



WELLINGTON COLLEGE
INTERNATIONAL
HANGZHOU



KEY STAGE THREE CURRICULUM



Introduction

The Senior School is broken into two Key Stages – Key Stage Three, constituting Year 7, Year 8 and Year 9; and Key Stage Four, which is Years 10 and Year 11. Key Stage Four curriculum information will be delivered through the Key Stage Four IGCSE options booklet.

We are proud of the world class Wellington College International Hangzhou curriculum. It draws heavily on the National Curriculum for England but is adapted to the international context of our pupils. The purpose of our curriculum is to help to develop the essential knowledge and skills which pupils require to flourish academically, both in GCSE and A Level courses but also in University life and beyond.

Our core academic curriculum is based around English, Mathematics, Science and Chinese, with more time in the weekly timetable devoted to the teaching of these subjects. We strive to offer pupils in Key Stage Three a curriculum which offers a range of opportunities to explore the development of their creative, artistic and physical talents. We achieve this by teaching all pupils Music, Drama, Art, Design Technology, Information and Communication Technologies and Physical Education lessons each week. Additionally, our pupils learn more about the world around them, and about different countries and cultures through the study of Humanities and French until the end of Year 9.

Wellbeing and Study Skills lessons are newer inclusions to our curriculum, designed to equip our pupils with the skills to manage their mental health and to prepare them as fully as possible to be happy and successful in the world of work of the future.

All teaching in the Senior School comes from highly experienced specialist teachers, all of whom are experts in their subject material. We intentionally recruit the most passionate and enthusiastic teachers to our team, so that every member of staff is fully committed to maximum pupil engagement, enjoyable lessons and truly bringing the curriculum to life.



English

Overview:

The English department know the valuable role English has to play as the medium of instruction for other subjects; it helps in preparing pupils for lifelong learning and the world outside our school. We work to ensure all pupils become adept language users – effective writers, readers, speakers and collaborators. Pupils will learn to use the skills they develop with us autonomously, not only within the confines of the classroom but across the school and the wider community. The syllabus for Senior School is based on English National Curriculum requirements and the year will be split into topics through which key skills will be studied. During each topic reading, writing and oracy skills will be continually assessed.

We aim to:

- Provide an education in English Language and Literature that is of the highest quality involving the provision of challenging reading, writing and oracy tasks to further the confidence and understanding of our whole range of pupils. This will take into account pupils age, gender, ethnicity, capability, additional learning needs, and those who speak English as an additional language.
- Encourage pupils to analyse and interpret, to comprehend and communicate, to question and appreciate, and, in-so-doing, develop a better sense of themselves and their place in the world.
- Ensure a stimulating learning environment which challenges and encourages pupils with their differing needs, interests and aspirations, to develop their curiosity and enthusiasm in literature and literacy skills.
- Expose our pupils to a diverse range of challenging and increasingly mature texts, which constitute a cross-section of the literary canon and provide a flavour of both the contemporary and the traditional. We firmly believe that no text should be considered too difficult as, whilst the material covered in class will be tailored to its learners, it is the way texts are presented that ultimately dictates accessibility.

In order to meet these aims, we will ensure:

- English lessons are challenging and personalised; individual's needs will be considered and met at all times.
- Pupils are engaged and motivated to develop and extend their reading and writing skills.
- Pupils are given a diverse selection of literature to analyse.
- Pupils are actively encouraged to read widely and independently.

Listed below is the overview of the literature studied in the year. As well as the core texts, pupils will be reading many shorter extracts to develop their reading. They will also have sessions outside of English lessons that will develop positive independent reading habits.

These key texts will be supplemented by weekly writing lessons based around linked themes. These lessons will focus on developing pupils' creativity, criticality and ability to respond to a set purpose. They will also focus on building on pupils written accuracy and fluency in grammar and spelling. Pupils will also have the opportunity to write in a number of different forms: from letters and news articles to descriptive and narrative writing.

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Non-fiction: Autobiography</p> <ul style="list-style-type: none"> • Develop comprehension. • Make comparisons between the text and its context. • Identify and explain writer's methods and purpose for writing. • Develop self-monitoring and independent reading skills. <p>Novel: Coraline by Neil Gaiman</p> <ul style="list-style-type: none"> • Explore the text and its contexts • Identify and explain writer's methods and purpose for writing • Develop self-monitoring and independent reading skills. 	<p>Short Stories: Gothic (various authors)</p> <ul style="list-style-type: none"> • Develop reading comprehension skills and critical responses to different texts. • Explore a wide range of contexts. • Analyse writer's craft and use their techniques in student's own writing. <p>Poetry: Ballads (various poets)</p> <ul style="list-style-type: none"> • Understand the form of ballads and their historical contexts. • Explore and analyse poetic techniques. • Link ideas between poems together and respond to questions about the poems 	<p>Drama: A Midsummer Night's Dream by William Shakespeare</p> <ul style="list-style-type: none"> • Understand Shakespeare's historical and geographical contexts. • Develop an understanding of Shakespearean language and analyse linguistic features of the play. • Explore stagecraft and develop responses to thematic and character questions. • Exploring Comedy in Shakespeare.

Year 8	<p>Non-fiction: Debate</p> <ul style="list-style-type: none"> • Develop understanding of persuasion and rhetoric. • Consider controversial debate topics. • Begin to develop persuasive writing and speeches. <p>Novel: Chinese Cinderella by Adeline Yen Mah</p> <ul style="list-style-type: none"> • Develop comprehension skills. • Explore the text and its contexts. • Identify and explain writer's methods and purpose for writing. • Develop self-monitoring and independent reading skills. 	<p>Short Stories: Science Fiction (various authors)</p> <ul style="list-style-type: none"> • Develop reading comprehension skills and critical responses to different texts. • Explore a wide range of contexts. • Analyse writer's craft and use their techniques in student's own writing. <p>Poetry: Different Cultures (various poets)</p> <ul style="list-style-type: none"> • Understand poetry from different cultures and varied historical contexts. • Explore and analyse poetic techniques. • Link ideas between poems together and respond to questions about the poems. 	<p>Drama: Twelfth Night by William Shakespeare</p> <ul style="list-style-type: none"> • Understand Shakespeare's historical and geographical contexts. • Develop an understanding of Shakespearean language and analyse linguistic features of the play. • Explore stagecraft and develop responses to thematic and character questions. • Exploring Gender in Shakespeare.
Year 9	<p>Non-fiction: Travel Writing</p> <ul style="list-style-type: none"> • Develop understanding of the genre. • Explore a varied range of texts. • Consider types of writing and topics within the genre. • Develop own writing using the conventions of the genre. <p>Novel: Of Mice and Men by John Steinbeck</p> <ul style="list-style-type: none"> • Develop comprehension skills. • Explore the text and its contexts. • Identify and explain writer's methods and purpose for writing. • Develop self-monitoring and independent reading skills. 	<p>Short Stories: IGCSE Anthology collection</p> <ul style="list-style-type: none"> • Develop reading comprehension skills and critical responses to different texts. • Explore a wide range of contexts. • Analyse writer's craft and use their techniques in student's own writing. <p>Poetry: War Poetry (various poets)</p> <ul style="list-style-type: none"> • Understand War poetry and its historical contexts. • Explore and analyse poetic techniques. • Link ideas between poems together and respond to questions about the poems. 	<p>Drama: Macbeth by William Shakespeare</p> <ul style="list-style-type: none"> • Understand Shakespeare's historical and geographical contexts. • Develop an understanding of Shakespearean language and analyse linguistic features of the play. • Explore stagecraft and develop responses to thematic and character questions. • Exploring Tragedy in Shakespeare.

Skills progression: Writing

	Vocabulary, grammar and Punctuation	Spelling	Handwriting
Year 7	<ul style="list-style-type: none"> Experiment with a range of literary and rhetorical devices seen in reading. Consider the structure of our work and move towards clear paragraphing. Begin to understand how grammatical choices can suit a particular form or purpose. Understand the requirements of a variety of genres and purposes including: biographies, letters, narrative, Travel writing Be able to write in a variety of sentence forms with differing lengths. Use standard English in speech and writing. 	<ul style="list-style-type: none"> Spelling tuition will react directly to pupils needs. They will have time to correct and learn new spellings and words from the literature they have read. Spelling patterns from previous years will be revisited. Learning and applying taught spelling patterns, including compound words, homophones, prefixes and suffixes of increasing complexity. Understanding the use and spelling of contractions. Focus on increasingly complex word endings. Words with silent letters. 	<p>Build on the Key Stage 2 curriculum.</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letter.
Year 8 & Year 9	<p>Build on the year seven objectives and include:</p> <ul style="list-style-type: none"> Use of professional pieces of writing as a basis to enhance writing for different audiences and purposes. Select vocabulary for an intended effect or purpose. Effectively communicate by varying grammatical choices. Acquire and use new grammatical constructions to achieve particular effects in their writing and speech. 		



Mathematics

The Maths Department is committed to ensuring that mathematic lessons are as transferable as possible, both in other subjects within school and when the pupils leave school. We will provide an inspiring environment in the classroom that helps pupils to thrive, develop a thirst for maths, and understand the key concepts to move them forward.

The aim of the curriculum is:

- To provide a mathematical education of the highest quality that involves the provision of challenging courses in mathematics and its applications for the whole range of pupils, taking into account of age, gender, ethnicity, capability, special educational needs, giftedness and those at Wellington for whom English is an additional language.
- To instill an understanding of the nature of mathematics: the confidence and skill to use mathematics to logically solve problems both within mathematics and in the real world.
- To provide teaching of consistently high quality tailored to the needs of individual pupils and their learning styles.
- To develop in pupils the capacity to learn mathematics including confidence and enjoyment, the ability to communicate mathematics precisely and accurately, the capacity for clear logical thinking and a strong personal sense of number and the awareness of building on prior understanding to progress further.

