St. Andrews Samakee International School

Upper School Curriculum Overview Booklet

Content List

Welcome Note

Dear Students and Parents,

Welcome to Upper School! The upper school curriculum is designed to inspire curiosity, critical thinking, and a deeper understanding of both Core and Foundation subjects.

This booklet outlines the subjects, topics, knowledge and skills for this academic year, helping you stay informed and prepared for success. Let's make learning an exciting journey together!

Nicky Page

Upper School Lead

Core Subjects

- Maths
- Science
- English Language
- Computer Science
- Thai

Maths

aths at Samakee is all about critical thinking and problem solving through the key topics of Number, Geometry, Measure, Statistics (and Alegebra in KS3). Students are given the opportunity to work both individually and as part of a team. Individual work helps us to improve on our individual skills using different levelled questions and online programmes like mymaths. In group work, we get the chance to discuss and collaboratively solve complex real-world problems, as well as create new problems which we share with others and w

Year 6 Topics

- Number & Place Value
- Addition, subtraction, division and multiplication
- Ration and Proportion
- Statistics
- Measurement
- Properties of Shape
- Position and Direction
- Fractions, decimals and percentages

Build a mathematician indicators

- Timetables, charts and money
- Positive and negative numbers
- Perimeter and area
- Volume of cubes and cuboids
- Multiplying/dividing by 10,100 and 1000
- Fractions and decimals with 4 operations
- Square numbers and square roots
- Rounding
- Order of operations
- Long and short multiplication
- Long and short division
- Calculations with measurements
- Mode, median and range T
- Introduction to ratios
- Sequences and rules
- Simplifying expressions, substitution
- Measuring and drawing angles
- Calculating angles
- Properties of triangles and quadrilaterals
- Coordinates
- Percentages, percentage increases and decreases Probability scales, experimental probability
- Reflections, rotations, tesselations
- Finding unknown numbers, solving equations
- Pie charts, statistical surveys
- Naming and drawing 3D shapes
- Using nets to construct 3D shapes

Maths

Year 7/8 Topics

- Numbers and the number system
- Calculating
- Visualising and constructing
- Understanding risk
- Algebraic Proficiency: tinkering / visualising
- Exploring fractions, decimals and percentages
- Proportional reasoning
- Pattern Spotting
- Invetigating angles
- Calculating fractions, decimals and percentages
- Solving equations and inequalities
- Calculating space
- Presentation of data
- Measuring data

Build a mathematician indicators

- Using negative numbers
- Factors, multiples, primes, prime factors. HCF, LCM
- Powers and roosts
- Angles
- Rotations, translations, constructions
- Probability, probability scales, experimental probability
- Straight line graphs, drawing graphs, gradients, plotting graphs
- Real-life graphs
- Fractions and decimals with all 4 operations
- Multiplication and division with large and small numbers
- Sequences, the nth term of a sequence
- Area of 2D shapes
- Surface area and volume of 3D shapes
- Standard from
- Rounding to decimal places and significant figures
- Expanding brackets, using algebraic expressions, equations and formulae
- Percentages, percentage increases and decreases, percentage change
- Pie charts, scatter graphs and correlation
- Congruent shapes
- Enlargements
- Area and circumference of circles
- Direct and indirect proportion
- Grouped frequency tables, drawing frequency diagrams
- Averages

Maths

Year 9 Topics

- Calculating
- Visualising and constructing
- Algebraic proficiency: tinkering / visualising
- Proportional Reasoning
- Pattern Spotting
- Solving Equations and inequalities
- Calculating Space
- Conjecturing
- Understanding Risk
- Presentation of data

Build a mathematician indicators

- Simplifying algebraic expressions, factorising, expanding brackets,
- solving equations, simultaneous equations,
- simplify algebraic fractions,
- use powers and roots,
- solve linear inequalities,
- fractions, decimals, percentages, ratio,
- rounding to sig figures and decimal places,
- use standard form,
- use percentage change, reverse percentages, compound percentages
- find prime factors and HCF and LCM,
- use BIDMAS,
- pythagoras theorem, trigonometry,
- circles area and circumference,
- sets and venn diagrams,
- interior and exterior angles,
- constructions, bearings,
- using formulae,
- quadratic equations and graphs,
- present data - pie charts, bar charts, pictograms, two way tables, comparative bar chart,
- mean, median and mode, mean from grouped data.

