RUGBY SCHOOL
THAILAND



YEAR 8

CURRICULUM GUIDE

Structure of Learning 5
Form Tutor and Whole-Me Curriculu
Subject Specialist Teachers
Setting for Targeted Learning
Philosophy of Reading

English.....6
Overview of the Year
Purpose of Study
Aims
How Parents Can Help

Mathematics 9
Overview of the Year
Purpose of Study
Aims
How Parents Can Help

Science.....11
Overview of the Year
Purpose of Study
Aims
How Parents Can Help

Whole Me 13
Overview of the Year
Purpose of Study
Aims
How Parents Can Help

French.....15
Overview of the Year
Purpose of Study
Aims
How Parents Can Help

Mandarin 17
Overview of the Year
Purpose of Study
Aims
Curriculum Overview
How Parents Can Help
Additional Focus

Spanish 21
Overview of the Year
Purpose of Study
Aims
Curriculum Overview
How Parents Can Help

History..... 23
Overview of the Year
Purpose of Study
Who should take credit for abolishing the slave trade?
How did the British Empire impact the world?
What caused WWI?
What was the impact of WWI for global communities?
Why was the Civil Rights movement significant?

Geography..... 26
Overview of the Year
Purpose of Study
Topic 1: Why are coastal landforms dynamic?
Topic 2: What is the danger of a single story Africa?
Topic 3: How can sustainability create a balanced relationship between humans and the environment?
Topic 4: How sustainable is RST?
Topic 5: Has the frequency and severity of extreme weather events changed?

Music 29
Overview of the Year
Music Through Time: Unit Summary
Musical Structure: Unit Summary
Thai Music: Unit Summary
Purpose of Study
Aims
Curriculum Overview
How Parents Can Help

Art.....32
Overview of the Year
Purpose of Study
Aim
Curriculum Overview
How Parents Can Help

PE.....34
Overview of the Year
Purpose of Study
Aims
How Parents Can Help

Thai Programme.....35
Overview of the Year
Purpose of Study
Aims
Curriculum Overview
How Parents Can Help

Expat Programme.....37
Purpose of Study
Aims
How Parents Can Help

Computing 38
Overview of the Year
Purpose of Study
Aims
Curriculum Overview
How Parents Can Help

Design and Technology.....39
Overview of the Year
Music Through Time: Unit Summary
Musical Structure: Unit Summary
Thai Music: Unit Summary
Purpose of Study
Aims
Curriculum Overview
How Parents Can Help

Drama 40
Overview of the Year
Purpose of Study
Aims
Curriculum Overview
How Parents Can Help

THE WHOLE PERSON
THE WHOLE POINT

STRUCTURE OF LEARNING

From Year 5, the Prep school embraces a distinctive educational approach, mirroring the specialist teacher model prevalent in Senior schools. This structure fosters a depth of knowledge and passion in each subject area, ensuring our students receive targeted, high-quality instruction.

Form Tutor and Whole-Me Curriculum

At the heart of our School's philosophy is the development of the 'Whole Person.' Our Form Tutor delivers a comprehensive 'Whole-Me' curriculum, akin to the British PSHE model. This curriculum promotes personal growth, social responsibility, and emotional well-being, aligning with our commitment to nurturing well-rounded individuals.

Subject Specialist Teachers

Students benefit from instruction by subject specialist teachers. This approach guarantees that an expert in their field teaches every subject, fostering a deep understanding and enthusiasm for learning. Our team of passionate educators ignites curiosity and inspires academic excellence across a wide range of disciplines, including English, maths, science, history, geography, Thai, Spanish, Mandarin, sport, drama, music, DT, art, and computing.

Setting for Targeted Learning

To further enhance the learning experience, we employ settings in English, maths, Thai, and Mandarin. By grouping students according to their abilities, we create smaller class sizes and enable teachers to deliver tailored instruction that meets the specific needs of each student. This approach ensures that every child receives the support and challenge they require to reach their full potential.

HOMEWORK

Year 7 30 Mins.	Year 8 45 Mins.	F Block 60 Mins.	E&D Block 90 Mins.	LXX/XX 3 Hours.
• Complete at School and /or after School • One week to complete	• Complete at School and /or after School • Range of subjects and timelines	• Complete in PLS, activities, and after School • Homework timetable • Minimum 2 days to complete	• Complete in PLS, activities, and after School • Build up to IGCSE • Flexible deadlines depending on subject	• Daily study periods to support • Complete in activities and after School • Vital for A Level and university

ENGLISH

OVERVIEW OF THE YEAR

TERM 1

Mystery Writing — Extracts & Genre Study

- Explore extracts from The Westing Game, Conan Doyle ('The Blue Carbuncle', 'The Red-Headed League') and Robin Stevens' Murder Most Unladylike
- Identify mystery conventions: red herrings, foreshadowing, dramatic irony, fair-play structure
- Analyse how writers build suspense and control what a reader knows
- Explore how detectives, suspects and victims are characterised through language

Creative Writing: Mystery Story

- Plan an original mystery using a plot bank and sustained, scaffolded planning
- Draft and refine a story applying genre conventions and suspense techniques
- Apply structural and linguistic features to entertain

Analytical Writing: PETAL

- Write structured PETAL paragraphs analysing unseen extracts
- Explain writers' methods and effects using precise terminology
- Reach a judgement on what makes a resolution feel 'fair'

TERM 2

Poetry: War

- Study war poetry: Dulce et Decorum est, Drummer Hodge, Glory of Women, Resistance
- Explore form, structure, poetic and sound devices
- Analyse how poets convey suffering, loss and the human cost of war
- Compare patriotic/romantic depictions of war with its harsh realities
- Rehearse and perform poetry aloud; peer assess and feedback

Novel Study: Private Peaceful

- Read Private Peaceful by Michael Morpurgo, set in WWI Devon and Ypres
- Analyse narrative structure (flashbacks), character development and relationships
- Explore themes of family, loyalty, injustice and the 'Shot at Dawn' campaign
- Construct persuasive arguments in written and spoken form
- Continue reading into finishing the novel

TERM 3

Finishing Private Peaceful

- Complete the novel, tracking the escalating tension towards its resolution
- Reach a supported judgement on the injustice of the executions for desertion

Narrative and Analytical Revision

- Revisit and consolidate narrative writing skills: structure, 'show not tell', suspense and tension
- Revisit and consolidate PETAL analytical writing across the year's texts
- Retrieval and exam-style practice of key terminology and skills
- Proofreading and independent revision of drafts

Purpose of Study

The Year 8 English curriculum aims to deepen students' understanding of the mystery genre, war literature and poetry, and to refine students' analytical and creative writing skills. Through the exploration of mystery conventions, war poetry, and Private Peaceful, students will develop critical thinking, creativity, and the ability to express complex ideas effectively through both narrative and analytical writing.

Aims

By the end of Year 8, students should:

- Identify and analyse the conventions of mystery writing (red herrings, foreshadowing, dramatic irony, fair-play structure) across a range of texts and cultures.
- Develop skills in building suspense, characterising detectives and suspects, and structuring narrative to control what a reader knows.
- Plan, draft and refine an original mystery story using genre conventions.
- Write structured PETAL paragraphs analysing unseen extracts with precise terminology.
- Explore the form, structure and devices of war poetry, understanding its historical and emotional context.
- Analyse Private Peaceful, understanding narrative structure (flashbacks), character, relationships and the injustices of the First World War.
- Construct persuasive arguments in both spoken and written form.
- Consolidate narrative and analytical writing skills through revision and retrieval practice.

How Parents Can Help

Reading Comprehension and Analysis:

- Discuss the mystery genre and its conventions using examples from The Westing Game, Conan Doyle and Robin Stevens.
- Discuss the themes in Private Peaceful, focusing on family, loyalty and the injustices of war.
- Explore war poetry together, discussing themes, structure and poetic devices.
- Encourage regular reading for personal enjoyment (weekends and holidays included).

Writing Practice:

- Support your child in planning mystery stories, discussing plot, suspense and characterisation.
- Support essay writing using PETAL, discussing how to select and analyse evidence.
- Encourage proofreading and revising drafts to improve clarity, coherence and grammatical accuracy.

Oral Presentations and Performances:

- Help your child rehearse reading poems aloud, focusing on tone, expression, and the effect of sound devices.
- Provide opportunities for them to perform in front of family members, offering constructive feedback to build their confidence in public speaking.

By integrating these activities at home, parents can reinforce classroom learning and help their child succeed in Year 8 English.



