



BRIGHTON COLLEGE
MADRID

Subject Information for Parents and Pupils
2027-28
Middle School Key Stage 3 (Years 7 to 9)





Introduction from the Head Master

Welcome to our curriculum guide for the Middle School (Key Stage 3)

The Middle School (Years 7-9) represents a very important developmental stage in a child's school career as it provides the key foundations of knowledge and skills to prepare pupils for their IGCSE courses. Our broad and rich curriculum, including the co-curricular programme, also allows pupils to grow in self-confidence, independence and responsibility.

Subject knowledge is broadened and deepened with connections between subjects becoming more explicit; and many more of the skills, competencies and methods of study, both for future examination success but also a genuine love of learning, are forged in these crucial years. The required Spanish course of study continues to be integrated into the curriculum through language and literature as well as the unique Brighton College course "The Story of Our Land".

It is also during these years that individual interests are kindled and enriched, and pupils are guided increasingly to explore their areas of strength and new interests. All pupils are encouraged to be enthusiastically involved in Co-Curricular Activities (CCAs) which are so important for personal development as well as enjoyment and balance in school life.

Brighton's core values are curiosity, confidence and kindness, and we want these to shine through in all our pupils. Ours is very much a pupil-centred learning approach that allows for individual growth rather than a 'one size fits all' approach.

This booklet gives more detail on the subjects we offer, outlining some of the content, skills and assessments which you can expect in each year group within Key Stage 3.

Mr George Hartley
Head Master





Contents

The Brighton College Madrid Middle School Curriculum: Years 7 to 9	6
Year 9 2027-2028	6
IGCSE subjects (from September 2028)	7
Art (Years 7–9)	8
Computer Science (Years 7–9)	9
Design and Technology (Years 7–9)	10
Drama (Years 7–9)	11
English Language and Literature (Years 7–9)	12
French (Years 7–9)	15
Geography (Year 9)	16
History (Year 9)	17
Mandarin (Years 7–9)	18
Mathematics (Years 7–9)	19
Music (Years 7–9)	22
Physical Education (Years 7–9)	23
Presentation Skills (Year 9)	24
PSHRE (Years 7–9)	25
Science (Years 7–9)	26
Spanish (Years 7–9)	28
Story of Our Land (Years 7 and 8)	30
Co-curricular activities (CCAs)	32

The Brighton College Madrid Middle School Curriculum: Years 7 to 9

In Years 7 and 8, all pupils study English, Spanish, mathematics, three separate sciences of biology, chemistry and physics, Latin & linguistics, French, art, design and technology, drama, The Story of Our Land (history and geography), computer science, music and physical education (which includes dance).

One afternoon each week is also dedicated to sport for health, physical fitness, teamwork and the development of individual athletic skills.

In Year 9, in preparation for the IGCSE curriculum in Years 10 and 11, a limited choice of subject may be allowed to enable pupils to begin to focus on areas of particular strength and interest. Core subjects continue and most options remain available to all pupils, ensuring that the curriculum remains broad and balanced.

In making their choices pupils will be offered support and guidance from their tutor, teachers and the Deputy Head of School, who will also draw upon the expertise of the wider family of Brighton College schools. These choices can influence the subjects pupils go on to study for the IB Diploma and, later, the university courses open to them.

Year 9 2027-2028

Year 9 is an important year, where pupils develop the knowledge and skills that provide the best possible foundation for the IGCSE courses they will study in Years 10 and 11. At Brighton College Madrid, pupils in Year 9 follow a curriculum based on the English education system, while also meeting all local curriculum requirements. The following core subjects are studied by all pupils:

- English Language and Literature
- Spanish
- An additional language - Latin, French, Mandarin or the home language pathway
- Mathematics
- Biology, Chemistry, Physics
- History
- Geography
- PE (Physical Education)
- PSHRE (personal, social, heath and relationships education)
- Presentation Skills

Options Subjects

At Brighton College Madrid we are committed to providing an individualised curriculum with focus on pupil choice. Therefore, in addition to the core subjects, we introduce an element of subject choice in Year 9, and pupils can choose up to three further options, depending on demand, from the following list:

- Art
- Computer Science
- Design Technology
- Drama
- Music

This combination of core and optional subjects allows pupils to spend more time on areas they are passionate about, while still ensuring most options are open for study later - both at IGCSE and IB.

IGCSE subjects (Years 10-11)

(from September 2028)

International GCSEs provide the right bridge between a broad British education and the greater independence of Sixth Form study. International in design and benchmarked against the UK GCSE, they combine secure subject knowledge with intellectual enquiry, problem-solving and the application of ideas in unfamiliar situations; their breadth also gives pupils the opportunity to discover their strengths before choosing their IB Higher Level subjects. Strong iGCSE results form an important part of a pupil's academic record, particularly in the UK, where many university courses expect pre-16 qualifications in English and mathematics, or their equivalents. They are not, by themselves, the qualification on which direct university entry is based - that role is fulfilled here by the IBDP - but they are widely recognised by universities in the UK and internationally. More importantly, the disciplined study of a varied group of subjects gives pupils the knowledge, habits of thought and academic confidence from which ambitious work in the Diploma Programme can begin.

Core Subjects – Compulsory for all pupils:

- English Language and Literature
- Spanish
- Mathematics
- Biology, Chemistry and Physics
- PSHRE (personal, social, heath and relationships)

Optional IGCSE Subjects to deepen and broaden the curriculum (depending on demand)

CHOOSE UP TO FOUR SUBJECTS FROM AT LEAST THREE OF THE CATEGORIES BELOW

Performing and Creative Arts

- Art
- Drama
- Music

Languages

- French
- Mandarin
- Other languages (the home languages pathway) to be confirmed

Humanities

- Business
- Geography
- History

Technology

- Computer Science
- Design and Technology

What To Consider When Choosing Subjects

- Interest and enjoyment
- Ability, progress and results to date
- Sensible combinations to ensure a broad education
- Requirements for application to certain university courses

Above all, we recommend that pupils study the subjects that they find interesting and, therefore, will achieve successful outcomes both in examination results and enjoyment.

The International Baccalaureate Diploma Programme - Years 11 and 12:

In the Sixth Form, we plan to offer the International Baccalaureate Diploma Programme (IBDP), subject to accreditation. It offers the range, rigour and intellectual freedom that highly able young people deserve. Six subjects sustain a broad education and Higher Level study allows genuine specialisation. Theory of Knowledge, the Extended Essay and CAS (Creativity, Activity and Service) encourage pupils to question assumptions, undertake independent research and apply their learning beyond the classroom. The IBDP is demanding by design, preparing pupils not simply to win a place at an outstanding university, but to flourish there: able to manage complexity, write with authority and approach unfamiliar problems with judgement. Research has found stronger critical-thinking outcomes among IB pupils and positive associations with progression to leading universities and success in higher education. Recognised by universities across the world - including Oxford, Cambridge and Harvard - the IBDP is a natural choice for a British school in Rome: academically exacting, international in outlook and alive to the wider responsibilities of education.