In order to meet these aims, we will ensure pupils engage in:

- Investigational work
- Problem solving
- Mathematical discussion using precise mathematical language

Pupils will receive personalised learning opportunities based on assessments. The department continuously reviews individual progress and facilitates logical pathways to reaching the next level. Assessments take place on a class basis throughout the year. Support and extension is used to either reinforce or extend class lessons or allow pupils to continue with investigational work.

Pupils will learn the following:

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Factors, primes, multiples and squares</p> <ul style="list-style-type: none"> • Find the HCF and LCM of two numbers. • Carry out calculations involving squares, cubes, square roots and cube roots. <p>Equations, functions and formulae</p> <ul style="list-style-type: none"> • Simplify expressions by collecting like terms. • Expand and factorise expressions. • Solve linear equations. <p>Fractions, decimals and percentages</p> <ul style="list-style-type: none"> • Convert between FDP. • Use operations on FDP. • Find fractions and percentage of amounts. <p>Analysing and displaying data</p> <ul style="list-style-type: none"> • Using tables and charts to represent data. • Reading data from tables and charts. • Finding averages from data and frequency tables. 	<p>Equations – linear and quadratic</p> <ul style="list-style-type: none"> • How to solve linear and quadratic equations. • How to expand and factorise linear and quadratic equations. <p>Ratio and proportion</p> <ul style="list-style-type: none"> • How to split into a ratio. • How to simplify a ratio. • Use direct and inverse proportion. 	<p>Perimeter, area and volume</p> <ul style="list-style-type: none"> • Perimeter and area of triangles and quadrilaterals • Volume of cubes and cuboids • Area and volume of compound shapes <p>Sequences</p> <ul style="list-style-type: none"> • Find nth term of a linear sequence. • Continue linear and geometric sequences. • Find terms in a linear sequence.

	Michaelmas Term	Lent Term	Summer Term
Year 7	Angles and shapes <ul style="list-style-type: none"> Finding missing angles in triangles and quadrilaterals. Finding interior and exterior angles of shapes. Angles in parallel lines. 	Perimeter, area and volume <ul style="list-style-type: none"> Perimeter and area of triangles and quadrilaterals. Volume of cubes and cuboids. Area and volume of compound shapes. 	Linear and non-linear graphs <ul style="list-style-type: none"> How to graph lines with the form $y=mx+c$. How to graph quadratics graphs with x^2 as a term.
Year 8	Powers and roots <ul style="list-style-type: none"> Operations with Squares and cubes. Indices laws. Equations, inequalities, functions and quadratics <ul style="list-style-type: none"> Solving equations and inequalities. How to use a function machine to solve equations. Expanding and factorising linear and quadratics. Fractions, decimals, percentages and negative numbers <ul style="list-style-type: none"> Convert between FDP. Use operations on FDP. Find fractions and percentage of amounts. Use decimal multipliers. Linear and non-linear graphs <ul style="list-style-type: none"> How to graph lines with the form $y=mx+c$. How to graph quadratics graphs with x^2 as a term. 	Simultaneous equations <ul style="list-style-type: none"> How to solve simultaneous equations. What simultaneous equations helps us to solve. Right angled triangles (Pythagoras and trigonometry) <ul style="list-style-type: none"> How to use and apply Pythagoras' theorem. How to use trigonometry to find angles and sides on a triangle. 	Collecting and analysing data <ul style="list-style-type: none"> Using tables and charts to represent data. Reading data from tables and charts. Finding averages from data and frequency tables. Collecting data to use in graphs and tables.

	Michaelmas Term	Lent Term	Summer Term
Year 8	Compound measures and bounds <ul style="list-style-type: none"> Learn how to find speed, distance and time and use them on a graph. Learn other compound measures such as pressure, force, area, density, mass and volume. Learn about upper and lower bounds of numbers. 	Mathematical reasoning <ul style="list-style-type: none"> Explain and justify a mathematical solution. Draw graphs to solve mathematical problems. 	Expanding and factorising – linear and quadratic <ul style="list-style-type: none"> Expanding and factorising linear and quadratic expressions. Solving using expanding and factorising – linear and quadratic.
Year 9	Trigonometry <ul style="list-style-type: none"> Labelling sides. Applying trigonometry to right-angled triangles. Understand adjacent, opposite and hypotenuse and how to label a right-angled triangle. Able to use sin, cos and tan to find missing sides and angles. Data and Charts <ul style="list-style-type: none"> Collecting and displaying data. Reading and interpreting data. Display data in bar charts, pie charts, pictograms, stem and leaf, frequency tables (grouped and ungrouped), histograms, cumulative frequency and scatter graphs. Understanding of a variety of different methods of displaying data. Able to collect data and display it using the correct chart or graph. 	Probability <ul style="list-style-type: none"> Probability from tree diagrams. Venn Diagrams. Inverse Proportional Functions <ul style="list-style-type: none"> Direct and Inverse Proportion. Recognising graphs. Sketching inverse functions. Draw graphs to solve mathematical problems. Extending knowledge on proportion to squares, square roots, cubes, cube roots etc. (e.g. $y=kx^2$). Can recognise graphs of direct and inverse functions and know the difference. Able to use a table to values to sketch an inverse function. 	Circles <ul style="list-style-type: none"> Circle Theorems. Cyclic quadrilaterals. Able to use all of the circle theorems (angles at the centre etc.). Understands the concept of a cyclic quadrilateral and can use it to find missing angles.

	Michaelmas Term	Lent Term	Summer Term
Year 9	Statistics <ul style="list-style-type: none"> Calculating mean, median, mode and range for data. Cumulative frequency diagrams. Box and whisker plots. Correlation and lines of best fit. Know the purpose for using different averages. Able to find the mean and modal class for grouped data. Can construct cumulative frequency diagrams and find quartiles, uses these to construct box and whisker plots. Understanding of positive, negative and no correlation. Able to draw a line of best fit for data. 	Quadratic Functions <ul style="list-style-type: none"> Terminology used with quadratic functions. Finding x and y intercepts. Sketching quadratics. Understanding of the terms vertex, minimum, maximum, intercepts, domain and range. Can find the x and y intercepts and minimum/maximum point of a quadratic function. Sketching graphs of quadratic functions by finding the intercepts/using a table of values. 	Compound Measures, Bounds and Error Intervals <ul style="list-style-type: none"> Compound Measures. Upper and lower bounds. Writing error intervals. Able to use the formulae for: speed, distance, time; density, mass, volume and pressure, force, area. Calculations using upper and lower bounds of rounded numbers, such as with area, volume and compound measures. Understand how to write out the error interval for a number.





Science

The aim of Senior School Science at Wellington is for pupils to develop passion and enthusiasm for the Scientific Method. Broadly, this means helping pupils to develop an understanding of what it means to be a scientist. We want to develop and enhance young people's fascination and excitement about the world they live in. Pupils will be encouraged to ask questions and will be taught the skills they need to answer those questions. We hope that pupils will not just end up with a level of scientific knowledge, but also with the ability to think and act like a scientist.

Pupils will be following the 'Exploring Science: Working Scientifically' course which includes 35 units of teaching spread over three years. The first 28 units cover the 2014 English National Curriculum for Science. The final 7 units cover IGCSE preparation and skills, extended projects, a final examination, and a revision period leading up to the examination.

Each module will be based on one of the three core Sciences: Biology, Chemistry or Physics but every opportunity will be taken to make links between the three. Each of the 28 units will have a summative assessment as well as continuous formative assessment allowing pupils to make progress throughout the course.

Emphasis throughout the course is on working scientifically. This involves understanding and learning the main scientific principles:

- Observation
- Asking questions
- Thinking up hypotheses to answer the questions
- Designing fair tests to see if the hypotheses are correct
- Carrying out the tests
- Interpreting the results
- Evaluating the tests and the results
- Communicating

In every topic, extension activities are made available to those pupils who are well motivated and enthusiastic. Most topics are taught in a practical and investigative manner and pupils are given every opportunity to plan and carry out practical work. There is also an emphasis on incorporating Science in society and an effort is made to ensure that pupils understand how the science they are learning applies to modern society.

Pupils will learn the following:

	Biology	Chemistry	Physics
Year 7	<p>Cells, tissues, organs and systems</p> <ul style="list-style-type: none"> Recognise features of living things. Describe the functions of different organs. <p>Sexual reproduction in animals</p> <ul style="list-style-type: none"> Understand the terms internal and external fertilization. Describe how the extent of parental care differs between different types of animal. <p>Muscles and bones</p> <ul style="list-style-type: none"> Identify the bones in the human skeleton, and that of other vertebrates. Identify factors that may affect bone and muscle structure. <p>Ecosystems</p> <ul style="list-style-type: none"> List examples of different habitats. Identify examples of hybrids and species. 	<p>Mixtures and separation</p> <ul style="list-style-type: none"> Identify examples of mixtures. Plan an investigation to obtain salt crystals from rock salt. <p>Acids and bases</p> <ul style="list-style-type: none"> Identify substances that are acids and bases. Compare colour changes given by different indicators for the same test solution. <p>The particle model</p> <ul style="list-style-type: none"> Compare the properties of solids, liquids and gases. Evaluate the use of the particle model to explain observations about matter. <p>Atoms, elements and compounds</p> <ul style="list-style-type: none"> Identify the position of an element on the periodic table. Understand the difference between an element and a compound. 	<p>Energy and changes</p> <ul style="list-style-type: none"> Compare the different ways in which energy can be transferred. Understand the meaning of the term conservation of energy. <p>Electricity</p> <ul style="list-style-type: none"> Understand the terms conductor; insulator; complete circuit, ammeter and current. Identify a series and a parallel circuit. <p>Forces</p> <ul style="list-style-type: none"> Identify the forces acting on an object. Identify examples of friction, air resistance and water resistance. <p>Sound</p> <ul style="list-style-type: none"> Understand the terms pitch, volume, intensity, frequency and amplitude. Distinguish between ultrasound and infrasound.

