BRIGHTON COLLEGE
ROME

Subject Information for Parents 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 to 9, represents a very important developmental stage in a child's school career. These years provide the key foundations of knowledge and skills that prepare pupils for their IGCSE courses, Years 10 and 11, which in turn represent the best launchpad for success in both the International Baccalaureate Diploma in Years 12 and 13, and application to top-ranked universities worldwide. Our broad and rich curriculum, including the co-curricular programme, 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 specialised methods of study, both for future examination success and to inspire a genuine love of learning, are forged in these crucial years. Science is now taught as three separate subjects; the unique Brighton College course "The Story of Our Land" continues in Years 7 and 8 before dividing into the separate subjects of History and Geography in Year 9; Latin and Linguistics is also introduced to provide further intellectual challenge; and a new Presentation Skills course develops pupils' confidence further and teaches them how to articulate their ideas persuasively in every subject studied.

It is also during these years that individual interests are kindled and enriched, and pupils are guided increasingly to build on their strengths beyond the classroom and to explore new opportunities. All pupils are encouraged to become enthusiastically involved in Co-Curricular Activities (CCAs), which are so important for personal development as well as enjoyment and balance in school life.

Our core values at Brighton College Rome are curiosity, confidence and kindness, and we want these to shine through in all our pupils as they begin the Middle School and grow into young adults. Our pupil-centred approach allows for individual growth, recognising the different strengths, needs and interests of each child, 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 you can expect in each year group within Key Stage 3.

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* Rome Middle School Curriculum: Years 7 to 9

In Years 7 and 8, all pupils study English, Italian, mathematics, three separate sciences of biology, chemistry and physics, art, design and technology, drama and presentation skills, The Story of Our Land (history and geography), computer science, music, physical education and dance, Mandarin, and two languages from Latin and linguistics, French or Spanish. Three lessons each week are 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, pupils have some choice in the subjects they study, enabling them to begin to focus on areas of particular strength or interest. Core subjects continue and most options remain available to all pupils, ensuring the curriculum remains broad and balanced.

When making their choices, pupils receive expert support and guidance from their tutor and teachers, 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 Rome, pupils 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
- Italian (subject to proficiency level)
- An additional language - Latin, French, Spanish, or the home language pathway
- Mathematics
- Biology, Chemistry, Physics
- History
- Geography
- Physical Education (PE)
- PSHRE (personal, social, health and relationships education)
- Presentation Skills

Optional Subjects

At Brighton College Rome our individualised curriculum gives pupils an element of subject choice in Year 9. In addition to the core subjects, pupils can choose up to three further options, subject to demand, from the following list:

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

This combination of core and optional subjects allows pupils to spend more time on areas they are passionate about, while ensuring that most options are open for study 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
- Italian
- Mathematics
- Biology, Chemistry and Physics
- PSHRE (personal, social, health 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

Humanities

- Business
- Geography
- History

Languages

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

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 in which they are therefore likely to achieve successful outcomes both in examination results and enjoyment.

The International Baccalaureate Diploma Programme - Years 11 and 13:

In the Sixth Form, we plan to offer the International Baccalaureate Diploma Programme, 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 of 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.

Our broad and inclusive course explores both traditional approaches and the use of new media technologies through a range of two-dimensional and three-dimensional means. Pupils develop their knowledge, understanding and skills through integrated practical, critical and theoretical study that encourages direct engagement with original works, including Italian 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, Italy 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 them develop and improve their artwork, as well as written feedback on project-based work. They also take part in self-assessment as part of their journey as artists. 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 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 an understanding of 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 gain practical experience of writing computer programs to solve them
- To evaluate and apply information technology, including new or unfamiliar technologies, to solve problems
- To become 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 to present effectively for different audiences and purposes
- 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 of digital artefacts appropriate for different audiences and purposes
- Experiment with, test and peer-assess project-based work, such as games, apps and websites, 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. They 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 knowledge from other disciplines such as art, mathematics, science, computing, electronics and business – all of which are enhanced by studying the unrivalled tradition of design in Italy.