Art (Years 7–9)

Introduction

Art throughout Key Stage 3 gives pupils a grounding in the essential skills crucial to Art and Design, while encouraging them to make connections across the arts and with other subjects. The subject also provides much opportunity for the development of self-expression and creativity.

Ours is a broad and inclusive course, exploring both traditional approaches and the use of new media technologies through a range of two-dimensional and three-dimensional means. Pupils are required to develop knowledge, understanding and skills through integrated practical, critical, and theoretical study that encourages direct engagement with original works, including Spanish masterpieces.

Aims

- To become adept at drawing, painting, sculpture, printing and a range of other techniques, both familiar from Key Stage 2 and new to Key Stage 3
- To plan, create, develop and improve both their own work, and pieces of art completed in collaboration with others
- To evaluate artwork and communicate ideas in a way which demonstrates critical thinking and personal reflection
- To research great artists and designers from different eras, both locally and internationally renowned, and understand the development of their craft
- To understand how art and design reflect and shape our history and contribute to the culture and creativity of all countries
- To cultivate a curiosity for the world of art and the ability to see independent projects through to completion

Learning Outcomes and Skills

- Record observations in sketchbooks, journals and other media as a basis for exploring new ideas
- Use a range of techniques and media, including drawing from observation, grid drawing, carbon transfer drawing, application of tone, colour theory and various forms of printing
- Develop in confidence and proficiency in the handling of a wide range of materials
- Analyse and evaluate their own work, and act upon peer and teacher assessment in order to strengthen the visual impact or applications of their work
- Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day in Britain, Spain and further afield
- Review and refine skills learnt throughout the phases of Key Stage 3, as well as build confidence in preparation for IGCSE

Assessment

Continuous assessment takes place throughout Key Stage 3. Pupils receive verbal feedback and guidance in lessons to help their artwork evolve and improve, as well as written feedback on project-based work. They also take part in self-assessment as part of their journey as an artist. Parents receive feedback in the form of formal reports.



Computer Science (Years 7–9)

Introduction

Our Key Stage 3 Computer Science course is designed to provide a progressive, reflective and modern curriculum that matches the needs of both pupils and an ever-changing industry. Pupils build on their earlier study of the fundamentals of the subject through a wide range of interactive technologies and gain valuable experience in the latest developments, including how best to use Artificial Intelligence (AI).

At a time when digital technology plays an increasing role in everyday life, it is essential that our pupils learn how to harness it without becoming dependent on it. Under expert guidance, they learn how to use technology responsibly, ethically and with confidence.

Aims

- To understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- To analyse problems in computational terms and have repeated practical experience of writing computer programs to solve such problems
- To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- To be responsible, competent, confident and creative users of information and communication technology, with a sound understanding of the benefits and risks of AI

Learning Outcomes and Skills

- Understand the principles of using a computer both inside and outside school (including hardware and software systems)
- Appreciate how to use computer technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy
- Recognise inappropriate content, contact and conduct and know how to report concerns
- Build the necessary skills of presenting for audience and purpose
- Read, write and create algorithms within programming languages, and deepen understanding of how computers work with components and number representation
- Develop skills in algorithm design and computational programming through independent project-based work, deepening knowledge and understanding of how computers represent data and how they communicate
- Build skills in spreadsheet modelling and creation to make progress with creating digital artefacts appropriate for audience and purpose
- Experiment with, test and peer-assess project-based work (e.g. games, apps, websites) that will work across different platforms and operating systems, demonstrating an understanding of how computer systems communicate with one another

Assessment

Computer Science is assessed through a range of computer-based tasks. Short quizzes and skills tasks take place in lessons and are used to check knowledge and understanding at the end of topics. Pupils also complete more formal assessments as part of mid-year and end-of-year assessment weeks. Pupils receive verbal and written feedback to support their project work and parents receive formal progress updates in reports.

Design and Technology (Years 7–9)

Introduction

Design and Technology is a creative, rigorous and practical subject that is usually very popular with pupils in this age group. Through design, pupils develop a critical understanding of the impact of ‘good and bad’ design on daily life and the wider world. Pupils are taught how to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire and draw upon a broad range of subject knowledge and other disciplines such as art, mathematics, science, computing, electronics and business. Most importantly, pupils learn how to take risks through the interactive process and so become more resourceful, innovative and creative.

Aims

- To develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- To build and apply a repertoire of knowledge, understanding and skills to design and make ‘fit for purpose’ prototypes and products for a wide range of users
- To identify and solve their own design problems and understand how to interpret problems given to them
- To develop the ability to make aesthetic, economic, ethical and technical value judgements
- To critique, evaluate and test ideas and products and the work of others

Learning Outcomes and Skills

- Develop and communicate design ideas using annotated sketches, Computer Aided Design (CAD), 3-D and mathematical modelling, oral and digital presentations
- Research and explore, such as the study of different cultures, better to identify and understand user needs and wants
- Identify and solve their own design problems and understand how to reformulate problems given to them
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- Test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups
- Analyse the work of past and present professionals and others to develop and broaden their understanding

Assessment

Pupils are evaluated throughout the Key Stage 3 course on:

- Design - sketching, annotation of design ideas, oral and digital communication of ideas
- Create - modelling skills (including CAD), prototypes and final outcomes
- Evaluate - critical thinking skills, social and ethical considerations and their impacts on users
- Technical knowledge - application of skills, understanding of process, materials and equipment

Drama (Years 7–9)

Introduction

Drama is a subject that uses the body, voice and imagination to build confidence, understand character, develop creative skills and produce performances. Our pupils will learn how to create and perform short dramatic works, such as monologues and duologues, developing their public speaking skills as they do so.

As they progress through Key Stage 3, pupils perform more complex dramatic works, such as scenes and one-act plays. They also learn about the cultural and historical context of different dramatic works, both English and Spanish, and experience different styles of drama, such as physical theatre, scripted plays and Commedia dell’arte.