MATHEMATICS

OVERVIEW OF THE YEAR

TERM 1

Ratio

Understand ratio
Solve problems with ratio
Simplify ratios
Compare ratios and fractions
Express ratios in different forms

Proportion and scale

Direct proportion
Conversion graphs
Converting currencies and metric units
Similar shapes and scale diagrams
Interpret maps using scale and ratio

Algebraic manipulation

Form algebraic expressions
Identify and use formulae, expressions, identities and equations
Simplify expressions
Substitution, expanding brackets
Factorising single brackets
Expanding double brackets and factorising quadratic expressions

Coordinates and graphs

Recognise and use lines of the form y=mx
Recognise and use lines of the form y=x+c
Explore graphs with negative gradients
Plot graphs of the form y=mx+c
Introduction to gradient
Find the midpoint of a line segment
Solve problems with coordinates and graphs

TERM 2

Area, volume and density

Name 2-D and 3-D shapes
Find the area of 2-D shapes and compound shapes
Find the volume of cubes and cuboids
Convert metric units of mass and capacity
Understand the units of mass/density/volume
Solve problems with density, mass and volume
Area and volume in similar shapes

Equations and inequalities

Solve 1 and 2-step equations
Solve more complex equations
Form and solve equations
Solve equations with unknowns on both sides
Understand and use inequalities
Solve and form inequalities
Solve inequalities with unknowns on both sides

Percentages

Convert fluently between key decimals and percentages
Percentages of an amount
Calculate percentage increase and decrease using a multiplier
Work with percentage change

Indices

Add and subtract expressions with indices
Simplifying algebraic expressions by multiplying and dividing indices
Laws for indices

TERM 3

Angles in parallel lines and polygons

Angles between parallel lines and the transversal
Co-interior, alternate and corresponding angles
Construct triangles and special quadrilaterals
Calculate interior and exterior angles in any regular polygon
Prove geometric facts

Tables and probability

Construct sample spaces for one or more events
Find probabilities from sample space, two-way tables, Venn diagrams and frequency trees
Use the product rule to find the total number of possible outcomes

Circles

Π as a ratio
Calculate the area of a circle and parts of a circle
Calculate area and perimeter of compound shapes

Graphs and charts

Pictograms, bar charts and line charts
Drawing and interpreting pie charts and line graphs
Choose the most appropriate graph or chart
Compare distributions using graphs
Misleading graphs and charts

Multiplying & dividing fractions Find the product of a pair of any fractions Divide any pair of fractions Multiply and divide algebraic fractions **Line symmetry & reflection** Reflect a shape in a horizontal, vertical or diagonal line Rotational symmetry Describe a reflection	**Standard form** Investigate positive and negative powers of 10 Four operations with numbers in standard form **Interpret and represent data** Types of data, identifying outliers and errors Finding the average and range in ungrouped frequency tables Representing and interpreting ungrouped, grouped and continuous data Finding the mean and mode in a grouped frequency table	**Sequences** Generate and describe a sequence given a rule or simple algebraic rule Nth term of a linear sequence Generate a sequence given a complex algebraic rule

*The top set is accelerated and will also learn additional Year 9 units.

Purpose of Study

The Year 8 Maths curriculum aims to refine students' grasp of algebraic expressions, equations, and functions, and to explore more advanced geometry and statistics. Pupils will apply their skills to solve complex problems and make connections between different mathematical areas. The focus is on preparing students for advanced mathematical concepts and real-world applications.

Aims

- Refine Algebraic Skills: Advance students' knowledge of algebra by solving more complex equations, inequalities, and working with algebraic sequences and functions.
- Deepen Understanding of Geometry and Measures: Explore advanced geometric concepts, including circle properties and 3D shapes, and refine skills in measurement and area calculation.
- Enhance Data Handling and Probability: Develop understanding of statistical measures and probability concepts and apply these to analyse and interpret data in varied contexts.

How Parents Can Help

- Encourage Problem-Solving Strategies: Support your child in tackling complex problems by discussing different strategies and approaches. Encourage them to break down problems into manageable steps and explore various methods of finding solutions.
- Explore Data and Probability: Involve your child in activities that require analysing data, such as creating graphs or interpreting statistics from sports or news. This practical experience will enhance their understanding of data handling and probability concepts.



SCIENCE

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Ecosystems With a general theme about explorers, this unit looks at ecosystems and the factors that affect them. This includes the impact of human activity and the importance of biodiversity. Includes a field trip.	**Sound** This unit looks at how sounds are made, transmitted and detected, some uses of sound and compares sound waves with waves on the surface of water.	**Plants and reproduction** This unit covers reproduction in plants, both sexual and asexual, although the former is of chief importance. Classification and biodiversity are also covered. The theme that is threaded through the unit is the various uses that we have for plants.
Combustion This unit uses the context of combustion engines to cover combustion and oxidation reactions, including those of hydrocarbons, metals and non-metals. The idea of an exothermic reaction is introduced and there is also a look at the pollution of the air by the products of fossil fuel combustion. There are opportunities to discuss the impact of global warming and methods for controlling carbon dioxide emissions.	**Light** This unit revises work from primary on light, which is then extended to consider how light travels and what happens when it meets an object. The unit is set in the context of stage, film and illusions.	**Force fields and electromagnets** This unit starts by revising previous work on magnetic and gravitational fields, then introduces static electricity and the idea of an electric field. Work on current electricity is revised, and then extended to look at resistance calculations and at some uses of electromagnets.

Purpose of Study

The Year 8 Science curriculum is designed to deepen students' understanding of the natural world by exploring ecosystems, plant reproduction, the periodic table, sound, light, Earth and space, and combustion. Through hands-on activities, experiments, and a thematic focus on exploration, students will develop critical thinking, investigative skills, and an appreciation for the interconnectedness of scientific concepts.



Aims

By the end of Year 8, students should:

- Understand Ecosystems and Biodiversity: Explore how ecosystems function, the factors affecting them, and the importance of biodiversity, with a focus on human impact.
- Comprehend Plant Reproduction and Classification: Learn about sexual and asexual reproduction in plants, their classification, and the role of plants in human life.
- Grasp the Principles of Sound and Light: Investigate how sound and light are produced, transmitted, and detected, and their applications in real-world contexts.
- Understand Combustion and its Implications: Learn about combustion reactions, their environmental impact, and strategies for reducing pollution.
- Understand magnetic, gravitational, and electric fields, static electricity, current, resistance, and practical applications of electromagnets.

How Parents Can Help

Support Ecosystems and Plant Studies:

- Encourage your child to observe and document different ecosystems in your local area, discussing how various factors affect them.
- Engage in gardening or plant-related activities to reinforce understanding of plant reproduction and classification.

Enhance Learning of Sound and Light:

- Explore sound by experimenting with musical instruments or discussing the science behind everyday sounds.
- Investigate light by experimenting with shadows, reflections, and prisms, or discussing how light is used in technology and art.

Discuss Combustion and Environmental Impact:

- Engage in conversations about the role of combustion in everyday life, such as in cars or heating systems, and discuss ways to reduce environmental impact.
- Encourage your child to participate in activities that promote environmental awareness, like recycling or energy conservation.

Support learning about electromagnets

- Discuss everyday examples of fields and electricity, like fridge magnets, lightning, or charging phones, linking these to classroom learning.

By actively engaging with these topics at home, parents can help reinforce scientific concepts and encourage a deeper interest in the subject.

Prior knowledge is not essential but last year students in Year 7 learned about: Cells, Tissue and Organ systems; Reproduction in animals; Mixtures and separation; Atoms, elements and molecules; Forces.

WHOLE ME

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Mental Health, Coping and Community	**Relationships, Consent and Sexual Health**	**Digital Citizenship, Inclusion and Action**
Health and wellbeing Mental health attitudes and stigma Emotional wellbeing and resilience Healthy and unhealthy coping strategies Accessing appropriate support Change, loss and grief Basic life support Coping with change	**Relationships** Gender identity, sexual orientation and respect Consent and assertive communication Digital consent and image sharing Sexual harassment, misogyny and upstander action Anonymous questions and consolidation	**Living in the Wider World** Personal media balance and verification Online fraud and safe reporting Digital rights, data and reputation Discrimination and stereotypes Local charity and community action
Living in the Wider World Equality and protected characteristics Constructive disagreement Diverse and supportive communities	**Health and Wellbeing** Puberty, development and body image Conception, childbirth and contraception Personal hygiene and self-care Substances, pressure and safer decisions	**Relationships** Online bullying and peer support
Relationships Healthy relationships, red flags and power		**Health and Wellbeing** Identity, self-worth and belonging

Purpose of Study

The Year 8 'Whole Me' curriculum aims to guide students in understanding their personal development, relationships, and their roles in the wider world. This program encourages students to assess their own abilities, make informed decisions regarding their physical and mental health, and become responsible digital citizens. It addresses key topics such as discrimination, stereotyping, consent, and substance abuse, equipping students with the knowledge to navigate both the physical and digital aspects of their lives safely and confidently.