Upper School Online Platform

MyMaths.co.uk

soon to be updated to

MyiMaths.com
Bringing mathematics alive

Science

Working Scientifically is essentially the set of skills that enable students to work as a scientist. It is on this foundation of skills that the three main areas of content (Biology, Chemistry & Physics) sit.
Working Scientifically covers both the skills needed for thinking about scientific problems and the skills needed to process and analyse the data. The 'Working Scientifically' component is integrated throughout, as is a 'Literacy & Communication' component that seeks to develop students' confidence in articulating their scientific ideas clearly. Upper School students will be carrying out experiments, recording and analysing results. This will help them to develop particular areas of scientific learning which include practical and enquiry skills, critical understanding of evidence and communication.

Year 6 Topics

Term 1

- Lab Safety
- Light
- The Circulatory System
- Diet, Drugs and Lifestyle

Term 2

- Living Things and Their Habits
- Electricity
- Variation, Adaptations and Fossils

Science

Year 7 /Year 8 Topics

Term 1

- Food and Nutrition
- Combustion
- Fluids
- Plant Reproduction
- The Periodic Table
- Light

Term 2

- Breathing and Respiration
- Metals and their Uses
- Energy Transfers
- Unicellular Organisms
- Rocks
- Earth and Space
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Year 9 Topics

Term 1

- Genetics and Evolution
- Making Materials
- Forces and Motion
- Plant Growth

Term 2

- Reactivity
- Force Fields and Electromagnetism
- Introducing GCSE Biology
- Introducing GCSE Chemistry
- Introducing GCSE Physics

English

In Year 6 English lessons will be taught using a text based approach as well as cross curricular which will not only generate enthusiasm and motivation in the subject but also promote reading for pleasure. A range of genres will be addressed throughout the year and will extend children's reading experiences. The writing process, with a strong focus on vocabulary, grammar and punctuation, will cover a broad spectrum of fiction and non-fiction text types. Creativity and a powerful author's voice will be central to children's writin

Students in Year 7, Year 8 and Year 9, will explore a varied selection of fiction and non-fiction texts, encompassing both historical and modern works. This study will empower them to think critically, analyse language incisively, and write effectively for academic purposes. Crucially, students will also develop their speaking and listening skills through planned presentations and engaging debates.

Key Texts

Year 6

- *Skellig* - David Almond
- *Holes*' - Louis Sachar

Year 7 / Year 8

- *An Inspector Calls* - JB Priestley
- *Lord of the Flies - William Golding*
- *Macbeth - William Shakespeare*

Year 9

- *Of Mice & Men* - John Steinbeck
- *A Christmas Carol* - Charles Dickens
- *Romeo & Juliet* - William Shakespeare

English

The Importance of Reading

In Upper School, we aim to foster a culture of reading for pleasure by giving students choice and voice in what they read, providing time in the timetable for sustained reading, and maintaining a well-stocked, diverse library that reflects their interests and identities.

Teachers model positive reading habits, regularly sharing what they are reading, while reading challenges, and cross-curricular projects help make reading a social, enjoyable, and valued part of school life.

We also highlight a wide range of genres—fiction, non-fiction, poetry, and digital texts—so that every student can find material that sparks curiosity and enjoyment.

Reading is more than a pastime: it is central to learning and long-term academic achievement. Strong reading habits build vocabulary, comprehension, and critical thinking skills that underpin success across all subjects. Research consistently shows that students who read widely develop better writing, improved problem-solving abilities, and greater confidence in accessing complex material. Beyond the classroom, reading nurtures empathy, creativity, and resilience—skills that prepare students for higher education and life beyond school.

Computer Science

Year 6

Digital Literacy and Computational Thinking

Computational Thinking - introduces the core concepts of computational thinking, including decomposition, pattern recognition, abstraction, and algorithm design.

Internet Safety This crucial module equips students with the knowledge and skills to navigate the internet safely and responsibly. Key topics include understanding online risks, creating strong passwords, protecting personal information, recognising and reporting suspicious behavior, understanding digital footprints, and promoting ethical online communication.

Network and Semaphores (Introduction) Provides a foundational understanding of how devices connect and communicate. Basic concepts of computer networks will be introduced, along with simplified explanations of how shared resources are managed in these systems.

