HYUNDAI
FOREIGN SCHOOL

Curriculum Overview

Mrs Leah
Middle School
Term 2 - 2024/25

School Statement

Vision

HYUNDAI
FOREIGN SCHOOL

We aim to ensure that all our students will grow into responsible global citizens with a **love of knowledge**, tolerance and compassion towards fellow human beings through their education at HFS.

Mission

- **We deliver an engaging curriculum of broad content that ensures rich learning experiences and real-life applications in a stimulating educational environment.**
- We ensure that across the school, everyone embraces diversity and treats each other with dignity and respect.
- We encourage our students to strive for academic excellence, with curiosity, creativity and critical thinking in their learning.
- **We nurture confidence, self-discipline, and teamwork in our students and help them to grow into global citizens with an international mindset and environmental awareness.**
- We provide a safe and secure educational environment for all our students with a commitment to their safety and wellbeing

High Quality Teaching and Learning

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At Hyundai Foreign School we define High-Quality Teaching and Learning as Teaching and Learning that:

- is **Engaging** – Students are engaged in the learning process
- is **Appropriate** – Students learn the skills and knowledge that are relevant to them and their future
- is **Accessible by all** – All students have an equal opportunity to succeed

High-Quality Teaching also incorporates HFS Core Values:

- **Curiosity** – The natural curiosity of students is embraced
- **Creativity** – Students are encouraged to express their creativity through their learning and teachers are supported to teach in creative ways
- **Confidence** – Learning at HFS nurtures confidence
- **Respect** – Learning happens in an environment of mutual respect
- **Responsibility** – Students are taught to be responsible for their own learning
- **Teamwork** – Learning is organised in a way that encourages the development of teamwork skills
- **Leadership** – Opportunities to develop leadership skills are embedded in the curriculum
- **Growth Mindset** – Students are taught to develop a Growth Mindset approach to learning
- **International Mindset** – The learning that happens at HFS encourages the development of an International Mindset
- **Environmental Awareness** – Learning experiences foster Environmental Awareness

Timetable

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Mrs Leah's Class Timetable 2024/25

Time	9:00 9:30	9:30 10:00	10:00 10:30	10:30 11:00	11:00 11:30	11:30 12:00	12:00 12:30	12:30 1:00	1:00 1:30	1:30 2:00	2:00 230	2:30 3:00	3:00 3:30	3:30-4:00	4:00-4:30
			Break					Eat	Play						
M	Literacy			History		Design, Technology, Innovation			**Duty**	Maths		PSHE			
T	Literacy			Design, Technology, Innovation		**PE**				Maths		Science			
W	Literacy		**Duty**	Library	History					Year 7 Art		Year 7 Maths			
										Years 8 and 9 Maths		Years 8 and 9 Art			
T	Maths			Music or Korean		Music or Korean		**Duty**		Literacy		Science			
F	Literacy			Maths		ICT			**Duty**	Assembly	Home-work and Planner	PE			

Literacy

The English National Curriculum

- Literacy teaching and learning at HFS are based on the English National Curriculum.
- The English National Curriculum outlines the skills, knowledge, and understanding that students should be learning at all stages of their education.
- We use the term ‘Literacy’ instead of 'English' because it reflects a broader, more inclusive approach to language and communication skills.

Units this term:

- **Inferences:** Using clues to read ‘between the lines’ and using inference in writing.
- **Novel Study:** Freak the Mighty by Rodman Philbrick explores themes of friendship, courage, and resilience as two unlikely friends, Through engaging activities and discussions, students analyze the importance of acceptance, empathy, and the power of storytelling in overcoming life's challenges.

Literacy

Typical Lesson:

- Warm-up writing or discussion based activity
- Lesson on topic with slides, students taking notes, reference sheets
- Skill practice activity
- EAL students may be pulled for a separate lesson scaled to ability
- Ms Tanisha supports Mrs Leah's class in every literacy lesson

Year groups are **differentiated by either outcome or task**; ie, all students must write a 5 paragraph essay, but the paragraph length, sentence structure, vocabulary, citation usage expectation of a year 7 vs year 9 will be different. Or, a year 7 may be tasked to write a compare and contrast on two works of fiction, but a year 9 would be required to write an analysis of one work of fiction.