Aims

Students will;

- Make realistic assessments of their abilities and achievements, setting priorities for personal improvement.
- Develop strategies for maintaining a balanced relationship with media and technology, recognising the impact of their online presence.
- Understand what online fraud is and how to identify and avoid it in the future.
- Learn how companies value their personal information and behaviour patterns, and how to protect their privacy online.
- Recognise and provide support in situations of online bullying, promoting empathy and responsible digital behaviour.
- Understand the importance of mental health, hygiene, and personal wellbeing, developing healthy habits to support physical and emotional growth.
- Engage in discussions about substance abuse, including the dangers of vaping, drugs, and alcohol, to make informed choices.
- Recap on puberty, body development, and the basics of conception, childbirth, and contraception, building on prior knowledge from Year 7.
- Explore healthy relationships, including the qualities that make them positive and inclusive, and learn how to assertively communicate consent.
- Recognise and challenge stereotypes and discrimination, understanding their negative influence and how to address them within their school environment.

How Parents Can Help

- Encourage Self-Reflection and Goal Setting: Help your child make realistic assessments of their abilities and achievements, and guide them in setting goals for personal improvement. Celebrate their efforts and growth.
- Promote a Healthy Media Balance: Discuss strategies for maintaining a balanced relationship with media and technology. Encourage them to take breaks from screens and engage in offline activities that promote wellbeing.
- Teach Online Safety: Have conversations about online fraud and how to recognise potential risks. Emphasise the importance of protecting personal information and being cautious about what they share online.
- Support Mental Health and Hygiene: Reinforce the importance of regular hygiene practices and maintaining good mental health. Encourage them to talk openly about their feelings and seek support when needed.
- Discuss Substance Awareness: Talk openly about the risks of vaping, drugs, and alcohol. Help them understand the long-term effects of these substances and encourage healthy lifestyle choices.
- Foster Open Communication About Relationships: Encourage discussions about healthy relationships, consent, and respect for others. Teach them to recognise unhealthy dynamics and how to assertively communicate their boundaries.
- Challenge Discrimination and Stereotypes: Model respectful and inclusive behaviours at home, and discuss how stereotypes and discrimination can negatively impact others. Encourage your child to confront these issues in their school and community.

FRENCH

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
French Programme A		
Revision Holidays The perfect tense Interrogatives **Special Occasions** Describing events using regular present tense -ir & -re verbs Buying food at a market using transactional language Talking about a future trip using the near future tense Writing about the new year combining future and past tenses	**Poetry Unit** Develop knowledge about a French poet Analyse a French poem Develop pronunciation Learn a poem for competition submission **Leisure and Technology** Talking about digital technology by answering and asking a range of questions Arranging to go to the cinema using modal verbs Talking about leisure activities and using negatives Looking up perfect tense verbs when reading Using three verb tenses when speaking	**Talking about your region** Talking about where you live using different opinions Describing where you live using pouvoir + infinitive Saying what household chores you do using devoir Daily routine using reflexive verbs and times Talking about moving house using irregular adjectives Using three verb tenses when writing **Sports and Leisure** Giving opinions about sports using the comparative Asking the way and giving directions using the imperative Using il faut to talk about healthy choices Talking about injuries and illnesses using il faut Interviewing a sports person asking and answering questions in three tenses
French Programme B		
Holidays Saying what you did during the holidays using the perfect tense of regular -er verbs Describing a visit using the perfect tense of irregular verbs Saying where you went using the perfect tense of être verbs Describing problems on past holiday using negatives Asking / answering questions about holidays using two tenses	**Special Occasions** Describing events using regular present tense -ir & -re verbs Buying food at a market using transactional language Talking about a future trip using the near future tense Writing about the new year combining future and past tenses	**Leisure and Technology** Talking about digital technology by answering and asking a range of questions Arranging to go to the cinema using modal verbs Talking about leisure activities and using negatives Looking up perfect tense verbs when reading Using three verb tenses when speaking

Purpose of Study

The Year 8 French curriculum aims to foster students' curiosity and deepen their understanding of French language and culture. It focuses on developing the ability to express ideas and thoughts in French, both in speech and writing, and to comprehend and respond to spoken and written French. The curriculum also provides opportunities for practical communication, creative expression, and the appreciation of French literature and culture.

Aims

By the end of Year 8, students should:

- Develop Confidence in Speaking and Listening: Understand and respond to spoken French from a variety of sources, and engage in conversations with increasing fluency and spontaneity.
- Enhance Writing and Reading Skills: Write in French for different purposes and audiences, using a variety of grammatical structures, and read and understand a range of French texts, including literature.
- Appreciate French Culture: Explore and appreciate the diversity of French-speaking cultures through the study of language, poetry, and everyday contexts.

How Parents Can Help

Support Speaking and Listening Skills

- Encourage your child to practise speaking French at home, using phrases they have learned in class.
- Engage in conversations about what they are learning in French, and ask them to teach you new words or phrases.
- Expose your child to French music, films, or videos to enhance their listening skills and pronunciation.

Assist with Writing and Reading

- Support your child in practising writing in French, whether through short phrases, sentences, or longer texts.
- Ask them to explain the grammatical structures or tenses they are learning, reinforcing their understanding.
- Read French texts or phrases together, discussing the meanings and cultural context of the language.

Promote Cultural Appreciation

- Discuss the importance of language learning and cultural diversity. Explore the benefits of knowing another language.
- Learn about French-speaking countries and their cultures. If possible, travel or explore places with a French influence.
- Use language learning apps like Duolingo to make language acquisition fun and interactive, enhancing your child's global mindset.

By engaging in these activities, parents can help their child develop a deeper understanding and appreciation of the French language and culture.

MANDARIN

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Mandarin Programme A First		
情思哲理·表达奠基 核心：体会文章是怎样围绕中心意思来写的；展开联想和想象进行表达；阅读小说，关注情节、环境，感受人物形象。标志课文：《草原》、《丁香结》、《竹节人》、《宇宙生命之谜》、《桥》、《穷人》、《夏天里的成长》、《盼》 **【阅读策略：整体感知】** • 中心立意：学习抓住文章的中心句或核心议题（如《夏天里的成长》万物生长），理解作者如何围绕一个中心从不同方面展开叙述。 • 小说初探：初步了解小说的三要素（情节、环境、人物），特别关注环境描写对烘托气氛、推动情节的作用（如《桥》中的暴雨洪水）。 • 思维拓展：阅读科普小品文（如《宇宙生命之谜》），学习筛选信息并提出自己的疑问和猜想。 **【表达与习作训练】** • 立意写作：习作《_____让生活更美好》。学习先确立中心（如"阅读"、"诚信"），再通过具体事例从不同角度阐述，做到中心明确，详略得当。 • 想象写作：习作《变形记》。发挥想象，代入另一种生命的视角，写清变形后的经历和感受，故事要完整有趣。 • 描写训练：学习从不同感官（视、听、触、嗅）和不同方面描写景物，融入自己的感受（仿写《草原》）。	文化传承·艺术审美 核心：借助语言文字展开想象，体会艺术之美；抓住关键句，把握文章的主要观点；体会文章是怎样详写主要部分的。标志课文：《古诗三首》（浪淘沙、江南春、书湖阴先生壁）、《只有一个地球》、《伯牙鼓琴》、《书戴嵩画牛》、《少年闰土》、《好的故事》、《我的战友邱少云》、《京剧趣谈》 **【阅读与理解深化】** • 艺术审美：通过语言文字展开想象，深入感受音乐、绘画、文学等艺术形式带来的美感与意境（如《伯牙鼓琴》的知音之情，《好的故事》的梦境幻美）。 • 把握观点：阅读议论文或说理文（如《只有一个地球》），学习抓住关键句，准确把握文章的主要观点和结论。 • 材料详略：学习作者如何根据文章中心，对材料进行详略处理，详写主要部分（如《少年闰土》详写"看瓜刺猹"等新鲜事）。" **【表达与习作进阶】** • 观点表达：习作《学写倡议书》。格式规范，观点明确，分点说明倡议的内容和具体做法，理由清晰有说服力。 • 艺术感受：习作《我的拿手好戏》。学习列提纲，详写学习过程中的具体事例和展示时的情景，略写其他。 • 细节描写：学习抓住人物的动作、神态等细节，刻画人物形象（仿写《我的战友邱少云》）。	告别童年·走向未来 核心：体会文章表达的真情实感；综合运用小学所学的阅读方法；整理与反思小学阶段的语文学习。标志课文：《匆匆》、《那个星期天》、《别了，国语课》、《真理诞生于一百个问号之后》、《表里的生物》、《他们那时候多有趣啊》、《难忘的小学生活》、《古诗词诵读》 **【阅读与鉴赏：综合能力】** • 情感体验：深入体会文章如何通过具体的人、事、景、物来表达丰富、真挚的情感（如《匆匆》对时间流逝的怅惘，《那个星期天》的期待与失落）。 • 科学精神：理解"见微知著"、"善于发问"、"不断探索"的科学精神，了解文章用具体事例说明观点的方法（《真理诞生于…》）。 • 阅读整理：综合运用小学阶段学习的阅读策略（预测、提问、提高阅读速度、有目的地阅读等）理解文章。梳理《难忘的小学生活》，制作成长纪念册。 **【表达与习作：综合运用】** • 情感表达：习作《让真情自然流露》。选择合适的内容写出真情实感，学习间接抒情（融情于人事景）和直接抒情的方法。 • 科幻想象：习作《插上科学的翅膀飞》。基于科学背景展开合理、奇特的想象，创作科幻故事。

