RUGBY SCHOOL
THAILAND



YEAR 7

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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	TERM 2	TERM 3
Dystopian Short Stories Analyse: literary essay • Structure: Introduction, Point, Evidence, Explanation, Conclusion • Content: mapping character, contextual linking, exploring theme (technology, family breakdown, control) **The Power of Language** Speeches by Cameron, Obama, Thunberg, Malala, Churchill, MLK Jr and the Wijsen Sisters; song lyrics by Black Eyed Peas • Identify: how language is used to gain and exert power • Analyse: DAFOREST persuasive/rhetorical devices; analytical vocabulary; PEEL paragraphs • Compose: plan, draft and refine an original persuasive speech • Perform: deliver a persuasive speech, assessed against a Bronze/Silver/Gold rubric	**Poetry – Prejudice and Power** Sonnet 130 (Shakespeare), Rapunzel (Sexton), Caged Bird (Angelou), Nothing's Changed (Afrika), Refugee Blues (Auden), Not My Business (Osundare), Valentine (Duffy), Dis Poetry (Zephaniah) • One poem studied per week (5 teaching weeks) • Discuss: debate and share opinions on poems and 'voices' from a variety of cultures • Analyse: form, structure and poetic devices • Create: respond to poems creatively and analytically; final outcome is an analytical piece of writing **Gothic Horror – Coraline** • Write: descriptively, building tension, clues, internal conflict, foreshadowing, doubt, high stakes (PEE) • Edit + proofread writing, using whole-class feedback • Analyse: presentation of Coraline's character (STEAL), PEEL focus, analytical vocabulary • Peer-assess and edit character analysis	**Gothic Horror – Coraline (continued)** • Chapters 5–6: PEEL focus; author's use of clues to create tension and mystery • Complete character and thematic analysis of the novel **Revision – Narrative and Analytical Writing** • Revisit this year's writing skills ready for end-of-year exams • Narrative writing: descriptive techniques, tension, structure • Analytical writing: PEE/PEEL structure, analytical vocabulary • Additional focus: choosing titles, planning, proofreading • RST spelling programme ('No-nonsense' reviewing), phonemic awareness

Purpose of Study

The Year 7 English curriculum introduces students to a range of literary and rhetorical forms, fostering critical thinking, creativity, and analytical skills. Through the exploration of dystopian short stories, persuasive speeches, poetry exploring prejudice and power, and Neil Gaiman's Gothic novel Coraline, students will gain an appreciation for diverse narrative and rhetorical forms and develop the ability to express their ideas effectively in both written and spoken formats.

Aims

By the end of Year 7, students should:

- Explore and analyse themes of technology, family, and control through dystopian short stories such as "The Veldt" and "There Will Come Soft Rains" (Sci-fi).
- Understand how speakers and writers use language deliberately to gain power and persuade an audience, identifying and applying a range of rhetorical devices (DAFOREST) in speeches by figures such as Obama, Thunberg, Malala, Churchill, and Martin Luther King Jr.
- Plan, draft, and deliver an original persuasive speech, selecting techniques deliberately for audience, purpose, and effect.
- Study poetry exploring prejudice and power (including Shakespeare, Angelou, Duffy, and Zephaniah), engaging with a variety of voices and cultures through debate, annotation, and analytical and creative writing.
- Read and analyse Neil Gaiman's Coraline, focusing on descriptive writing, tension, foreshadowing, and character analysis using STEAL and PETAL.
- Revise and consolidate narrative and analytical writing techniques, including planning and proofreading, in preparation for end-of-year exams.
- Participate in spelling programs (No-nonsense reviewing) and phonemic awareness exercises, building a strong foundation in literacy.

How Parents Can Help

Reading Comprehension and Analysis:

- Encourage regular reading and discussions about the themes of home, control, and technology in the short stories studied in class.
- Talk about the speeches your child is studying — ask them what makes a speaker persuasive, and who they find most convincing.
- Discuss the poems studied each week, exploring different voices, cultures, and perspectives.
- Read and discuss Coraline together, talking about how Gaiman builds tension and mystery.
- Encourage regular reading for personal enjoyment (including weekends and holidays).

Writing Practice:

- Assist in writing essays and creative pieces, emphasising structure (e.g., Point, Evidence, Explanation) and the use of literary and rhetorical devices.
- Encourage regular practice in spelling and phonemic awareness using the resources provided in the spelling program.
- Review and discuss your child's writing, providing feedback on clarity, coherence, and grammatical accuracy.

Oral Presentations and Performances:

- Help your child rehearse and practise their persuasive speech, focusing on tone, pace, and confident delivery.
- Provide opportunities for them to present in front of family members, offering constructive feedback to build confidence in public speaking.

By incorporating these activities at home, parents can reinforce classroom learning and support their child's success in Year 7 English.

MATHEMATICS

OVERVIEW OF THE YEAR

TERM 1

Sequences

Describe and continue sequences; predict next term
Sequences in a table and graphically
Linear and non-linear sequences
Explain the term to term rule; find missing terms

Algebraic notation and Substitution

Single and 2-step function machines (inc. algebraic)
Find functions from expressions; substitution
Generate sequences from a rule

Expressions and equations

Equality and equivalence
Related facts
Like and unlike terms
Collect like terms
Solve 1 and 2-step equations

Place value, ordering integers and rounding

Equivalent fractions
Convert improper fractions and mixed numbers
Add and subtract proper fractions
Add and subtract mixed numbers

Four operations

Add and subtract integers and decimals
Multiply by 10, 100 and 1000
Multiply and divide integers and decimals
Order of operations
Multiply by 0.1 and 0.01
Divide by decimals

TERM 2

Graphing data

Pictograms and bar charts
Dual and composite bar charts
Scatter graphs and Correlation
Lines of best fit
Time-series graphs and non-linear relationships

Fraction, decimal and percentage equivalence

Convert fifths and quarters; eighths and thousandths
Convert fluently between FDP; pie charts

Directed number

Compare and order directed numbers
Add and subtract directed numbers
Multiply and divide directed numbers
Order of operations with directed numbers

Fractions and percentages of amounts

Calculate fractions and percentages of amounts
Percentage increases and decreases
Solve problems with fractions and percentages

Perimeter and area

Convert metric units
Finding the perimeter of polygons and compound shapes
Finding the area of rectangles, parallelograms, triangles and trapeziums
Solve problems with perimeter and area
Form expressions with perimeter and area

TERM 3

Speed, distance and time

Convert units of time and fractions of time
Timetables and calendars
Calculate speed, distance and time
Solve problems with speed, distance and time
Interpret and draw distance time graphs

Properties of number

Multiples, factors, prime numbers
Prime factorisation
Square, cube and triangular numbers
Square and cube root
Finding the HCF and LCM
Explore higher powers and roots
Venn diagrams to find HCF and LCM

Add and subtract fractions

Simplify fractions
Convert between mixed numbers and improper fractions
Add and subtract fractions including mixed numbers and improper fractions
Use equivalence to add or subtract decimals and fractions
Substitution and solving equations with fractions

Averages and Range
Mean, Mode, Median and Range
Solve problems with averages and range

Rounding and estimation
Round to 1 or 2 significant figures
Estimate answers
Solve problems with estimation
Understand and use error interval notation

Angles and polygons
Draw and measure lines and angles
Sum of angles at a point and on a straight line
Vertically opposite angles, angles in a triangle
Angles in a quadrilateral; complex angle problems
Angle sum of polygon; angles in parallel lines
Simple proofs

Purpose of Study

The Year 7 Maths curriculum introduces students to a broader range of mathematical concepts, including algebra, proportions, and advanced geometry. Pupils will build on their existing knowledge to solve problems involving integers, rational numbers, and geometric reasoning. The curriculum aims to develop analytical skills and a deeper understanding of mathematical principles.

Aims

- Introduce Algebra and Functions: Begin formal study of algebraic expressions, equations, and functions, and develop skills in manipulating and solving algebraic problems.
- Expand Number and Proportional Reasoning: Strengthen understanding of integers, rational numbers, and proportional reasoning, including fractions and percentages in various contexts.
- Explore Advanced Geometry and Statistics: Develop skills in geometric reasoning, including properties of shapes and analyse data using a variety of statistical methods.