Maths

The English National Curriculum

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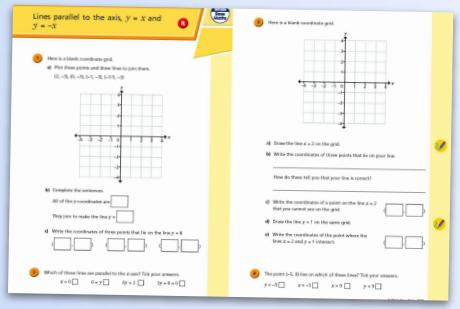
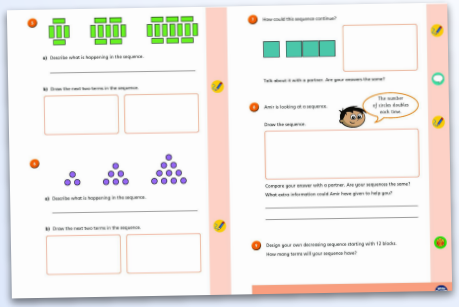
- Maths teaching and learning at HFS are based on the English National Curriculum.
- The English National Curriculum outlines the skills, knowledge, and understanding that students should be learning at all stages of their education.
- For example, KS3 students should be taught to:
  - consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots
  - select and use appropriate calculation strategies to solve increasingly complex problems
  - use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships
  - substitute values in expressions, rearrange and simplify expressions, and solve equations
  - move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs]
  - develop algebraic and graphical fluency, including understanding linear and simple quadratic functions
  - use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics

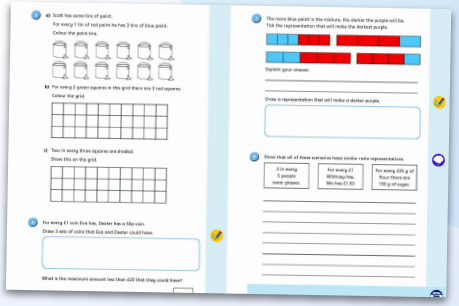
Maths

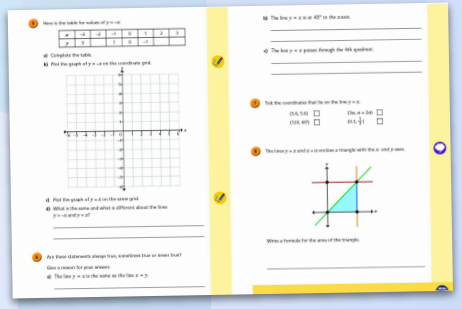
White Rose Maths

- White Rose Maths is the **scheme** used at HFS to implement the English National Curriculum objectives and support high quality teaching and learning.
- White Rose Maths is used by the majority of schools in the UK and many schools internationally to support the implementation of the English National Curriculum and high quality teaching and learning.









Maths

A typical lesson

- Year 7 and Year 8/9 are taught separately by Mrs Leah and Mr Green
- Warm up questions on whiteboard
- Lesson slides / lesson video with practice questions
- Lesson is segmented; students complete two pages of the workbook in 2-3 chunks
- If completed in class, students may be doing a practice worksheet or digital practice (Sumdog)
- Each week maths homework is a review practice of the steps covered in class.