Most importantly, pupils learn how to take risks through the iterative process (the design cycle) 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 (for example, the study of different cultures) to better 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, moral 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, explore 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 Italian, and experience different styles of drama, including 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 creative risks and learn from failure and vulnerability in order 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
- Work collaboratively with others to create and perform dramatic works
- Analyse and evaluate their own performances and 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 Italian texts in translation. This broadens their knowledge and understanding of language and literature 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, and learn to 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 Italian authors in translation) both for 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 decisions and theatrical performance of set texts can support varied interpretations of source material
- To understand the 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 use descriptive and figurative language effectively.
- To become mature, independent writers
- To understand and apply linguistic terminology and concepts 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

- Know how to make inferences and refer to evidence from text to support ideas and arguments
- Build skills in note-taking, analysing unseen material and creating quotation banks
- Plan, draft, edit and proofread writing
- Understand the purpose, audience 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 the effects of these
- 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, in order to compare and contrast texts (both fiction and non-fiction)
- Present to peers and adults, justifying opinions with evidence from the text

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 public examinations at IGCSE.



Latin and Linguistics (Years 7 and 8)

Introduction

At Key Stage 3, pupils are introduced to Latin together with Linguistics, building on their experience of modern languages and their understanding of history, geography and culture. Latin is the language from which Italian and the other Romance languages developed. The course also introduces pupils to Roman thought and classical civilisation and their considerable influence on the cultural and intellectual history of Europe and beyond.

Memory

In a world where information is so readily available, it can be tempting to rely on technology rather than our own ability to retain knowledge. Yet memory, like any ability, needs to be exercised: if we use it less, our capacity to retain and recall information diminishes. Learning how to commit facts to memory, and to recall and apply them, therefore remains an important skill. Whether learning the names of mythological characters and Roman emperors or acquiring Latin vocabulary, pupils exercise their memory and develop their ability to use knowledge effectively. This secure underlying knowledge also enables them to make connections, form hypotheses, deduce causes and consider possible outcomes.

Aims

- To develop a strong foundation in the Latin language in preparation for further study and IGCSE in Years 10 and 11
- To understand how languages work and are interconnected
- To interest pupils in Roman history and culture as the basis of European civilisation
- To inspire pupils to learn languages and to give them the confidence to do so

Learning Outcomes and Skills

- Read short adapted Latin passages of interest, learning to translate with confidence
- Understand key aspects, events and characters of Roman life and history
- Recognise major noun cases, subjects and objects
- Conjugate verbs in present, imperfect and perfect tenses
- Learn 500 Latin words
- Understand how languages are linked through their linguistic roots
- Develop powers of synthesis and critical and analytic thought

Assessment

- Regular memory-work and testing, through formal tests and games, particularly in vocabulary and grammar patterns
- Translation and comprehension of short stories in Latin
- Linguistic and logical critical thinking exercises
- Project work on Roman history and culture

Year 8

Year 8 builds steadily on the Year 7 course, preparing pupils to embark with success on the foundations for Latin IGCSE beginning in Year 9 and the full IGCSE syllabus in Years 10 and 11. The Linguistics section of the course finishes at the close of Year 7, having helped pupils to improve their written and spoken language skills in general and to develop the framework with which to facilitate the learning of Latin and any other language in the future.

French (Years 7–9)

Introduction

At Key Stage 3, we believe that every pupil 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 have access to a range of digital resources and language learning software that 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' languages and cultures as possible and France, a fascinating country so rich in culture and a neighbour of Italy 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 allows 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 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 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 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 Years 10 and 11 by exposing pupils to the style of IGCSE questions. Both data response and extended response 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 course. 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 different interpretations of 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 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 Italy
- Explain the causes of migration through time and the impacts of migration on political decision-making
- Evaluate the impact of changes in water and sanitation on health in Early Modern Britain (1450–1750)
- Analyse the impact of the Industrial Revolution
- 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 Years 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. The course also provides an opportunity for pupils to begin to understand a very different linguistic model based on tone and symbols. In preparation for the transition to the IGCSE Mandarin programme, Year 9 pupils will 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 transferable 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 they live
- Use basic elements of Chinese grammar correctly
- Write basic Chinese using 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 will cover 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 Chinese 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 age, while developing critical thinking skills. At Key Stage 3, building on prior knowledge, the curriculum is designed to provide a strong foundation in logic, reasoning and core mathematical concepts whilst giving pupils 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 are 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 (including scientific formulae) and expressions
- 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

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 and pie charts for given sets of data
- Interpret and compare observed distributions of a single variable for discrete, continuous and grouped data through appropriate graphical representations and appropriate measures of central tendency (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 will focus 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 will have the opportunity to participate in performances of varied repertoire, appropriate to their experience and musical preferences, 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, including Italian rhythms, contemporary songwriting, music for film, television and gaming, classical music and musical theatre, as well as the works of the great composers and musicians from around the world
- To learn about the music of Italy
- To learn to sing and to use their voices, and 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 of 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 their 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 assessed using a combination of aural and written assessment, appropriate to experience and ability.