Coding - Scratch Introduces visual programming using Scratch. (Sequences, loops, conditionals, events) fostering creativity, problem-solving skills, and logical thinking.

Small Basic Coding Building upon Scratch - Introduces text-based coding using *Small Basic*. Students will learn basic syntax and programming structures to create simple programs, transitioning from visual to textual programming and developing a deeper understanding of coding principles.

Information Kiosk -Focuses on the practical application of digital literacy skills. Students will understand the purpose and design principles of information kiosks, plan and potentially design one for a specific purpose, and consider user interface design, accessibility, and information presentation. This can connect back to their Google Slides project, applying similar principles in a different format.

Computer Science

Year 7/ Year 8

Digital Innovators and Advanced Creators - This curriculum challenges Year 7 and 8 students to become innovative and proficient digital citizens and creators. Building upon foundational digital literacy and computational thinking skills, students will explore advanced programming concepts, delve into mathematical applications, develop sophisticated mobile apps, master digital media editing, and compose intricate music through code.

Computational Thinking (Advanced) - computational thinking skills, focusing on complex problem-solving strategies, algorithm efficiency, and data analysis concepts.

Internet Safety (Advanced)
Deep fake, Deepfakes are not just a technological gimmick; they're a serious threat to information integrity. By using artificial intelligence (AI), deepfake technology can create highly convincing and realistic videos, audio, and images of people saying or doing things they never did. The dangers are far-reaching, from creating political disinformation and manipulating public opinion to harassing individuals and committing fraud.

Python Programming (Intermediate)
This module deepens students' Python programming skills, introducing functions, lists, loops, and conditional statements in greater detail. Students will work on more complex coding projects.

Number Theory (Intermediate)
This module expands on number theory concepts, introducing modular arithmetic, greatest common divisor, least common multiple, and their applications.

Mobile App Development (App Lab - Intermediate)
This module enables students to create more sophisticated mobile applications with multiple screens, user interactions, and data storage using App Lab.ollaborative projects involving complex image editing tasks, such as creating visual narratives.

Coding with micro:bit (Introductory)
Introduces students to the fundamentals of physical computing using the BBC micro:bit, a pocket-sized programmable computer. Students will learn to code simple programs to control the micro:bit's LED display, buttons, and sensors, bridging the gap between digital code and the physical world.

Computer Science

Year 9

Computational Thinking (Expert)
Challenges students with advanced computational thinking concepts, including algorithm analysis, data structures, and the application of computational thinking to real-world problems.

Internet Safety (Advanced Leadership)
Focuses on developing students as leaders in internet safety. They will explore advanced topics like digital law, intellectual property, online activism, and strategies for promoting safe and ethical online behavior within their communities.

Bebras (Computational Thinking Challenge)
This module involves participation in the Bebras Computing Challenge, a series of engaging online puzzles that focus on computational thinking skills.

Interactive Game Development
This module focuses on the design and development of interactive games, potentially using more advanced visual programming tools or game engines. Students will learn about game design principles, user interface design, and event-driven programming.

Python Programming (Advanced)
Delves into more advanced Python programming techniques, including object-oriented programming (OOP), working with libraries and modules, file handling, and potentially GUI development. Students will undertake more complex and independent coding projects.

Networks / Hardware and Software (In-Depth)
This module provides an in-depth understanding of computer networks, hardware components, and software systems. Students will explore network protocols, network security, computer architecture, operating systems, and the interaction between hardware and software.

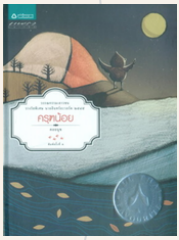
iGCSE Multimedia Project
This module culminates in a significant multimedia project, allowing students to integrate their digital literacy and creative skills. They will plan, design, and produce a multimedia product (e.g., a short film, a website, an interactive presentation, a digital magazine) based on a topic of their choice, demonstrating effective use of various media types and communication techniques.

Thai Language

he Thai learning program for Upper School will cover the core elements of Thai functional literacy, Geography, History, Social Etiquette and cultural knowledge and practice through a communicative approach as much as possible through first hand experiences. Speaking, listening, reading, writing activities are carefully planned to develop a positive attitude towards the study of Thai culture, language and literacy.

