BRIGHTON COLLEGE
ROME

# *Subject Information* for Parents 2027-28
# Key Stage 2 (Years 3 to 6)



# *Introduction* from the Head Master

During Key Stage 2, from Years 3 to 6, pupils grow in confidence and independence as they deepen their knowledge, develop strong learning habits and take an increasingly active role in school life.

It is a very exciting time for children, as they start to understand themselves more fully as individuals and to recognise and celebrate their similarities and differences. They also begin to understand where and how they can excel and where their developing interests lie.

Our core values at Brighton College Rome are curiosity, confidence and kindness, all of which are developed significantly during these important years. The growing independence of our pupils is encouraged by more lessons with subject specialist teachers and a focus on strong learning habits, which prepares them well for further enjoyment, challenge and achievement in the Middle School (Key Stage 3) and beyond.

This booklet aims to inform you about our distinctive Brighton College curriculum by outlining the purpose, aims and content of each subject, together with the opportunities available through our extensive co-curricular programme. We believe that an enthusiastic involvement in clubs and activities helps pupils develop their character and practical skills, and all pupils are therefore encouraged to take an active part.

If you have any questions, please do get in touch. I look forward to getting to know you and your child.

**Mr James Hodgson**
**Head Master**





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# The *Brighton College* Curriculum: Years 3 to 6

The Brighton College curriculum uses the English National Curriculum as the basic framework for teaching and learning but goes well beyond it, and in doing so provides our learners with the core knowledge, skills and confidence needed for achievement in the Middle School (Key Stage 3). The requirements of the Italian curriculum are fully integrated, and all children become confident learners in both English and Italian and are fully conversant with the culture of both countries.

There are also several aspects of the curriculum that are unique to Brighton College, for instance public speaking (taught within drama), Mandarin, Our Planet and Our Past and HEALTH (Home Economics and Life Time Health). We believe these aspects, outlined in more detail in the pages that follow, provide the best possible educational experience for young children to prepare them for an increasingly globalised, dynamic world where curiosity, confidence and kindness will be essential.



## English

### Introduction

Our Key Stage 2 English curriculum teaches key English skills and harnesses and expands our pupils' knowledge and understanding of their wider and imaginary worlds. Carefully chosen texts inspire them to read, write and engage with a range of literary genres, including some Italian authors in translation. Lessons give pupils opportunities for fun, creativity and a sense of discovery, so that their enjoyment and progress in all aspects of English are strongly fostered.

Above all, pupils learn to love reading for enjoyment, the acquisition of knowledge and the understanding of the world around them. Weekly library lessons also continue to form part of our English curriculum, where pupils learn how to use a catalogue to find books, helping to foster their independence as readers.

### Content of Curriculum

**Speaking and Listening**

Our curriculum teaches pupils to communicate effectively, to understand spoken English and respond appropriately. They learn to use suitable vocabulary, tone of voice and intonation. Pupils will also learn the skills of debate and justification so that they can effectively express their own opinions and points of view.

**Reading**

Reading remains at the heart of teaching and learning in Key Stage 2, where a text-driven curriculum enables our pupils' rapid progress in English. Lessons include opportunities to listen to and discuss texts, identify themes and make predictions using visual and textual clues. Pupils also learn how the structure and presentation of language contribute to meaning.

**Writing**

Pupils are taught to construct more extended pieces of writing in a range of genres, using a wider vocabulary and more complex grammatical structures. They also practise handwriting and note-taking so that they can draft and develop their ideas. Lessons include:

- Selecting the correct genre for the purpose of their writing
- Understanding the most appropriate grammar and structures for their audience
- Using written techniques that build cohesion and create impact
- Proofreading their own and others' written work
- Assessing the effectiveness of their own and others' writing

# Mathematics

## Introduction

In the modern world, where mathematics is the global language, we want all our pupils to become successful and confident mathematicians. Our Key Stage 2 mathematics course is therefore practical, relevant and applicable to real-life situations. Lessons provide a solid foundation in mathematical understanding and reasoning, while developing pupils' appreciation and enjoyment of the subject.