Analysis: Short- and long-answer questions demonstrate pupils' 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 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 regard 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 learning to present 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, at university, in interviews and in life more generally.

Our Presentation Skills course aims to develop key techniques in this area that will 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, in order to convey information and share ideas
- To understand how to communicate about a range of topics in an informative and engaging manner, in order 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 their own work and the work of 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 themselves 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 in order 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 receive updates on their progress 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 their 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 helps pupils build 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 them
- To provide enrichment opportunities outside of the classroom
- To understand the key skills needed to be successful in school and beyond
- To experience a broad and balanced curriculum which enables pupils to develop as the individuals they would like to be

Learning Outcomes and Skills

- Become increasingly confident at public speaking
- Develop planning and organisational skills
- Make 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' effort and engagement are 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 further develop 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 within 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 utilise 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 and 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

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

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 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

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

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
- the ideas of physics and our material environment that allows secure progression through to IGCSE and beyond.

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

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.

Spanish (Years 7–9)

Introduction

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. In an increasingly globalised world, we believe it is very important for our pupils to have as wide an appreciation of other countries' languages and cultures as possible, with Spain providing a particularly relevant context through its proximity to Italy and the presence of Brighton College Madrid.

We believe that every single learner should feel a sense of enjoyment, achievement and progress throughout their Spanish language learning journey, potentially through to IGCSE in Year 11. To achieve this goal, we strive for a pupil-centred approach, empowering pupils to take charge of their learning. By integrating technology, pupils will have access to a range of digital resources and language learning software that will provide a dynamic and stimulating learning experience.

Aims

- To develop a strong foundation of Spanish language skills, including reading, writing, listening and speaking competencies in readiness for the IGCSE beginning in Years 10 and 11
- 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 allows 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 include class discussions, role-plays and presentations
- Listening assessments include extracting relevant details, deducing meaning and answering questions related to spoken texts
- Reading assessments include extracting relevant details, deducing meaning and answering questions related to written texts
- Writing assessments include writing on everyday topics, demonstrating clear expression, appropriate grammar, vocabulary and spelling.

Italian (Years 7-9)

Introduction

The ability to understand and communicate in Italian, one of the world's most admired languages, gives pupils access to the language and culture of the country in which they live and study. At Key Stage 3, pupils develop their enjoyment, confidence and proficiency in Italian, establishing a strong foundation for those who choose to continue the subject at IGCSE.

Pupils who wish to sit the esame di terza media in Year 9 receive separate preparation, including some sessions after school, to prepare them for the state examination.

Aims

- To develop a strong foundation of Italian language skills, including reading, writing, listening and speaking competencies
- To gain a deeper understanding of Italian culture and society, including traditions, customs and values
- To foster a love for language learning and build confidence in Italian language communication
- To read Italian 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 an increasingly wide-ranging vocabulary that enables pupils to participate 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 Italian

- Speaking assessments will include class discussions, role-plays and presentations
- Listening assessments will include extracting relevant details, deducing meaning and answering questions related to spoken texts
- Reading assessments will include extracting relevant details, deducing meaning and answering questions related to written texts
- Writing assessments will 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 studied in Years 7 and 8 which introduces pupils to the history, geography, culture and beliefs of the world in which we live, with a particular focus on Italy and the United Kingdom. It is a refreshingly innovative way of presenting the humanities: rigorous yet also relevant and appealing to our academically ambitious pupils.