Aims

- To build confidence, nurture imagination and derive inspiration through mastery of skills and techniques
- To create fluent, authentic, original storytelling that illuminates the complexity of the human spirit and can question accepted ideas
- To learn how to focus and listen to the ideas of others, hearing the voices of classmates and striving for a collective vision of our goals; we prize the contributions and accomplishments of the individual and of the team
- To foster curiosity, invention, bravery and humour
- To take risks and learn from failure and vulnerability to build lifelong habits of innovation
- To commit to fair and ongoing practices that enhance our relationships with theatre makers, audiences and society, finding strength in our diversity and lowering barriers to participation in the classroom and on the stage

Learning Outcomes and Skills

- Create and develop characters, settings and situations for dramatic works
- Use voices and bodies effectively to express emotions, thoughts and intentions
- Collaboration with others to create and perform dramatic works
- Analyse and evaluate their own performances and also those of their peers
- Understand the cultural and historical context of dramatic works

Assessment

Pupils are assessed on their ability to create, perform and evaluate. Assessment includes individual work, both planned and improvised, as well as pair and group work. As pupils progress through the course, they are also assessed on their ability to reflect critically – both verbally and in written form - on the success of theatrical performances, and the effectiveness of techniques, including lighting and sound, costume, stagecraft and direction.

English Language and Literature (Years 7–9)

Introduction

The main aims of studying English are to develop strong communication skills and to foster a lifelong love of reading and literature. Over the Key Stage 3 course pupils will engage with a wide range of texts from different genres, time periods and cultures, including Spanish texts in translation. This broadens their knowledge and understanding of language and literature over time and prepares them for their future IGCSE and IB studies.

Most lessons are discussion-based, with pupils being encouraged to express an informed personal response to a range of fiction and non-fiction texts. Pupils will also be taught how to deepen their critical analysis and comprehension, develop their creative-writing skills, as well as write with accuracy, fluency, and increasing sophistication.

Aims

- To continue to develop a love for reading for its own sake
- To read a broad, challenging range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors (including Spanish authors in translation) for both pleasure and for information
- To decode accurately, read critically and consider authorial intent
- To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- To understand how directorial decision and theatrical performance of set texts can support varied interpretations of source material
- To understand context for writing and consider the purpose and audience
- To write creatively, fluently and with interesting detail in different genres
- To develop a broad vocabulary and the ability to use descriptive and figurative language effectively
- To develop into mature, independent writers
- To know how to use linguistic terminology and concepts and be able to apply them correctly to examples of real language, such as pieces of creative writing or books
- To know how to use increasingly complex punctuation accurately and, where necessary, for effect
- To discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology
- To rehearse and perform extracts from scripts and poems, using an understanding of stagecraft and techniques of language, intonation, tone, and voice, in order to add impact

Learning Outcomes and Skills

- Select and read books independently for enjoyment, interest and challenge
- Know how to make inferences and refer to evidence from text to support ideas and arguments
- Build skills in note-taking, analysis of unseen material and the creation of quotation banks
- Plan, draft, edit and proofread writing
- Know the purpose, audience for, and context of their writing and draw on this knowledge to support comprehension

- Recognise a range of prose and poetic conventions and understand how these have been used
- Understand the importance of setting, plot and characterisation, and their effects
- Understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- Develop knowledge and understanding of figurative language, vocabulary choice, grammar and text structure
- Draw on new vocabulary and grammatical constructions from reading and listening, and use these consciously in writing and speech to achieve particular effects
- Draw on knowledge of literary and rhetorical devices from reading and listening to enhance the impact of personal writing
- Use Standard English confidently in writing, including during responses linked to practice for IGCSE questions
- Debate themes and concepts encountered throughout the course, to compare and contrast texts (both fiction and non-fiction)
- Present to peers and adults, justifying opinions using literary evidence

Assessment

Formative and summative assessment takes place throughout Key Stage 3. Pupils are assessed informally through opportunities to hone their speaking and listening during class debates and presentations and receive both verbal and written feedback on their work. They are encouraged to become independent in their approach to reading and writing. As pupils approach the end of Key Stage 3, they are assessed with increasing regularity on their ability to write under timed conditions, as preparation for the examinations at IGCSE.





French (Years 7–9)

Introduction

At Key Stage 3, we believe that every learner should feel a sense of enjoyment, achievement and progress throughout their language learning journey. The ability to understand and communicate in French is a valuable asset that allows pupils to see the world with different eyes and broaden their cultural understanding. With the help of appropriate technology, pupils will have access to a range of digital resources and language learning software that will provide a dynamic and stimulating learning experience.

In an increasingly globalised world, we believe it is very important for our pupils to have as wide an appreciation of other countries' language and cultures as possible and France, a fascinating country and so rich in culture and a neighbour of Spain and the UK, is an obvious choice.

Aims

- To develop a strong foundation of French language skills, including reading, writing, listening and speaking competencies
- To gain a deeper understanding of French culture and society, including traditions, customs and values
- To foster a love for language learning and build confidence in French language communication
- To read French literature [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- To develop transferable skills, such as critical thinking, problem-solving and digital literacy, that are valuable across all areas of the curriculum

Learning Outcomes and Skills

- Identify and use tenses or other structures which convey the present, past and future
- Use and manipulate a variety of key grammatical structures and patterns
- Develop a wide-ranging and deepening vocabulary that allow participation in discussion about wider issues
- Listen to a variety of forms of spoken language to obtain information, transcribe sentences and respond appropriately
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation
- Read, translate and show comprehension of original and adapted materials from a range of different sources
- Write creatively to express opinions and use an increasingly wide range of grammar and vocabulary

Assessment

Assessment covers speaking, listening, reading and writing skills in French

- Speaking assessments may include class discussions, role-plays and presentations
- Listening assessments may include extracting relevant details, deducing meaning and answering questions related to spoken texts
- Reading assessments may include extracting relevant details, deducing meaning and answering questions related to written texts
- Writing assessments may include writing on everyday topics, demonstrating clear expression, appropriate grammar, vocabulary and spelling

Geography (Year 9)

Introduction

Having studied a combined humanities course in Years 7 and 8 in Story of Our Land, from Year 9 pupils follow a separate course in geographical method and skills to prepare them for the IGCSE syllabus.

Geography is a powerful, inclusive and highly relevant subject which educates young people about the world in which they live. The subject inspires in pupils a curiosity and fascination about both natural and human environments. As their knowledge grows, pupils deepen their understanding of the world around them, enabling them to evaluate the interactions between human and physical processes.

In a rapidly changing world facing many complex issues that can only be solved through a holistic and integrated international approach, geography provides a range of skills and methods that can be used for highly positive effect.