【语言与文化积累】

• 人生哲理：积累由具体事物引发人生思考的写法（“结，是解不完的；人生中的问题也是解不完的。”），体会“借物喻理”的表达方式。

• 生活词汇：积累与特定主题相关的词汇（如传统玩具“竹节人”、“豁开”、“鏖战”）；描写环境的词语（“汹涌澎湃”、“心惊肉跳”）。

• 背诵积累：背诵并默写《宿建德江》、《六月二十七日望湖楼醉书》、《西江月·夜行黄沙道中》。

【文化与思辨积累】

• 文化自信：感受中华优秀传统文化（古诗词、音乐、绘画、戏曲）的博大精深，积累相关典故（“伯牙绝弦”、“锦囊玉轴”）。

• 环保理念：深入理解“人类只有一个地球”的环保理念，联系现实讨论我们可以做什么。

• 辩证思考：从《书戴嵩画牛》等故事中学习独立思考、实事求是的精神，不盲信权威。

• 应用写作：学写毕业赠言，能根据不同的对象（同学、老师），写得情真意切，有个性有文采。

【基础积累与成长展望】

• 时光哲思：积累珍惜时间、热爱生活的名言警句（“一寸光阴一寸金”、“过去的日子如轻烟…”）。

• 成长纪念：系统整理小学阶段学习的各类文体、阅读方法、写作技巧，形成自己的知识网络。

• 未来展望：通过阅读科幻文章和古诗词，连接过去与未来，树立远大理想，拥抱新的学习生活。

Mandarin Programme A Foreign

Greetings & introductions

Learn to read number up to ten thousand
Learn the alternative word for counting 1 in Chinese
Talk/write about countries and continents Understand the difference between Chinese names and English names

Family and pets

Introducing ownself and family members with more personal information
Talk/write about friends
Talk/write about pets

Culture

The Story of Nezha

Everyday life

Talk about times, days of the week, months, dates
Talk/write about own daily routine

Hobbies

Learn and understand conversations about leisure activities and sports
Read about leisure activities and sports articles.
Talk/write about the leisure activities and sports we play

Culture

Lunar New Year

Eating and drinking

Learn to the various food and drink
Learn to use 这儿、哪儿 to indicate positions
Understand questions with 怎么样 and express own opinions about food

Eating and drinking

Learn to read menu and order food in a Chinese restaurants
Learn and understand conversations about ordering food in a Chinese restaurant
Learn to write a food review to describe and comment on a restaurant

Culture

Dragon Boat Festival

Mandarin Programme B Foreign

Hobbies

Learn and understand conversations about leisure activities and sports
Read about leisure activities and sports articles
Talk about the leisure activities and sports we play

Eating and drinking

Learn to the various food and drink
Learn to use 这儿、哪儿 to indicate positions
Understand questions with 怎么样 and express own opinions about food

Chinese poetry

Ordering food

Learn to read the menu and order food in a Chinese restaurant.
Learn and understand conversations about ordering food in a Chinese restaurant

Write own opinions of hobbies by using 得 + complements of degree Learn to use 觉得 to describe own opinions Learn and understand the difference between 不 and 没 Make sentences using 一边...一边... Learn and understand the sentence structure of asking and answering: 1) Subject + Activity + repeat the Verb in the activity + 多长时间? 2) Subject + Verb in the activity + 多长时间 + 的 + Object in the activity? Learn the first 6 radicals	Learn to use the measure words 包、盒、盘、碗、块、杯、瓶 Learn and understand the uses of particles 吧、呢、了 Learn to ask questions with options using 还是 Learn to use position phrases 在.....这儿/那儿 Learn the new 7 radicals	Learn to write a food review to describe and comment on a restaurant
Culture The Story of Nezha Traditional hobbies in China Mid-Autumn Festival	**Culture** Traditional foods for Lunar New Year Lunar New Year	**Culture** Chinese popular comics Dragon Boat Festival

Purpose of Study

The Year 8 Mandarin curriculum is designed to cultivate students' curiosity and deepen their understanding of the Chinese language and culture. Through the study of Mandarin, students will develop the ability to express their ideas and thoughts, both in speech and writing, while also understanding and responding to spoken and written Chinese. The curriculum aims to equip students with practical communication skills, introduce them to new ways of thinking, and allow them to appreciate Chinese literature in its original form.



Aims

By the end of Year 8, students should:

- Comprehend and Respond: Understand and respond to spoken and written Mandarin from a variety of authentic sources, including everyday conversations, media, and literature.
- Communicate with Confidence: Speak Mandarin with increasing confidence, fluency, and spontaneity, engaging in discussions, asking questions, and improving pronunciation and intonation.
- Develop Writing Skills: Write in Mandarin for different purposes and audiences, employing a variety of grammatical structures learned throughout the course.
- Appreciate Chinese Culture: Explore and appreciate Chinese culture, traditions, and literature, enriching their global perspective.

How Parents Can Help

Support Speaking and Listening Skills:

- Encourage your child to practise speaking Mandarin at home by using phrases and sentences they have learned in class.
- Show interest in their learning by asking them to teach you new words or phrases and discussing what they are studying in Mandarin.
- Enhance their listening skills by exposing them to Chinese music, films, or videos, which will also help with pronunciation and fluency.

Assist with Writing and Reading

- Support your child in practising writing Mandarin characters and sentences, focusing on the correct use of grammar and structure.
- Ask them to explain the grammatical rules or sentence structures they are learning, reinforcing their understanding.
- Engage in reading Mandarin texts together, discussing the meanings of words, phrases, and cultural references to deepen their comprehension.

Promote Cultural Appreciation:

- Discuss the importance of learning Mandarin and understanding Chinese culture, highlighting the global significance of the language.
- Explore Chinese traditions, festivals, and foods with your child. If possible, travel to places with a strong Chinese cultural influence to immerse them in the language.
- Use language-learning apps like Duolingo to make learning Mandarin fun and interactive, supporting your child's journey in becoming globally minded.

By actively participating in these activities, parents can greatly support their child's learning and foster a deeper appreciation for Mandarin and Chinese culture.



SPANISH

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
What time do you have breakfast? Saying what food you like-opinions Describing mealtimes-using negatives Ordering a meal-using usted/ustedes discussing what to buy for a party-using the near future Giving an account of a party-using 3 tenses together	**What Shall We Do?** Arranging to go out-using me gustaría + infinitive Making excuses-using querer and poder discussing getting ready to go out-using reflexive verbs Talking about clothes-saying this/these Talking about sporting events-using 3 tenses	**Holiday Homes** Describing a holiday home - Using comparatives Describing holiday activities - Using the superlative Asking for directions - Using the imperative Talking about summer camps - Using three tenses

Purpose of Study

The Year 8 Spanish curriculum aims to deepen students' understanding of the Spanish language and culture, enhancing their ability to communicate effectively in various contexts. By engaging with authentic sources, students will develop their skills in speaking, listening, reading, and writing. The curriculum is designed to foster curiosity about the Spanish-speaking world and to provide students with practical language skills for real-life situations.

Aims

By the end of Year 8, students should:

- Understand and Respond: Comprehend and respond to spoken and written Spanish from a variety of authentic sources, such as conversations, media, and literature.
- Speak Confidently: Communicate in Spanish with increasing confidence and fluency, using correct pronunciation and intonation.
- Write Effectively: Write in Spanish for different purposes and audiences, utilising a range of grammatical structures and tenses.
- Appreciate Spanish Culture: Explore and appreciate Spanish culture, including traditions, literature, and contemporary issues.