Pupils learn how to calculate and gradually develop a deeper conceptual understanding of mathematics. Through repetition and regular practice, they consolidate their knowledge at each stage, enabling them all to tackle more complex and challenging tasks with confidence. In doing so, they strengthen their everyday problem-solving skills, perseverance and confidence, preparing them to progress to the Middle School (Key Stage 3).

## Aims

- To become confident and fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems
- To develop a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- To reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, developing an argument, justification or proof using mathematical language
- To solve problems by applying mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

## Content of Curriculum

| | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| Year 3 | Place value, addition and subtraction, multiplication and division | Multiplication and division, length and perimeter, fractions, mass and capacity | Fractions, money, time, shape, statistics |
| Year 4 | Place value, addition and subtraction, measurement (area), multiplication and division | Multiplication and division, length and perimeter, fractions, decimals | Decimals, money, time, shape, statistics, position and direction |
| Year 5 | Place value, addition and subtraction, multiplication and division, fractions | Multiplication and division, fractions, decimals and percentages, perimeter and area, statistics | Shape, position and direction, decimals, negative numbers, converting units, measurement (volume) |
| Year 6 | Place value, addition, subtraction, multiplication and division, fractions, converting units | Ratio, algebra, decimals, fractions, decimals and percentages; area, perimeter and volume; statistics | Shape, geometry (position and direction), themed projects, consolidation and problem solving |



# Science

## Introduction

Our science curriculum is based around the study of real-world topics which help pupils develop a strong knowledge and understanding of key scientific concepts and principles. Pupils experience 'science in action' and undertake experiments in a specialist laboratory, providing opportunities for practical investigation, deep learning experiences and moments of awe and wonder. The course and lessons also link with other subjects such as mathematics and HEALTH, helping pupils further to appreciate the interconnectedness of the curriculum. Pupils also study the history and language of science, preparing them for the Middle School (Key Stage 3) science programme.

## Aims

- To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- To develop an understanding of the nature, processes and methods of science.
- To engage in a range of scientific enquiries about the world
- To equip pupils with the scientific knowledge required to understand the uses and implications of science, today and in the future

## Content of Curriculum

| | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| Year 3 | Skeletons, movement, nutrition and diet, food waste, rocks | Fossils, soils, light | Plants, forces, magnets, biodiversity |
| Year 4 | Grouping and classifying living things, data collection, states of matter | Sound, data collection, electricity, energy | Data collection, habitats, deforestation, the digestive system, food chains |
| Year 5 | Forces, space, global warming | Properties of materials, animals including humans, life cycles | Reproduction, reversible and irreversible changes, plastic pollution |
| Year 6 | Living things and their habitats, electricity | Light, light pollution, the circulatory system, diet, drugs and lifestyle | Variation, adaptations, fossils, themed projects |

# Italian

## Introduction

For  pupils who are already proficient in Italian, lessons develop their reading and writing  skills and knowledge of Italian culture in line with the requirements of Italy's Ministry of Education. The programme also provides a foundation for pupils who choose to take the Italian state examination, esame di terza media, during the Middle School.

Pupils read works by well-known Italian poets and authors, drawing inspiration from them to develop their own written work. They study a wide range of genres and have opportunities to apply their spoken Italian in plays, poetry recitals and films. Lessons teach grammar, punctuation, spelling rules and how to apply them.

For pupils new to Italian or who have recently started, lessons provide an introduction to the language. Teaching initially focuses on verbal communication before progressing to reading and writing. Pupils also develop their vocabulary and conversational skills. Our objective is to facilitate the learning of Italian to a level of fluency that gives access to the native speaker curriculum.

At Brighton College Rome, all pupils will learn about the history, geography and customs of Italy in addition to the language. This may include cookery, crafts and special events linked to national festivals and customs. Our curriculum aims to teach them about and to celebrate Italy and the many deep historical and cultural links with the United Kingdom.