Aims

- To increase knowledge and understanding of the world we live in and the processes that shape it
- To understand how people affect the environment they live in and how environments affect the lives of people
- To explain how and why people's quality of life varies from place to place
- To encourage an enquiry-based approach to learning through investigative work both inside the classroom and further afield
- To make decisions through the analysis and evaluation of evidence
- To develop skills such as: literacy, numeracy, thinking skills, data collection, graphicacy, map skills, analysis and the use of IT
- To interpret a wide range of evidence including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- To communicate geographical information in a variety of ways, including through maps, data presentation techniques and extended writing
- To investigate the methods that enable effective geographical research
- To appreciate a variety of different cultures, religions and ethnic backgrounds in a global community

Learning Outcomes and Skills

- Explain the causes of globalisation and evaluate the impacts
- Complete a research project on a transnational corporation
- Understand the types of energy production
- Investigate factors affecting energy demand and supply
- Understand the characteristics of trade and aid
- Identify the positives and negatives of trade and aid
- Evaluate the impacts of trade and aid on development
- Understand the concept of sustainability and to explore alternative ways of managing environments and resources
- Know the difference between weather and climate, and how they can be measured
- Describe and interpret climate graphs
- Explain climate change and the various challenges areas may face in the future, as well as possible solutions

Assessment

Geography in Year 9 prepares pupils for Year 10 and 11 by exposing pupils to the style of IGCSE questions. Both data response and extended response style questions feature within end-of-topic tests and more formal mid-year and end-of-year summative assessments. Pupils are also assessed and provided with supportive, constructive feedback, both verbally and in written format, on prep work and key pieces of classwork such as presentations and project work.

History (Year 9)

Introduction

From Year 9 pupils build on their study of history within The Story of Our Land in Years 7 and 8 with a course in historical method and skills to prepare them for the IGCSE syllabus. By learning the rich history of the world, pupils paint a picture of where we stand today relative to how past societies, governments and cultures were established and how they changed over time. They explore the past through various perspectives, developing their historical skills, knowledge and understanding, to present analytical and well-supported arguments to address the issues of today.

Pupils analyse different interpretations of the past through a range of sources. By using and evaluating evidence, they are taught to decode the message of written and pictorial sources and learn to explain how and why events in the past happened. In doing so, pupils develop the critical thinking skills to question what they read and see and to discern between what is true and false, fact and misinformation.

Aims

- To recall, select and deploy relevant historical knowledge to support a coherent and logical argument
- To demonstrate an understanding of the complexity of historical concepts
- To understand interpretation and evaluation of a wide range of historical sources and their use as evidence
- To communicate in a clear and coherent manner using appropriate historical terminology
- To understand historical concepts, such as continuity and change
- To compare and contrast a range of sources to history draw clear, logical conclusions
- To identify the limitations of particular sources
- To understand individuals and societies in the past
- To distinguish clearly between cause and consequence, change and continuity, and similarity and difference, by selectively deploying accurate and relevant historical evidence
- To gain historical perspectives by using knowledge to understand different contexts and connections, such as cultural, economic, military, political, religious and social history

Learning Outcomes and Skills

- Develop a greater understanding of the modern history of Spain
- Explain causation of migration through time and the impacts of migration on political decision-making
- Evaluate the changes of water and sanitation on health in Early Modern Britain (1450–1750)
- Analyse what the industrial revolution did for us
- Assess the significance of colonialism and the British Empire to the world
- Understand the causes of World War 1 and subsequent peace treaties
- Describe what life was like during World War 1
- Understand the local and global impact of the Russian Revolution
- Understand the local and global significance of the Holocaust
- Assess the local and global significance of the European conflicts after 1918

Assessment

History in Year 9 prepares pupils for Year 10 and 11 by introducing them to the style of IGCSE questions and giving them the skills to answer them with confidence. Both the analysis of source material and essay style questions feature within end-of-topic tests and more formal mid-year and end-of-year summative assessments. Pupils are also assessed and provided with supportive, constructive feedback, both verbally and in written format, on prep work and key pieces of classwork such as presentations, historical research and project work.

Mandarin (Years 7–9)

Introduction

The main goals of Key Stage 3 Mandarin are to help pupils establish a solid foundation of Chinese language and vocabulary, alongside an appreciation of Chinese history and culture. It also provides an opportunity for pupils to begin to understand a very different linguistic model based on tone and symbols. To prepare for a smooth transition to the IGCSE Mandarin programme, Year 9 pupils engage with more linguistically challenging content including newspaper reading, diary writing and presentations on cultural topics.

More generally, the study of Mandarin ignites the curiosity of our pupils about a language and culture that may be very different from their own, broadening their understanding of the world and the people within it.

Aims

- To develop the language proficiency to communicate in simple and complex daily conversations
- To offer insights into the culture and society of countries and communities where Chinese is spoken
- To develop awareness of the nature of language and language learning
- To provide enjoyment and intellectual stimulation
- To develop transferrable skills to complement other areas of the curriculum
- To form a sound base of the skills, language and attitudes required for progression to work or further study, either in Mandarin Chinese or another subject area

Learning Outcomes and Skills

- Develop an understanding of the structure and history of Chinese characters
- Be able to talk authentically about family, numbers, appearance, hobbies, countries and languages, describing where you live
- Use basic elements of Chinese grammar correctly
- Write basic Chinese (simplified characters) and translate Chinese into English at the sentence level
- Use Chinese over a range of everyday situations
- Read, listen to and understand some short texts on a familiar topic, demonstrating an understanding of ideas, opinions and attitudes
- Select and extract relevant details from some short texts on a familiar topic
- Speak in Mandarin Chinese and engage in some everyday conversations

Assessment

The assessment covers speaking, listening, reading and writing skills in Mandarin

- Speaking may include class discussions, role-plays, and presentations
- Listening may include extracting relevant details, deducing meaning and answering questions related to spoken texts
- Reading may include extracting relevant details, deducing meaning, translating Mandarin to English and answering questions related to written texts
- Writing may include writing on everyday topics, demonstrating clear expression, appropriate use of grammar, vocabulary, correct stroke order and accurate character writing

Mathematics (Years 7–9)

Introduction

Mathematics provides a fundamental toolkit for pupils to understand and question the world around them in an increasingly technological world, while developing critical thinking skills. At Key Stage 3, building on prior knowledge, the curriculum is designed to provide pupils with a strong foundation in logic, reasoning and core mathematical concepts while also instilling a sense of enjoyment and curiosity about the subject.

Our course forges connections across the taught topics and develops fluency in key mathematical techniques. This lays the foundation for pupils to draw connections between mathematics and other related subjects, while enhancing their resilience and perseverance.