How Parents Can Help

- Support Algebra Learning: Assist your child with understanding basic algebra concepts by practising solving simple equations and working with algebraic expressions. Use online resources or algebra apps for additional support.
- Turn Shopping into a Place Value and Rounding Game: When you're at the market, have your child practice rounding prices. For instance, ask, "This bag of rice costs ฿235. If we round it to the nearest hundred, how much is it?" Then, you can talk about how we use estimation to quickly figure out a total before we get to the checkout.

SCIENCE

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Cells, Tissue and Organ systems This unit starts by reminding students about the features of organisms, and then looks at organs, tissues and cells. These ideas are then built back up to look at organs once again, in the context of organ systems. Throughout the unit, students are encouraged to compare what we know now about the structure of organisms with what people believed in the past. The theme of Ancient Egypt helps to thread these ideas together.	**Reproduction in animals** This unit explores sexual reproduction in animals, in the context of efforts being made by zoos to prevent endangered species becoming extinct. However, the central focus for learning is the human reproductive system and sexual reproduction in humans.	**Atoms, elements and molecules** This unit uses the context of resources from the Earth and atmosphere to introduce ideas about the make-up of matter. It expands on particle theory and explains the differences between atoms, and molecules, elements and compounds. It looks at the symbols and formulae for elements and compounds. The involvement of chemical reactions in the formation and decomposition of compounds is also covered. It links these with the more abstract ideas of particle models, naming compounds and word equations.
Mixtures and separation This unit revises and builds on work in primary on materials, specifically on mixtures, solutions and separation techniques using the context of providing clean drinking water. This provides opportunities to introduce the methods of working in a science lab, which will differ from the science learning experience that most students will have had previously.	**Energy** This unit uses a theme park to introduce the idea that stores of energy are needed to make most things happen. It looks at food, energy stores and transfers, and energy resources in terms of non-renewable fuels and renewable resources.	**Forces** This unit revises the concepts of forces and their effects and extends students' knowledge of friction, gravity and springs. These ideas are presented using a theme of outdoor sports, such as climbing and mountain biking, to link to ideas about forces, friction and pressure.

Purpose of Study

The Year 7 Science curriculum is designed to introduce students to key scientific concepts and processes, fostering an understanding of how science impacts both our environment and the broader world. By exploring topics such as cells, reproduction, and energy, students will build a strong foundation in scientific inquiry, develop practical skills, and learn to apply scientific ideas to real-world scenarios.

Aims

By the end of Year 7, students should:

- Develop Scientific Understanding: Gain a solid understanding of key biological, chemical, and physical concepts, such as cells, tissues, organ systems, atoms, elements, and energy.
- Enhance Practical Skills: Build competence in scientific investigation, including observing, measuring, predicting, hypothesising, and experimenting.
- Foster Curiosity and Open-Mindedness: Encourage a scientific approach to problems, fostering curiosity, open-mindedness, and a deep interest in the natural world.
- Promote Environmental Awareness: Instil a concern for the environment, promoting active care and responsibility towards ecological issues.
- Develop Communication Skills: Enable students to effectively communicate scientific ideas, facts, and data using appropriate scientific language and techniques.

How Parents Can Help

- Encourage Exploration: Support your child in exploring the natural world, whether through visits to science museums, nature reserves, or even discussing science-related news and documentaries at home.
- Assist with Experiments: Help your child conduct simple science experiments at home, reinforcing concepts learned in class and building confidence in their practical skills.
- Promote Environmental Stewardship: Discuss environmental issues and encourage participation in activities that promote sustainability, such as recycling, conservation, and energy-saving practices.
- Engage in Scientific Discussions: Foster a habit of questioning and discussing scientific ideas, encouraging your child to think critically about the information they encounter.

By integrating these activities at home, parents can reinforce classroom learning and support their child's success in Year 7 Science.

Prior knowledge is not essential but last year students in Year 6 learned about Healthy living (nutrients, transporting substances around the body, breathing, moving, responding), Acids and alkalis (hazards, indicators, acidity and alkalinity, neutralisation, bases) and Electrical circuits (current, models for circuits, series and parallel circuits, voltage and resistance, using electricity).



WHOLE ME

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Mental Health, Belonging and Support **Health and Wellbeing** Mental health and the mental health spectrum The five ways to wellbeing Practical tips and a personal wellbeing toolkit Loneliness and connection First aid: allergies and anaphylaxis **Relationships** Building a support network Kindness and responsible support Anti-bullying and reaching out **Living in the Wider World** Racism, change and legacy Belonging and community Bias and stereotypes	**Relationships, Consent and Growing Up** **Relationships** Healthy, unhealthy and unsafe relationships Media stereotypes and relationship expectations Consent and assertive communication Pressure, coercion and reporting **Health and Wellbeing** Puberty and adolescent development Conception, pregnancy and childbirth Hygiene, periods and self-care Body image and social media Substances, pressure and safer choices	**Identity, Media and Responsible Action** **Living in the Wider World** SMART goals and self-assessment Online fraud, phishing and fake accounts Online identity and reputation AI, deepfakes and manipulated media Copyright and piracy Leadership and positive influence **Health and Wellbeing** Transition to Year 8

Purpose of Study

The Year 7 'Whole Me' curriculum is designed to help students develop a strong sense of self-awareness, critical thinking, and decision-making skills as they navigate the challenges of adolescence. The program focuses on healthy relationships, body image, consent, online safety, and the importance of making balanced lifestyle choices. Through a combination of discussions, activities, and practical advice, students will learn to assess their abilities, challenge stereotypes, and make informed decisions about their physical and digital wellbeing.



Aims

Students will;

- Make realistic assessments of their abilities and achievements, and learn to set priorities for improvement in different aspects of their lives.
- Develop a balanced approach to online and offline activities. Identify ways to "unplug" and maintain healthy habits in the digital world.
- Understand the benefits and drawbacks of presenting oneself in different ways online, while also learning how to recognise and challenge media stereotypes.
- Learn about healthy and unhealthy relationships, recognising qualities and behaviours that contribute to positive, respectful interactions.
- Understand the concept of consent, including how to seek and assertively communicate consent in various contexts.
- Explore the development of body image during puberty and how to take care of personal hygiene and wellbeing as they grow.
- Be aware of the risks associated with substance use, online fraud, and piracy, and learn strategies to stay safe in these areas.
- Recap on puberty and body development from Years 5-6, further developing an understanding of how their bodies change and grow.
- Learn about conception and childbirth in an age-appropriate way, preparing them for future discussions around reproduction.
- Participate in activities such as World First Aid Day and Anti-Bullying Week to promote leadership, teamwork, and empathy.

How Parents Can Help

- Encourage Self-Reflection: Help your child make realistic assessments of their abilities by encouraging them to reflect on their strengths and areas for improvement. Discuss setting achievable goals and celebrating progress.
- Promote Digital Balance: Encourage your child to find a balance between online and offline activities. Discuss the importance of "unplugging" and engaging in hobbies or physical activities that don't involve screens.
- Discuss Healthy Relationships: Have open conversations about what makes a healthy relationship. Help your child recognise the importance of respect, consent, and kindness in their friendships and interactions.
- Challenge Media Stereotypes: Talk with your child about the influence of media stereotypes and how to recognise them. Encourage them to challenge these stereotypes and form their own opinions based on facts and personal values.
- Support Positive Body Image: Promote positive body image by discussing the changes that occur during puberty. Reinforce the importance of self-care, including good hygiene, regular bathing, and maintaining a healthy lifestyle.
- Guide Online Safety: Teach your child about the risks of online fraud and piracy. Help them understand how to identify scams and stay safe while using the internet.
- Encourage Leadership and Empathy: Support your child in developing leadership skills by encouraging participation in group activities or community events like Anti-Bullying Week. Discuss how empathy and teamwork contribute to personal growth.