How Parents Can Help

Support Speaking and Listening Skills:

- Encourage your child to practise speaking Spanish at home by using phrases and sentences they have learned in class. Ask your child to change the language of series, films they watch to the target language.
- Show interest in their learning by asking them to teach you new words or phrases and discussing their lessons.
- Enhance their listening skills by exposing them to Spanish music, films, or videos, which will help with pronunciation and fluency.

Assist with Writing and Reading:

- Support your child in practising writing Spanish sentences and paragraphs, focusing on correct grammar and structure.
- Discuss with your child the grammatical rules and sentence structures they are learning, reinforcing their understanding.
- Read Spanish texts together, discussing vocabulary and expressions to deepen their comprehension.

Promote Cultural Appreciation:

- Discuss the importance of learning Spanish and understanding Spanish-speaking cultures, highlighting the global relevance of the language.
- Explore Spanish traditions, festivals, and foods with your child. If possible, travel to Spanish-speaking regions to immerse them in the culture.
- Use language-learning apps like Duolingo to make learning Spanish engaging and interactive, supporting your child's journey in becoming globally minded.

By actively participating in these activities, parents can significantly support their child's language learning and foster a deeper appreciation for Spanish and its associated cultures.





HISTORY

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Who should take credit for abolishing the Slave Trade? The development of the transatlantic slave trade The experiences of enslaved people Resistance by enslaved people Resistance and rebellion in the Caribbean Olaudah Equiano and the abolition campaign Thomas Clarkson and the abolitionists The abolition of the slave trade in 1807 and slavery in 1833 Comparing the contributions of resistance and abolitionists Reaching a judgement about who deserves most credit **How should the British Empire be remembered?** The growth and extent of the British Empire The Scramble for Africa and European imperialism Cecil Rhodes and competing interpretations of empire British rule in India Colonisation and its impact on Australia Contemporary justifications for empire Resistance, independence and decolonisation Exploring contrasting historical interpretations of the British Empire Why interpretations of the Empire differ Evaluating evidence used to support different interpretations Reaching a supported judgement about how the British Empire should be remembered	**What caused the First World War?** Europe and the major powers before 1914 Militarism and the arms race Alliances and tensions between European powers Imperialism and competition between empires Nationalism and tensions in Europe The assassination of Franz Ferdinand The July Crisis and the outbreak of war Evaluating the relative importance of different causes **What was the impact of the First World War on global communities?** The global nature of the First World War Trench warfare and the changing nature of warfare Experiences of soldiers from across the British Empire The Mesopotamian Campaign The contribution and experiences of colonial troops The human and social consequences of the war The Treaty of Versailles and its consequences Evaluating the different impacts of war on global communities	**Why was the US Civil Rights Movement significant?** Emancipation and the legacy of slavery Jim Crow laws and segregation Resistance to segregation and the role of the NAACP The development of the Civil Rights Movement Martin Luther King Jr. and non-violent protest Civil disobedience and key campaigns Legislation and changes to civil rights Evaluating the achievements and limitations of the movement The legacy of the Civil Rights Movement and connections to later campaigns for racial equality Evaluating why the Civil Rights Movement was historically significant **Revision and retrieval** Revisiting key knowledge and chronology across Y8 Revisiting disciplinary skills and command words Applying knowledge and skills to exam-style questions Preparation for the end-of-year examination

Purpose of Study

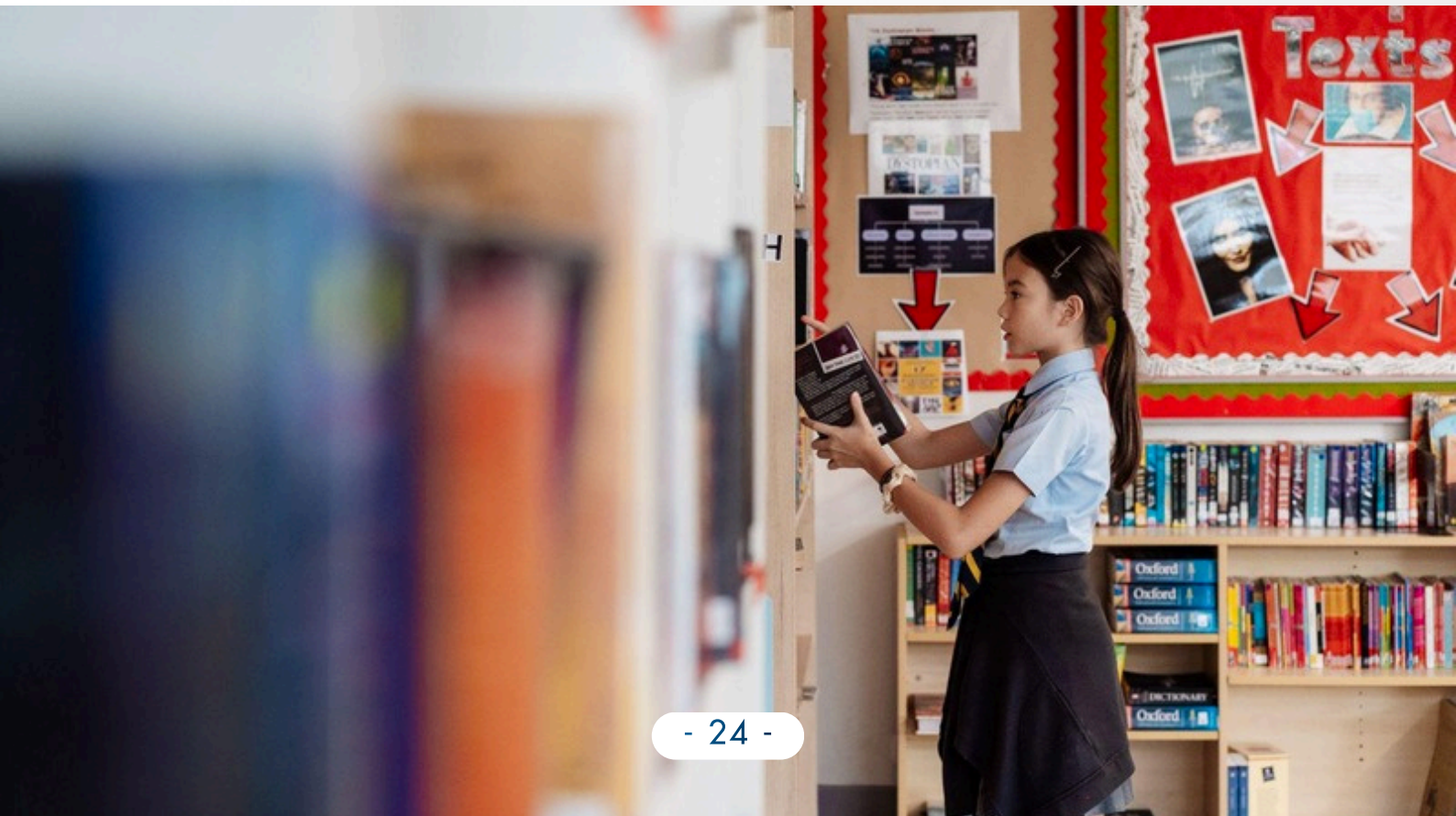
Our History curriculum for Years 7 and 8 aims to develop pupils' understanding of society, power, conflict, innovation, social justice, and religion through chronological and thematic study. Pupils are encouraged to think critically about cause and consequence, change and continuity, and significance, using enquiry and evidence to construct informed interpretations. The curriculum fosters curiosity about how past events have shaped societies and the modern world, enabling pupils to make connections across time and place and to appreciate multiple perspectives.

Who should take credit for abolishing the slave trade?

- Aims: To investigate society, power, social justice and significance; develop enquiry and cause/consequence understanding.
- Key learning: Pupils examine life before slavery, resistance, abolitionists, and the legacy of slavery, reflecting on multiple perspectives and historical impact.
- How parents can help: Explore abolitionist biographies, discuss fairness and human rights, encourage pupils to share findings.

How did the British Empire impact the world?

- Aims: To understand power, society, conflict, innovation and cause/consequence; develop enquiry and evaluation skills.
- Key learning: Pupils study empire formation, colonies, decolonisation, and global impacts, reflecting on both positive and negative legacies.
- How parents can help: Discuss maps and timelines, explore lasting cultural or economic effects, encourage debates about perspective.



What caused WWI?