Year 6 Topics

- Core text - ครุฑน้อย



นักเรียนจะได้ฝึกทักษะการใช้ภาษาไทยในด้านต่างๆ

ด้านการอ่าน ฝึกอ่านออกเสียงและจับใจความร้อยกรองประเภทต่างๆได้ถูกต้องตามฉันทลักษณ์และร้อยแก้วได้ถูกต้องตามหลักภาษาไทย อ่านออกเสียงและจับใจความบทความ เรื่องสั้น โฆษณา วรรณกรรมเยาวชนประเภทเรื่องสั้น และข่าวเหตุการณ์ในสังคม วิเคราะห์แสดงความคิดเห็น แยกแยะข้อเท็จจริงและข้อคิดเห็นจากเรื่องที่อ่าน

ด้านการเขียน ฝึกเขียนบันทึกจากการอ่าน บันทึกส่วนตัว เขียนจดหมายส่วนตัว เขียนเรื่องตามจินตนาการ เขียนย่อความจากข่าวประเภทต่างๆ เขียนเรียงความ แผนภาพโครงเรื่อง แผนภาพความคิด กรอกแบบฟอร์ม

ด้านการ ฟัง ดูและ พูด ฝึกพูดโต้ตอบแสดงความรู้ ความคิดเห็นและความรู้สึกจากเรื่องที่ฟังและดู ตั้งคำถามและตอบคำถามเชิงเหตุผล แยกแยะข้อเท็จจริงและความคิดเห็นจากเรื่องที่ฟังและดู มีมารยาทในการฟัง ดู และพูด

ด้านหลักภาษา ฝึกเขียนสะกดคำ ใช้คำและสำนวนได้ถูกต้องตรงความหมาย เรียนรู้เรื่องชนิดคำและประโยคต่างๆ หลักการเขียนย่อความและเรียงความ คำราชาศัพท์ สำนวน สุภาษิต คำพังเพย กลอนสุภาพ

ด้านวรรณคดี เรียนรู้วรรณกรรมพื้นบ้านที่สะท้อนให้เห็นความสัมพันธ์ระหว่างสิ่งแวดล้อมกับวิถีชีวิตของคนในชุมชน และเข้าร่วมกิจกรรมในเทศกาล ประเพณีและวันสำคัญของไทยได้อย่างเหมาะสม

Thai Language

The Thai learning program for Upper School will cover the core elements of Thai functional literacy, Geography, History, Social Etiquette and cultural knowledge and practice through a communicative approach as much as possible through first hand experiences. Speaking, listening, reading, writing activities are carefully planned to develop a positive attitude towards the study of Thai culture, language and literacy.

Year 7/ 8 Topics

- Core text - ความสุขของกะทิ

Course Description for Thai Language:

นักเรียนจะได้ฝึกทักษะการใช้ภาษาไทยในด้านต่างๆ

ด้านการอ่าน

ฝึกอ่านออกเสียงจับใจความ ร้อยกรอง ร้อยแก้วประเภทต่างๆ บทความ เรื่องสั้น งานเขียนเชิงสร้างสรรค์ วรรณกรรมเยาวชน และข่าวเหตุการณ์ในสังคม วิเคราะห์แสดงความคิดเห็น แยกแยะข้อเท็จจริงและข้อคิดเห็นจากเรื่องที่อ่าน

ด้านการเขียน

ฝึกเขียนบรรยายเล่าประสบการณ์ที่ประทับใจ เขียนเชิงบรรยาย เรียงความ และเชิงสร้างสรรค์ (บทสัมภาษณ์ เขียนข่าว จดหมายกิจธุระ)

ด้านการ ฟัง ดูและ พูด

ฝึกพูดโต้ตอบแสดงความรู้ ความคิดเห็นและความรู้สึกจากเรื่องที่ฟังและดู ตั้งคำถามและตอบคำถามเชิงเหตุผล แยกแยะข้อเท็จจริง เน้นเรื่องการรายงานและอภิปรายข่าวอย่างมีมารยาท เพื่อสามารถนำเสนอข้อมูลได้อย่างเชื่อมั่นและตรงประเด็น

ด้านหลักภาษา

ฝึกเขียนสะกดคำ ใช้คำและสำนวนได้ถูกต้องตรงความหมาย เรียนรู้เรื่องชนิดคำต่างๆ ภาษาพูดและภาษาเขียนหลักการเขียนงานเชิงสร้างสรรค์ สำนวน สุภาษิต พังเพย