MANDARIN

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Mandarin Programme A First		
万物有灵·阅读策略 "核心：借物抒情 + 提高阅读效率 + 民间故事+家国情怀 标志课文： 《白鹭》《落花生》《搭石》《将相和》《猎人海力布》《牛郎织女》《古诗三首》《少年中国说（节选）》 **【阅读策略】** 1. 提高阅读速度： • 方法：集中注意力，不回读；连词成句地读；抓住关键词句快速把握意思。 • 目的：训练阅读的流畅性和整体感知能力，为高年级大量阅读打基础。 2. 把握内容： • 能用自己的话概括课文的主要内容（谁+干什么+结果怎样）。 • 能针对课文内容提出疑问，并与同学讨论。 **【表达方法】** 1. 借物抒情： • 识别作者是如何通过对具体事物的描写，来抒发自己的感情（喜爱、赞美、思念等）。 • 理解“物”与“情”之间的内在联系。 2. 创造性复述： • 变换口吻（以故事中人物的身份来讲）； • 添油加醋 （合理增加情节、细节、对话）； • 调整顺序（设置悬念，“卖关子”）。	家国之殇·经典启蒙 核心：说明方法+四时景物+童年往事 标志课文：《太阳》《松鼠》《慈母情深》《父爱之舟》《古诗三首》《四季之美》《鸟的天堂》《古人谈读书》《古诗三首》《祖父的园子》《圆明园的毁灭》 **【文体与阅读深化】** 1. 说明文阅读： • 掌握基本说明方法及其作用：举例子（具体）、列数字（准确）、作比较（突出）、打比方（生动）。 • 能抓住中心句，理清文章结构（总分、并列等）。 2. 情感深度体会： • 学习结合资料（文字、图片、视频）了解写作背景，深刻体会文章情感（家国之痛、思乡之情）。 3. 古典名著入门： • 掌握阅读方法：跳读（遇到生僻字词不影响理解时跳过）、猜读（联系上下文猜测词意）、借助注释。 **【写作与表达进阶】** 1. 介绍一种事物（说明文写作）： 步骤：选择事物→搜集资料→梳理特点（外形、功能、习性等）→尝试运用多种说明方法→分段叙述，条理清晰。 条理清晰。	思维之光·责任情怀 核心：思维训练 + 人物描写 + 责任担当 标志课文：《草船借箭》《景阳冈》《人物描写一组》《刷子李》《田忌赛马》《自相矛盾》《牧场之国》《威尼斯的小艇》《杨氏之子》《手指》 **【高阶思维训练】** 1. 分析人物思维： • 能梳理、还原人物的思维过程，理解其行动背后的逻辑，从而深化对内容的理解。 2. 多角度思考： • 对故事内容进行批判性思考和创造性思考，能提出自己的见解，并说明理由。 **【描写方法综合】** 1. 人物描写： • 综合运用动作、语言、神态、外貌、心理活动及侧面描写来表现人物特点。 • 能识别并分析“典型事例”对塑造人物的关键作用。 2. 静态与动态描写： • 能辨别景物描写中的静态美和动态美，并体会其不同的表达效果。

【写作训练】 1. 写心爱之物： • 结构：写清来历→描写外形、特征→通过一两个具体事例写出成为“心爱之物”的原因→表达情感。 • 要求：内容具体，感情真实。 2. 学习缩写： • 方法：摘录主要情节，删除次要细节；将人物语言转述为叙述性语言；用简洁的语言连贯故事。 **【基础积累】** • 成语积累：大量积累来自历史故事（负荆请罪、完璧归赵）和寓言故事的成语。 • 多音字辨析：如 “间”(jiàn隔jiān离)、“强”(qiǎng迫qiáng大jiàng倔)	2. 学写读后感： • 结构：简述原文内容（略）→抓住感触最深的一点发表看法→联系实际（个人或社会）→总结升华。 3. 描写父母之爱： • 运用场景描写和细节描写（动作、语言、神态）来表现情感，避免空喊口号。 **【文化与传统积淀】** • 家国情怀：感受古诗文（《示儿》《题临安邸》）和现代篇章（《少年中国说》）中的爱国精神。 • 思乡主题：体会不同作者（季羡林、陈慧瑛）表达思乡之情的不同方式（直接抒情、托物言志）。	**【实践与实用写作】** 1. 写研究报告： • 学习搜集、整理信息的基本方法。 • 了解研究报告的简单格式：问题的提出→研究方法→资料整理→研究结论。 2. 漫画的启示： • 观察：看清图意，注意细节和提示语。 • 思考：由画面内容联想到生活中的现象或问题。 • 表达：写清楚漫画内容，再写出自己的思考和建议。 **【语言与视野拓展】** • 感受语言风趣：体会《手指》等课文的幽默语言和拟人化手法。 • 中外风光鉴赏：通过课文了解世界不同国家的风情（威尼斯、荷兰牧场、埃及金字塔），提升文化视野。

Mandarin Programme A Foreign		
Greetings & introductions Learn to read number up to ten thousand Learn the alternative word for counting 1 in Chinese Talk about countries and continents Understand the difference between Chinese names and English names Learn to ask questions using question words: 吗，什么，哪，哪儿" Understand the various pronouns Learn the plural 们 Learn 8 basic strokes Learn Declarative sentences: Subject + 是 + Object	**Family and pets** Introducing oneself and family members with more personal information Talk about friends Talk about pets Understand and complete conversations with more question words: 几、有没有、是不是 Learn the measure words: 个、口、岁、只 Understand the difference between 二 and 两 Understand the use of 的 to make sentences Learn the first 7 radicals Learn Declarative sentences: use of 有	**Everyday life** Talk about times, days of the week, months, dates Talk about one's daily routine Learn to use 正、在 、正在 Learn to use basic time expressions: 的时候、以前、以后、有时候 Learn question words to do with time: 几点、什么时候 Use of declarative sentences: with omission of 是 Learn the sentence order: 1) Subject + Time phrases + Verb + Object 2) Time phrases + Subject + Verb + Object Learn new 7 radicals
Culture Mid-Autumn Festival	**Culture** Lunar New Year	**Culture** Dragon Boat Festival

Mandarin Programme B Foreign		
Greetings & introductions Learn to read number up to ten thousand Learn the alternative word for counting 1 in Chinese Talk about countries and continents Understand the difference between Chinese names and English names Learn to ask questions using question words: 吗，什么，哪，哪儿 Understand the various pronouns Learn the plural 们 Learn 8 basic strokes Learn Declarative sentences: Subject + 是 + Object	**Family and pets** Introducing oneself and family members with more personal information Talk about friends Talk about pets Understand and complete conversations with more question words: 几、有没有、是不是 Learn the measure words: 个、口、岁、只 Understand the difference between 二 and 两 Understand the use of 的 to make sentences Learn the first 7 radicals Learn Declarative sentences: use of 有	**Everyday life** Talk about times, days of the week, months, dates Talk about own self daily routine Learn to use 正、在 、正在 Learn to use basic time expressions: 的时候、以前、以后、有时候 Learn question words to do with time: 几点、什么时候 Use of declarative sentences: with omission of 是 Learn the sentence order: 1) Subject + Time phrases + Verb + Object 2) Time phrases + Subject + Verb + Object Learn new 7 radicals
Culture Mid-Autumn Festival	**Culture** Lunar New Year	**Culture** Dragon Boat Festival

Purpose of Study

The Year 7 Mandarin curriculum aims to develop students' ability to communicate effectively in Mandarin Chinese, focusing on practical language skills and cultural understanding. Students will learn to express themselves about daily routines, personal interests, and cultural practices, while gaining insight into Chinese culture through thematic units and authentic contexts.

Aims

By the end of Year 7, students should:

- Develop Communication Skills: Use Mandarin to discuss everyday topics such as jobs, food, time, and daily routines, with increasing accuracy and confidence.
- Enhance Vocabulary and Grammar: Master key vocabulary and grammatical structures related to time, weather, and daily activities, including question words and sentence construction.
- Build Cultural Awareness: Explore Chinese cultural traditions and festivals, such as the Mid-Autumn Festival, Lunar New Year, and Dragon Boat Festival, to deepen their understanding of Chinese culture.
- Strengthen Reading and Writing Abilities: Improve skills in reading simple texts and writing about personal experiences and daily routines using appropriate vocabulary and grammatical structures.
- Encourage Curiosity and Appreciation: Foster a genuine interest in learning Mandarin and understanding its cultural context, promoting global awareness and appreciation of linguistic diversity.