	Biology	Chemistry	Physics
Year 8	<p>Food and digestion</p> <ul style="list-style-type: none"> Identify examples of different types of nutritional information. Classify foods as good sources of carbohydrates, fats (lipids), proteins, vitamins and minerals. <p>Sexual reproduction in plants</p> <ul style="list-style-type: none"> Understand what is meant by biodiversity. Describe the differences between asexual and sexual reproduction. <p>Breathing and respiration</p> <ul style="list-style-type: none"> Understand the terms: breathing, breathing rate, ventilation, inhalation, exhalation. Identify and locate the positions of the organs in the human gaseous exchange system. <p>Unicellular organisms</p> <ul style="list-style-type: none"> Identify key characteristics of microorganism cell structure. Identify changes in the gradient of a growth curve. 	<p>Combustion</p> <ul style="list-style-type: none"> Understand what is meant by a fuel cell and the meaning of combustion. Distinguish between the terms exothermic and endothermic. <p>The Periodic Table</p> <ul style="list-style-type: none"> Understand how to calculate atomic mass. Identify the reactants and products in a reaction. <p>Metals and their uses</p> <ul style="list-style-type: none"> Understand the meaning of the term corrosion. Identify the reactants and products in an oxidation reaction. <p>Rocks</p> <ul style="list-style-type: none"> Describe how igneous rocks are formed. Distinguish between physical and biological weathering. 	<p>Fluids</p> <ul style="list-style-type: none"> Compare the properties of solids, liquids and gases. Identify what happens to particles and temperature during changes of state. <p>Light</p> <ul style="list-style-type: none"> Understand what is meant by diffuse, specular; incident ray and reflected ray. Understand what is meant by the terms reflect, scatter, transmit, absorb, reflection, angle of incidence, angle of reflection, normal and plane mirror. <p>Energy transfers</p> <ul style="list-style-type: none"> Distinguish between the terms thermal conductor and thermal insulator. Explain how energy is transferred in conduction, convection and radiation. <p>The Earth and space</p> <ul style="list-style-type: none"> Describe the heliocentric model of the Solar System. Describe how the tilt of the Earth's axis affects the energy received from the Sun.

	Biology	Chemistry	Physics
Year 9	<p>The Nature and Variety of Living Organisms</p> <ul style="list-style-type: none"> Describe the characteristics of living organisms Variety of living organisms <p>Structure and Functions in Living Organisms</p> <p>To be able to understand, explain and evaluate:</p> <ul style="list-style-type: none"> Cell structures Movement of substances Biological molecules Nutrition (humans) Nutrition (plants) Respiration Gas Exchange Transport (plants) Transport (Humans) Excretion Co-ordination and response 	<p>Principles of Chemistry</p> <p>To be able to understand, explain and evaluate:</p> <ul style="list-style-type: none"> States of matter Elements, compounds and mixtures Atomic structure The periodic table Chemical formulae, equations and calculations part I Ionic bonding Covalent bonding <p>Physical chemistry</p> <p>To be able to understand, explain and evaluate:</p> <ul style="list-style-type: none"> Energetics Rates of reaction Reversible Reactions and equilibria 	<p>Forces and Motion</p> <p>To be able to understand, explain and evaluate:</p> <ul style="list-style-type: none"> Units Movement and position Forces, movement, shape and momentum <p>Waves</p> <p>To be able to understand, explain and evaluate:</p> <ul style="list-style-type: none"> Properties of waves The electromagnetic spectrum Light waves Sound <p>Energy resources and energy transfer</p> <p>To be able to understand, explain and evaluate:</p> <ul style="list-style-type: none"> Units Energy transfers Work and power Energy resources and electricity generation



Chinese

Since Mandarin is the dominant language of mainland China, at Wellington we make sure that our pupils perfect all the skills involved in the language; reading, writing, speaking and listening. We encourage our pupils to communicate in Chinese during their lessons and also outside in the wider community to ensure that they are getting the full experience of developing their knowledge of one of the most popular languages in the world. The lessons are designed to cater for both native and non-native speakers of Chinese.

Through the teaching of Chinese, we aim to:

- Help the pupils enjoy learning the Chinese language and encourage them to communicate with it through various fun and interactive techniques. Encouraging this enjoyment of Chinese will result in the development of the language and will encourage pupils to learn it more and more.
- Present high standards of teaching for the pupils to learn Chinese. In the Chinese department we continue to develop the teaching of Chinese to highest standard possible, so the pupils have every opportunity to learn
- Teach the pupils topics that relate to real life and enrich their knowledge about the Chinese culture.

The Chinese syllabus in the school is based on the Chinese Education curriculum, with a view to working towards the IGCSE qualification. This textbook is complemented with external topics, resources, and activities that enrich the language; this ensures pupils are excited and interested to learn the language and also foster the development of key skills.

In order to meet these aims, we will ensure:

- Pupils are able to present information, concepts and ideas on a variety of topics.
- Pupils critically analyse and interpret the seen and spoken word for implied and hidden meanings.
- Pupils widen and deepen their language awareness by means of literature, news reports and commentaries.
- Pupils apply their knowledge of word origins to determine the meaning of new words encountered in reading materials

and use those words accurately.

- Pupils demonstrate knowledge and understanding of significant components of Chinese culture and cultural aspects of the Chinese language.

Chinese – as a native language

Pupils will learn the following:

Year 7	<ul style="list-style-type: none">• Listen to articles related to social and cultural issues, and be able to obtain information, summarise and express opinions.• Listen to radio and TV news broadcasts with understanding, and be able to summarise, express opinions and present points of view.• Be able to explain and express opinions and feelings on ethical values related to social issues, such as crime, elections and poverty.• Be able to handle interviews properly and obtain information on social issues effectively.• Be able to present arguments from multiple perspectives and give effective reasons for a given argument.• Be able to recognise an additional 300-350 characters. They will work towards a total vocabulary target of 1500-2000 characters.• Improve silent reading skills and aim for 150-180 words per minute.• Use a Chinese dictionary for independent writing projects.• Work towards a writing target of 400 - 450 characters.• Be able to compose a 300 word piece on a familiar topic under exam conditions.
Year 8	<ul style="list-style-type: none">• Be able to use the specialised vocabulary appropriate to the topic in oral presentations.• Be able to identify the characteristics of different types of speech and use them appropriately.• Be able to understand and explain the central theme of a video or film.• Be able to analyse and express a considered viewpoint regarding current affairs.• Be able to negotiate agreement in groups through role-play.

Year 8	<ul style="list-style-type: none"> • Consolidate vocabulary already learnt. • Improve silent reading skill and aim for 250-330 words per minute • Understand and interpret implications and impact in complex essays on a variety of issues. • Use an increasing range of words and phrases, including “shumianyu”, to express the same idea in writing. • Use different ways to describe things, to convey messages and to express ideas and opinions. • Learn information about famous writers and write about their lives, their most important works and discuss their impact on the literary world. • Use a Chinese dictionary for independent reading and writing. • Work towards a writing target of 500-550 characters.
Year 9	<ul style="list-style-type: none"> • Be able to identify elements of the news and characteristics of a memoir. • Be able to select typical materials for creating characters. • To explore ancient vocabulary and understand the meaning of the texts. • To identify the different types of emotional essays within ancient texts. • To improve their reading ability of ancient texts and poems • To write speeches written within the techniques of ancient texts with a clear meaning. • To be able to write stories with conflicts that have identified sequences. • To understand the special patterns in ancient texts and be able to summarize these in extended writing and verbal form. • Use a Chinese dictionary for independent writing projects. • Work towards a writing target of 600+ characters. • Be able to compose a 500 word piece on a familiar topic under exam conditions.

Chinese – as a non-native language

Pupils will learn the following:

Year 7	<p>Pupils engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Be able to understand simple words and phrase that are closely related to their everyday lives, for Examples: greetings and goodbyes, “thank you”, “you’re welcome”, “excuse me”, “no problem”, “doesn’t matter”, “I’m sorry”. • Be able to exchange basic personal and biographical information for examples, name, age, school year level, nationality and family members. • Be able to make routine requests and informational inquiries in the classroom and in other contexts, for example: asking permission to go to the toilet, asking for repetition or clarification, and asking where something is located or when it takes place.
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Year 7	<ul style="list-style-type: none"> • Be able to use numbers in expressions relating to the date, time and telephone numbers. • Be able to talk about common/everyday objects and activities, interests and hobbies at school and at home. • Be able to express likes and dislikes using simple explanations that show an understanding of adjectives. • Be able to respond to simple oral directions and requests. • Work towards an initial reading vocabulary of 50-90 words, of which they will be able to write at least 30 characters.
Year 8	<ul style="list-style-type: none"> • Be able to talk about common/everyday objects and activities, interests and hobbies at school and at home. • Be able to express likes and dislikes using simple explanations that show an understanding of adjectives. • Be able to use and respond to appropriate conventional social language of 4-5 exchanges in person or on the telephone. • Be able to respond to simple oral directions and requests. • Be able to perform short, composed and memorised skits based on familiar contexts and daily interactions. • Demonstrate an awareness of the pronunciation of sound patterns and their meanings. • Work towards a reading vocabulary of 70 -120 words, of which they will be able to write 50. • Be able to produce Chinese character-Pinyin mixed passages of 30 words in length. • Understand the meaning of radicals and be able to write 45-60.
Year 9	<ul style="list-style-type: none"> • To be able to ask for and give directions and identify locations by using landmarks as references. • To be able to describe whether two places are close or far away from one another. • State where you are heading and the purpose of going there. • To be able to ask a friend to go to a party with you and arrange a time and place to meet. • Describe common symptoms of allergies and understand and repeat instructions on when and how often to take medications. • Describe your current and ideal living quarters including naming items within accommodation. Be able to offer opinions and viewpoints on the positives and negatives of differing accommodation. • Name some popular sports and talk about your own exercise habits. • To be able to discuss your own feelings about various sports and be able to make a simple comparison between how football and American football are played. • Work towards a reading vocabulary of 150-200 words, of which they will be able to write 100. • Be able to produce Chinese character-Pinyin mixed passages of 50-80 words in length. • Understand the meaning of radicals and be able to write 80-100.