ด้านวรรณคดี

เรียนรู้วรรณกรรมที่สะท้อนให้เห็นคุณค่าของวัฒนธรรมที่หลากหลาย ชีวประวัติของบุคคลในสมัยอยุธยาที่ซื่อสัตย์ต่อแผ่นดิน เพื่อเป็นแบบอย่างในการประพฤติปฏิบัติตนในอนาคต และเข้าร่วมกิจกรรมในเทศกาลประเพณีและวันสำคัญของไทยได้อย่างเหมาะสม

Thai Language

The Thai learning program for Upper School will cover the core elements of Thai functional literacy, Geography, History, Social Etiquette and cultural knowledge and practice through a communicative approach as much as possible through first hand experiences. Speaking, listening, reading, writing activities are carefully planned to develop a positive attitude towards the study of Thai culture, language and literacy.

Year 9 Topics

- Core text: ช่างสำราญ

Course Description for Thai Language:

นักเรียนจะได้ฝึกทักษะการใช้ภาษาไทยในด้านต่างๆ

ด้านการอ่าน

ฝึกอ่านออกเสียงและจับใจความร้อยกรองประเภทต่างๆ อ่านออกเสียงและจับใจความบทความ เรื่องสั้น งานเขียนเชิงสร้างสรรค์ และอ่านวรรณกรรมต่างๆเพื่อเข้าใจความหมายทั้งโดยตรงและโดยนัย เช่น สำนวน สุภาษิต คำพังเพย

ด้านการเขียน

ฝึกเขียนเรียงความเกี่ยวกับประสบการณ์ของตนเอง การเขียนบรรยายและพรรณาโวหารต่างๆ การเขียนด้วยภาษาทางการในรูปแบบต่างๆ เช่น การเขียนข่าว การเขียนสัมภาษณ์ และ การเขียนจดหมายกิจธุระ

ด้านการ ฟัง ดูและ พูด

ฝึกพูดโต้ตอบแสดงความรู้ ความคิดเห็นและความรู้สึกจากเรื่องที่ฟังและดู พูดบรรยาย หรือ พรรณนาเหตุการณ์ประสบการณ์ของตน แยกแยะข้อเท็จจริงและความคิดเห็นจากเรื่องที่ฟังและดู มีมารยาทในการฟัง ดู และพูด

ด้านหลักภาษา

ฝึกเขียนสะกดคำ ใช้คำและสำนวนได้ถูกต้องตรงความหมาย หลักการเขียนเรียงความ การเขียนโวหารต่างๆ หลักการเขียนข่าว การเขียนจดหมายกิจธุระ และบทสัมภาษณ์ คำราชาศัพท์ สำนวน สุภาษิต คำพังเพย

ด้านวรรณคดี เรียนรู้ นิราศเมืองแกลง และนวนิยายอิงประวัติที่แสดงให้เห็นประวัติศาสตร์ ด้านการเมืองการปกครองในระบอบประชาธิปไตยช่วงรัตนโกสินทร์ และเข้าร่วมกิจกรรมในเทศกาล ประเพณีและวันสำคัญของไทยได้อย่างเหมาะสม

Foundation Subjects

- Physical Education
- Swimming
- Art and Design
- Spanish
- Music
- Humanities

St Andrews Samakee International School

Physical Education

The increasing levels of inactivity across the world has been described as "...pandemic", by UNESCO. With this at the forefront of our mind, the PE/Swimming curriculum in KS3, continues to place a large emphasis on developing Physical Literacy. The development of movement skills is fundamental for sports performance and essential to live a healthy and active life style. This fundamental approach, through a broad and balanced curriculum experience, aims to encourage a life-long commitment to making healthy choices.

Topics of study

- *Games Creation*
- *Track and Field*
- *Health-Related Fitness*
- *Outdoor and Adventurous Activities*
- *Aesthetics/Gymnastics/Parkour*
- *Invasion/Net/Wall/S&F Games*

Assessment areas include the following areas:

- Physical Competence
- Tactial Awareness
- Health & Fitness
- Leadership & Communication
- Evaluation & Analysis

Other aspects that are encouraged in the PE environment:

Teamwork - Competition - Cooperation - Perseverance - Resilience Fairness - Gracious in defeat - Participation - Long term effects of exercise - Short Term effects of exercise - Preparation & Recovery - Safety Implications

Swimming

Swimming is something that Samakee takes seriously. It is one of the most valuable life skills and forms of exercise. Even if you never aim to swim competitively, Swimming has a lot to offer our students in terms of personal growth and development. All students are encouraged to develop their fitness, technique and confidence.