Aims

- To be fluent in mathematical concepts which grow increasingly complex over time
- To recall and apply mathematical knowledge quickly and with accuracy
- To reason and enquire mathematically using accurate mathematical language
- To solve problems using a range of increasingly sophisticated mathematical techniques
- To demonstrate a developed ability in spoken mathematical vocabulary in order to deliver a mathematical argument or proof
- To be confident using IT in appropriate ways to develop mathematical abilities
- To be skilled at problem-solving both individually and when working collaboratively with others
- To develop an appreciation for the power and importance of mathematics for understanding the world around us
- To cultivate a sense of enjoyment and academic engagement with the subject, that reflects one of the key pillars of a Brighton College education – curiosity

Learning Outcomes and Skills

At Key Stage 3, pupils study a range of mathematical domains that build on ideas and concepts learnt at Key Stage 2. By the end of Key Stage 3, pupils will be able to:

- Use algebra to formulate mathematical relationships and generalise key arithmetic structures
- Substitute values into equations to find the value of a given subject
- Rearrange and simplify linear and quadratic expressions
- Develop algebraic and graphical fluency in linear and quadratic systems
- Understand the meaning and representation of ratio using ratio notation
- Identify variables and express relations between variables algebraically and graphically
- Develop and test hypotheses about patterns and relationships, using algebraic proofs or proofs by counter-example
- Reason deductively in geometry, number and algebra, including using geometrical constructions
- Develop mathematical knowledge through solving multi-step problems
- Apply their mathematical knowledge to interpret and solve problems in applied fields such as mechanics, physics, finance and statistics
- Select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems

The mathematics curriculum adopts a thematic approach to learning to develop a pupil's ability to use multiple techniques to solve increasingly complex problems.

Numbers

Pupils will be able to demonstrate knowledge and understanding of how to:

- Develop strong abilities in mental arithmetic to solve problems
- Solve linear equations involving all four operations and using inverse operations
- Understand decimal place value and position decimals on a number line
- Convert fluently between fractions, decimals and percentages, including converting recurring decimals into fractions
- Express ratios in their simplest form and understand gradient as a concept of ratio
- Convert between currencies and describe financial problems algebraically
- Apply appropriate methods for solving complex percentage problems
- Use and manipulate numbers in standard form
- Understand integer powers and the idea of variables, monomials and binomials raised to positive integer powers
- Understand recurring decimals and convert recurring decimals to fractions algebraically
- Understand bounds, estimation and truncation
- Appreciate the concept of infinity through a basic understanding of set theory

Algebra

Through generalisation and algebraic techniques, pupils will be able to:

- Use and interpret algebraic notation
- Understand the concept of substitution in formulae, expressions and scientific formulae
- Use substitution in basic linear kinematic equations to solve practical problems
- Accurately use the vocabulary of expressions, equations, inequalities, terms and factors
- Simplify and manipulate algebraic expressions to maintain equivalence
- Factorise and expand brackets to simplify and solve algebraic equations
- Use fractions in algebraic contexts
- Solve linear inequalities in one variable and find integer solutions that satisfy an inequality
- Factorise and solve quadratic equations
- Form and solve quadratic equations from contextual data
- Interpret mathematical relationships both algebraically and graphically
- Recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling on the Cartesian plane
- Understand and manipulate linear equations graphically and use algebraic, graphical and approximation methods to solve simultaneous linear equations
- Generate, recognise and find the nth term of arithmetic sequences
- Recognise geometric sequences

Shape and Measure

Pupils will be able to demonstrate knowledge and understanding of how to:

- Derive and apply formulae to calculate and solve problems involving perimeter, area and volume of Euclidean shapes
- Draw and investigate angles, identify perpendicular and parallel lines and recognise shape types
- Derive and illustrate properties of triangles, quadrilaterals, circles and other plane figures

- Describe the results of translations, rotations and reflections applied to given figures
- Derive and use standard ruler and compass constructions to solve problems involving minimising distance and bearings
- Recognise and manipulate shapes in symmetry
- Understand the properties of interior and exterior angles to solve complex problems
- Illustrate properties of triangles, quadrilaterals, circles, and other plane figures using appropriate language and technologies
- Prove geometric facts using knowledge of properties of shape and solve problems in Euclidean space
- Use Pythagoras' Theorem to solve problems involving right-angled triangles, using both calculator and non-calculator methodology in both 2D and 3D planes

Statistics and Probability

Pupils will be equipped with the knowledge and understanding of how to:

- Record, describe and analyse experiments of simple probability using appropriate language and describing equally and unequally likely outcomes
- Know and use the vocabulary for probability, calculating the probability for a single event
- Identify and represent sets, use Venn diagrams, and understand and use the intersection/union of sets
- Generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities
- Construct and interpret bar charts (including histograms), vertical line charts, pie charts for given sets of data
- Interpret and compare observed distributions of a single variable discrete, continuous and grouped data through appropriate graphical representations and appropriate measures of central tendencies (mean, mode, median) and spread (range, consideration of outliers)
- Describe simple mathematical relationships between bivariate data in observational and experimental contexts and illustrate using scatter graphs

Assessment

Pupil assessment in mathematics focuses on interpretation, communication and problem solving of themes covered in the academic year. A typical structure of a Key Stage 3 assessment may look like:

Paper 1 – Non-calculator – 50%

Topics: Sequences, Equivalence, Algebraic Notation, Solving problems with multiplication and division, fractions, using geometric notation, sets and probability, prime numbers and proof

Paper 2 – Calculator – 50%

Topics: Representing data, data handling, angles in parallel lines and polygons, area of trapezia and circles, probability, generating and recognising sequences

Music (Years 7–9)

Introduction

Music at Key Stage 3 is an integral part of the curriculum and all pupils sing, perform, create and appraise a wide variety of musical genres as part of the course. Music technology is also embedded fully throughout the programme using Garageband and other musical apps for composition purposes, along with Musical Futures and other online platforms for performance and research. All pupils have the opportunity to participate in performances of varied repertoire, appropriate to their experience and musical preferences, thereby developing their confidence, resilience and creativity.

Aims

- To enjoy singing and performing together and individually
- To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions (such as, rhythms of Spain, contemporary song writing, music for film, television and gaming, classical music and musical theatre), including the works of the great composers and musicians across the world
- To learn about the music of Spain
- To learn to sing and to use their voices, to create and compose music on their own and with others
- To learn a range of musical instruments and use technology appropriately
- To explore how thoughts, feelings, ideas and emotions can be expressed through music
- To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, harmony, duration, rhythm, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Learning Outcomes and Skills

- Develop a love of music
- Develop knowledge, skills and understanding through the integration of performing, composing, listening and appraising
- Participate, collaborate and work with others as musicians
- Improvise, compose and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- Understand musical traditions and the part music plays in national and global culture and in personal identity.
- Explore how ideas, experiences and emotions are conveyed in a range of music from various times and cultures.
- Engage with and analyse music, developing views, and justifying opinions
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- Draw on experience of a wide range of musical contexts and styles to inform judgements
- Explore ways music can be combined with other art forms and other subject disciplines
- Listen with increasing discrimination to a wide range of music from great composers and musicians and develop a deeper understanding of music history

Assessment

Music is evaluated using a combination of aural and written assessment, appropriate to experience and ability.