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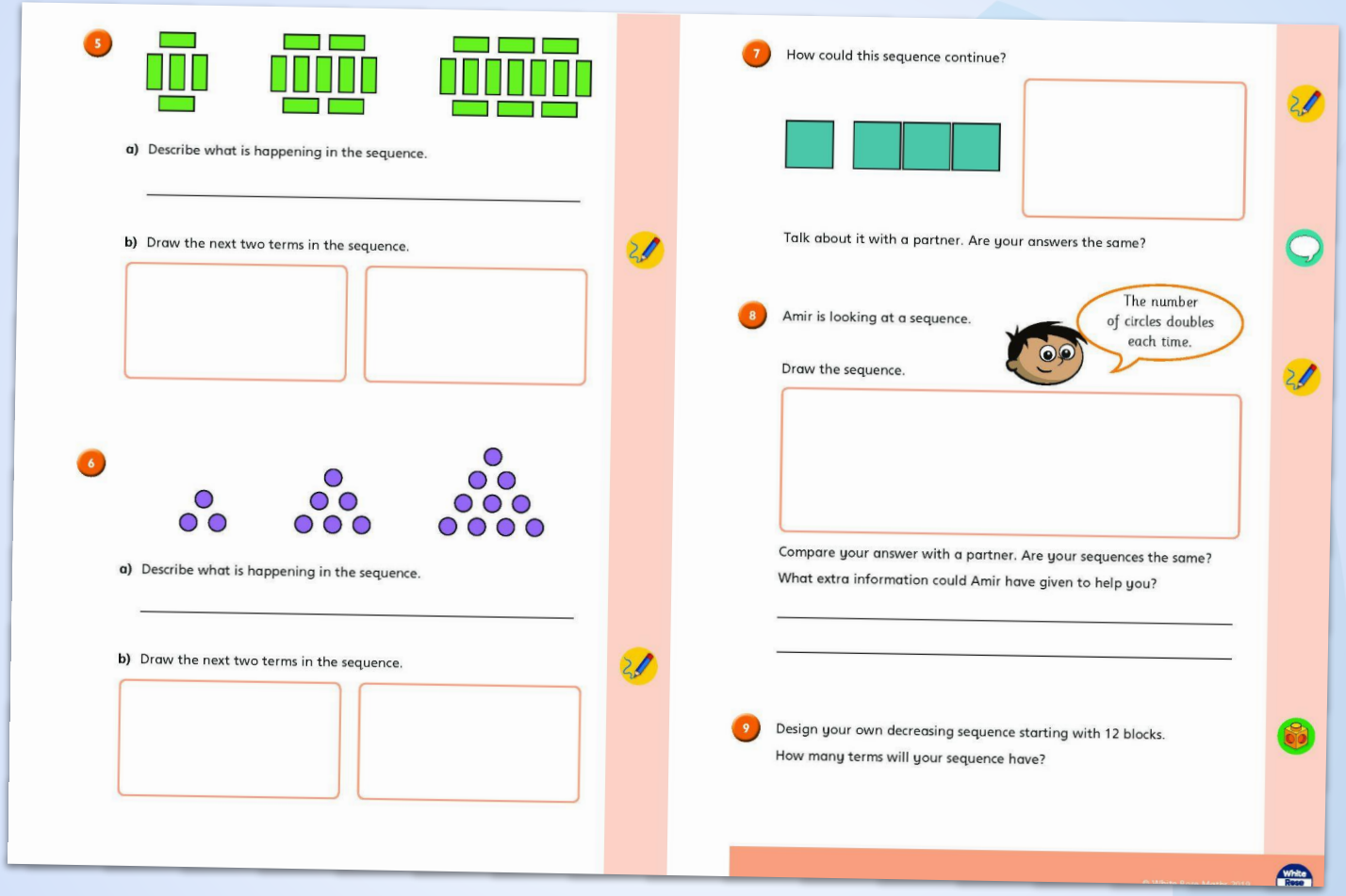

5

a) Describe what is happening in the sequence.

b) Draw the next two terms in the sequence.

6

a) Describe what is happening in the sequence.

b) Draw the next two terms in the sequence.

7 How could this sequence continue?

Talk about it with a partner. Are your answers the same?

8 Amir is looking at a sequence.

Draw the sequence.

Compare your answer with a partner. Are your sequences the same?

What extra information could Amir have given to help you?

9 Design your own decreasing sequence starting with 12 blocks.

How many terms will your sequence have?

Example from the White Rose Maths Workbook for Year 7

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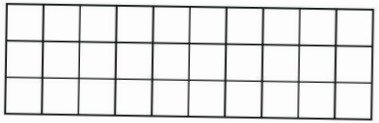
5 **a)** Scott has some tins of paint.

For every 1 tin of red paint he has 3 tins of blue paint.

Colour the paint tins.

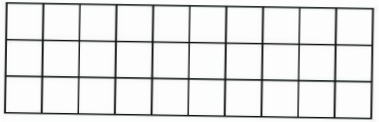
b) For every 2 green squares in this grid there are 3 red squares.

Colour the grid.



c) Two in every three squares are shaded.

Show this on the grid.

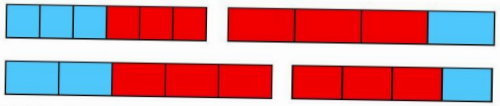


6 For every £1 coin Eva has, Dexter has a 50p coin.

Draw 3 sets of coins that Eva and Dexter could have.

What is the maximum amount less than £20 that they could have?

7 The more blue paint in the mixture, the darker the purple will be.
Tick the representation that will make the darkest purple.



Explain your answer.

Draw a representation that will make a darker purple.

8 Show that all of these scenarios have similar ratio representations.

2 in every 5 people wear glasses.	For every £1 Whitney has, Mo has £1.50	For every 225 g of flour there are 150 g of sugar.