- Aims: To examine conflict, society, and power; develop significance and chronology skills.
- Key learning: Pupils explore MAIN causes, assassination of Franz Ferdinand, weapons and tactics, linking causes to consequences and historical context.
- How parents can help: Discuss WWI remembrance, explore family or local history, watch age-appropriate documentaries.

What was the impact of WWI for global communities?

- Aims: To investigate conflict, innovation, society and social justice; practice interpretation and analysis.
- Key learning: Pupils study trench warfare, campaigns, and the human and societal impact, understanding global diversity and consequences of conflict.
- How parents can help: Discuss stories from different countries, reflect on social change, encourage pupils to explain impacts.

Why was the Civil Rights movement significant?

- Aims: To examine social justice, society, and power; develop significance and continuity understanding.
- Key learning: Pupils study Jim Crow laws, activists like Martin Luther King Jr., and achievements of the movement, reflecting on enduring relevance.
- How parents can help: Discuss equality and fairness today, explore biographies or documentaries, connect history to current events.



GEOGRAPHY

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Why are coastal landforms dynamic? Understanding waves and coastal processes Weathering, erosion, transportation and deposition Formation of erosional and depositional landforms Longshore drift and changing coastlines How weather and climate affect coastal environments The impacts of coastal erosion on people and places Coastal management and intervention Evaluating different approaches to coastal management	**How can sustainability save the planet?** Defining sustainability and exploring its different dimensions Natural resources and patterns of resource consumption Food production and sustainable agriculture Energy use and renewable energy Water use and sustainable management Development and barriers to sustainability Evaluating strategies for a more sustainable future	**Has the frequency and severity of extreme weather changed?** Understanding weather, climate and extreme weather Types and causes of extreme weather Exploring patterns and trends in extreme weather Using geographical data to investigate changes in frequency and severity Understanding the relationship between climate change and extreme weather Why vulnerability and impacts vary between places Evaluating how and why extreme weather risk is changing
What's the danger of a single story: Africa? Challenging stereotypes and generalisations about Africa Mapping Africa and developing a sense of place and scale Exploring Africa's diverse landscapes and climates Population and patterns of development Natural resources, opportunities and challenges The historical influence of colonialism Contemporary connections between China and African countries Technology, innovation and changing economies Using geographical evidence to challenge a 'single story' of Africa	**How sustainable is RST?** Developing a geographical enquiry Selecting appropriate fieldwork methods Collecting and recording primary geographical data Presenting and analysing fieldwork data Evaluating the reliability and limitations of methods Reaching evidence-based conclusions about the sustainability of RST Communicating findings through a digital presentation	**Revision and retrieval** Revisiting key knowledge, places and geographical vocabulary

Purpose of Study

Our Geography curriculum for Years 7 and 8 aims to develop pupils' understanding of place, space, scale, interdependence, physical and human processes, and sustainability. Pupils learn to interpret data, conduct enquiry, and communicate findings, using geographical skills to evaluate the relationship between people, environments, and development. The curriculum encourages pupils to understand global challenges, recognise patterns and trends, and consider human responsibility in shaping the environment, fostering informed, reflective, and responsible global citizens.

Topic 1: Why are coastal landforms dynamic?

- Aims: To understand physical processes, place, interdependence and sustainability; develop enquiry, explanation and evaluation.
- Key learning: Pupils explore erosion, deposition and long-shore drift, and consider human interventions. They understand how coastal environments change and why protecting them matters.
- How parents can help: Visit local coasts, observe features, discuss human impact on the coast.

Topic 2: What is the danger of a single story Africa?

- Aims: To evaluate place, interdependence and human processes; develop interpretation, perspective and communication skills.
- Key learning: Pupils explore diverse African physical and human geography, considering stereotypes and the importance of multiple perspectives.
- How parents can help: Explore cultural diversity, discuss media representation, encourage research beyond simplified narratives.

Topic 3: How can sustainability create a balanced relationship between humans and the environment?

- Aims: To study interdependence, human processes, sustainability; develop enquiry, evaluation and explanation.
- Key learning: Pupils examine natural resources, agriculture, energy, and barriers to sustainable development, developing practical understanding of human-environment balance.
- How parents can help: Discuss sustainability at home, explore recycling and energy use, encourage pupils to think critically about solutions.

Topic 4: How sustainable is RST?

- Aims: To apply enquiry, data collection, interpretation and evaluation skills in a local context.
- Key learning: Pupils collect and analyse data on energy, water, recycling and waste, developing an understanding of local sustainability challenges and proposing improvements.
- How parents can help: Support local sustainability projects, discuss findings and ideas, encourage reflection and problem-solving.

Topic 5: Has the frequency and severity of extreme weather events changed?

- Aims: To study physical processes, sustainability, and human impact; develop use of data, interpretation and evaluation skills.
- Key learning: Pupils examine trends in extreme weather, causes including climate change, and consequences for communities. They learn to interpret evidence and evaluate responses.
- How parents can help: Observe and track weather locally, discuss global impact, explore climate change solution.



MUSIC

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Year Level Musical: Unit Summary This unit is centered around putting on a musical! All students will have the opportunity to participate, whether through solo singing, duets, or as part of the chorus. **Key Ideas:** **Performance Skills:** Students will gain confidence and stage presence through the audition process and performing for an audience. **Score Reading:** Students will learn to read and follow musical scores to perform their assigned parts. **Character & Emotion:** We'll explore how music is used to bring characters to life and enhance the story. Students will analyze song lyrics to understand their characters' motivations and emotions. **Musical Analysis:** Students will study the various musical styles and techniques used in the show's songs to create different moods. **Collaboration:** All students will work together to create a cohesive and exciting final performance.	**Music of Africa: Unit Summary** This unit explores the rich musical traditions of various African countries, focusing on the central role of percussion, rhythm, and movement. **Key Ideas:** **Traditional Learning:** Students will learn how music is traditionally taught in Africa through speech, rhythm, and movement. They'll learn a variety of songs and their rhythmic accompaniments. **Rhythm & Polyrhythm:** The unit will focus on learning and performing traditional rhythms and polyrhythms. Students will learn to identify these complex rhythmic patterns and compose their own. **Improvisation:** Using call and response techniques, students will build confidence to improvise rhythms on classroom percussion instruments. **Texture:** Students will use pentatonic scales to layer multiple melodies and create polyphonic textures.	**Music that Tells Stories: Unit Summary** In this hands-on, task-based unit, Year 8 students explore the intersection of music production, sound design, and narrative storytelling. Using industry-standard Digital Audio Workstations (DAWs) such as BandLab and GarageBand, students will produce a fully realized, immersive children's audiobook. Throughout the unit, students balance technical mastery with artistic decision-making. They learn how to capture clean spoken-word narration, arrange background music to match shifting narrative moods, and integrate audio effects to bring a story to life. Microphone & Recording Technique Setting appropriate input gain, managing signal levels, and capturing clear vocal takes. Audio Editing: Precision cutting, trimming, cleaning, and arranging vocal spoken-word tracks? Multitracking & Mixing: Balancing multiple audio layers—narration, sound effects, and musical backing tracks—to ensure clarity and polish.

Music Theory: The unit will continue developing concepts that align with Grade 1 ABRSM music theory.

NOTE: students currently completing ABRSM music theory either as an activity at RST or outside RST will be supported to continue working at their current level.

This unit offers a fun and practical way for students to apply their musical skills while experiencing the collaborative process of putting on a musical.

Instruments & Ensembles: We will explore a variety of traditional African instruments and understand their roles within different ensembles.

Music Theory: The unit will continue developing concepts that align with Grade 1 ABRSM music theory.

NOTE: students currently completing ABRSM music theory either as an activity at RST or outside RST will be supported to continue working at their current level.

Automation & Crossfading: Using volume automation and smooth crossfades to shift seamlessly between musical themes as the tone of the story evolves.

Sound Design: Selecting and placing ambient sound effects to enhance narrative immersion.

Final Project
Students will select a short children's story, record their own narration, and build a complete audio production around it. Their final submission will be an edited, balanced audio story file displaying both technical DAW proficiency and creative compositional choices.

Music Theory: The unit will continue developing concepts that align with Grade 1 ABRSM music theory.

NOTE: students currently completing ABRSM music theory either as an activity at RST or outside RST will be supported to continue working at their current level.

Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, thereby increasing their self-confidence, creativity, and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose and listen with discernment to the best in the musical canon.