How Parents Can Help

Support Speaking and Listening Skills:

- Encourage your child to practise speaking Mandarin phrases at home and engage in conversations using the language.
- Ask about their learning progress and encourage them to teach you what they know.
- Promote listening to Mandarin through music, videos, or films to enhance their listening skills and pronunciation.

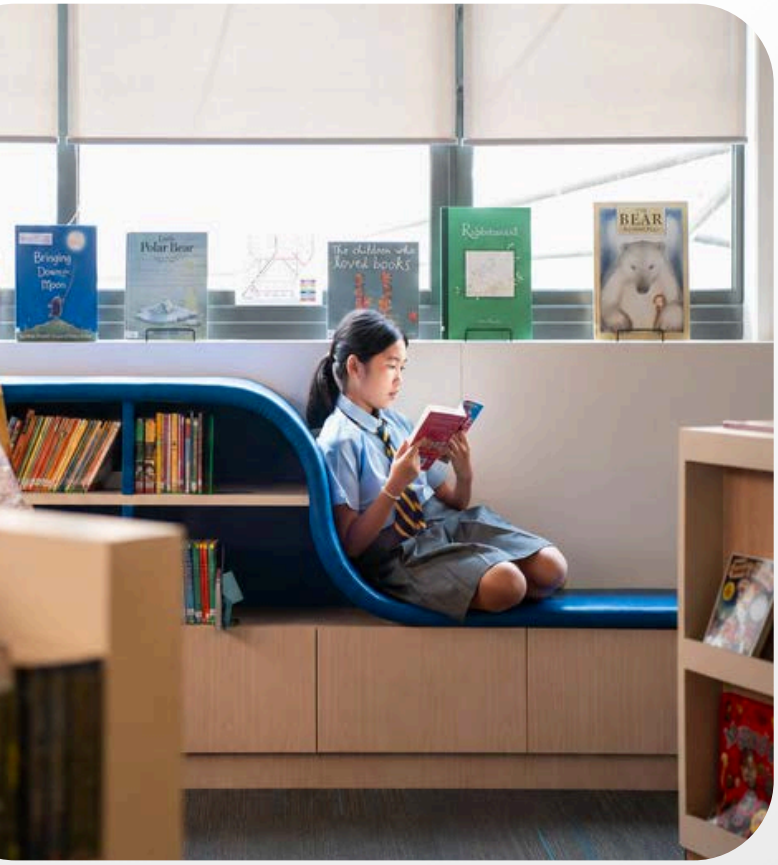
Assist with Writing and Reading:

- Help your child practice writing Mandarin phrases and sentences, focusing on correct grammar and vocabulary.
- Read and discuss Mandarin texts together, exploring meanings and sentence structures to build reading comprehension.

Promote Cultural Awareness:

- Discuss the significance of learning Mandarin and understanding Chinese culture.
- Explore Chinese cultural practices and festivals with your child, including trying Chinese cuisine and learning about traditional celebrations.
- Use educational apps and resources to make language learning engaging and interactive.

By integrating these activities at home, parents can reinforce classroom learning and support their child's success in Year 7 Mandarin.





SPANISH

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Viva 1 Module 4 - Have you got any siblings? Describing family - using possessive adjectives Revising numbers (ages) - using the 3rd person describing hair and eyes - using ser and tener Saying what other people look like - using verbs in the third person Describing where you live - using the verb estar	**Viva 1 Module 5 - Where I live** Describing my town/village- using some and many Telling the time-using the verb ir (to go) Ordering food in a café- using the verb querer Saying what you are going to do at the weekend - using the near future tense Understanding people describing their town	**Viva 1 Module 6 - Past holidays** Using the preterite for ir What you did on holiday - using the preterite of regular -ar verbs Describing the last day on holiday using the preterite for -er and -ir verbs Opinions about my holiday - using the preterite of ser

Purpose of Study

The Year 7 Spanish curriculum is designed to build foundational language skills and cultural understanding. Students will develop their ability to communicate in Spanish about everyday topics, such as personal interests, daily routines, and past experiences, while also gaining insights into Spanish-speaking cultures.

Aims

By the end of Year 7, students should:

- Develop Communication Skills: Use Spanish to discuss a range of topics including daily routines, hobbies, and holidays, with increasing fluency and accuracy.
- Enhance Vocabulary and Grammar: Master essential vocabulary and grammatical structures related to self-introduction, describing places, and talking about past events.
- Build Cultural Awareness: Explore Spanish-speaking cultures through themes such as holidays, local customs, and everyday life to gain a broader understanding of the Spanish-speaking world.
- Improve Reading and Writing Abilities: Develop skills in reading simple texts and writing about personal experiences and preferences, using appropriate vocabulary and grammatical forms.
- Encourage Curiosity and Appreciation: Foster an interest in learning Spanish and appreciating its cultural context, promoting a global perspective and linguistic diversity.

How Parents Can Help

Support Speaking and Listening Skills:

- Encourage your child to practise speaking Spanish phrases at home and engage in conversations using the language. Challenge your child by watching series, films and listening to music in the target language at home.
- Ask about their learning progress and encourage them to teach you what they have learned.
- Promote listening to Spanish through music, videos, or films to enhance listening skills and pronunciation.

Assist with Writing and Reading:

- Help your child practice writing Spanish phrases and sentences, focusing on correct grammar and vocabulary.
- Read and discuss Spanish texts together, exploring meanings and sentence structures to build reading comprehension.

Promote Cultural Awareness:

- Discuss the importance of learning Spanish and understanding Spanish-speaking cultures.
- Explore Spanish-speaking cultures and traditions with your child, including trying Spanish cuisine and learning about festivals and customs.
- Use educational apps and resources to make language learning engaging and interactive.

By incorporating these activities at home, parents can support their child's learning and success in Year 7 Spanish.





HISTORY

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
How did the Silk Roads change the world? Locating the Silk Roads and understanding why they developed Trade, travel and cultural exchange The movement of goods, technologies, ideas and beliefs The spread of religions along the Silk Roads Baghdad and the Islamic Golden Age Evaluating the consequences of connections across Afro-Eurasia	**Which women were executed for witchcraft and why?** Understanding beliefs about witchcraft in Early Modern society Causes of the European witch hunts Who was accused of witchcraft and why Gender, status and vulnerability to accusation Case studies of accused women Using historical sources to investigate accusations and trials	**Why was the Age of Revolutions significant?** The Enlightenment and changing ideas about rights and government The American Revolution The French Revolution The Haitian Revolution and resistance to slavery Comparing the causes and aims of different revolutions Exploring the global consequences of revolutionary ideas Evaluating the significance and legacy of the Age of Revolutions
Why was Mansa Musa so rich? The Mali Empire and West Africa Mali's control of gold and trans-Saharan trade Mansa Musa, Islam and the pilgrimage to Mecca Mansa Musa's wealth and international reputation Using historical sources to investigate Mansa Musa and Mali The decline of the Mali Empire	**Was the Industrial Revolution 'Liberty's Dawn'?** Causes of industrialisation The growth of factories and industrial towns Working and living conditions Transport and technological change Reform and changing working conditions Evaluating different experiences of industrialisation	**Revision and retrieval** Revisiting key knowledge and chronology across Y7 Revisiting disciplinary skills and command words Applying knowledge and skills to exam-style questions Preparation for the end-of-year examination

Purpose of Study

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.

Topic 1: How did the Silk Roads change the world?

- Aims: To develop understanding of trade, society, power, conflict and religion; practice chronology, enquiry and significance.
- Key learning: Pupils explore the creation of Silk Roads, trade routes, and Baghdad as a hub. They consider how religion and culture spread, analysing cause, consequence, and significance in shaping societies.
- How parents can help: Explore maps of trade routes, discuss modern examples of global trade, ask pupils to explain why ideas and goods moved.