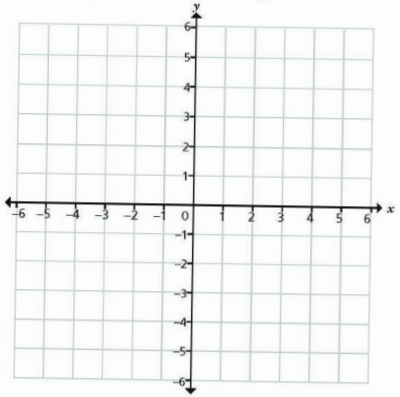
Example from the White Rose Maths Workbook for Year 8

5 Here is the table for values of $y = -x$.

x	−3	−2	−1	0	1	2	3
y	3		1	0	−1		

a) Complete the table.

b) Plot the graph of $y = -x$ on the coordinate grid.



c) Plot the graph of $y = x$ on the same grid.

d) What is the same and what is different about the lines $y = -x$ and $y = x$?

6 Are these statements always true, sometimes true or never true?

Give a reason for your answer.

a) The line $y = x$ is the same as the line $x = y$.

b) The line $y = x$ is at 45° to the x-axis.

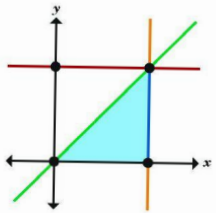
c) The line $y = x$ passes through the 4th quadrant.

7 Tick the coordinates that lie on the line $y = x$.

(5.6, 5.6) ☐ $(3a, a + 2a)$ ☐

(120, 60²) ☐ $(0.3, \frac{1}{3})$ ☐

8 The lines $y = x$ and $x = a$ enclose a triangle with the x- and y-axes.



Write a formula for the area of the triangle.

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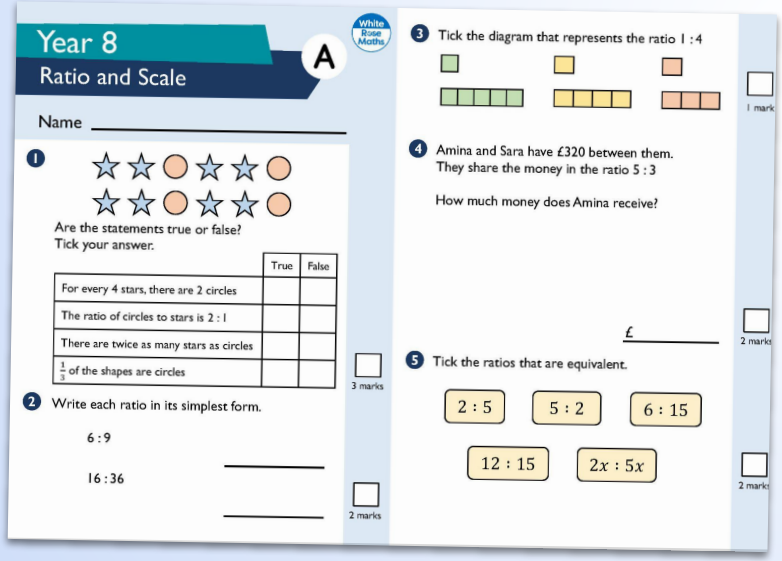
Example from the White Rose Maths Workbook for Year 9

Maths

Assessment

- Students complete a short assessment at the end of each unit.
- These assessments are sent home, along with the students class work, to allow parents to see what we have been learning and how their child is progressing.
- Students in Years 5 and above also take an end-of-term assessment three times a year.



Year 8

Ratio and Scale

A

Name _____

1 Are the statements true or false? Tick your answer.

	True	False
For every 4 stars, there are 2 circles		
The ratio of circles to stars is 2 : 1		
There are twice as many stars as circles		
$\frac{1}{3}$ of the shapes are circles		

3 marks

2 Write each ratio in its simplest form.

6 : 9

16 : 36

2 marks

3 Tick the diagram that represents the ratio 1 : 4

1 mark

4 Amina and Sara have £320 between them. They share the money in the ratio 5 : 3

How much money does Amina receive?