History and Geography

Overview

Humanities is a continually developing subject which helps pupils both understand and look to shape the world around them. We teach a broad range of topics from History and their impact on the wider world. In Geography, our lessons focus on topics that effect the local surroundings and the wider world. This allows us to fully prepare our pupils to be true 'World citizens' that can play an active role in a rapidly developing world. Due to the nature of the subject many aspects of the course dovetail with other subjects. The syllabus is based on the English National Curriculum requirements and the year will be split into topics through which key skills will be studied.

We aim to:

- Provide an education in History and Geography that is of the highest quality involving the provision of challenging texts, ideas and resources to further the confidence and understanding of our whole range of pupils. This will consider pupil's age, gender, ethnicity, capability, additional learning needs, and those who speak English as an additional language.
- Encourage pupils to learn to analyse and interpret, to comprehend and communicate, to question and appreciate, and, in-so-doing, develop a better sense of themselves and their place in the world.
- To make all future Old Wellingtonians excellent world citizens that can contribute to the cultures, businesses and communities that they take inhabit.
- To create opportunities to develop intercultural awareness and understanding.
- Humanities encourages pupils to establish links between subjects, cultures and other areas of experience. The course enables pupils to develop a wide range of skills that are transferable across other subject groups in the Wellington International curriculum framework, allowing them to see other subjects from a humanities perspective and vice versa.
- Ensure a stimulating learning environment which challenges and encourages pupils with their differing needs, interests and aspirations, to develop their curiosity and enthusiasm in history and geography.

We will ensure we meet these aims by:

- Humanities lessons are challenging and personalised; individual's needs will be considered and met at all times. This will

be done in collaboration with the teachers of other similar subjects, such as English and the SEN department will also be consulted for guidance and examples of good practice.

- Engaging and motivating all pupils to help them develop and take ownership of their own learning.
- Creating a positive working environment.
- Pupils are actively encouraged to keep up to date with current affairs and to read around the topics covered in class. Recommended reading lists are available.
- Continued professional development for members of the department to allow them to stay abreast of modern teaching methods and current topics of study.

History

Pupils will learn the following:

All pupils in the Senior School will receive two Humanities lessons a week. This will be split into one history and one geography lesson in the week. Homework will be set weekly but will alternate between the two disciplines unless a longer project is being completed. Small additional homework tasks maybe added such as learning 10 words for a test in the following week.

Additionally to classwork and preps, in room formal assessments will take place from baseline assessments to end of unit topic assessments. These will be graded on the Wellington 9 point scale preparing pupils to ultimately sit IGCSE examinations in Year 11.

Listed below is the overview of the topics and themes covered. As well as the core texts, pupils will be reading many shorter extracts to develop their reading.

	Michaelmas Term	Lent Term	Summer Term
Year 7	Normans <ul style="list-style-type: none"> • Introduction to Anglo-Saxon England • The succession Crisis • The Road to Hastings • The Battle of Hastings • William - The New King 	The Romans <ul style="list-style-type: none"> • The Birth of The Roman Empire. • Early Years of Rome. • Why was Rome successful? • Who was Julius Caesar? 	Tudor Life <ul style="list-style-type: none"> • Introduction to the Tudors. • Break from Rome • Henry's Wives • Mary I (Bloody Mary) • Elizabeth I
Year 8	The Transatlantic Slave Trade <ul style="list-style-type: none"> • What is slavery? • What was Africa like before the slave trade? • How was Britain involved in the Slave Trade? • What was the slave triangle? • Capture and the middle Passage 	The British Empire <ul style="list-style-type: none"> • Why did Britain want an Empire • What was life like for natives in the Empire. • What problems did Britain's first colony face? • The mystery of Roanoke 	The Industrial Revolution <ul style="list-style-type: none"> • Introduction to the Industrial Revolution • The Domestic system vs • The Factory system • Who revolutionised the Industry? • What were living conditions like?
Year 9	WWI <ul style="list-style-type: none"> • What were the causes of WW1? • Homefront • Recruitment • Conscientious Objectors 	American History: The Roaring Twenties <ul style="list-style-type: none"> • The economic boom in the early 1920's. • Social impact of the twenties. • Attitudes towards black Americans • The KKK • Prohibition and gangsters 	WW2 <ul style="list-style-type: none"> • What were the causes of WW2? • Homefront and the role of women • Evacuation • Battles of WW2

Geography

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>A study of Asia</p> <ul style="list-style-type: none"> • Capital cities and regions • Economy of Asia • Physical Features • Population Density • Climate region <p>A study of China</p> <ul style="list-style-type: none"> • Physical features • Population distribution • Megacities in China • Rural-urban migration 	<p>Settlement Geography</p> <ul style="list-style-type: none"> • Factors affecting the location of settlements (past and present) • Rural and Urban settlements including rural-urban migration • Settlement Patterns 	<p>Global locations</p> <ul style="list-style-type: none"> • Case study on Brazil (including location, cities, inequalities, shanty towns and deforestation)
Year 8	<p>Map Skills</p> <ul style="list-style-type: none"> • Identifying features on a map • Direction, distance, bearing, cross-sections, contour lines and grid references <p>Weather and Climate</p> <ul style="list-style-type: none"> • Weather and climate • Heat transfer in atmosphere • Weather instruments • Tropical cyclones • Climate graphs 	<p>Global issues</p> <ul style="list-style-type: none"> • Energy • Water • Food production including shortages and unequal distribution 	<p>Global Issues</p> <ul style="list-style-type: none"> • Pollution. • Plastics & fair trade. • Climate change • Environmental issues
Year 9	<p>Restless Earth</p> <ul style="list-style-type: none"> • Plate tectonics • Earthquakes • Tsunamis • Volcanoes • Why do people live in these danger zones 	<p>Developing World</p> <ul style="list-style-type: none"> • What is development? • Development indicators such as adult literacy rate • A case study of a developing and developed country 	<p>Developing World</p> <ul style="list-style-type: none"> • The problem of debt and aid • Local projects, development projects and world debt



ICT - Information computer Technology

At Wellington, the ICT curriculum harnesses the huge enthusiasm that exists in the wider world for the development of coding skills amongst our next generation of programmers. Further to this, pupils will also develop their general capability in the use of computers and learn how to protect themselves, their equipment and their identity when using digital tools across all curriculum subjects.

All KS3 pupils are provided with a weekly ICT lesson and will develop the foundational skills, knowledge and understanding of this diverse subject. They will develop the skills to use a range of software for a variety of purposes including using office applications, control systems and web authoring software.

The aim of the curriculum is to allow pupils to:

- Learn how to analyse a task, identify the requirements, design and implement a solution.
- Critically reflect on their work, evaluate the extent to which it meets the requirements and identify future improvements.
- Design algorithms to solve problems and code solutions using a programming language.
- Increase their understanding of legal and social issues raised by ICT including the risks associated with online activities and use of technology in society.

We will ensure we meet these aims by:

Designing and developing projects which will enable pupils to identify problems which will be solved in a methodical way which will lead to solutions which are justifiable and further work to improve the solution will be addressed for future work.

Pupils will learn to create solutions to problems by using and applying control software to solve specific problems. Pupils

will explore other multiple methods to arrive at a similar or better solution.

