format spreadsheets with complex formulas and functions to model scenarios.
Extend your digital literacy.
Prepare to become an active participant in a digital workplace in an ever-changing world.

COURSE OUTLINE

Year 7

- 7.1 - Digital Literacy (Office+Google Docs/Sheets/Slides)
- 7.2 - Kodu Game Lab (System Life Cycle, Programming)
- 7.3 - Web Awareness (How the web works, theory unit)
- 7.4 - What are computers (networks, binary, CPU, Fetch Execute Cycle)
- 7.5 - Algorithms & Programming (Bubble sorts, Pseudo Code, Scratch Programming)

Year 8

- 8.1 - Grand Designs (3D Modelling/Spreadsheet Modelling)
- 8.2 - Python Magic (loops, functions, classes)
- 8.3 - Animation Project (Flash, Eisteddfod project)
- 8.4 - Databases (tables, records, fields, queries, forms, reports)
- 8.5 - Control Technology (flowcharts, Flowol)

Year 9

- 9.1 - Digital Imaging (Pixels, resolutions, Fireworks)
- 9.2 - Web Development (Codecademy, create own web pages using Notepad)
- 9.3 - GIS Project (in conjunction with Geography, in depth spreadsheet skills, advanced Word)
- 9.4 - Arcade Game project (SDLC, flowcharts, Snap as opposed to Scratch, Frogger, Pacman or Space Invaders)
- 9.5 - OCR Entry Level Computing tasks

BSM will use Microsoft Office 2010 and Adobe Creative Suite 4 Design Premium. We use Windows Movie Maker for Video Editing; Audacity for Sound editing; Scratch, GreenFoot and Kodu for programming. The Python programming language, Just Basic and LOGO will also be used to teach textual based programming. Students are required to have access at home to Microsoft Office (Word, PowerPoint and Excel) or a compatible version of Office for the Mac. We will make extensive use of Google documents. Students may be asked to download free software from Internet. All software other than Microsoft Office will be free software that is easily downloadable. Students do need to bring their normal equipment to class as they will use pens and paper for many aspects of Computing.

CONSIDER

- Visiting the Codecademy website to learn about recent innovations.
- Building a computer using Raspberry Pi.
- Joining the IGCSE ICT club in Year 9 (to gain an additional qualification).



PHYSICAL EDUCATION

SKILL DEVELOPMENT

Develop competence to excel in a range of physical activities.
Discover new tactics and strategies that will allow you to become more successful in a range of sports.
Reflect upon decision-making, and factors that influence individual performance and team dynamics.
Build your stamina to cope with being physically active for sustained periods of time.
Engage in competitive sports and activities.
Learn about leading a healthy active lifestyle.

COURSE OUTLINE

KEY PROCESSES & CONCEPTS

Acquiring and developing skills
Selecting and applying skills, tactics and compositional ideas
Exercising safely and effectively
Exploring and communicating ideas, concepts and emotions

PROGRAMME

The key processes and concepts noted above are taught through a range of content that is adapted to the needs and abilities of the students. A sample range of activities on offer:

- Athletics
- Aquatics
- Badminton
- Basketball
- Rounders
- Rugby
- Table tennis
- Volleyball

EQUIPMENT

All students are required to wear the Upper School PE kit for their lessons. (See school website for details.) This consists of the following **compulsory** items:

- Red BSM PE t-shirt
- Blue BSM PE shorts
- BSM Tracksuit
- A change of sports trainers (fashion shoes / skate shoes / Converse are NOT acceptable)
- Swimming trunks, caps and towel for swimming lessons
- Students should bring their kit in a bag.

The following items whilst optional, are **highly recommended**:

- Personal Protective Equipment appropriate to the activity being followed e.g. shin pads for football and gum shields for rugby
- Football boots for those students participating in rugby and football (students will be advised of this)
- BSM school rugby shirt. This can be worn both for rugby lessons and as an additional winter option.



PHYSICAL EDUCATION

CONSIDER

- Becoming involved in Python Points Inter-House competitions.
- Participating in co-curricular sports.
- Joining in annual sporting events and tournaments.
- Applying the discipline that defines good sports practice to other subjects in the curriculum.



PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

SKILL DEVELOPMENT

Developing as an independent learner
Embracing all aspects of the IB Learner Profile
Recognising British traditions and embracing cultural diversity
Learning how to keep safe and healthy
Developing a CAS profile

COURSE OUTLINE

Year 7

SOCIETY

Digital Resilience
Friendship and Bullying
Identity and Diversity

MIND & BODY

Promoting emotional wellbeing
Keeping healthy
Puberty and hygiene
Supporting others

SKILLS

Secondary School Induction
Study Methods
Being a resilient learner

Year 8

SOCIETY

Internet Safety
Prejudice in Society
Personal Safety
Environment

MIND & BODY

Identity and Self Esteem
Coping with Stress
Relationships
Drugs and Alcohol

SKILLS

Beyond KS3 and Careers
Revision Skills
Self-Awareness

Year 9

SOCIETY

Human Rights
Peer Pressure
Sustainability
Power of Media

MIND & BODY

Emotional Health
Moral Thinking
Drugs and Alcohol

SKILLS

Time Management
IGCSE Options
Revision Techniques
Careers

CONSIDER

- Devising a project to raise money for charity that could become a CAS project.
- Presenting some of your thoughts on topics that interest you in an assembly.
- Finding ways of playing a proactive role in school activities.
- Exploring a range of strategies to welcome newcomers into a community.



THE USE OF ICT @ BSM



The British School of Milan promotes the safe, sensible and appropriate use of ICT to help students learn.

All Key Stage 3 students will have a username and password to access the network, and Office 365. When the network password changes, this will update the other systems, however students must update their password on a school networked computer. Passwords should be kept in a safe, secure location. They must consist of 10 characters, including minimum 1 upper case letter, 1 symbol and 1 number. If you move into Year 7 from Primary School, you will already have your own username and password – you should continue to use these. For those of you new to the school, a username will be created. This follows the format of *firstname.lastname*.



You will have your own file storage space using OneDrive from Microsoft. This is secure, and a place where you can store your work safely. This is accessible both in school and at home, by accessing the BSM Portal via www.office.com. You will be trained in effective folder management during computing lessons. Staff will share resources with you via the BSM Portal, making use of the Microsoft SharePoint architecture.



Office 365 is the Office package by Microsoft used at the school. As a member of the school you have access to this platform, both via the online applications and a licence to download the desktop software to your computer. You may wish to use many of the applications, but it will be particularly important to develop your skills in Word, Excel and PowerPoint for use across subjects. You will use these in your computing lessons, but will also be expected to access and use them across other subjects.



At times, teachers may wish to use technology within lessons to support learning. In these lessons only, the use of your own devices may be permitted. If you do bring in your own devices, then you are responsible for their safety. It is recommended that if you bring a device to school that you keep it locked securely in your locker during the day, apart from during the lesson you require it.



Whilst technology is a fantastic tool for learning, it must be used appropriately. Technology should be used to enhance your learning and your work. Using computers should always be useful and to develop or extend your learning. For example, if you need to find a fact in a lesson it is often quicker and easier to check the textbook, rather than spending a long time searching the internet. Consider whether technology is appropriate for the task you are using it for, and some teachers may still insist that you develop your skills doing tasks by hand.

STUDENT PERSPECTIVES

"If I could sum up Key Stage 3 in one word, it would probably be 'ENJOYABLE'... You get to learn in a fun, interactive way."

"Key Stage 3 has made me an open-minded and confident person. I have learnt to embrace and overcome challenges."

"One of the highlights of KS3 for me was the Madrid Trip with the Choir."

"I love how the KS3 opens up new opportunities like learning another language or going to the Science Labs to grow bacteria or use a Bunsen burner - it creates a big community feeling."

"The most important thing is to show that you try hard and that you care about all the subjects equally. I have learnt to stay organised!"



LEARNING TO EXCEL
SINCE 1969

THE BRITISH SCHOOL OF MILAN

VIA PISANI DOSSI, 16 - 20134 MILAN, ITALY - TEL. +39 02 210941
INFO@BSM.SCHOOL - WWW.BRITISHSCHOOLMILAN.COM