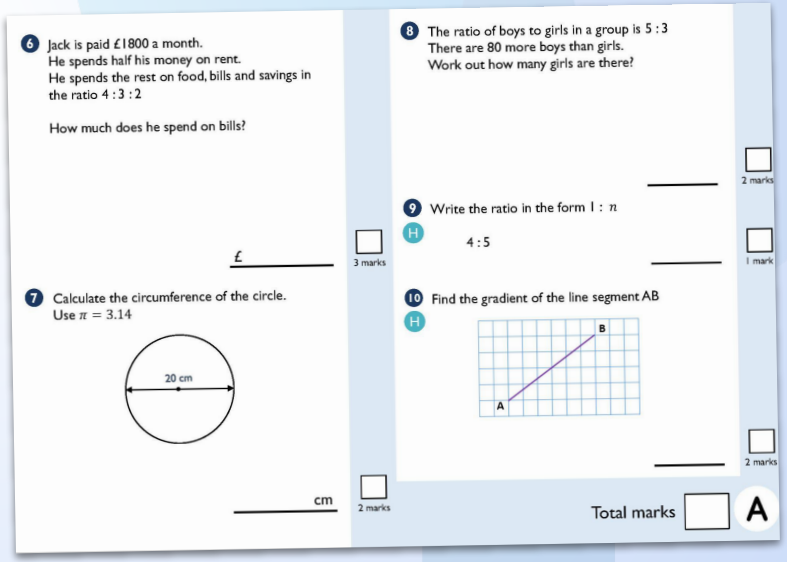
£ _____

2 marks

5 Tick the ratios that are equivalent.

2 : 5 | 5 : 2 | 6 : 15 | 12 : 15 | 2x : 5x

2 marks



6 Jack is paid £1800 a month. He spends half his money on rent. He spends the rest on food, bills and savings in the ratio 4 : 3 : 2

How much does he spend on bills?

£ _____

3 marks

7 Calculate the circumference of the circle. Use $\pi = 3.14$

20 cm

cm _____

2 marks

8 The ratio of boys to girls in a group is 5 : 3 There are 80 more boys than girls. Work out how many girls are there?

_____

2 marks

9 H Write the ratio in the form 1 : n

4 : 5

_____

1 mark

10 H Find the gradient of the line segment AB

_____

2 marks

Total marks _____ A

IMYC

At HFS, we are dedicated to providing a globally-minded and comprehensive education through the International Primary Curriculum (IPC), International Early Years Curriculum (IEYC), and International Middle Years Curriculum (IMYC). These curricula are designed to develop students' academic, personal, and international understanding, ensuring they are well-prepared for the future.

International Middle Years Curriculum (IMYC) caters to students aged 11-14. It continues the inquiry-based, thematic learning approach, helping students develop independence, resilience, and a deeper understanding of complex concepts. The IMYC prepares students for the challenges of higher education and beyond, fostering both personal growth and academic excellence.

By incorporating the IPC, IEYC, and IMYC into our curriculum, HFS aims to create a stimulating, inclusive, and international learning environment. Our goal is to cultivate well-rounded, knowledgeable, and globally aware students ready to thrive in an ever-changing world.

ieyc international early years curriculum

ipc international primary curriculum

imyc international middle years curriculum

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IMYC

The IMYC curriculum includes units of work for:

- Science
- History
- Geography
- Design, Technology, and Innovation
- ICT
- Health and Wellbeing (integrated with PSHE)

Each unit is roughly 6 weeks long capped with an exit point where students showcase their learning.