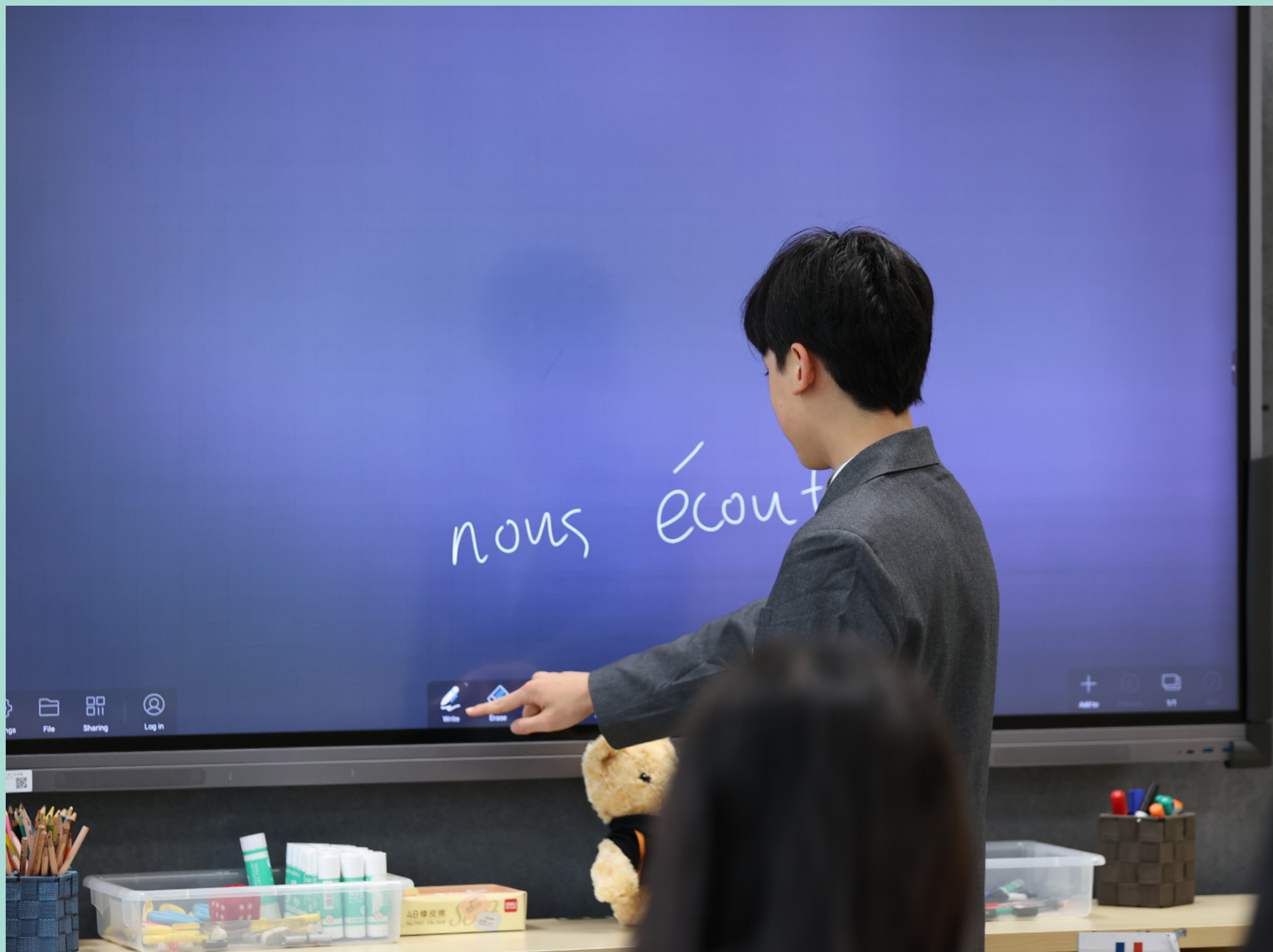
The risks associated with online activity and legal and social issues will be addressed by exposing pupils to a range of real-life issues from which a deeper understanding and thought will allow them to become a responsible digital citizen, how technology can be used and applied within society and what the potential implications are of emerging technologies.

Pupils will learn the following:

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>E-Safety and Spreadsheets</p> <ul style="list-style-type: none"> • Pupils learn strategies for guarding against identity theft and scams that try to access their private information online. • Pupils reflect on their responsibilities as creators and users of creative work. • Pupils learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations. • Collecting and gathering data . 	<p>Spreadsheet (Excel)</p> <ul style="list-style-type: none"> • Understand conditional formatting apply and use. • Pupils use and apply VLOOKUP and IF statement functions. • Pupils will learn about creating and inputting formulae into a spreadsheet and being able to interpret what the data shows as well as presenting it in different guises including graphical format. 	<p>Databases (Access)</p> <ul style="list-style-type: none"> • Pupils to develop knowledge and understanding of how databases are used to record, display and present data in relation to a given situation. • Pupils will be developing their skills creating custom-made databases based on set criteria by using design view where they will construct a database which meets the criteria provided. • Pupils will be developing their skills in creating formulae to their databases and using and applying the advanced formatting functions available.

	Michaelmas Term	Lent Term	Summer Term
Year 8	<p>Emerging technology</p> <ul style="list-style-type: none"> • Explain how the need for global communication affects technology around the world. • Explain the issues involved in balancing the right to access information with the right to personal privacy. • Describe the impact of emerging technologies on past, present and future workplaces, lifestyles and the environment • Recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication. 	<p>Spreadsheet (Excel)</p> <ul style="list-style-type: none"> • Understand conditional formatting apply and use. • Pupils use and apply VLOOKUP and IF statement functions. • Pupils will learn about creating and inputting formulae into a spreadsheet and being able to interpret what the data shows as well as presenting it in different guises including graphical format. Pupils will develop their skills on how spreadsheets are used to store, filter and extract data as well as when applied to multifunctional applications. 	<p>Web Authoring software</p> <ul style="list-style-type: none"> • Using professional software, pupils will design, build and test their own website and examine Internet technologies. • Explain some good and not so good features on a web page. • Add advanced formatting features using web authoring software. • Add suitable text and images to the master page. • Accurately source images for your web site taking account of laws.. Discuss the features created your website.

Year 9	<p>Data Security and E-Safety</p> <ul style="list-style-type: none"> • Understanding the threats online and digital media. • Learn about Encryption and Ciphers. • Understanding solutions to the threats identified. • To understand the importance of audience and purpose. • To plan a project to be presented. • To design and deliver a project which is visually aesthetic. • To evaluate my own performance on individual presentations which reflect negative and positive aspects. • To present findings to peers in view of achieving interactive and informative feedback. 	<p>Spreadsheet Modelling</p> <ul style="list-style-type: none"> • To give examples of how computer models are used in the real world. • Learn to format a simple spreadsheet model. • To use simple formulae and functions. • Learn to create basic charts to show data in a visual form. • To be able to label the graphs so they are meaningful. • To analyse and evaluate their work. • Design and create own Spreadsheets which solve specific queries. • Set interrogating tasks to more complex tasks. 	<p>Database (Access)</p> <ul style="list-style-type: none"> • Understand and Identify the different stages of the system lifecycle. • Be able to select appropriate applications to use when creating a digital project. • Create an APP using AppInventor • Understand how mobile phone hardware can be utilized and programmed in APP creation • Learn to combine multiple applications when creating a digital project.
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French and Spanish

Wellington College International Hangzhou is committed to a high-quality modern foreign language curriculum that will broaden pupils' understanding of other cultures, and develop strong, life-long linguistic skills of future citizens of the world.

We aim to:

- Nurture a programme of study that develops equally the skills of speaking, listening, reading and writing guided by the IGCSE requirements;
- Provide opportunities for all pupils to become independent learners and achieve their potential through differentiated programmes of study;
- Offer learning experiences that are challenging, stimulating and relevant to the present and future needs of our pupils;
- Educate the pupils to develop an open-minded approach through effective communication and cultural investigations.

We will ensure these aims are achieved by:

- Engaging all pupils in group, pair and individual activities that stretch their skills;
- Motivating them with a variety of creative tasks, project work or activities requiring the use of ICT;
- Routinely implementing formative assessment to evaluate pupil's comprehension, learning needs and academic progress;
- Ensuring pupils with varied learning styles grow in confidence communicating in the target language.

Pupils will learn the following:

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Me, my family and my friends</p> <p>Describing yourself, adjective agreement and 1st person forms of common present tense verbs. Cultural input: French and Spanish speaking countries.</p> <p>Describing others, introducing 3rd person forms of common present tense verbs.</p> <p>Cultural input: how Christmas, New Year and Kings are celebrated.</p>	<p>My house and the city where I live</p> <p>Talk about where people live and describe a house and bedroom using prepositions. Talk about what you do in your house and learn about the time.</p> <p>Describing your area. Ask for places and give directions. Express a variety of opinions, positive or negative.</p> <p>Cultural input: Notion of time in France and Spain – Dinner time differences.</p>	<p>My school and my town</p> <p>Describing your daily routine – Use of reflexive verbs. Talk about your school life, your timetable and activities you do afterschool; mastering the present tense.</p> <p>Cultural input: education in French speaking countries. Compare the Chinese, British and French timetable and school organisation</p>
Year 8	<p>My life</p> <p>Talk about yourself, your family, friends and daily routine and your hobbies. Revisiting the present and near future tenses to talk about my life. Describing your week ends and learn about the past tense, introducing the perfect tense and the two auxiliaries.</p> <p>Cultural input: Cultural life in France and Spain: movies, literature, music and sports celebrities</p>	<p>Food, drink and personal interests</p> <p>Giving opinions about food; using three tenses together. Transactional: ordering food in a restaurant. Cultural Input: typical French/Spanish dishes.</p> <p>Talking about personal interests and outings: invite someone out; developing past tense knowledge.</p> <p>Cultural Input: French/Spanish food.</p>	<p>Holidays</p> <p>Countries and languages, Use present past and future tenses to describe your holidays.</p> <p>Cultural Input: more on French/Spanish Speaking countries.</p>

	Michaelmas Term	Lent Term	Summer Term
Year 9	<p>My life and my future</p> <p>Talk about yourself, your family, friends and daily routine and your hobbies. Revisiting the present, near future tense and perfect tense to talk about my life.</p> <p>Describing my projects for the future using the near and simple future tenses. Introduction to the conditional.</p> <p>Discuss university and career plans and the importance of languages.</p>	<p>My health and healthy diet and when I was young</p> <p>Routine, food, illness. Transactional: conversation at a pharmacy; ordering food and how to be healthy.</p> <p>Describe how you were when you were young using the imperfect tense.</p> <p>Cultural Input: French/Spanish food and health culture.</p>	<p>The French/Spanish speaking world and IGCSE</p> <p>Which country would you like to visit? Go around the world and discover.</p> <p>Cultural Input: French/Spanish speaking cultures around the world.</p> <p>Focus on IGCSE requirements.</p>



Art

Wellington Art pupils will be inspired by opportunities to make discoveries and adopt a 'what if' approach, using a broadening range of mediums and processes. Through research, experimentation, recording their environment and the world around them, they will be equipped to communicate through creative individual and personal outcomes; generating an increasing enjoyment and interest.