## Aims

- To use reading and listening skills to develop spoken and written Italian
- To use grammar, punctuation and spelling confidently to good effect in written work, across a wide range of genres.
- To build an understanding of Italian history, heritage and culture,

## Content of Curriculum

**Proficient Italian language and literature**

The curriculum is linked to our English curriculum and is topic-based, whilst also focusing on key skills. It will include topics and skill areas such as:

- Italian literature
- Facts about Italy
- Footprints from the past
- Making the news
- Biography and letter writing
- Persuasive writing

**Developing Italian**

This Italian curriculum follows a bespoke programme designed to enable pupils to communicate with their peers effectively. Pupils learn basic vocabulary and phrases and begin to understand how the language is used in everyday life. The initial focus is on speaking and listening, with reading and writing introduced gradually. Through a growing confidence in the language, the course fosters an appreciation of the rich culture of Italy and, continuing through into the Middle School, enables pupils to gain an IGCSE in the subject at the end of Year 11.



# Art

## Introduction

Our art course at this stage is designed to engage, inspire and challenge all pupils by giving them the knowledge and skills to experiment, invent and create their own works of art and design. Individual creativity and self-expression are strongly encouraged, within a framework of supportive instruction. Art lessons are also used to help develop the children's understanding of the world and the joy and fulfilment that can be gained from objects of great beauty. We also aim overall to foster a broad appreciation of artistic genres as well as the history of art, making good use of the wonderful opportunities offered by the many outstanding galleries and museums of Rome.

## Aims

- To produce creative work, exploring ideas and recording experiences
- To develop proficiency in a range of artistic techniques
- To evaluate and analyse creative works using appropriate language
- To learn about art history and the context of art

## Content of Curriculum

- Creating sketchbooks to record observations and use these to review and revisit ideas
- Developing and reinforcing understanding of art and design techniques, including drawing, painting and sculpture
- Using a range of materials creatively to design and make products
- Learning about artists, architects and designers throughout history, describing the differences and similarities between different practices and disciplines



# Computing

## Introduction

Gradually and appropriately during Key Stage 2, our pupils continue to be taught the basic principles of information technology and computational thinking and how to put this knowledge to use through programming, coding and simple robotics. Building on this understanding and without an over-reliance on screen time, they create programs, systems and a range of digitally relevant content.

By the end of the course, they can express their ideas through information and communication technology and use devices responsibly and with discernment in preparation for a more regular use of educational technology to enhance their learning from the Middle School onwards.

## Aims

- To understand and apply fundamental principles and concepts of computer science, including computational thinking, abstraction, logic, algorithms and data representation
- To analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems
- To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- To understand the importance of being a responsible, competent, confident and creative user of information and communication technology

## Content of Curriculum

- Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems; solving problems by decomposing them into smaller parts
- Using sequence, selection and repetition in programs; working with variables and various forms of input and output
- Using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understanding computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Using search technologies effectively, appreciating how results are selected and ranked, and be discerning in evaluating digital content
- Using technology safely, respectfully and responsibly; recognising acceptable/unacceptable behaviour; identifying a range of ways to report concerns about content and contact





# Design Technology

## Introduction

This practical subject draws on pupils' creativity and imagination to design and make products of both a functional and aesthetic nature that solve real and relevant problems within a variety of contexts. Our Design Technology (DT) curriculum, delivered in our dedicated studio, enables our pupils to conceive, design and implement design projects, thereby becoming more innovative, resourceful and enterprising. Through the evaluation of past and present practices, pupils understand the impact of DT on daily life.

## Aims

- To develop the creative, technical and practical skills needed to perform everyday tasks confidently and participate in an increasingly technological world
- To build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users
- To critique, evaluate and test their ideas and products and the work of others

## Content of Curriculum

- Using research to inform the design of innovative, functional and aesthetically appealing products that are fit for purpose, aimed at particular individuals or groups
- Generating ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Using a wider range of tools and equipment to perform practical tasks accurately (for example, cutting, shaping, joining and finishing)
- Investigating and analysing a range of existing products
- Understanding how key events, inventions and individuals in DT have helped shape the world



# Drama and Public Speaking

## Introduction

Drama uses the body, voice and imagination to develop creative skills and performance confidence. It encourages creativity, purposeful collaboration and teamwork. All pupils have drama and public speaking lessons to develop their confidence and fluency in both English and Italian. Drama gives children the opportunity to learn many skills, to interpret language in new ways, to understand character and to memorise information. Drama lessons will lead to a variety of performances for peers and parents across the year.