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

Aims

- To provide an inspiring curriculum based on a chronology of British, Italian 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 Italy
- Explain the causes of natural hazards such as earthquakes, volcanic eruptions and typhoons
- 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 Roman Italy

Topic 2: Migration and Movement: Invasions, Settlements, Earthquakes, Volcanoes and Floods

Topic 3: Culture and Society: Anglo-Saxons, Vikings and Normans, Visigoths and Moors, the Renaissance

Year 8

- Describe and explain the development of Italy and Britain
- Understand the importance and impact of mountains, rivers, forests and volcanoes
- 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

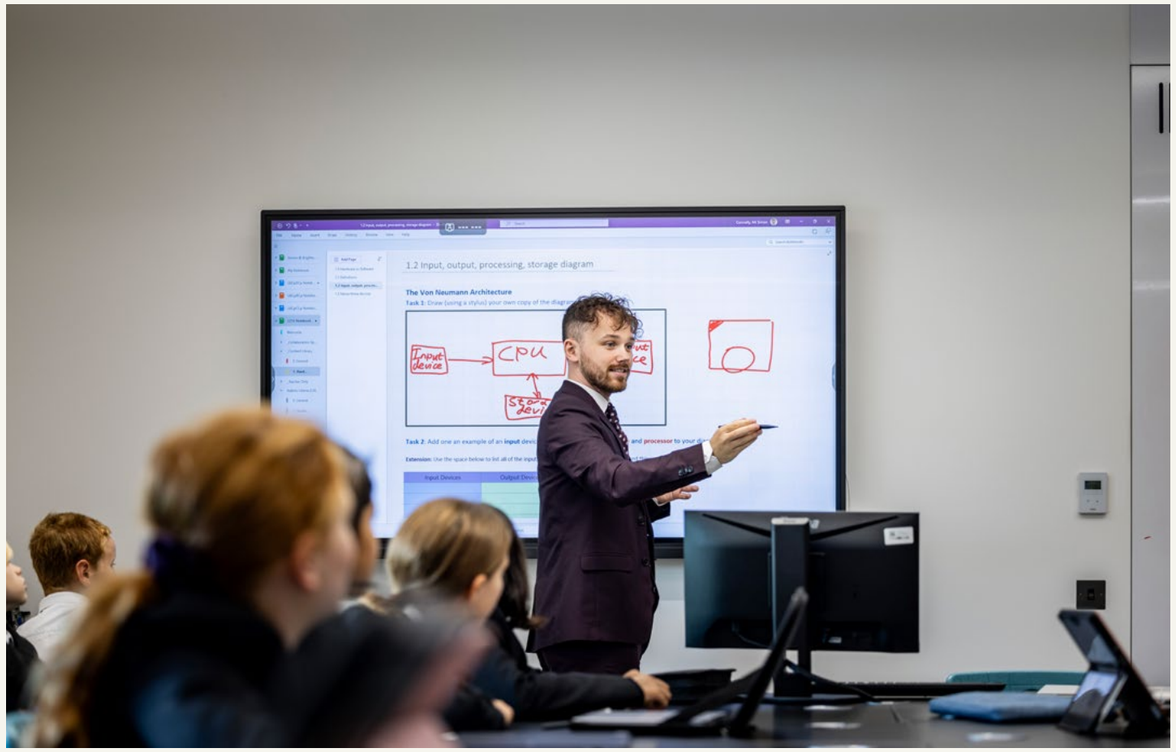
Topic 1: Landscape and History: Topography and historical events, Mountains, Rivers, Geology and Ecosystems

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 Italian Golden Age, Explorers and New Worlds, growth of Empire and the expansion of trade

Assessment

Pupils are assessed through a combination 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. Where possible, local fieldwork and trips will be introduced to help refine skills of historical understanding and geographical investigation, and pupils are also 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 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 amongst Brighton College pupils all around the world.

CCAs are offered both during lunchtimes and after school from Monday to Friday. Activities are led by teachers and external experts. We deliberately offer a wide range of CCAs so all pupils can try 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.

These are just some of the activities on offer to our Middle School pupils:

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

Scuola non statale non paritaria status:
Brighton College Rome offers an academically rigorous curriculum, with pupils obtaining formal British international qualifications. 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.



BRIGHTON COLLEGE
ROME

For more information please contact:

In Country Number:
+39 800 786 072

International Number:
+ 39 06 99340 303

Admissions@brightoncollegerome.com
brightoncollegerome.com