Aims

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

How Parents Can Help

- Enrol your child in one of the school choirs or in private music lessons (additional cost involved).
- Ask your child to sing you one of the songs they are learning at school or for the musical.
- Encourage them to play some of the songs they are learning on a piano or their instrument.
- Attend live music performances together and discuss what you see and hear.
- Foster curiosity about music by asking questions like: Where do you think this music came from? When was it written? What do you think about it and why? Do you like it or dislike it? Why?
- Expose them to a broad range of music from different times and cultures. Consider creating a weekly challenge to listen to music from a different country each week.



ART

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Theme: Figure it Out Workshops and Skill Development Artists Studied: Delita Martin, Bobby Baugh This term focuses on developing observational drawing skills, mark-making, and mixed media experimentation through figure-based themes. Students are introduced to contemporary artists who use the human form to explore identity and culture. Emphasis is placed on understanding how artists communicate meaning visually, laying the groundwork for future conceptual and contextual analysis.	**Theme: Figure it Out - Collaborative Extension** Group Large-Scale Banner Project Artists Studied: Delita Martin, Bobby Baugh Building on Term One, students collaborate on a group artwork, learning the value of teamwork, planning, and visual storytelling. This introduces them to processes similar to those used in IGCSE projects—developing ideas, refining techniques, and working towards a resolved outcome. Students reflect on their creative decisions and articulate how these relate to their chosen themes.	**Theme: Collections** Skill Building and Formal Assessments Artists Studied: Contemporary Still Life Artists This term emphasises precision, composition, and tonal work through a structured still life unit. Students analyse the work of modern still life artists, exploring both traditional and experimental approaches. Research tasks help students practice how to investigate and present information about artists, styles, and themes — a crucial IGCSE skill.

Developing Senior-Ready Artists
Throughout the year, students are gradually introduced to the expectations of the Senior school and IGCSE Art & Design. This includes:

- Exploring contemporary artists to build awareness of modern themes, media, and approaches.
- Learning to research artists and concepts effectively using visual analysis, annotation, and contextual understanding.
- Understanding how to develop a personal artistic journey, from initial idea to final piece.
- Building portfolio practice that shows experimentation, reflection, and refinement.

Engaging in critique and self-assessment, preparing students to evaluate their own and others' work thoughtfully.

Purpose of Study

Art can become a therapeutic outlet, promoting self-reflection, resilience, and a sense of identity. Learning to appreciate art as a reflection of human experience will deepen students' empathy and cultural awareness. Additionally, art education fosters collaboration and communication skills essential for success in a globalised world. Whether through group projects, critiques, or exhibitions, students learn to give and receive constructive feedback, honing their ability to work effectively with others.

Aims

- Art education extends far beyond technical skills and producing beautiful artworks. It nurtures creativity, critical thinking, and emotional intelligence.
- Empower students to become lifelong learners and engaged citizens who appreciate beauty, think critically, empathise deeply, and contribute meaningfully to their communities.
- Promote holistic development and enable students to use art as a means of self-expression and reflection.

How Parents Can Help

- Be encouraging and celebrate your child's interest in art to motivate them and enhance their creativity.
- Provide your child with a sketchbook to explore, experiment, and express themselves freely.
- Engage in discussions about art with your child, including visiting galleries or exhibitions to deepen their appreciation and understanding of different artistic styles and concepts.
- Ask your child about the artists they are studying and encourage them to share their thoughts on the themes and techniques explored.

Year 8 Summary

Year 8 in Art is a year of exploration, transition, and confidence-building. Students refine key skills such as drawing, painting, mixed media, and composition, while also learning how to think like artists-asking questions, experimenting with ideas, and connecting their work to contemporary themes. Collaborative and independent projects encourage ownership and creative risk-taking. By the end of the year, students are not only stronger technically, but also more thoughtful, informed, and prepared to engage with the demands of Senior level work.



PE

OVERVIEW OF THE YEAR

SEASON 1	SEASON 2	SEASON 3	SEASON 4
Assessment Focus: I am a Thinker I am Engaged I am a Collaborator **FMS Focus:** Ball Skills Reaction Dynamic Balance Counter Balance **Lessons:** Football Volleyball Striking Games	**Assessment Focus:** I am a Problem Solver I am Physically Fit I am Resilient **FMS Focus:** Stance Footwork Seated Balance Floorwork **Lessons:** Football Athletics Touch / Rugby	**Assessment Focus:** I am a Leader I am a Skilled Performer I am a Communicator **FMS Focus:** Sending & Receiving Ball Chasing **Lessons:** Swimming Sport Education	**Assessment Focus:** I am a Leader I am a Skilled Performer I am a Communicator **FMS Focus:** Jumping & Landing One Leg Balance **Lessons:** 3 v 3 Basketball Futsal Racket Games OAA / Dance
All students in the Prep School receive 3 double PE lessons per week			
In Season Sports	In Season Sports	In Season Sports	In Season Sports
Basketball Tennisl Cross Country	Volleyball	Football Athletics Tennis Netball	Rugby Touch Badminton
House Competitions: Cross Country, Sports Day, Swim Gala, Football, Basketball			

Purpose of Study

In PE, our aim is not only to help children enjoy being active but also to prepare them for life. Using our Hands, Head and Heart model, we support pupils to grow their confidence, teamwork, resilience and problem-solving skills, while encouraging them to stay healthy and engaged.

Aims

- Physical education at our school develops thinking skills, physical literacy, and social awareness.
- Our curriculum builds problem solvers, decision-makers, and adaptable leaders.
- Through inclusive activities, students find enjoyment, connection, and meaningful movement.
- They learn to express themselves, collaborate, and build empathy, leaving school motivated to stay active for life.

How Parents Can Help

- Ensure students are prepared with the correct kit.
- Encourage physical activity outside of school.
- Sign up for extra sporting activities.
- Reinforce the importance of staying active and living a healthy life.

THAI PROGRAMME

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Children Novel: ความสุขของกะทิ This term, we will learn the Thai novel "Happiness of Kati." Students will focus on analysing characters, setting, atmosphere, and the moral of the story. Additionally, students will work on summary writing. **Analyse** Character Setting Plot Theme Conflict Reflection of modern society **Creative writing focus** Compare and contrast essay **Literacy focus** Complicated letters (พยัญชนะตัวยาก) Final letters Cluster words (คำควบแท้/ไม่แท้) **Thai culture and events** Wai Kru Loy Krathong	**Historical novel: บุพเพสันนิวาส** This term, we learn about Thai literature through "Buppesannivas." Students will explore the history, economy, way of life, and architecture of the Ayutthaya Kingdom through literature. Additionally, students will focus on opinion writing on various topics. Periods of time Focus on the historical events Relate to Thai history **Analyse** Knowledge from reading **Creative writing focus** An expository essay **Literacy focus** Formal and informal language **Thai culture and events** Songkran **Thai historical knowledge** Ayudhaya	**Literature: ขุนช้างขุนแผน ตอนกำเนิดพลายงาม** This term, we will learn about Thai poetry through "Khun Chang Khun Phaen" and explore the culture, way of life, and beliefs of Thai people in the past. Students will delve into Thai verse and poem interpretation. Additionally, students will learn about common idioms used in everyday life. **Analyse** Morals from the story Characters Consequences Verse and its form **Learn about Thailand's history** Setting in the story reflects Thai society, belief and way of life Social status: female's rights in Ayudhaya and Rattanakosin eras **Creative writing focus** Thai verse **Literacy focus** Thai proverbs and idioms Identity of Thai language reflected by Thai literature **Thai historical knowledge** Back to Rattanakosin period The greatest king: King Rama II
Thai for Non-Thais		

Thai Culture and Event Wai Kru ceremony Loy Krathong festival **At the hospital** People in the hospital Useful verbs for the topic Adverbs and adjectives	**Thai Culture and Event** Geography of Thailand Thai craft/Thai cuisine Songkran **Occupations** Occupations Personal information Adverbs and adjectives	**Thai Culture and Event** Famous Thai product Thai games / Thai dance **Travelling and Thailand** Four regions of Thailand Landmarks Tourist attraction Adverbs and adjectives

Purpose of Study

The Thai Programme aims to deepen students' understanding of Thai literature, culture, and history through engaging with classic texts and exploring cultural events. Students will develop their analytical and creative writing skills while gaining a greater appreciation of Thailand's literary heritage and historical context.

Aims

- To analyse and interpret various Thai literary works, including novels, historical texts, and poetry.
- To explore Thai culture, historical periods, and significant events through literature and cultural practices.
- To develop creative writing skills, focusing on essays and poetry.
- To enhance literacy through the study of complex language structures, proverbs, and idioms.

How Parents Can Help

- Encourage students to read and discuss Thai literature at home to reinforce classroom learning.
- Support students in practising writing skills, such as essays and creative pieces, related to their studies.
- Discuss Thai cultural events and historical contexts with students to deepen their understanding and appreciation.
- Engage with students in conversations about the themes and moral lessons in the literature they are studying.