## Aims

- To develop pupils' skills in creating and performing, public speaking and debating through individual and group opportunities
- To allow pupils to understand and interpret the English and Italian languages in new ways, developing pronunciation, projecting their voice and broadening their vocabularies
- To enjoy working creatively with others, taking pride in developing new skills

## Content of Curriculum

- Preparing speeches, poems and play scripts to read aloud, to memorise and to perform
- Learning correct breathing, intonation, tone, volume and using actions so that the meaning is clear to an audience
- Exploring feelings and ideas, characterisation, themes and issues to enhance a pupils' own personal development within a safe and supportive context

# French

## Introduction

From Year 5, pupils further their language learning with the introduction of French lessons. They will learn the French language as well as culture of the francophone world. As they progress, pupils learn with an increased level of challenge and are introduced to a wider range of language learning techniques, becoming skilled not just in French, but also in the art of general language learning, something which is built further by the parallel learning of Mandarin. At this stage in their schooling we are aiming to ignite children's curiosity in other languages and cultures, at a time when language acquisition comes relatively easily. This will prepare them confidently for language learning in the Middle School.

## Aims

- To learn and know about other cultures
- To express their ideas and thoughts in French
- To understand and respond to spoken and written language
- To speak with increasing confidence, fluency and spontaneity

## Content of Curriculum

- Understanding key vocabulary and grammar
- Using French for a greater range of communicative tasks
- Developing an intercultural awareness and appreciation of France and the francophone world
- Writing at varying lengths using a variety of grammatical structures in French



# Growing Minds

## Introduction

This course is central to developing confident, curious and kind citizens. Growing Minds helps our pupils foster lifelong aspirations, goals and values and prepares them for all the opportunities, challenges, life decisions and responsibilities they face as they move through their education. The curriculum in Years 3 to 6 continues to teach pupils to lead physically and emotionally healthy lives, and they develop the resilience in a safe environment to take appropriate risks, learn from setbacks and respond to challenges.

## Aims

- To develop pupils' independence and their ability to assume greater personal responsibility
- To develop pupils' ability to be self-aware and be self-reflective
- To develop physical and social awareness
- To build and develop healthy relationships
- To educate pupils about their personal health, and help them to form lifelong healthy habits
- To understand and manage personal safety, including safety online
- To manage physical and emotional changes
- To be an active member of society

## Content of Curriculum

The curriculum for Key Stage 2 is designed to help children navigate their personal and social development as they prepare for Middle and Senior School. It covers a range of topics that are crucial for their growth, including:

- Health and wellbeing: understanding physical and mental health, healthy lifestyles, and emotional wellbeing.
- Relationships: learning about friendships, family dynamics, and respectful relationships, including discussions on bullying and conflict resolution.
- Living in the Wider World: exploring topics such as community, diversity, and global issues, as well as understanding rights and responsibilities.



# HEALTH

## Introduction

This is a unique element of a Brighton College education and stands for 'Home Economics and Life Time Health' (HEALTH). Our course and lessons teach pupils important life skills linked to supporting their own well-being and mental health. It also promotes and develops citizenship through hands-on projects which support charities in our local community, developing a sense of service to others, an awareness of sustainability and a growing understanding of global issues. We also aim to teach pupils about the pleasures and benefits of healthy food in one of the greatest culinary cities of the world. HEALTH is taught in a purpose-built classroom where high-end cookery equipment and other facilities enable pupils to master these important life skills.