Topic 2: Why was Mansa Musa so rich?

- Aims: To understand wealth, power, society and religion; evaluate significance and comparisons.
- Key learning: Pupils study Mansa Musa, the Mali Empire, and journeys such as the pilgrimage to Mecca. They compare Mali with medieval Europe, reflecting on social structures and the impact of wealth.
- How parents can help: Research African history together, discuss how wealth affects societies, compare with local or historical examples.

Topic 3: Which women were executed for witchcraft and why

- Aims: To examine society, power, religion and social justice; practice cause and consequence, change and continuity
- Key learning: Pupils study Salem and European witch trials, exploring definitions, social class, gender and beliefs, reflecting on continuity and modern interpretations.
- How parents can help: Discuss fairness, bias and historical beliefs; watch age-appropriate documentaries or read historical fiction.

Topic 4: Was the Industrial Revolution 'Liberty's Dawn'?

- Aims: To explore society, innovation, social justice and trade; practice enquiry, interpretation and analysis.
- Key learning: Pupils consider industrial changes in work, family life, childhood, and reforms. They learn to analyse multiple interpretations and evaluate social impact.
- How parents can help: Discuss local industrial history, compare past and present work, reflect on social changes.

Topic 5: What was the Age of Revolutions?

- Aims: To investigate society, conflict, social justice and power; practice significance and chronology skills.
- Key learning: Pupils study Enlightenment thinkers, and American, French and Haitian Revolutions. They consider causes, consequences and global influence of revolutionary ideas.
- How parents can help: Discuss current events in light of revolutionary ideas; explore biographies of thinkers or activists.



GEOGRAPHY

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
How can maps help us to make decisions about Asia? Developing a sense of place and scale across Asia Using latitude, longitude and grid references Using scale, distance and direction Reading contours and interpreting topography Interpreting physical and thematic maps Using choropleth maps to identify geographical patterns Using GIS and hazard maps Understanding map projections and how maps can influence our view of the world Combining different sources of geographical information Using maps and evidence to make geographical decisions	**Why do urban settlements grow and change?** Understanding settlements and why they develop in particular locations Understanding settlement patterns and urban growth Urbanisation and the causes of urban growth How population and resources influence urban change Informal settlements and inequality within cities Megacities and the opportunities and challenges of rapid growth How urban environments can be changed and improved Rewilding and changing urban environments **How do geographers know the climate is changing?** Distinguishing between weather and climate Understanding patterns of global climate Evidence that Earth's climate is changing Understanding Earth's energy balance Natural causes of climate change Human causes of contemporary climate change Interpreting evidence and geographical data	**Are we prisoners of geography?** Introducing development and understanding how it varies How location can create opportunities and challenges The influence of mountains, rivers and other physical features The challenges faced by landlocked countries Access to trade routes, resources and global connections The impact of natural hazards on development Comparing how geographical factors affect different countries Evaluating whether physical geography determines a country's future Applying geographical evidence to reach supported conclusions **Revision and retrieval** Revisiting key knowledge, places and geographical vocabulary Revisiting map, data and figure interpretation Applying knowledge and skills to exam-style questions Preparation for the end-of-year examination

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: How can maps help us to make decisions about Asia?

- Aims: To develop pupils' understanding of place, space and scale through the study of Asia, while strengthening geographical enquiry, map interpretation, data analysis and decision-making.
- Key learning: Pupils develop and apply increasingly sophisticated map skills through real geographical questions about Asia. They use grid references, scale, contours, choropleth maps and GIS to investigate patterns in population, topography and natural hazards. Pupils combine information from different maps to make and justify geographical decisions, while considering the usefulness and limitations of different maps and projections.
- How parents can help: Explore maps of Asia together, discuss how maps are used when travelling or making decisions, and encourage pupils to explain what different maps can tell us about a place and what information they might leave out.

Topic 2: How do geographers conduct fieldwork?

- Aims: To study human processes and place; use data and evidence to evaluate land use.
- Key learning: Pupils develop enquiry skills through fieldwork, collecting and presenting data to understand how people use land and how patterns emerge.
- How parents can help: Support simple fieldwork locally, discuss observations, explore why land is used differently.

Topic 3: Why do urban settlements grow and change?

- Aims: To investigate human processes, place, and interdependence; evaluate the impact of physical features.
- Key learning: Pupils examine settlement patterns, urbanisation and the role of physical geography, understanding how humans adapt to and shape their environment.
- How parents can help: Discuss their town or city's layout; compare with rural settlements; explore reasons for growth and change.

Topic 4: How do geographers know the climate is changing?

- Aims: To understand physical processes, sustainability and place; practice data interpretation and analysis.
- Key learning: Pupils distinguish weather from climate, study patterns and impacts on human activity, and begin to evaluate evidence for climate change.
- How parents can help: Observe and record local weather; discuss seasonal changes; reflect on human influence on climate.

Topic 5: Are we prisoners of geography?

- Aims: To study interdependence, physical and human processes; develop enquiry, explanation and evaluation.
- Key learning: Pupils evaluate how physical geography can limit or enable economic and social development, linking human and environmental factors to global outcomes.
- How parents can help: Discuss how geography affects communities; explore different countries and how people adapt to landscapes.

MUSIC

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Hip Hop & Rap: Unit Summary This unit explores rap music and its connection to the broader **Hip Hop culture.** Students will continue to develop their rhythmic skills while learning to create and perform their own rap songs. **Key Ideas:** **Rhythm & Scansion:** Building on previous units, students will work with advanced rhythmic patterns like **semiquavers** and **triplets.** They will also explore **scansion**, which is how lyrics are made to fit a specific rhythm. **Musical Structure & Concepts:** Students will analyze age-appropriate rap music to understand its structure, including the role of **bass lines, chords,** and the **verse/chorus** format. **Composition:** Students will compose their own music with a bass line, chords, and lyrics they have written. **Performance:** The unit will culminate in students performing their original rap pieces as soloists and class ensemble, reinforcing confidence and collaboration. **Music Theory**: The unit will continue developing concepts that align with Grade 1 ABRSM music theory.	**TAB & Chords: Unit Summary** In this practical, hands-on unit, Year 7 students develop foundational musical literacy by learning how to read, interpret, and perform directly from Ukulele TAB (tablature) and chord charts. Moving away from traditional notation, students learn the functional skills needed to pick up an instrument and self-teach their favorite pieces of music. **Key Ideas:** Students focus on correct instrument posture, fretting technique, and thumb-rest picking to produce clear, resonant tones without finger buzz. Reading TAB & Melody Learning to read 4-line TAB diagrams to play single-note melodies, starting with classic traditional tunes and progressing to recognizable pop and rock riffs. Chord Literacy & Strumming Mastering essential chord shapes (C, Am, F, and G) along with rhythmic strumming patterns. **Class Ensemble**: Working as a whole class to perform multi-part arrangements, where half the ensemble handles the melody (TAB) and the other half provides harmonic accompaniment (Chords).	**What are the Chances?: Unit Summary** This unit demystifies musical composition by stripping away the pressure of "perfect" traditional notation and introducing the concept of aleatoric, or chance, music. Over eight weeks, Year 7 students will explore how prominent composers like John Cage used non-traditional systems to make artistic choices. Utilising their foundational rhythm skills—specifically consolidating quaver and semiquaver combinations—and Grade 1 ABRSM pitch knowledge, students will build short, accessible musical motifs ("cells"). They will then design unique chance-based mechanics (such as dice rolls, playing cards, or "choose-your-own-adventure" maps) to dictate the order, structure, or instrumentation of these cells. This practical, performance-driven unit shifts the focus from rigid rules to creative curation, proving that anyone can compose compelling music. **Music Theory**: The unit will continue developing concepts that align with Grade 1 ABRSM music theory.

	Independent Choice Project: Applying their reading skills in a student-driven final project. Students select a song of their choice to learn independently or in small duos/groups, choosing to perform either the chord accompaniment, the TAB melody, or both. Extension Opportunities Experienced students or fast finishers will have the opportunity to transfer their ukulele TAB and chord reading skills directly to the 6-string acoustic/electric guitar, exploring more complex fingerstyle patterns and multi-string arrangements. **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.	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.	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 at RST is a universal language that embodies high creativity. The aim of a high-quality music education is to engage and inspire pupils to develop a love for music, enhancing their self-confidence, creativity, and sense of achievement. As students progress, they will develop a critical engagement with music, learning to compose and listen discerningly to significant works in the musical canon.