This means:

- They will be able to confidently analyse, evaluate and articulate their understanding of artwork using an art-based vocabulary based on written work and discussion.
- They will appreciate the historical, contemporary, ethnic, political and cultural diversity of the art community, and through this appreciation, learn to understand the deeper meanings, codes and symbols embedded within it.
- They will record experiences and observations, in a variety of ways using drawing and other visual forms, such as photography.
- They will generate and explore potential lines of enquiry using appropriate media and techniques, and apply this knowledge and understanding to making, reviewing and modifying images and artefacts.
- They will learn to understand how ideas, opinion and experience generate starting points for art and design practice, forming an integral part of the creative process.
- The pupils will be able to present a personal and creative response that realises their intentions, making meaningful connections between their visual research, opinions and observations.

All KS3 pupils are involved in a weekly Art lesson. Through the KS3 curriculum, pupils develop skills in organisation, research, experimentation and involvement in the creative process to produce their own outcomes – whilst also

developing their understanding of the formal elements of art, craft and design, using a variety of techniques, equipment and processes. Throughout, the pupils will study a range of styles of art including painting, drawing, sculpture and printing. In addition to this, Art at KS3 is used to explore, experiment and deepen pupils' understanding of wider social, moral and political issues. Studying Art at KS3 equips pupils with the skills of developing insight and empathy and provides a context in which to express opinion and informed judgement.

Pupils will learn the following:

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Movement in Art</p> <ul style="list-style-type: none"> Pupils will learn movement in lines, freezing an action, repetition and sequencing. <p>Figure Drawing</p> <ul style="list-style-type: none"> Pupils will learn gesture drawing, sketching proportion, live-model practice and drawing a dance. 	<p>Costume Design</p> <ul style="list-style-type: none"> Pupils will create figurative artworks Pupils will learn Beijing opera masks, African mask sculptures and costume design. <p>Texture</p> <ul style="list-style-type: none"> Pupils will learn how apply textures to forms in drawings. 	<p>Texture</p> <ul style="list-style-type: none"> Pupils apply texture and form through observational drawings and using a variety of image development strategies. <p>Tessellations</p> <ul style="list-style-type: none"> Research and study the artist M.C Escher's work. Study and combine mathematics with art. Explore tessellations of the plane. Create an abstracted landscape.

	Michaelmas Term	Lent Term	Summer Term
Year 8	<p>Elements of Art</p> <ul style="list-style-type: none"> Identify the Elements of Art: Line, Shape, Form, Colour, Value, Texture, Space. <p>Linear Perspective</p> <ul style="list-style-type: none"> Pupils will learn guided drawings, abstract one-point perspective artwork, room drawings, transversal lines and grids and surrealist room artwork. 	<p>Linear Perspective</p> <ul style="list-style-type: none"> Pupils will learn guided drawings, abstract one-point perspective artwork, room drawings, transversal lines and grids and surrealist room artwork. <p>Digital Art Sculpture</p> <ul style="list-style-type: none"> Pupils will learn digital modelling (sculptoris) a face, Henry Moore, describing and analysing abstract forms and digital abstract sculpture installation 	<p>Observational Painting</p> <ul style="list-style-type: none"> Pupils will learn observational drawings, plein air drawings, Gonbi painting techniques and observational painting composition
Year 9	<p>Cubism</p> <ul style="list-style-type: none"> Pupils will explore blind contour drawings, the artworks of Pablo Picasso, analytical cubism and collage Pupils will create, observational drawings while exploring a variety of mixed-media techniques. Their experiments will develop into a synthetic cubist artwork. 	<p>Pop Art</p> <ul style="list-style-type: none"> Pupils will learn colour theory, painting techniques, colour spectrum, painting, Andy Warhol, pop art colour scheme painting and high contrast portrait painting. 	<p>Modern Sculpture</p> <ul style="list-style-type: none"> Pupils will learn Louise Bourgeois, wire sculpture - animal metaphor; collaborative sculpture - armature tutorial, sculpture artist influence - Alberto Giacometti, Alex Calder and Yue Minjun



Design technology

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. In doing this, pupils in Years 7-9 will work with a range of domestic and local contexts in mind, and design solutions to a variety of industrial contexts, which might link to the engineering, manufacturing, construction, food, energy, agriculture or fashion industries. When designing and making, pupils will learn to:

Design

- 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.
- Use a variety of approaches to generate creative ideas and avoid stereotypical responses.
- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D modelling, oral and digital presentations and computer-based tools.

Make

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.
- Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties.

Evaluate

- Analyse the work of past and present professionals and others to develop and broaden their understanding.
- Investigate new and emerging technologies.
- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.
- Understand developments in design and technology, its impact on individuals, society and the environment, and the

responsibilities of designers, engineers and technologists Design and technology.

Technical knowledge

- Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.
- Understand how more advanced mechanical systems used in their products enable changes in movement and force.
- Understand how more advanced electrical and electronic systems can be powered and used in their products (for example, circuits with heat, light, sound and movement as inputs and outputs).

All pupils in Key Stage 3 will experience Design and Technology for 1 hour a week. Throughout Key Stage 3, pupils will follow the following learning journey:

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Workshop Driving Licence (Health and Safety)</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • To develop an understanding of workshop Health and Safety. • To understand what personal protective equipment should be worn when using different hand tools and workshop machines. <p>Success criteria</p> <ul style="list-style-type: none"> • Be able to identify hazards in the workshop and prevent them happening in real life. • Be able to instruct others how to use different hand tools and machines safely and appropriately <p>Understanding woods</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • To understand the different types of woods, wood joints and when to use each. • To understand other ways of joining and fixing woods. • To safely use a range of hand tools and machines to make a product using appropriate woods. <p>Success criteria</p> <ul style="list-style-type: none"> • Be able to identify and name different hardwoods, softwoods and manufactured boards. • Choose appropriate wood joints and other methods to join woods together. • Design and make a three-dimensional product out of woods. 	<p>Working with Plastics (Vacuum Forming/Graphics)</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • To understand the different types of plastics, and when the 2 types would be used. • To understand how to work with thermoplastics. • To understand, and be able to carry out, the process of vacuum forming. • To be able to create a new brand identity for a company. • To understand how colour, typography and juxtaposition all impact a company's logo. <p>Success criteria</p> <ul style="list-style-type: none"> • Be able to identify and name different thermoplastics and thermosetting plastics. • Understand about the different types of colour and font style, and use this knowledge and understanding to create a new brand identity for a soft drink of their choice. • Work with precision and safety to package and promote their new soft drink using the vacuum forming process. 	<p>Understanding Electronics</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • To understand common electronic components and their uses. • To create a working circuit using appropriate components. • To produce a working three-dimensional product. <p>Success Criteria</p> <ul style="list-style-type: none"> • Be able to identify and name different electronic components and their uses. • Be able to create a series or parallel circuit. • Work independently and using appropriate materials, tools and machines to create and encase a working electronic product.

	Michaelmas Term	Lent Term	Summer Term
Year 8	<p>WUgly Doll (Textiles)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To understand about different textiles and types of fabric. To understand how templates are used in DT. To understand how to thread, and use, a sewing machine. <p>Success Criteria:</p> <ul style="list-style-type: none"> Be able to design a product for a specific target audience/user. Be able to identify and use different types of fabric. Be able to use templates and tailor's chalk to make accurate fabric shapes. Be able to sew by hand, and machine stitch layers of fabric together. 	<p>Designer Clock (Product Design – Woods and Plastics)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To recap on the properties and uses of hardwoods, softwoods and manufactured boards. To recap on the properties and uses of different thermoplastics. To understand about different design movements. To take inspiration from historical designers when creating new products. To develop practical skills when using machines such as the scroll saw, sander and pillar drill. <p>Success Criteria:</p> <ul style="list-style-type: none"> Be able to choose and select suitable materials to make a design. Be able to identify and name a range of famous designers and design movements. Be able to use a range of hand tools and workshop machines with precision and accuracy to make a clock based on the work of 1 designer/movement. 	<p>CAD/CAM Project (Laser cutter/3D Printer)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To understand what CAD/CAM is, and the advantages and disadvantages of CAD/CAM. To recap how to use 2D Design and TinkerCAD software. To design and make a 'push-fit' model using the laser cutter. To design and make a simple artefact using the 3D printer. <p>Success Criteria:</p> <ul style="list-style-type: none"> Know and understand the advantages and limitations of using CAD/CAM to design and make products. Know how to set up the laser cutter and 3D printer for use. Know how to vectorise a computer image in 2D Design. Be able to use 2D Design and TinkerCAD to produce their own designs.