First and foremost, Swimming is a life-skills. Right from the Early Years Foundation, children are introduced to the water to build confidence. In Upper school, students continue to swim once a week across the academic year. There is focus primarily on building technique across the range of swim strokes and starts and turns.

In addtion to swim stroke development, we invite the students to take part in a duathlon in term 2 which combines the disciplines of running and swimming. We also look at personal survival and rescue techniques.

Those students wishing to build on technique and fitness are welcome to join the ECA Swim programme. These sessions are held each morning before school and on a Monday afternoon.

Art & Design

High-quality art and design education should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art. In Art, students explore ideas and record their experiences. They become proficient in drawing, painting, sculpture and other art and design techniques. Students evaluate and analyse creative works using the language of art and design. Students will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Year 6 Topics & Skills

Term 1

Students will recap the 7 Visual Elements. Specific focus will be *line* and *colour.* They will then be introduced to the artist *Paul Klee* who uses continuous line, abstract shapes and colour to create his work. This will allow students to take inspiration from his work and apply it to their own. Students will revisit the colour wheel ensuring they understand primary, secondary and tertiary colours. They will then develop their painting skills to create their own colour wheel.

Term 2

Students will be looking at Pop Art with a focus on Robert Indiana. Students will research into some of most iconic pieces and then create their own inspired final piece. Students will create a 4 or 6 letter word in the style of Indiana using a variety of different medium. The final piece will be made out of clay building on the skills from year 5.

Students will look at Mexican Art with a particular focus on the festival ‘Day of the dead’. Students will take inspiration from the celebration and use imagery and pattern to create some skull designs. Students will use this research to create a sgraffito piece of work using oil pastels. All work created over the year, will be presented in student sketchbooks which will allow them to reflect on the work they have created and the progress that has been made.

Art & Design

Year 7 / Year 8 Topics & Skills

Term 1 - ***Pattern & print*** - ***Drawing, design & pattern/print.***

Students will begin with an observational drawing showing their drawing skills with pencil. They will focus on tone and shape. Students will research into artist William Morris and look at Islamic and African textiles. Students will create a printing plate inspired by their research and use it to create repeat patterns.

Term 2 - ***Interesting Insects - Drawing, Ink and Clay.***

Students will create first hand observations of insects, if possible, in ink (fine liner or dip pen). They will then design their own insect sculture. They will develop their modelling skills into a final design using clay.

Lanscapes

Students will be developing skills to improve perspective and colour mixing. They will understand the definition of Tone and Form. Students will practice creating different tones. Students will be introduced to Monochromatic tones and use these to create a landscape based on their chosen scene.

Year 9 Topics & Skills

Term 1 - ***Cakes, Toys & Sweets***

Students will look at Artists, Sarah Graham, Wayne Thiebaud, Mary Hughs and pointillism. They will develop their skills using oil pastels, pencil crayon, pen and ink, pen and wash, and acryilic paint. Students will then devleop a final piece using a gridding method projector. They will also look at some photography.

Students will begin with an observational drawing showing their drawing skills with pencil. They will focus on tone and shape. Students will research into artist William Morris and look at Islamic and African textiles. Students will create a printing plate inspired by their research and use it to create repeat patterns.

Term 2 - Independent Project - Students will select a topic of their choice. This will then lead to them researching into artists of their choice. Students will research and analyse work. They will develop ideas and produce a final outcome.

Indian Art - Students will look at Mendi, with particular focus on patterns. They will use mono-printing to create their own patterns in the style of Indian Art. They will also use mixed media and layering their prints.

Spanish

The study of Modern Foreign Languages (MfL) prepares students to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Students use languages to communicate information responsibly, creatively and with discrimination. They learn how to employ languages to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society.