Aims

By the end of Year 7, students should:

- Perform, Listen, Review, and Evaluate: Engage with music across various historical periods, genres, styles, and traditions, including works by great composers and musicians.
- Create and Compose: Sing and use their voices effectively, compose music independently and collaboratively, and have the opportunity to learn musical instruments.
- Understand Music Creation: Explore how music is created, produced, and communicated, focusing on the dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure, and notation.

Curriculum Overview

Singing

- Develop analytical skills related to duration and pitch.
- Explore music with compound metres in major and minor tonalities.
- Practice 3 and 4-part rounds and simple harmonies, focusing on bass lines.

Listening

- Develop listening skills through various activities, including movement and score analysis.
- Recognize and notate music heard, applying listening skills consistently.

Composing

- Improvise using the major pentatonic scale.
- Create binary or ternary compositions and write antecedent and consequent phrases.
- Compose chord sequences and rhythmic bass lines, using untuned percussion instruments.

Performing

- Perform compositions individually, in ensembles, and as small groups using classroom instruments.

Notation

- Sight-sing melodies using solfa, read, write, and play music in various notations.
- Understand and apply compound rhythms and three-part scores.

How Parents Can Help

Engage with School Music:

- Enrol your child in school choirs or the Instrumental Opportunities Programme for private lessons (additional costs may apply).

Active Participation:

- Ask your child to sing or play songs they are learning at school.

Explore Live Music:

- Attend live music events and discuss the experiences with your child.

Encourage Curiosity:

- Ask questions about the music they are learning and explore their thoughts and preferences.

Diverse Listening:

- Expose your child to a wide range of music styles and cultures. Consider a weekly challenge to explore music from different countries.

By supporting these activities, you can help foster your child's musical development and appreciation.

ART

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Theme: Cells Textiles, Batik Artists: Klari Reis, Erin McIntosh	**Theme: Gruesome Grotesques** 3D, Clay Artists: Brian Cattelle, Barbara Kruger	**Theme: Collections** Still Life, Drawing, skill-building Artists: Lisa Milroy, Cornelia Parker, and John Lee Philips.

Purpose of Study

Art education at RST aims to foster self-reflection, resilience, and a deeper understanding of human experience through artistic expression. By appreciating art as a reflection of identity and culture, students will enhance their empathy and cultural awareness. Art education also develops collaboration and communication skills, crucial for success in a globalised world. Through group projects, critiques, exhibitions, and gallery visits, students will learn to give and receive constructive feedback, working effectively with others.

As students progress, they are introduced to the structure and expectations of IGCSE Art, including exposure to past exam themes. These open-ended themes such as "Under the Microscope," "Frozen Feelings," or "Collections" -encourage students to think more conceptually and personally about their work. By exploring these themes in Year 7, students begin to develop the ability to interpret ideas independently, make meaningful connections to contemporary artists, and express their own viewpoints visually. This approach lays the foundation for more sustained, investigative, and reflective work in future years, nurturing students to think like artists, not just technically, but intellectually and creatively.

Aims

Art education at RST is designed to:

- Nurture Creativity and Critical Thinking: Foster creativity and critical thinking, empowering students to become lifelong learners and engaged citizens.
- Promote Emotional and Cognitive Development: Support holistic development, including emotional intelligence and self-expression through art.
- Encourage Collaboration and Communication: Develop skills in collaboration, communication, and constructive feedback, essential for working effectively in a team.



Curriculum Overview

Theme: Under the Microscope

- Growth: Explore natural growth patterns through the lens of artists like Karl Blossfeldt, Angela Faustine, and Georgia O'Keeffe.

Theme: Frozen Feelings

- Cityscapes & Biomimicry: Investigate urban landscapes and biomimicry, drawing inspiration from Stephen Wiltshire, Gaudí, and Neri Oxman.

Theme: Collections

- Still Life: Create still life compositions, studying the work of Lisa Milroy, Cornelia Parker, and John Lee Philips.

How Parents Can Help

Encourage Artistic Exploration:

- Celebrate and support your child's interest in art, motivating them to explore their creativity and imagination.

Provide Resources:

- Supply a sketchbook to facilitate exploration, experimentation, and self-expression.

Foster Development:

- Engage with your child's artistic projects and discussions, reinforcing their cognitive and emotional growth through art.





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 Dance & Muay Thai	**Assessment Focus:** I am a Problem Solver I am Physically Fit I am Resilient **FMS Focus:** Stance Footwork Seated Balance Floorwork **Lessons:** Swimming Athletics Striking Games	**Assessment Focus:** I am a Leader I am a Skilled Performer I am a Communicator **FMS Focus:** Sending & Receiving Ball Chasing **Lessons:** Basketball Sport Education Invasion Games	**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
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 develops thinking skills, physical literacy, and social awareness.
- Our curriculum inspires problem solvers, decision-makers, and adaptable leaders.
- Through inclusive activities, students enjoy meaningful movement, self-expression, collaboration, and empathy.
- They leave school not just able to participate, but 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: ช้างบิน This term, we will study the youth literature piece "Chang Bin," which tells the story of a sculpted elephant with a grand dream who sets out to explore the world. Our primary focus will be on reading comprehension and analysing the plot, theme, characters, and moral of the story. In our writing sessions, We will concentrate on descriptive writing, learning to incorporate sensory details into our narratives. **Analyse** Character Setting Plot Theme Conflict Descriptive language Reflection **Creative writing focus** A descriptive paragraph Descriptive and narrative writing **Thai culture and events** Wai Kru Loy Krathong	**Non-fiction: จากผาแต้มสู่อิยิปต์** This term, Year 7 will study the non-fiction piece "Jak Pha taem Suu Egypt," which discusses the experiences you will have in Thailand's ancient historical attractions in Ubonratchathani Province. Students will explore the geography of Thailand, with a primary focus on the Northeastern region. In our writing sessions, we will concentrate on travelogue writing, where students will share stories and provide useful information about the places we study. Additionally, students will learn about Thai dialects and loan words. **Cross-curricular: geography/history** Historical places in northeast Thailand Historical places around the world The connection and similarity between historical places in Thailand and other countries **Identity Thai language** Name of places Descriptive words **Analyse** Knowledge from reading Fact and opinion **Creative writing focus** A travelogue article A persuasive essay **Thai culture and Event** Songkran	**Literature: รามเกียรติ์ ตอน ศึกไมยราพ** This term, we will explore the poetry literature called "Ramayana," a famous Thai classical story. Our focus will be on analysing the characters' traits, actions, and the reasons behind their actions. In writing, we will learn expressive writing to better understand and convey the characters' emotions and feelings. Additionally, we will learn about synonyms and silent consonants. Morals from the story Characters (good/bad) Consequences Verse and its form **Learn about Thailand's history** Setting in the story reflects Thai society and way of life Thai literary world (3 โลก สวรรค์ มนุษย์ บาดาล) Influence of Ramakien to Thai society **Creative writing focus:** A reflection - Discussion Writing -Argumentative writing **Thai culture**

Thai for Non-Thais

Thai culture and events Wai Kru Loy Krathong **At the market** Vegetables and fruits Meats and ingredients Useful verbs for the topic **Do you want some cucumbers?**	**Thai culture and events** Geography of Thailand Thai craft/Thai cuisine Songkran **Shopping** Money Bargain Classifiers Question: May I..., please? **May I have 2 kilos of pork, please?**	**Thai culture and events** Famous Thai product Thai games / Thai dance **At the zoo** Wild animals Preposition: near, far, near, before, etc. Time (in the morning, before lunch, today, tomorrow, next week etc.) Make an appointment Question: when **I will go to the zoo tomorrow morning.**

Purpose of Study

A high-quality Thai education will enable students to communicate fluently in both speaking and writing. Through reading and listening, students will develop their ability to convey ideas and emotions while gaining cultural, emotional, intellectual, social, and spiritual insights. Literature plays a crucial role in this development, helping students acquire knowledge and build upon what they already know.