EXPAT PROGRAMME

Purpose of Study

The Expat Programme focuses on integrating Thai language and cultural knowledge with practical and contextual learning. Students will explore Thai culture, events, and geographical information while enhancing their language skills through various thematic topics and practical scenarios.

Aims

- To develop a comprehensive understanding of Thai culture, including festivals, historical events, and geographical features.
- To improve language skills through practical applications, such as discussing occupations, personal information, and travel.
- To build vocabulary and understanding of Thai through thematic topics and relevant language structures.

How Parents Can Help

- Encourage students to use Thai at home in daily conversations and discussions about current events.
- Support learning through family discussions on Thai culture and geography.
- Engage with cultural events and practices outside school.
- Reinforce learning by practising new vocabulary and structures together.





COMPUTING

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Jobs & Wojcicki: Stories in Scripting Introduces students to how the web is built with basic scripting in HTML and CSS. Readying a website for their upcoming app. **Lamarr & Von Neumann: Under the Hood** Students learn how hardware works up to the level of Binary code, allowing them to choose the features of their app, updating their website as they go.	**Jobs & Wojcicki: Designing for Apps** Students are introduced to creative media, designing assets for their mobile app, user interface, experience and how AI can play an assistive design role. **Hopper & Lovelace: Python Vibes** Allows students to design and develop a mobile app using AI as an assistive vibe partner, whilst learning the core elements of the Python programming language.	**Hopper & Lovelace: Python Vibes** Deploy and conclude student's mobile apps. **Li & Turing: Into the Future** Learn how AI works, its uses and ethical implications for society. Tap in to its assistive nature and train their own model as a companion to their app.

Purpose of Study

The Computing curriculum aims to provide students with a comprehensive understanding of the app development process, from planning and research to design and marketing. By engaging in hands-on projects, students will develop practical skills in project management, interface design, and app development, preparing them for future technological challenges.

Aims

- To develop skills in planning and managing technology projects, including app creation.
- To explore market research and design principles essential for creating user-friendly interfaces.
- To gain experience in developing a mobile app and creating promotional content.
- To enhance understanding of the app market and learn how to effectively market a product.

How Parents Can Help

- Encourage students to explore and discuss the features of apps they use, and how these might be improved.
- Support students in researching and understanding market trends and technology advancements.
- Help students practise project management skills by assisting with organising and tracking tasks for their projects.
- Provide opportunities for students to present their app ideas and promotional materials to family members for feedback.

DESIGN AND TECHNOLOGY

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Health and safety **Set up a digital portfolio page** **Table project introduction** Design skills Analysis of existing products Inspiration boards Pattern research and maths links Development of final ideas CAD set up	**CAD** Cutting list / manufacture planning Technical drawings Start manufacture Laser engraving Cutting - machine tools & mitre saws Bandfacer Planing Sanding Assembly, use of fillers, use of jigs for accuracy	**Table project completion** Use of standard components Marking out Drilling Assembly Presentation, photographing of finished product Evaluation Extension Wall art relief or table coasters as extension Transition to senior D&T Design skills (marker rendering) / CAD project

Purpose of Study

Design and Technology is an inspiring, rigorous, and practical subject that encourages students to use creativity and imagination to solve real problems. Pupils design and make products within various contexts, considering needs, wants, and values. The subject integrates knowledge from mathematics, science, engineering, computing, and art, teaching students to become resourceful, innovative, and enterprising. Evaluating past and present designs promotes a critical understanding of the impact of technology on daily life and the wider world.

Aims

- To develop creative, technical, and practical expertise needed to perform everyday tasks confidently and participate in an increasingly technological world.
- To build and apply knowledge and skills to design and make high-quality prototypes and products for a wide range of users.
- To critique, evaluate, and test ideas and products, including those of others, to refine and improve them.

How Parents Can Help

- Encourage students to regularly update their digital portfolio at home and show interest in their class work.
- Support practice of skills learned in class, such as sketching design ideas digitally or by hand, and using selected CAD apps like Onshape.
- Foster a broader interest in design and technology by visiting architectural sites, researching designers and design history, and exploring technological developments.
- Encourage students to present extra projects, research, or work they do outside of class on their digital portfolio.
- Promote reading design magazines or websites and participating in relevant design competitions.
- Encourage students to photograph interesting details in their surroundings and add these to their digital portfolio as a record of their interests.

DRAMA

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
A Monster Call's In-depth script analysis and practical exploration of dramatic elements, including character, voice, movement, and technical design	**Year 8 Production** Engage in the full "Page to Stage" process, learning about various theatre roles, stage areas, and developing ensemble performance skills.	**Home- Devising Theatre** Create original work from stimuli, focusing on structuring performance, physical expression, discussion, articulation, and creative interpretation around the theme of 'home'

Purpose of Study

The purpose of the Year 8 drama curriculum is to further refine and extend students' dramatic skills and understanding, preparing them for the rigours of GCSE Drama qualification. This curriculum aims to challenge and inspire students to explore a diverse range of theatrical styles, genres, and techniques. It promotes creativity, critical thinking, collaboration, and cultural awareness while developing students' confidence and ability to express themselves through drama.

Aims

By the end of Year 8, students should be able to:

- Create and portray complex characters with depth and psychological realism, using a variety of acting techniques.
- Devise and script original drama that explores challenging themes and diverse perspectives, showing a sophisticated understanding of dramatic structure and genre.
- Experiment with theatrical styles and techniques such as naturalism, expressionism, absurdism, physical theatre, and improvisation, demonstrating versatility and risk-taking.
- Refine and polish drama through collaborative rehearsal, incorporating feedback and making informed artistic choices to enhance productions.
- Perform with confidence and technical skill, using a range of vocal and physical techniques to engage audiences.
- Analyse and evaluate drama from multiple perspectives, including those of playwrights, directors, actors, and audiences, showing a critical understanding of the theatrical process.
- Research and apply historical, social, and cultural contexts to drama, understanding how it reflects and shapes society and promotes social justice.
- Collaborate effectively, taking on leadership roles, negotiating artistic differences, and resolving conflicts constructively.
- Understand and use a sophisticated vocabulary of dramatic terms.

Curriculum Overview

A Monster's Call

- Script Analysis & Character Exploration: Read and discuss the script, exploring characters, setting, and plot. Use techniques like Still Image, Thought Tracking, and Hot Seating to delve into character motivations and relationships.
- Physical & Vocal Techniques: Use abstract body movement to create scene images and explore different qualities of movement. Work with expressive voice techniques, including pace, emotion, and proximity, to build dramatic tension.
- Ensemble Storytelling & Design: Work as an ensemble to create the monster through creative theatre-making and develop storytelling. Plan and consider lighting, sound, and stage design elements to enhance the production

Year 8 Production

- Theatre Roles and Stagecraft: Learn about essential theatre roles such as actor, director, choreographer, and stage manager. Understand and utilize stage areas like upstage, downstage, stage left, and stage right.
- Script Work and Rehearsal Process: Engaging with a script, by learning lines, blocking scenes, and practicing choreography. Make creative choices about the character's background and motivation.
- Ensemble Performance and Confidence: Emphasis is placed on ensemble work and building confidence throughout the "Page to Stage" process. Refine performance skills, including vocal expression and stage presence, through rehearsals and a final performance.

Devising: 'Home'

- Exploring the Concept of Home: Investigate the meaning of 'home', discussing factors that influence why people leave home, the experiences of having more than one home, and starting anew. Exploring personal heritage and aspirations through an "identitree".
- Devising through Physicality and Poetry: Use diverse stimuli, including poems like "Refugees" by Warsan Shire and "My Honest Poem" by Rudy Francisco, to create devised pieces. Utilize physicality, such as movement sequences and still images, to represent emotions and journeys.
- Group Collaboration and Creative Interpretation: Engage in group collaboration to structure performances, articulate ideas, and explore individual and shared identities. Respond to themes of identity and migration through creative expression and reflection.

How Parents Can Help

- Expose your child to diverse theatre and performance, both online and in person, to broaden their understanding of different styles and genres.
- Encourage reflection on their experiences and perspectives related to drama and theatre.
- Support your child in learning lines and preparing for the Year 8 production, helping them practise and review their performance material.
- Encourage research into different dramatic styles, cultures, and historical periods. Provide access to relevant books, films, and online resources.
- Attend school drama events and offer positive and constructive feedback to your child and their peers, fostering their growth and confidence.

THE WHOLE PERSON THE WHOLE POINT

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