Topics and Skills across the Upper School phase

Foundations

Topics: Alphabet, Numbers, Colors

Activities:

- Letters of the alphabet (with Bingo)
- Introduction to colors
- Colours → Flags (e.g., "¿Qué colores tiene la bandera de _____?")
- Numbers → Infographic activity

Skills: Recognition, pronunciation, basic writing

Personal Identity

Topics: Self and Others

Activities:

- Describe yourself / someone else
- Describing personality and appearance
- Describing family members
- Reading about a family
- Clothing (ropa)

Skills: Speaking, writing, reading comprehension

Spanish

Daily Life and Routines

Topics: *Days, Daily Routines, Free Time*

Activities:

- Learn the days of the week
- Express likes/dislikes: “Me gusta... / Porque...”
- Activities in spare time
- Adverbs of frequency
- Sort activities for morning, afternoon, evening

Skills: *Speaking, sentence building, sequencing*

Weather, Seasons, and Sports

Topics: Weather, Seasons, Sports

Activities:

- Talking about weather
- Learn the 4 seasons
- Say what sports you do
- Use “hacer” and “jugar”

Skills: Speaking, grammar structures, listening comprehension

Food and Culture

Topics: Food, Cooking, Colombian Culture

Activities:

- Vocabulary: vegetables, fruits, daily products, protein, carbohydrates, cooking verbs, tastes
- Memory card game & photo matching
- Create Food Pyramid
- Read and listen about food pyramid
- Colombian dish project: retell story, make poster
- Find recipe, create video, share dish in class
- Video news report: fruits, vegetables, and dishes in a market
- Festivals

Skills: Speaking, writing, listening, cultural awareness, research

Creative Character Project

Topics: Personification

Skills: Writing, creativity, using descriptive language

Music

Year 6 Music: The Journey to Jazz

This term, Year 6 students will embark on a musical journey through the early 20th century, exploring the rich history and sounds of Ragtime, the Blues, and early Jazz. Our focus will be on understanding how these styles evolved and influenced one another.

We'll begin by discovering the lively, syncopated rhythms of Ragtime and its role in providing the soundtrack for silent films. To put this into practice, students will be working in groups of five to create their own silent movie projects, using Scott Joplin's "Maple Leaf Rag" as their score.Students will then transition to the soulful world of the Blues, learning to recognize the expressive nature of this genre and its foundational structure, the 12-Bar Blues chord progression. Students will have the exciting opportunity to make short improvisations on their chosen instruments, applying their understanding of the blues progression and related scales, getting to the next level and gradually moving to Jazz.

After half-term, our focus will shift to preparing for the Upper School production, where students will apply the skills and knowledge they've gained this term in a collaborative, performance-based setting.

Music

Students in Year 7, 8 & 9 will build on their previous knowledge and skills through performing, composing and listening. They will develop their vocal and instrumental fluency, accuracy and expressiveness and a greater understanding of musical structures and styles. They will expand their ability to listen with increasing discrimination and awareness to improve their practice as musicians, whilst fostering a greater appreciation and understanding of a wide range of musical styles.

Year 7/8

Recorder Skills:

- Will look at C Major, G Major and E minor Scale.
- Students have the opportunity to play Duet with a partner.
- Students will improvise by using Blues scale with simple rhythmic.

Listening Skills:

- Students will listen to music from different periods and should be able to recognise and
- differentiate between Blues and Jazz.
- Students should be able to distinguish between major and minor scales.

Reading Skills:

- Students can read and perform sixteen notes and be able to sight reading those rhythms and play
- along with the background music.
- Students should be able to quickly and accurately identify note names on the treble clef staff.

Music Theory:

- Major and Minor scale structure.
- Primary Chord
- 12 bars Blues form.

Music Appreciation and Performance:

- Blues and Jazz music history.
- Composing in 12 bars Blues form and performing both in singing and playing with Recorder.

Music

Year 9

Recorder Skills:

- C Major, G Major, D Major and F Major, D Minor and E minor Scale.
- Will play the recorder independently in any style of music with confidence and perform in front of an audience.

Listening Skills:

- 20th Century period music from different great composers.
- Various music genres from Rock and Roll to modern pop music and be able to identify their distinct characteristics.

Reading Skills:

- Students can read and perform sixteen notes combined with eight note and be
- Be able to sight reading those rhythms and play along the background music.