Aims

- Read and Analyze Complex Texts: Engage with literature and articles to enhance comprehension and critical thinking.
- Emphasise Writing Skills: Focus on essay writing, article composition, and critiques to showcase creative and analytical thinking.
- Develop Creative and Analytical Writing: Practise writing descriptive, analytical, and opinion pieces to articulate and support viewpoints.



Curriculum Overview

Children's Novel: ช้างบิน (Chang Bin):

- Focus: Reading comprehension, plot, theme, character analysis, and moral lessons.
- Writing: Descriptive writing incorporating sensory details.

Non-Fiction: จากผาแต้มสู่อิยิปต์ (Jak Pha Taem Suu Egypt):

- Focus: Geography of Thailand, specifically the Northeastern region, and travelogue writing.
- Writing: Create travelogue articles and explore Thai dialects and loan words.

Literature: รามเกียรติ์ ตอน ศึกไมยราพ (Ramayana - The Battle with Maiyarap):

- Focus: Analysis of characters, their traits, actions, and emotions.
- Writing: Expressive writing to convey characters' emotions and study synonyms and silent consonants.

Cross-Curricular Connections:

Geography/History:

- Study historical places in Thailand and worldwide, comparing and connecting them.
- Explore Thai identity and descriptive words.

Literary Analysis:

- Analyse character development, setting, plot, theme, conflict, and descriptive language.
- Reflect on morals from stories, the influence of literature on Thai society, and historical context.

Creative Writing Focus:

- Descriptive Paragraphs: Write detailed descriptions and narratives.
- Travelogue Articles: Compose articles sharing stories and useful information about places studied.
- Reflections: Write reflective pieces on literary and historical studies.

Thai Literacy Focus:

- Classifier Words (คำลักษณนาม)
- Descriptive Words (คำวิเศษณ์)
- Sentence Structure (Complex Sentences)
- Foreign Language: Understand and write foreign language words in Thai (คำยืมภาษาต่างประเทศ)
- Thai Idioms and Proverbs: Study Thai idioms (สุภาษิต/สำนวนไทย), royal language, and silent words (คำการันต์)

Thai Culture and Events:

- Wai Kru
- Loy Krathong
- Songkran

Thai Historical Knowledge:

- Rattanakosin Period: Learn about King Rama I.
- Sukhothai Period: Study Thai alphabet creation and historical context.

Expat Programme:

- Thai Culture: Learn about cultural ceremonies, festivals, and essential vocabulary for daily interactions.
- Shopping and Dining: Practise useful verbs and phrases for shopping and dining.
- Thai Games and Dance: Explore traditional Thai games and dance, and practise relevant vocabulary.

How Parents Can Help

Reading:

- Provide a variety of reading materials, including complex texts.
- Discuss readings to deepen understanding and develop analytical skills.

Spoken Language:

- Engage in discussions on complex topics and current events.
- Encourage formal presentations and debates.

Writing Practice

- Support regular writing activities like journaling and essay writing.
- Review and discuss writing to enhance argumentative and analytical skills.



COMPUTING

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Hopper & Lovelace: Blocks & BrainPads Introduces the students to design games for specific hardware using block-based coding and deploying to handheld game consoles.	**Lamarr & Von Neumann: Signals for a Cause** Students learn how networks work, the risks they hold, including the Internet, and how we can use this knowledge to script web pages for a cause using HTML, CSS and JavaScript.	**Berners-Lee & Leibniz: Dazzle with Data** Students learn to script and manipulate spreadsheets and how data influences our everyday life.

Purpose of Study

The Computing curriculum at RST is designed to equip students with essential skills for the digital world. It focuses on understanding and applying computing principles, including programming, project management, and digital literacy. By engaging in practical and theoretical activities, students will develop problem-solving skills, creativity, and the ability to use technology effectively and responsibly.

Aims

The goal is for pupils to:

- Develop Technical Skills: Gain hands-on experience in creating and managing digital projects.
- Understand Digital Design: Learn about user interface design and market research to create user-friendly applications.
- Enhance Project Management: Cultivate skills in managing projects, including planning, development, and marketing.



Curriculum Overview

We Are App Planners:

- Focus: Planning the creation of a mobile app, including identifying user needs and defining app features.
- Skills: Project planning, requirement analysis, and documentation.

We Are Project Managers:

- Focus: Developing project management skills, including time management, task delegation, and progress tracking.
- Skills: Project organisation, teamwork, and communication.

We Are Market Researchers:

- Focus: Researching the app market to understand trends, user preferences, and competition.
- Skills: Market analysis, data collection, and interpretation.

We Are Interface Designers:

- Focus: Designing an interface for an app, focusing on user experience (UX) and user interface (UI) principles.
- Skills: Interface design, prototyping, and user testing.

We Are App Developers:

- Focus: Developing a simple mobile app, including coding and testing.
- Skills: Programming, debugging, and software development.

We Are Marketers:

- Focus: Creating video and web copy for marketing a mobile app, including promotional strategies and content creation.
- Skills: Marketing techniques, content writing, and digital media production.

How Parents Can Help

Encourage Exploration:

- Support students in exploring various tech tools and apps.

Discuss Technology Trends:

- Engage in conversations about current technology trends and innovations.

Promote Project-Based Learning:

- Encourage involvement in tech-related projects or clubs outside school.

Support Learning:

- Provide access to resources like coding tutorials and project management tools.

DESIGN AND TECHNOLOGY

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Health and safety form. Set up a digital portfolio. Desk tidy design project introduction. Design context. Analysis of existing products, Inspiration boards, sketching skills and techniques including digital designing, design development, prototype modelling / testing, presentation of a final design.	Computer Aided Design (CAD) Computer aided manufacture (CAM) Traditional Manufacture - hand tools and machine tools Use of jigs for repetition of manufacture tasks	Manufacture completion Testing & Evaluation Product marketing Additional mini project with focus on manufacture

Purpose of Study

Design and Technology at RST is an inspiring, rigorous, and practical subject that encourages creativity and innovation. Students design and make products to solve real-world problems, integrating knowledge from various disciplines such as mathematics, science, engineering, computing, and art. The curriculum aims to develop resourceful and capable individuals who understand the impact of design and technology on daily life and the world at large.

Aims

- Develop Creative Expertise: Equip students with the creative, technical, and practical skills needed for everyday tasks and to thrive in a technological world.
- Design and Make Prototypes: Build and apply knowledge and skills to create high-quality prototypes and products for diverse users.
- Evaluate and Critique: Critique, evaluate, and test their own ideas and products, and those of others.



Curriculum Overview

Health and Safety and Digital Portfolio:

- Focus: Introduction to health and safety in the workshop, setting up a digital portfolio for documenting and reflecting on work.
- Skills: Safety protocols, portfolio management.

Desk tidy project Design and Manufacture:

- Focus: Designing and manufacturing a desk tidy, including writing a design context, product analysis, inspiration boards, sketching skills, digital design, and prototype development, final design presentation.
- Skills: Design analysis, sketching, CAD/CAM techniques, testing and presenting designs.