	Michaelmas Term	Lent Term	Summer Term
Year 9	<p>Festive E-Textiles (Textiles)</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> To understand about different textiles and types of fabric. To understand how templates are used in DT. To understand how to thread, and use, a sewing machine. To understand common electronic components and their uses. To create a working circuit using appropriate components. <p>Success Criteria</p> <ul style="list-style-type: none"> Be able to identify and use different types of fabric. Be able to sew by hand, and machine stitch layers of fabric together. Be able to use a range of e-textile components to create a light-up soft toy. 	<p>A Brand New Identity (Graphics and CAD/CAM)</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To understand how Graphic Products differs from Product Design. To be able to identify hot and cold colours, colour families and how to use colour to trigger different emotions or imply different meanings. To be able to understand serif, sans-serif, script and decorative typefaces. To be able to create a new brand identity for a company. To understand the sublimation heat-transfer process. To produce a range of promotional items to publicise a new brand. <p>Success Criteria</p> <ul style="list-style-type: none"> Be able to create a new brand identity for a made-up company using appropriate images, colours and fonts. Be able to use the sublimation printer and heat press to produce a range of promotional items. Be able to use a range of e-textile components to create a light-up soft toy. 	<p>Lighting/Music Speaker (Product Design – preparing for IGCSE)</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To independently choose appropriate materials for a purpose. To carry out appropriate research into the user/client. To safely use tools and machines unaided. To create a working circuit using appropriate components. To produce a working three-dimensional electronic product for an identified user. <p>Success Criteria</p> <ul style="list-style-type: none"> Be able to create a range of innovative design ideas. Be able to use appropriate three-dimensional drawing techniques to communicate ideas. Be able to model designs using appropriate materials. Be able to work independently to produce a good quality three-dimensional, working outcome.

*There might be slight changes to the above programme of study due to availability of tools, machines and materials, however the relevant skills will still be covered each year.



PE and swimming

The aim of Key stage 3 Physical Education at Wellington College International Hangzhou is for pupils to develop a love for lifelong physical activity and sport. Through high-quality teaching and learning opportunities and a broad and inclusive curriculum, we aim for Physical Education to be engaging, challenging and enjoyable.

Building on what pupils learn in Key Stage 1 and 2 pupils will become competent, confident, and expert in their techniques, and apply them across different sports and physical activities.

We follow the English national curriculum for physical education. Pupils are taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- Develop their technique and improve their performance in other competitive sports.
- Perform dances using advanced dance techniques within a range of dance styles and forms.
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- Take part in competitive sports and activities outside school through community links or sports clubs.
- Swim competently and proficiently over 25 meters using a range of strokes and perform self-rescue in different water-based situations.

Our Physical Education Curriculum focuses on four key areas, physical skills, cognitive skills, social and personal skills and Health and Fitness:

Physical	Cognitive
<ul style="list-style-type: none"> • Physical ability • Skill performance • Technique • Linking and combining skills • Playing in competitive situations 	<ul style="list-style-type: none"> • Knowledge of rules, tactics and strategies • Knowledge of applying skills and tactics in game situations • Analysing performance • Using feedback to improve performance • Problem solving
Social and Personal	Health and Fitness
<ul style="list-style-type: none"> • Communication skills • Confidence • Effort • Resilience • Leadership skills • Wellington values to encourage positive teamwork and sportsmanship (kindness, integrity, respect, responsibility courage) 	<ul style="list-style-type: none"> • Fitness levels • Components of fitness • Reasons to lead a healthy active balanced lifestyle • Importance of warming up and cooling down • Participate in extra-curricular activities • Knowledge of short and long term effects of exercise

Throughout key stage 3 pupils will have 2 lessons of PE each week and develop the areas of our PE curriculum through a variety of sports including football, basketball, netball, badminton, tennis, cricket, rounders, swimming, fitness, volleyball, touch rugby, gymnastics, dance and athletics.

Pupils will follow a specific PE pathway that that we feel will provide the best experience for each individual based on their ability, experience and aspirations.



Music

Music pupils at Wellington will be creative in the way they make, listen to, explore, and appreciate music. They will be capable of critical, and analytical listening, which will in turn help them understand the processes of performance, composition and critical listening to various genres of music. They will be inspired to discover new styles of music and will have ample opportunities to create music that suits their existing strengths and challenge them to develop new skills. They will also explore the cultural significance of music and its influence on society today and gain an understanding of how the development of music through history connects with the wider cultural context within and outside of China.

All pupils will have the opportunity to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, cultures and traditions, including the works of the great composers and musicians from around the world.
- Learn to sing and to use their voices, to create and compose music on their own and with others.
- Learn a musical instrument.
- Use music technology appropriately and have the opportunity to collaborate with others
- Understand and explore how music is created, produced and communicated, through the interrelated elements: pitch, duration, dynamics, tempo, timbre, texture, structure and silence as well as using appropriate musical notations.

Pupils will be taught to:

- Play and perform confidently in a range of solo and ensemble groups using their voice, playing instruments musically, fluently and with accuracy and expression.
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, cultures, genres and traditions.
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.
- Identify and use the elements of music musically including the use of appropriate compositional devices.
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Pupils will learn the following:

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Rhythm & Pulse</p> <ul style="list-style-type: none"> • Understand that pulse is a fundamental upon which music is built and performed. • Develop a feeling for and an awareness of a regular pulse in music from different times and places. • Distinguish between pulse/beat and rhythm. • Develop and understanding of note values. <p>Minimalism</p> <ul style="list-style-type: none"> • Learn about the key musical features of minimalist music and how it is constructed. • Learn about the use of repetitive and changing rhythmic and melodic motifs in different styles of minimalist music. • Learn how to combine and manipulate different motifs when performing and composing a piece of minimalist music. 	<p>Rock 'n' Roll</p> <ul style="list-style-type: none"> • Learn about the key musical features of Rock 'n' Roll music. • Learn about chords and triads, how these are constructed and formed from a bass line. • Learn about how chords and triads create harmony. • Learn how a Rock 'n' Roll song is put together in terms of structure, different harmonic parts and lyrics. <p>Pop Song</p> <ul style="list-style-type: none"> • About the importance of structure in popular songs • To create own popular song that uses structure, instrumentation , lyrics, chords, melody and other features learned about • Learn about hooks and riffs and how these have been used in popular songs 	<p>Musicals</p> <ul style="list-style-type: none"> • Learn about the history and development of the modern-day stage musical with its origins in opera • Learn about different types of songs used in operas and musicals • Learn about the importance of the "opening number" in a musical • Explore a range of songs from musicals in class and ensemble performances • Learn about the importance of occasion, style and context when composing and/or performing songs and scenes from a musical

	Michaelmas Term	Lent Term	Summer Term
Year 8	<p>African Music</p> <ul style="list-style-type: none"> To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities. To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom. <p>Hooks & Riffs</p> <ul style="list-style-type: none"> Understand and distinguish between hooks, riffs and ostinatos. Perform, create and listen to and appraise a range of music from different times and places based on repeated musical patterns. 	<p>Variations</p> <ul style="list-style-type: none"> Develop knowledge and understanding of the elements of music and how these can be manipulated to provide musical variation. Explore how other musical devices such as tonality and rhythm can be used to provide musical variation. Explore how theme and variations and ground bass give form and structure to a musical composition. <p>Fanfare</p> <ul style="list-style-type: none"> Understand what is meant by a Fanfare, its origins and uses and how Fanfares create different musical effects suitable for a special occasion or event Learn about the harmonic series and brass instruments Compose, Perform and Evaluate a group Fanfare for a special occasion or event in response to a commission 	<p>Film Soundtracks</p> <ul style="list-style-type: none"> How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. How timing is a crucial factor in the composition and performance of music for film. How film music can change the viewer's interpretation of a scene. How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.

	Michaelmas Term	Lent Term	Summer Term
Year 9	<p>Off Beat</p> <ul style="list-style-type: none"> To recognise the stylistic conventions of reggae music. How chords contribute to the texture of a song To recognise the key features of a reggae bass line. To understand syncopation and how it is used in reggae music. To identify the different layers that make up reggae music. Understand the key themes and style of reggae lyrics. <p>Medieval Music</p> <ul style="list-style-type: none"> Listen and respond to a variety of medieval music from different times and different places How drone and ostinato are used in medieval music Learn about melisma and plainsong Perform a variety of sacred and secular pieces of medieval music. 	<p>Form & Structure</p> <ul style="list-style-type: none"> Understand what Form and Structure is in music. Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music. Recognise the differences between music based on different Recognise why Form and Structure is important in music. <p>Folk Music</p> <ul style="list-style-type: none"> About the key features of folk music from different times and different places. Sing and perform traditional folk songs and folk music. Perform chords and bass lines to accompany folk songs. Arrange own folk songs. 	<p>Indian Music</p> <ul style="list-style-type: none"> Pupils become aware of the sounds of Indian music and some of its components such as raga, drone and tala. Pupils will be able to distinguish the influence of Indian music on a range of Western music. Pupils will compose their own melodic 'ragas' and rhythmic 'talas', and combine then to make and perform their own Indian group compositions. Pupils will build on previous experience of improvising and learn to improvise melodically on a raga and rhythmically on a tala. Pupils will learn about Indian musical instruments and traditions.



Drama

Drama pupils at Wellington will explore their creativity through a variety of styles, themes and topics. Pupils will become confident and independent thinkers, who are able to critically analyse the roles within theatre and live productions. Pupils will have an appreciation of their own work and others, always demonstrating respect and empathy. They will participate in an engaging, practical curriculum, that supports the development of new acting skills, as well nurturing existing talent.

The primary purpose of drama is to introduce pupils to the world of performance. Effective communication is essential for professional and personal success in today's growing global community. Drama helps pupils foster the development of creativity, break down the feelings of insecurity - that can prevent pupils from expressing themselves in front of others and generate greater appreciation of drama.

The aim of the curriculum is to have pupils:

- Perform in a safe, inclusive environment.
- Perform solo and in an ensemble.
- Integrate their knowledge - acquired in other discipline areas - into their drama performances.
- Plan written, oral and visual presentations for a variety of audiences.
- Evaluate written, visual and oral presentations and works of drama and literacy.
- Learn and use the elements of drama.