Analysis: short and long-answer questions demonstrating an understanding of musical genres, styles, local and global musical traditions and composition techniques to convey thoughts, ideas, emotions and feelings.

Aural: short-answer questions to identify musical devices employed in a range of musical styles and genres.

Physical Education (Years 7–9)

Introduction

All pupils are involved in the Physical Education (PE) curriculum which allows them to build self-confidence whilst enjoying themselves and developing a positive relationship with physical activity. PE is also used to develop ‘physical literacy’ – the competence, knowledge and understanding of various forms of physical activity as a science that provides a strong foundation for lifelong participation in such activity and a healthy regard for the physical self. PE also contributes to high levels of sporting performance both in and out of the school setting.

Aims

- To lead healthy, active lives
- To develop confidence and competence in a broad range of physical activities
- To be physically active for sustained periods of time
- To engage in competitive sports and activities
- To build resilience and learn how to use feedback for improvement and manage a variety of challenging situations
- To motivate, coach and work with others to help them improve their own performance

Learning Outcomes and Skills

- Learn and develop the various health and skill related components of fitness using a variety of activities
- Develop their technique and improve their performance in competitive sports (for example, athletics and football)
- Perform dances using advanced dance techniques within a range of dance styles and forms
- Participate in activities which present intellectual and physical challenges and be encouraged to work in a team, build on trust and develop skills to solve problems, either individually or as a group
- Analyse performances compared to previous ones, outsmart opponents and demonstrate improvement to achieve their personal best

Assessment

There is no formal assessment of PE at Key Stage 3. However, pupils are provided with continuous informal feedback throughout their lessons. This is designed to help them improve in terms of their skills and understanding, and with regards to their levels of self-confidence – one of the key pillars in a Brighton College education.



Presentation Skills (Year 9)

Introduction

Building social confidence and developing public speaking skills are crucial for all pupils, as is presenting information clearly and effectively. Understanding how to convey a message succinctly, clearly and with meaning is a critical skill for young people in their engagement with fellow pupils, in the future at university, in interviews and in life more generally.

Our Presentation Skills course develops key techniques to give our pupils a natural advantage in these critical life skills. As a core part of the taught curriculum in Year 9, all pupils learn how to speak and present in front of their peers and adults with conviction and clarity. The Presentation Skills course is taught in our dedicated drama and theatre spaces with opportunities for collaboration, group work, practical work and voice projection.

Aims

- To introduce the basic ideas of vocal technique and build confidence, group trust and key skills ready for public speaking
- To demonstrate poise and conviction in the delivery of public addresses, using both famous speeches from the past and self-scripted individual and/or group speeches
- To learn how to analyse the performances of others
- To learn how to participate in a structured debate
- To understand the different elements of a formal interview, including the different possible formats and how to prepare for these
- To become proficient at responding to questions in an interview situation, to convey information and share ideas
- To understand how to communicate about a range of topics in an informative and engaging manner, to raise awareness, spark debate and conversation, using the format of a TED talk
- To build on, and extend, skills in ICT presentation to accompany formal presentations

Learning Outcomes and Skills

- Understand the basic physiology of the voice and how to develop range
- Understand the importance of posture and diaphragm support for projection
- Read with expression and use techniques such as comedy to enhance presentation skills
- Develop confidence in performing formal speeches as part of a small group
- Develop confidence in performing formal speeches individually
- Evaluate the performance of our own work, and others, and provide articulate, meaningful feedback
- Develop the skills needed to participate in structured debates on a variety of topics
- Learn how to present and to talk about yourself with clarity and conviction in an interview situation
- Deliver a TED talk with confidence, with the support of visual aids to create maximum effect in front of an audience

Topic 1: The art of effective presentation and projection.

Topic 2: The art of debating to present a cogent argument and how to prepare for, and present at, interviews.

Topic 3: Creating and delivering a TED talk with confidence and conviction.

Assessment

Informal assessment is based on pupils' contribution to the course and their participation in the practical exercises. Pupils receive written and verbal feedback on their presentations to help them improve and hone their skills at public speaking. Parents will be updated on their progress with the course through formal means such as end-of-term reports.

PSHRE (Years 7–9)

Introduction

The aim of our Personal, Social, Health and Relationships Education (PSHRE) curriculum is to equip pupils with the practical life skills they will need to navigate the personal challenges they face now and in the future with confidence. It helps them develop self-awareness, understand and support their own wellbeing, and build confidence in themselves and their decisions.

PSHRE also supports pupils in building healthy, meaningful and mutually respectful relationships with others, which is so crucial for achieving happiness and contentment in life.

Aims

- To understand what 'Life Skills and Wellbeing' means to pupils
- To provide enrichment opportunities outside of the classroom
- To understand the skills needed to be successful in school and beyond
- To experience a broad and balanced curriculum which enables pupils to develop as the individual they would like to be

Learning Outcomes and Skills

- Become increasingly confident at public speaking
- Develop planning and organisational skills
- Making choices and considered decisions
- Develop problem-solving skills
- Work effectively as part of a team and develop leadership skills
- Develop resilience and a positive approach to challenges
- Develop creativity

Assessment

Pupils' effective effort will be assessed and recorded in reports for parents. While there is no additional formal assessment of PSHRE beyond this, pupils are encouraged to demonstrate their understanding in a variety of ways. The skills learned in PSHRE can be applied to all subjects, helping pupils to develop further their resilience, confidence in their ability to communicate and debate, teamwork and an awareness of different perspectives. We encourage pupils to take a leading role in topical discussions whenever possible.



Science (Years 7–9)

Introduction

Our Key Stage 3 science curriculum is designed to provide pupils with a solid foundation in the scientific principles, methods and skills necessary for IGCSE study in science and deepen their understanding of the world around them. Pupils explore a range of topics in the separate subjects of biology, chemistry and physics.

Throughout the course, theoretical concepts are taught alongside frequent practical experiments. During hands-on activities and scientific investigations, pupils develop confidence in the use of scientific terminology, critical thinking, problem-solving and analytical skills, and gain a deeper understanding of the natural world and our place in it. Our science curriculum also includes the importance of scientific ethics and responsible scientific inquiry.