Music Theory:

- Chord progression in Pop music
- Pop musical form analysis
- Composing in a pop style involves creating music that is catchy, accessible,
- and often follows a formulaic structure with simple chord progression

Music Appreciation and Performance:

- 20th Century period in music
- Pop music history
- Music genre

Humanities

Humanities in Upper school is designed to spark students' curiosity and imagination through the study of the dilemmas, choices and beliefs of people throughout time. Humanities helps students make sense of the world — past and present — by exploring the relationships between people, places, beliefs, and power. Through history, geography, and religion/beliefs, students learn to think critically, connect ideas acros

Key Skills across Humanities

- ***Chronological Understanding:*** Establish clear narratives within and across the period studied
- ***Historical Concepts:*** Cause and consequence, change and continuity, similarity and difference, significance
- ***Historical & Geographical Enquiry***: Use of evidence, forming questions, reaching conclusions
- ***Interpretation of the Past***: Evaluating sources and considering different perspectives
- ***Communication:*** Structured writing and debate, using historical vocabulary accurately
- ***Locational Knowledge:*** Locate key global regions and physical features
- ***Place Knowledge:*** Understand similarities and differences between places
- ***Physical Geography:*** Glaciers, earthquakes, volcanoes, plate tectonics
- ***Human Geography***: Settlement, population, economic activity
- ***Geographical Skills:*** Map reading, atlas use, fieldwork skills, data interpretation

Humanities

Topics & Themes

Year 6

- *Colonaisation in Asia - Thailand's story*
- *How does our world work together (or not)*
- *How Do Humans Shape—and Get Shaped By—the Natural World?*

Year 7 / Year 8

- *Conflict & Change in the 20th Century - WWI indepth study*
- *Restless Earth*
- *How does a democracy collapse into dictatorship?*

Year 9

- *World War II Turning Points*
- *The Cold War*
- *China Project*

Cross-Curricular Links

- ***Science**: Earth's core, tectonic plates*
- ***Citizenship**: Concepts of democracy and dictatorship; consequences of discrimination, Global governance, environmental ethics*
- ***Maths**: Data handling, graphing, percentages*
- ***English:** Report writing, persuasive language, critical reading*

Assessment

At Samakee, assessment is an important part of your child's learning journey. ***Its main purpose*** is to help teachers understand what students know, what they can do, and where they need more support or challenge. By checking progress regularly, teachers can adapt lessons, set targets, and ensure every student is moving forward in their learning.

Assessment is not just about grades or ranking students against each other. It is not a "one-off judgment" of your child's ability, nor is it designed to catch them out. Instead, ***it is a tool*** to guide teaching, encourage students to ***reflect on their progress,*** and celebrate their achievements.

We assess:

- ***Declarative Knowledge*** - this is what the students know and can remember
- ***Procedural Knowledge*** - how well they can apply this knowledge - this could be in a practical way or through writing. Each subject area will do this assessment in different ways and at different times throughout the Upper School year.

In practice, this means your child will experience different types of assessments:

- ***Formative (ongoing) assessments*** like class tasks, quizzes, or projects, which give quick feedback and guide next steps.
- ***Summative assessments*** like end-of-unit or end-of-year tests, which show what has been learned over time. Twice a year (Sept & May), students will sit standardised tests in Reading, Maths & Science.

Both types help build a picture of progress over the long term. When shared with you, assessments are intended to provide clear information about strengths, areas for growth, and how we can work together to support your child.

Parental Support Tips

Parents play a crucial role in a child's educational success. Supporting a regular study routine, fostering curiosity, and maintaining open communication with teachers are vital steps for academic and personal growth.

- ***Encourage routines*** – Support good sleep, healthy eating, and balanced screen time so your child is ready to learn.
- ***Show interest*** – Ask about what they are learning, ***celebrate effort*** as well as achievement, and encourage reading and curiosity at home.
- ***Promote independence*** – Give space for your child to manage homework, organisation, and responsibilities, while being ready to step in with guidance if needed.
- ***Keep perspective*** – Remind your child that ***mistakes and setbacks are part of learning***; focus on progress over perfection.

Keeping Communication Open with School

- ***Check school platforms***, newsletters, and reports so you know what's happening.
- ***Reach out early*** – If you have a concern, contact school sooner rather than later
- ***Work in partnership*** – Share relevant updates from home and listen to advice from staff; together we can provide consistent support.
- ***Encourage your child's voice*** – Support them in raising concerns or sharing successes with teachers directly, helping them build confidence and responsibility.

St. Andrews Samakee International School