We will ensure we meet these aims by:

- Engaging and motivating all pupils to help them develop and take ownership of their own learning.
- Creating a positive learning environment for all pupils.
- Offer opportunities outside of the classroom for pupils to further express their skills.

The three dimensions of Drama which pupils are assessed against are:

- Devising
- Demonstrate understanding of how to structure an original dramatic piece
- Quality of individual role and ability to work harmoniously within a group
- Maintain integrity of role by contributing productively to a performance outcome
- Acting Skills
- Demonstrate skills in group performance
- Understand the use of pacing, tension and emotional intensity in performance
- Understand techniques used to bring texts to the stage
- Demonstrate understanding of vocal and physical techniques and use of space
- Understanding repertoire
- Understand approaches to interpreting a play script
- Bring a character to life - which is consistent with its role and function in the play
- Demonstrate skills in performing an extract from a play

Pupils will learn the following:

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Puppetry</p> <p>Pupils will combine a comfort in dramatic play and artistic creation to create personalized and meaningful puppets, and through speech and movement animate them to interact on their own and with other puppets.</p> <ul style="list-style-type: none"> • Overview of Elements of Drama • Focus on voice and movement to sustain character and situation • Story arc exploration • Basic puppetry techniques • Group devised assessment <p>Theatre for Young People</p> <p>TYP texts and performances are created specifically for young people and draw on their interests and concerns.</p> <ul style="list-style-type: none"> • Responding to published script • Character analysis and personification • Focus on movement and voice for stage performance • Teacher as director • Exploration of creating dramatic tension • Whole class play 	<p>Melodrama</p> <p>Pupils will learn how to embody stock or standardised characters whilst engaging with the dramatic style of Melodrama. They will explore their ability to represent a character – in collaboration with their peers - using appropriate voice and movement.</p> <p>Introduction to stock characters</p> <ul style="list-style-type: none"> • Acting style • Music/Plot • Silent films • Use of voice & movement to embody the style • Script analysis • Group Performance 	<p>Radio Play</p> <p>Pupils will explore the range of their own voices as they practise the art of re-telling stories. Working with peers they will become accustomed to the schools' radio station facilities whilst recording content for the community to enjoy.</p> <ul style="list-style-type: none"> • Use of voice to tell stories • Tone, pausing, pitch, pace, volume, use of silence & emphasis. • Characterisation • Respond to a radio play – reading for meaning • Group performance on radio

	Michaelmas Term	Lent Term	Summer Term
Year 8	<p>Fairytales</p> <p>Fairytales are crucial to the development of child's imagination. They affect children's emotional, physical and mental development. Fairytales also communicate a moral in a way the audience will remember. They exist to teach a clear lesson.</p> <ul style="list-style-type: none"> • Overview of Elements of Drama • Narrative structure of fairytale • Theatre technique - Tableau • Group Assessment – self-devised <p>Children's Theatre</p> <p>Children's Theatre is targeted for children between the ages of three to eleven. It has specific performance conventions that are incorporated to engage the audience and reinforce meaning. Such elements include direct address, chorus and audience participation.</p> <ul style="list-style-type: none"> • Reading for meaning – Children's Theatre scripted play analysis • Style analysis – overacting, use of voice and movement to convey character • Cultural sharing – children's stories 	<p>Forum Theatre</p> <p>Forum Theatre is an interactive form of theatre that presents a theatrical debate that encourages audience interaction and is a powerful tool for exploring solutions to difficult problems.</p> <ul style="list-style-type: none"> • Theatre in Education • Thematic stimuli used to inspire dramatic construction of a forum theatre scene • Forum Theatre conventions - Tableau, freeze frame, mime • Self-devised • Small group assessment 	<p>Elizabethan Theatre</p> <p>English Renaissance theatre, also known as Renaissance English theatre and Elizabethan theatre, refers to the theatre of England between 1562 and 1642. This is the style of the plays of William Shakespeare, Christopher Marlowe and Ben Jonson.</p> <ul style="list-style-type: none"> • Introduction to Shakespeare • Driven by historical context • Interpretation of the use of movement/voice pertaining to style/space • Analysis of style • Costume/makeup analysis • Small group performance

	Michaelmas Term	Lent Term	Summer Term
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Wellbeing

At Wellington College International Hangzhou we put holistic education at the forefront of everything. Pupils will not be academically successful unless they feel safe and happy both inside, and outside, of school. To ensure that our pupils have the right skills, knowledge and understanding to ably make the correct choices and decisions we have developed a unique well-being and study skills curriculum that utilises elements of externally sourced platforms and in-house resources to create our own WCIH holistic education programme. WCIH offers Well-being as a compulsory subject that all pupils must study alongside English, Chinese, the sciences and mathematics as part of the core curriculum. The well-being curriculum teaches pupils how to flourish.

Well-being lessons are underpinned by the innovative discipline of positive psychology. Positive psychology asks questions such as: what makes people feel satisfied with life; what elements make up a life well lived; and what makes people thrive in the face of adversity? During wellbeing lessons, pupils explore the answers to these questions using the skills they acquire in our critical thinking programme.

Our well-being programme is made up of six strands and every lesson, session, workshop and discussion will contribute in some way towards developing one or more of the following six aspects:

- **Physical Health:** understanding the principal requirements of maintaining a healthy and active lifestyle.
- **Positive relationships:** exploring how best to define and develop positive relationships with fellow pupils, teachers, family members and others.
- **Perspective:** building emotional resilience or a 'psychological immune system'. This aims to help develop the thinking skills that enable pupils to overcome adversity.
- **Engagement:** recognising the importance of maintaining a healthy curiosity about the world around us and a willingness to engage with it.
- **The world:** understanding and promoting ways of living sustainably in a conspicuous consumer society. This strand also encourages pupils to consider their place in the world and help define a positive future role for themselves
- **Meaning and purpose:** working out, as Viktor Frankl would say, our response to the question's life asks of us.

Wellbeing is an essential element of our continually evolving educational approach, as we aim to develop our pupils holistically, giving them the emotional resilience as well as the academic skills necessary to thrive in a rapidly-changing world.

The school has bought 2 new online platforms for this academic year; PEEC and the 'Online Study Skills Handbook' which are used extensively around the world, and aim to provide pupil's with the soft-skills that are necessary to achieve their academic potential. In addition to these new platforms, we will continue to use the UK's PSHE curriculum, and external presenters, to educate our pupils about wider age-specific topics that help to ensure that every WCIH Senior pupil becomes a well-rounded, life-long learner.

What is PEEC?

PEEC is an acronym for Positive Education Enhanced Curriculum. It is a curriculum designed to support teachers and add value to their practice and experience in delivering Positive Education. PEEC is not a replacement for the implicit Positive Education that takes place daily through pastoral care, coaching, teaching and every interaction that a teacher has with a student. Rather, it is an explicit curriculum designed for schools to lead dedicated Positive Education classes, where students can be taught the key concepts of wellbeing so they can live healthy and fulfilling lives.

Source: <https://teachpeec.com/about/faqs>

What is the ELES Online Study Skills Handbook?

The ELES Online Study Skills Handbook site provides a comprehensive and interactive online experience for the secondary school community (students, parents and teachers) to develop the study skills needed for success in secondary school studies. This approach taps into students' affinity with technology to create an effective way to improve students' study skills. There are currently 40+ interactive study skills units of work on the site.

Source: <https://studyskillshandbook.net.au/about-the-study-skills-handbook-website>

What is the Peer Education Project?

The Peer Education Project is made up of five mental health and wellbeing lessons, delivered to younger pupils by their older peers. The lessons introduce the idea of mental health as existing on a spectrum that changes over time and in response to life experiences. The lessons also give pupils the skills to improve and maintain their own wellbeing, while supporting their friends with their mental health. The PEP programme will be delivered to Year 10 and Year 7 pupils over the course of the year.

Source: <https://pep.mentalhealth.org.uk>

For additional information on the UK's personal, social, health and economic (PSHE) education curriculum can visit <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>, or contact any member of the Senior School Management Team.

The Well-Being and Study Skills Curriculum at Key Stage 3

Throughout the year, pupils from Year 7 to 9 will study a comprehensive curriculum based on the following topics:

	Well-Being Topics/PEEC	Study Skills Topics
Year 7	<ul style="list-style-type: none"> • an introduction to positive education • demonstrating empathy and compassion • being positive • demonstrating forgiveness • building resilience • becoming goal orientated • self-knowledge • decision making • character development • leadership skills and teamworking • looking after our own mental health 	<ul style="list-style-type: none"> • target setting/SMART targets • home study environment • organisation and filing • time management skills • managing workload • research skills • summarising • active studying • research skills • assignment skills

	Well-Being Topics/PEEC	Study Skills Topics
Year 8	<ul style="list-style-type: none"> • an introduction to positive education • demonstrating empathy and compassion • showing kindness and developing connections • leadership skills and teamworking • being positive • demonstrating self-control • building resilience 	<ul style="list-style-type: none"> • target setting/SMART targets • home study environment • time management skills • managing workload • dealing with distractions • lifestyle and balance • making the best use of time • asking for help • dealing with conflict • groupwork skills • research, assignment and presentation skills
Year 9	<ul style="list-style-type: none"> • an introduction to positive education • becoming goal orientated • self-knowledge • demonstrating core values • developing a growth mindset • being motivated • curiosity and interest • developing a sense of meaning 	<ul style="list-style-type: none"> • target setting/SMART targets • home study environment • time management skills • managing workload • dealing with distractions • lifestyle and balance • overcoming procrastination • developing motivation • dealing with conflict • groupwork skills • research, assignment and presentation skills



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