## Aims

- To help pupils understand their own well-being and changing needs as they develop
- To learn and apply strategies and techniques to support good mental health including mindfulness and physical well-being
- To understand and apply the principles of nutrition and learn how to cook
- To develop an understanding of where different food comes from
- To ensure an understanding of their own role in the local and global community as active citizens

## Content of Curriculum

- Planning menus and cooking with good hygiene
- Using kitchen equipment safely and with good effect
- Creating textile designs using a range of materials; learning how to care for clothing
- Planting and growing food
- Participating in and leading projects to support local, national and global issues



# Mandarin

## Introduction

In Key Stage 2 pupils continue their language learning of Mandarin by exploring modern and traditional Chinese culture, as well as the geography and history of the country. Alongside this, pupils will build upon their foundational understanding of key vocabulary and grammar. Pupils will use pinyin to support their learning but also learn to write and understand key radicals and characters that enable them to read and write basic texts with greater accuracy. As they progress through Key Stage 2, pupils are challenged to use their Mandarin for a greater range of communicative tasks. We also celebrate Chinese festivals which provide a culinary connection with the HEALTH course.

## Aims

- To know about other cultures, particularly Asian cultures where Mandarin is spoken
- To express their ideas and thoughts in Mandarin
- To understand and respond to spoken and written language
- To speak with increasing confidence, fluency and spontaneity

## Content of Curriculum

- Understanding key vocabulary and grammar
- Studying key radicals that enable them to identify and write characters with accuracy
- Using their Mandarin for a range of communicative tasks
- Reading core character vocabulary
- Developing the intercultural awareness that will help our learners to appreciate not just China, but Asia as a whole





# Music

## Introduction

At Brighton College Rome we believe that everyone should be involved in music and enjoy its many pleasures, at school and hopefully throughout their lives. This is why every pupil learns an instrument at this age and stage. Our high-quality music education, taught in specialist classrooms, engages and inspires pupils to develop the foundations for understanding and appreciating music and to nurture their talent as musicians. Our vibrant music curriculum offers all pupils opportunities for singing and learning instruments, music terminology and notation. From the youngest age, pupils enjoy the opportunity to perform on stage, both individually and with others, increasing their self-confidence, performance awareness and sense of achievement.

## Aims

- To perform, listen to and begin to evaluate music across a range of historical periods, genres, styles and traditions, including the works of significant composers and musicians
- To learn to sing and use their voices to create and compose music
- For every pupil to learn a musical instrument and use music technology appropriately
- To understand and explore how music is created, produced and communicated and begin to explore inter-related dimensions such as pitch, duration and tempo

## Content of Curriculum

- Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvising and composing music for a range of purposes using the inter-related dimensions of music
- Listening with attention to detail and recalling sounds with increasing aural memory
- Using and understanding a wide range of high-quality live and recorded music drawn from different traditions and from significant composers and musicians
- Developing an understanding of the history of music



# Our Planet and Our Past

## Introduction

Brighton College's unique 'Our Planet and Our Past' curriculum, which is essentially a combination of the subjects of history and geography, teaches our pupils to understand how things on Earth are connected by linking geographical topics and historical events, particularly in Italy and Britain but also more widely. This combined approach allows pupils to learn about relevant topics in a more realistic and holistic way, whilst developing a thorough appreciation and understanding of their own roots and background. It will also encourage our pupils to understand different perspectives of different peoples which is so important in modern life with regard to critical thinking and problem-solving.

## Aims

- To develop contextual knowledge of globally significant places
- To understand the processes that give rise to physical and human geographical features
- To start to use geographical information and vocabulary
- To know and understand significant aspects of the history of the wider world
- To develop an understanding of chronology and start to ask history-based questions, linking past and present

### Content of Curriculum

- Locating continents and oceans
- Identifying characteristics of various countries
- Understanding similarities and differences in human and physical geography
- Looking at weather patterns locally here in Italy, in Britain and in Europe.
- Using sources such as maps, globes, online tools and photographs to identify features and locations
- Exploring changes over time both in living and beyond living memory
- Researching the lives of significant figures in history and significant events in history





# Physical Education, Dance and Sport

## Introduction

Our Physical Education (PE) curriculum, which includes dance and one full afternoon dedicated to sport each It includes dance and one full afternoon dedicated to sport each week. It encourages pupils to be active and healthy while giving them opportunities to collaborate, have fun and work as a team. The curriculum develops pupils' confidence and embeds values such as fairness and respect. Pupils build on their previous experience of PE while being introduced to a broader range of athletic activities and sports, which improve their agility, balance, and coordination.