Aims

- To foster a love of learning and a curiosity about the natural world, inspiring pupils to continue studying science and pursuing scientific careers in the future
- To provide pupils with an understanding of the history of science and scientific discovery
- To develop pupils' knowledge and understanding of key scientific concepts and principles across biology, chemistry and physics
- To develop pupils' scientific inquiry skills, including the ability to ask questions, design and carry out investigations, and analyse and interpret data
- To develop pupils' practical skills, including the ability to use scientific equipment, conduct experiments safely, and record and present data effectively
- To promote scientific literacy, including the ability to communicate scientific ideas effectively, understand the role of science in society, and use modern technology to communicate their findings
- To develop pupils' critical thinking and problem-solving skills, including the ability to evaluate evidence, make logical connections between ideas, and apply scientific principles to real-world problems

Learning Outcomes and Skills

Knowledge and understanding

- Understand scientific phenomena, facts, laws, definitions, concepts and theories
- Learn how to use scientific vocabulary, terminology and conventions (including symbols, quantities and units)
- Understand the purpose and use of scientific instruments and apparatus
- Understand scientific and technological applications, along with the social, economic and environmental implications

Handling information and problem-solving

- Locate, select, organise and present information from a variety of sources
- Translate information from one form to another
- Manipulate numerical information and other data
- Use information to identify patterns, report trends and form conclusions
- Make predictions based on relationships and patterns, and present reasoned explanations for what has been observed
- Solve problems, including some of a quantitative nature

Experimental skills and investigations

- Demonstrate knowledge of how to select and safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate)
- Plan experiments and investigations
- Make and record observations, measurements and estimates
- Interpret and evaluate experimental observations and data
- Evaluate methods and suggest possible improvements

Biology

- Develop a high-level knowledge of living systems and consider them in relation to humans and other organisms (including animals, plants, fungi and microorganisms) in the natural environment
- Understand Natural History, the importance of understanding and protecting our natural world
- Test theories developed about living things using scientific methods, by collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect
- Become proficient in the use of scientific nomenclature, units and mathematical representations specific to biology
- Develop a strong foundation of knowledge and understanding about the science of living organisms that allows secure progression through to IGCSE and beyond

Chemistry

- Understand how chemistry is the science of composition, structure, properties and reactions of matter
- Acquire knowledge of the empirical world
- Develop an awareness of the implications of chemistry, both for the natural and human-made worlds around us
- Communicate effectively using the language of chemistry and to develop the use of scientific nomenclature, units and mathematical representations specific to chemistry
- Develop a strong foundation of knowledge and understanding about the science of chemical properties of substances and materials of all kinds that allows secure progression through to IGCSE and beyond

Physics

- Use knowledge acquired to discover and explain the order of our physical environment
- Understand how physics is the science of concepts of field, force, radiation and particle structures
- Apply physics knowledge in the conservation and management of our environment
- Select and use appropriate instruments to execute measurements in the physical environment
- Develop the use of scientific nomenclature, units and mathematical representations specific to physics
- Develop the capacity to think critically and solve physics related problems
- Develop a strong foundation of knowledge and understanding about the ideas of physics and our material environment that allows secure progression through to IGCSE and beyond

Assessment

In the Key Stage 3 science curriculum pupils are assessed through a variety of formative and summative assessments. Formative assessments encourage individuality and pupil voice by providing opportunities for pupils to choose topics for independent research projects and have input into practical investigations.

Summative assessments provide a degree of choice and flexibility, such as giving pupils a choice of questions or tasks to complete, while ensuring a solid scientific foundation for IGCSE and beyond. Teachers provide clear and constructive feedback to help pupils understand their performance and identify areas for improvement. The assessment approach is designed to support pupils’ development as young scientists, encouraging them to take ownership of their learning, while also ensuring they achieve the aims of the curriculum.

Y7	Cells Nutrition The Human Body Ecology
Y8	Classification Movement of Substances Plants
Y9	Enzymes Disease and Transmission Variation and Adaptations

Y7	States of Matter The Periodic Table Chemistry of the Earth
Y8	Atoms, Elements Compounds and Mixtures Separation Techniques Acids and Bases
Y9	Bonding Properties of Materials Stoichiometry

Y7	Forces Density Earth and Space of the Earth
Y8	Energy Sound and Light Magnetism
Y9	Materials Motion Electricity and Circuits

Spanish (Years 7–9)

Introduction to Spanish for our native and resident speakers (Year 7)

Pupils studying Spanish as native and resident speakers follow a curriculum in Lengua Castellana y Literatura which meets local requirements and aims to produce well-rounded, communicative, and culturally aware individuals who can use Spanish effectively in all areas of life.

During this phase of their education, pupils develop their ability communicate effectively in Spanish, both orally and in writing, across a range of contexts. They become able to learn independently, think critically, and work collaboratively with an understanding and appreciation of linguistic and cultural diversity.

There is a strong focus on developing proficiency in producing a wide variety of texts, as well as on the interpretation and enjoyment of reading literary texts, building reading habits for life.

Through the Spanish language, pupils also explore themes with the aim of becoming responsible, respectful citizens who understand and uphold democratic values, as outlined in the Spanish Constitution and EU principles. Pupils learn to analyse social structures, explore the impact of human actions on the environment, connect historical events to the present, appreciate pluralism and democracy, and engage actively and constructively in society as ethical and informed individuals.

Introduction to Spanish for our native and resident speakers (Years 8 and 9)

The local Lengua Castellana y Literatura curriculum supports pupils in becoming confident, critical, and creative communicators, developing their ability to listen, speak, read, and write effectively in Spanish, while fostering a deep appreciation for literature and culture.

The curriculum focuses on real-world communication, encouraging pupils to engage with diverse texts while learning to evaluate information critically. They practise writing for different purposes, such as academic reports, creative stories, and digital media, and develop oral skills through discussions, presentations and collaborative projects.

A key aspect of the course is an exploration of literary texts, where pupils read and analyse works from Spanish and global literature, connecting stories to their own lives and other art forms. They also learn to reflect on language, understanding grammar and vocabulary in meaningful contexts.

There is a strong emphasis on ethical communication, teaching pupils to use language respectfully, resolve conflicts through dialogue, and reject discriminatory or manipulative speech. The curriculum also promotes autonomy, guiding pupils to take ownership of their learning and develop a lifelong love for reading and self-expression.

Through the Spanish language, pupils also study themes which help them understand the development of human societies and their relationship with the physical and political world. By exploring the interaction between people and their environment, the legacy of past cultures, and the evolution of political and social structures, pupils gain a holistic, reasoned understanding of history and geography.

The Spanish local curriculum fosters critical thinking by linking past and present and connecting local, national, and global perspectives, teaching pupils to engage with the world as informed citizens who appreciate the richness of the Spanish language and heritage.