Desk tidy CAD/CAM & manufacturing:

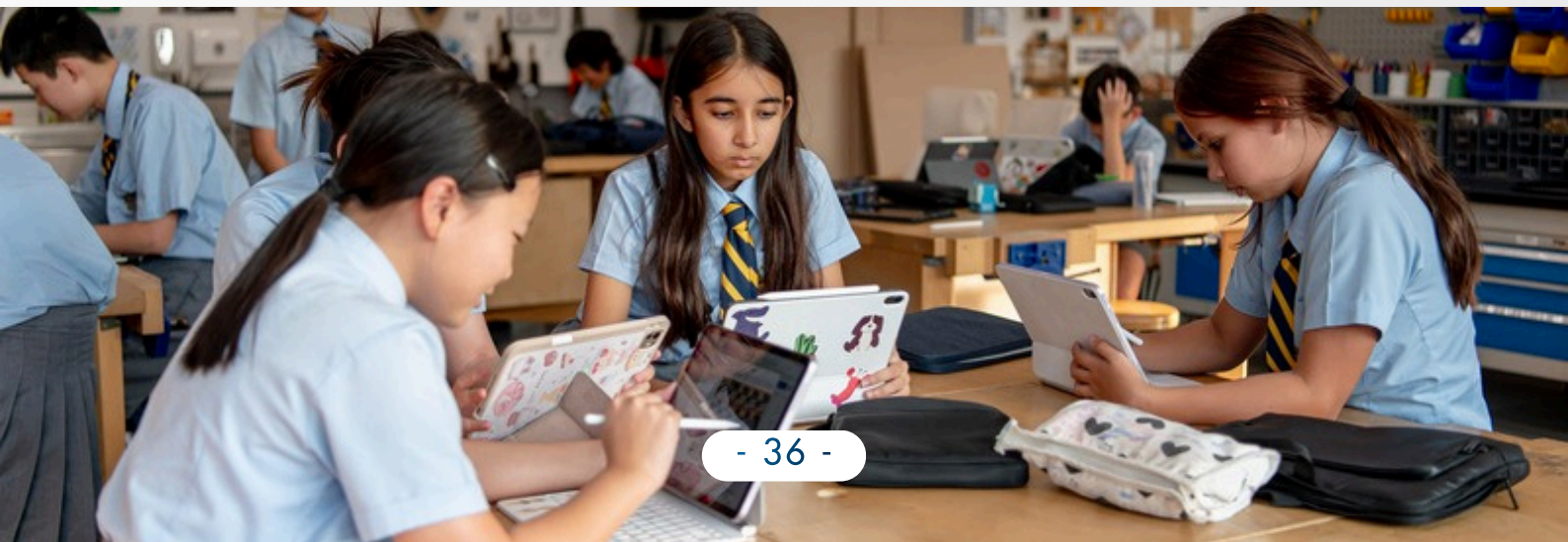
- Focus: Using CAD/CAM technologies for the desk tidy design, focusing on digital design combined with suitable manufacturing processes.
- Skills: CAD/CAM skills, digital prototyping, hand tools, use of jigs, machine tools.

Completion and Evaluation:

- Focus: Finalising the desk tidy design combining suitable manufacturing skills, post-processing 3D printed models, and marketing the product.
- Skills: Manufacture techniques, post-processing, testing, evaluation, and marketing strategies.

How Parents Can Help

- Support Digital Portfolio: Encourage children to regularly update and take an interest in their digital portfolio, reflecting on their work from class.
- Practice Skills: Encourage practice of skills learned in class, such as sketching and using CAD apps like Onshape. Resources for support can be found on the D&T website.
- Explore Design & Technology: Promote a broader interest in design and technology by visiting architectural sites, exploring designers and design history, and understanding technological developments.
- Encourage Extra Projects: Support children in presenting extra projects, research, and work outside class on their digital portfolio.
- Read Design Materials: Encourage reading of design magazines and websites, and participation in relevant design competitions.
- Photograph Interests:Suggest photographing details in the world around them and adding these to their digital portfolio to record their interests.



DRAMA

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Clowning around the World and Commedia Dell'arte Creating physical comedy Spontaneous/ prepared improvisation Understanding characters Using a lazzi Developing improvisation skills, exploring drama history and style, and understanding the use of masks and physical comedy	**Devising** What is a stimulus? Understanding theme Developing character Global citizenship Creating performance Engage in creative expression and storytelling through group devised performances, focusing on articulation, characterisation, and ensemble movement	**Ernie's incredible Illucinations** Using the script as a stimulus. Directorial skills Exploring characters, stage directions, relationships and language to perform a scene from the text. Style, form and structure the play Devise a scene

Purpose of Study

The Year 7 Drama curriculum aims to deepen students' engagement with drama as an art form and a means of communication. This course challenges and inspires students to explore various theatrical styles, genres, and techniques, fostering their creativity, critical thinking, collaboration, and cultural awareness.

Aims

By the end of Year 7, students should be able to:

- Create and Portray Characters: Develop and portray complex characters from different historical periods, cultural backgrounds, and social contexts, showing empathy and critical analysis.
- Devise and Script Original Drama: Create original drama that explores challenging themes and diverse perspectives, demonstrating understanding of dramatic structure and form.
- Experiment with Dramatic Styles: Work with various styles and genres including classical and contemporary theatre, physical theatre, improvisation, and devised work.
- Refine and Polish Productions: Engage in rigorous rehearsal processes, incorporating feedback to enhance the production.
- Perform with Confidence: Use vocal and physical techniques to communicate meaning and engage audiences effectively.
- Analyse and Evaluate Drama: Understand and evaluate drama from multiple perspectives, including those of the playwright, director, actors, and audience.
- Apply Historical and Cultural Contexts: Research and incorporate historical, social, and cultural contexts into their work.
- Collaborate Effectively: Work in groups, demonstrating leadership, teamwork, and conflict resolution skills.
- Use Dramatic Vocabulary: Understand and apply a sophisticated vocabulary of dramatic terms.

Curriculum Overview

Clowning Around the World and Commedia Dell'arte:

- Understanding Clowning and Commedia History & Characters: Explore the global history of clowns and be introduced to Commedia dell'Arte's historical overview, its influence on modern theatre, and the shapes and status dynamics of its stock characters such as Magnifico, Pantalone, and Arlecchino.
- Developing Physical and Exaggerated Communication: Emphasis is placed on physical warm-ups, finding one's clown through exercises like "Imitate & Exaggerate" and "The 'Don't Do Nothing' Chair". Students will explore extreme emotions, use Dolphin Training for audience connection, and practice mime skills and nonsense language ("Grammelot") for non-verbal storytelling.
- Devising and Performing Comedic Scenes: Devise short Commedia scenes incorporating character, emotion, and nonsense language. Explore master-servant dynamics, comedic tricks, and slapstick comedy. Create silent comedic scenes inspired by Charlie Chaplin and showcasing work focusing on clear physical and facial storytelling.

Devising:

- Exploring Identity through Stereotypes and Assumptions: Discuss stereotypes from fairy tales and explore stock characters by creating stances. Examine how others' assumptions impact identity through performing scenarios where things have been mistakenly assumed about them, incorporating gestures and movements.
- Personal Identity and Physical Storytelling: Create an "identitree" to reflect on inherited traits (roots) and aspirations (branches). Develop and perform fragments of "Honest Poem" using gestures and movements, and engage in abstract physical work to represent "Life's Journey" through major events and struggles.
- Group Identity and Collaborative Performance: Explore individual identity within a group using "I am...I can..." prompts with gestures. Identify shared commonalities ("We are...We can...") to create synchronized gestural sentences. Create and showcase original devised performances about 'identity', drawing on explorations.

Ernie's Incredible Illusions:

- Script Analysis and Character Exploration: Introduction to scripted work reading 'Ernie's Incredible Illucinations', exploring its characters, setting, and plot. Use Still Image and Thought Tracking to delve into character thoughts and emotions, and employ Hot Seating to explore characters' motivations from multiple perspectives.
- Physicality, Vocal Expression, and Stagecraft: Experiment with movement and vocal work, including creating chants using rhyming couplets and choreographing associated actions. Introduction to basic stage fighting techniques, with an emphasis on safety and realism, through demonstrations and practice routines.
- Devising and Performance Refinement: Participate in whole-class role-play and group work to devise original scenes based on the script. Devising a "missing scene" that aligns with the style and structure of Ayckbourn's original play. Scripting, rehearsing, refining, and performing scenes, incorporating self-evaluation and peer feedback

How Parents Can Help

- Encourage Participation: Support your child's involvement in drama activities both at school and in the community.
- Expose to Theatre: Take your child to see diverse theatre performances (in person or online) and discuss them.
- Discuss Drama: Engage in conversations about drama, themes, characters, and artistic choices, encouraging reflection on personal experiences.
- Explore Dramatic Styles: Provide access to books, films, and online resources on different dramatic styles, cultures, and historical periods.



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