Our aim is for every child to nurture a lifelong love of exercise in all its guises. Local and onsite facilities will provide an excellent base for pupils to try new sports and enjoy physical activities with their peers.

## Aims

- To develop competence and begin to excel in a broad range of physical activities
- To perform physical activities for sustained periods of time
- To engage in competitive sports and activities
- To develop flexibility, strength, technique, control and balance
- To take part in outdoor and adventurous activity challenges both individually and within a team
- To master basic movements in running, jumping, throwing and catching
- To perform dances using simple and complex movement patterns
- To compare their performances with previous ones and demonstrate improvement to achieve their personal best

### Content of Curriculum

- Developing more complex movements including running, jumping, throwing and catching as well as balance, agility and coordination
- Participating in team games and developing more complex tactics for attacking and defending
- Performing dances using a range of movement patterns
- Swimming competently, confidently and proficiently over a distance of at least 25 metres
- Using a range of strokes effectively



# Co-Curricular Activities (CCAs)

## Introduction

Our wealth of Co-Curricular Activities (CCAs) is designed to enhance and enrich our pupils' learning experience and development, offering them opportunities to try new things, broaden their horizons and develop new interests and talents outside of formal class time. A healthy involvement in CCAs is key to pupils making the most of school life and enjoying themselves.

CCAs take place at lunchtime and after school from Monday to Friday, and pupils are strongly encouraged to be as involved as they can be. Parents support their child to select their activities from the timetable available across the week, and teachers will also provide guidance on what best suits individuals. These activities can range from physical to intellectual but always develop new skills and build confidence and curiosity, while also being great fun.

**Why is this important?**

CCAs fuel pupil learning and build important skills, such as collaboration, adaptability and resilience, which CCAs fuel pupil learning and build important skills, such as collaboration, adaptability and resilience, which balance and enhance a pupil's academic experience. Engaging in different CCAs enables pupils to develop their self-management skills and develop a positive outlook towards school through an increased sense of community. By selecting varied activities, pupils improve their confidence and self-esteem, and such self-confidence and motivation are transferred back into the classroom to boost academic achievement. As well as helping them to gain newfound independence at this young age, CCAs also prepare pupils for their future lives by firing their curiosity about the many extra activities in life that make it so enjoyable.

CCAs allow pupils to find connections beyond their own class or year group and to interact with others who have the same interests and passions. Whether a child enjoys football or singing, reading or painting, acting or cookery, they will find others who enjoy the same activities. Brighton College Rome's CCAs range from specialist to general and will usually include activities such as:

- Art Club
- Technology Club
- Chess Club
- Board Games Club
- Drama Club
- Debating and Public Speaking Club
- Book Bug Club
- Quidditch
- Brighton College Journalists
- Fun with Language
- Origami Club
- Mindful Colouring
- Golf
- Triathlon Club
- Football Club
- Dance Club
- Basketball Club
- Eco Club
- Brain Busters Logic and Mathematical Conundrums Club
- Gardening Club
- Tech Toys and Games Club
- Animal Fun Club
- Eureka Science Club

**Scuola non statale non paritaria status:** Brighton College Rome offers an academically rigorous British International school curriculum, with pupils obtaining formal IGCSE and International Baccalaureate qualification certificates. Our college is a non-state, non-paritaria school pursuant to Article 1-bis of Decree-Law 5 December 2005, no. 250, converted into Law 3 February 2006, no. 27. As a registered British International school, the college is not part of the Italian national education system under Law 10 March 2000, no. 62 and therefore does not issue qualifications, intermediate or final certificates under the Italian education system.





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