Introduction to Spanish for our non-native, non-resident speakers (Years 7 - 9)

The ability to understand and communicate in Spanish, one of the world's most widely spoken languages, is a valuable asset that allows pupils to see the world with different eyes. At Key Stage 3, building on the course of study in earlier years, we believe that every single learner should feel a sense of enjoyment, achievement and progress throughout their language learning journey to IGCSE in Y11. To achieve this goal, we strive for a pupil-centred approach, empowering pupils to take charge of their learning. By integrating technology, pupils have access to a range of digital resources and language learning software that provides a dynamic and stimulating learning experience, while also equipping them with the essential digital skills needed for future academic and professional pursuits.

Aims

- To develop a strong foundation of Spanish language skills, including reading, writing, listening and speaking competencies
- To gain a deeper understanding of Spanish culture and society, including traditions, customs and values
- To foster a love for language learning and build confidence in Spanish language communication
- To read Spanish literature (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture
- To develop transferable skills, such as critical thinking, problem-solving and digital literacy, that are valuable across all areas of the curriculum

Learning Outcomes and Skills

- Identify and use tenses or other structures which convey the present, past and future
- Use and manipulate a variety of key grammatical structures and patterns
- Develop a wide-ranging and deepening vocabulary that allow participation in discussion about wider issues
- Listen to a variety of forms of spoken language to obtain information, transcribe sentences and respond appropriately
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation
- Read, translate and show comprehension of original and adapted materials from a range of different sources
- Write creatively to express opinions and use an increasingly wide range of grammar and vocabulary

Assessment

Assessment will cover speaking, listening, reading and writing skills in Spanish

- Speaking assessments may include class discussions, role-plays and presentations
- Listening assessments may include extracting relevant details, deducing meaning and answering questions related to spoken texts
- Reading assessments may include extracting relevant details, deducing meaning and answering questions related to written texts
- Writing assessments may include writing on everyday topics, demonstrating clear expression, appropriate grammar, vocabulary and spelling

Story of Our Land (Years 7 and 8)

Introduction

Story of Our Land is a unique Brighton College course completed in Years 7 and 8 which introduces pupils to the history, geography, culture and beliefs of the world in which we live, particularly of Spain and the United Kingdom. It is a refreshingly innovative way of presenting the humanities; rigorous yet also relevant and appealing to our academically ambitious schools.

Story of Our Land grew from a vision at Brighton College for an inspirational and innovative education that equips pupils with the knowledge, skills and enjoyment to become enthusiastic life-long learners, as well as responsible, proud and thoughtful citizens.

Aims

- To provide an inspiring curriculum based on a chronology of British, Spanish and world history enriched with geographical, philosophical and religious themes
- To be academically rigorous and challenge pupils to see the cross-curricular themes involved in the development of countries, societies and cultures over time
- To develop pupils' critical thinking skills and enhance their ability to interpret, analyse and evaluate primary and secondary sources of evidence
- To develop history and geography subject specific skills and ensure each subject retains individual integrity, ensuring excellent foundations for IGCSE and IB study beyond
- To build an understanding of how history, geography, religion, philosophy and economics are interconnected
- To celebrate diversity within and between cultures and countries
- To build independent research and study skills
- To develop essay writing skills

Learning Outcomes and Skills

Year 7

- Describe and explain the development of Britain and Spain
- Explain the causes of natural hazards such as earthquakes, volcanic eruptions, floods and cyclones
- Develop basic map skills
- Study beliefs of the major world religions
- Study Plato's theory of truth and knowledge
- Explore personal and societal identity and the impact on human geography and migration
- Evaluate primary and secondary sources of evidence

- Topic 1:** The Beginning: Importance of Philosophy, Identity and Belief, Roman Britain and Spain.
Topic 2: Migration and Movement: Invasions, Settlements, Earthquakes, Volcanoes and Floods.
Topic 3: Culture and Society: Anglo-Saxons, Vikings and Normans, Visigoths and Moors.

Year 8

- Describe and explain the development of Spain and Britain
- Understand the importance and impact of mountains and rivers
- Understand the importance and impact of coasts
- Discuss factors which shape environmental and political landscapes
- Compare and contrast individual liberty and the rule of law
- Evaluate the impact of exploration and trade
- Independently research, critique and present a study on tourism, population and development in the local area

Topic 1: Landscape and History: Topography and historical events, Mountains, Rivers, Geology and Ecosystems.

Topic 2: Plague and Population: Population Change in Medieval Society, Late Medieval Society and the Wars of the Roses.

Topic 3: Discovery and Development: Coasts and Coastal Processes, the Tudors, the Spanish Golden Age, Explorers and New Worlds, growth of Empire and the expansion of trade.

Assessment

Pupils are assessed through a mixture of formative and summative assessments. In addition to mid-year and end-of-year summative assessments, pupils complete project work (both independently and collaboratively), extended pieces of research, essays and class presentations. When possible, local fieldwork and trips will be introduced to help refine skills of historical understanding and geographical investigation, and pupils will also be informally assessed on their participation in these activities.



Co-curricular activities (CCAs)

Introduction

Our rich and broad co-curricular programme is designed to enhance and complement our academic curriculum by igniting our pupils' curiosity in broader activities while developing essential life skills such as teamwork, collaboration, resilience and adaptability.

There is often a very strong correlation between co-curricular involvement and academic performance in schools, as busy pupils have to manage their time effectively while maintaining a healthy balance of intellectual and more practical pursuits. CCAs also provide many opportunities, via team activities and competitions (both internal and with other schools), to foster community spirit. These include plenty of competitions among Brighton College pupils all around the world.

CCAs are offered both during lunchtime and after school. Activities are led by teachers and external experts. We deliberately offer a wide range of CCAs so all pupils can try and new things and develop their individual interests. Pupils are strongly encouraged to undertake at least three CCAs (including at least one physical activity) so they can make the most of their time at school.

Pupils who engage in different CCAs develop a positive outlook towards school – their academic study, their involvement in the performing and creative arts and in sport – resulting in an increased contribution and sense of belonging to the school community.

Importantly too, by selecting varied activities, pupils improve their confidence and self-esteem through developing proficiency in different areas. They can also set up their own clubs and societies, thereby also developing their initiative and self-management skills.

Older pupils are expected to take on leadership roles within the school, including working with younger pupils to help them develop skills and passions of their own. Through leadership and independence, CCAs can help prepare pupils for their future as they discover more about themselves and their path in life.

Creative Writing
Football Choir
Art iPad Creator Animation
Robotics Drama Dance
Yoga Tennis
Swimming Basketball
Performing Arts Zumba
Baking Dissection Club
Harry Potter Club
Chess Book Club
Duke of Edinburgh MUN
Music Ensembles
Fun with Engineering
History of Art
Mindfulness Debating





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