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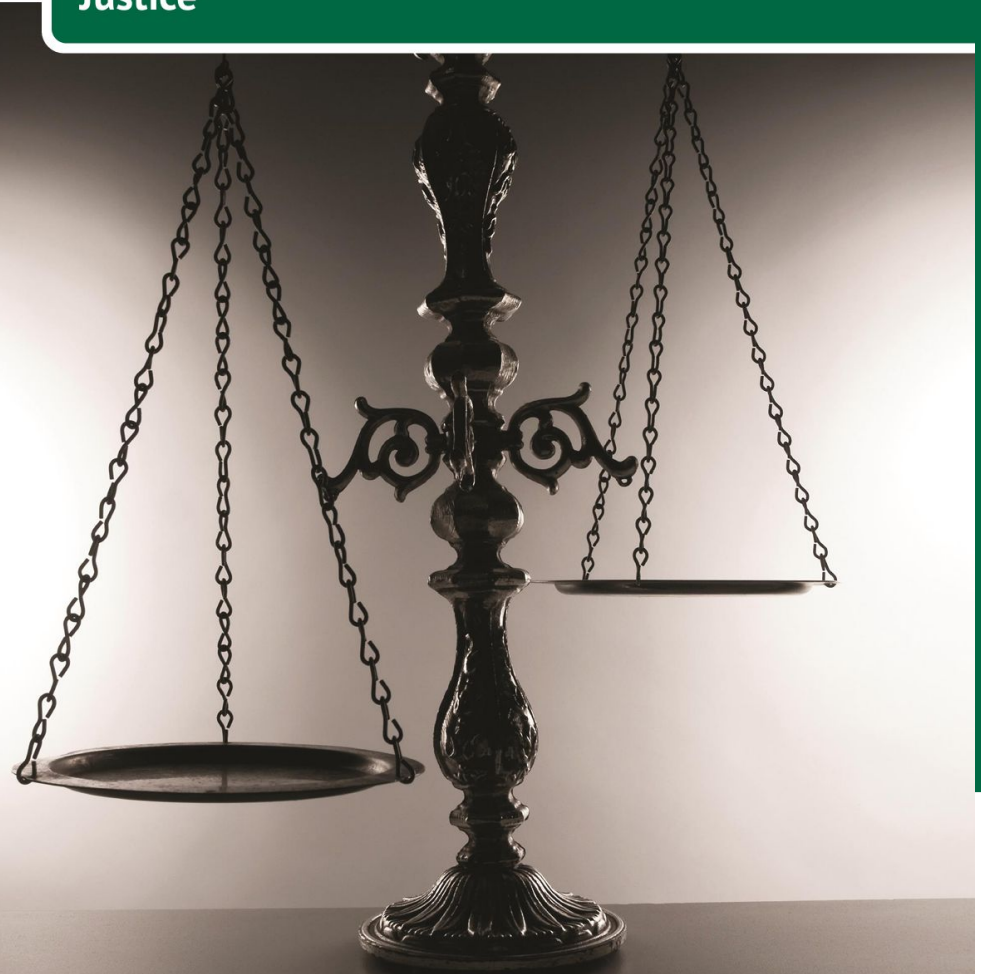
Justice



The Big Idea

A fair society is organised so that no one suffers unduly for the benefit of others.

Geography

An important geographical concept is that the world has sufficient resources for the entire population to be adequately housed, fed and enjoy a life in which they do not have to fear absolute poverty. The issue is not the lack of resources, but one of their distribution and the use to which they are put. This unit will explore the justice of this use of resources. Students will consider to what extent the current use of resources can be considered 'fair', and the impact of this on other parts of the world.

Design, Technology and Innovation

In this unit, students will consider how suffering unduly for the benefit of others can be reduced. They will approach this from two perspectives. Firstly, they will look at situations in which introducing new technology or a technological system might cause suffering, identifying those who will benefit and those who will suffer as a result. Students will use this 'winners and losers' analysis to identify ways in which society can minimise or even eliminate any suffering without necessarily marginalising the benefits associated with the new technology.

History

For Marx, the 'end of history' would come about with the end of the struggle between the oppressor and the oppressed. His analysis of history gave rise to his belief that mankind had moved through a series of epochs, each one defined by the struggle which culminated in a revolution – in which the oppressed became the oppressor. Only when the final revolution had taken place and a truly communist society was achieved could oppression be eliminated to create a fair society for all. This, the end of struggle, would also be the end of history. Although there are many that would reject this analysis of world history, historical examples of unfair societies, in which one group suffers unduly for the benefit of others, are plentiful.

Science

In this engaging and creative unit, students will be introduced to the basics of enthalpy and spectroscopy, whilst delving deeper into the application of chromatography and the study of sound waves. Through this learning, they will also develop their understanding of real-world applications of scientific

N.B. Other subjects will be

Entrepreneurship

The Big Idea

The ability to make money through the development of products and situations appropriate to different markets requires the application of certain skills.

Science

Science has become a means through which companies have been able to improve the methods through which they make their products. These improvements allow them to save money and increase their profits as a result. As scientists discover new materials, they attempt to find ways in which these discoveries could benefit societies and individuals – usually, by inventing new products, or changing the way that existing products are made. The process of turning a scientific discovery into a useful product that can be marketed and sold is known as entrepreneurship and is evident in many of the products you use today, from kitchenware and shaving products to plumbing systems and even the jewellery that you wear. Science has changed how these products are made and it has improved how we extract these metals from the ground. These changes have made it cheaper to create the products we use, leading to greater profits for companies and more affordable goods for consumers.

N.B - Other subjects will be covered

History

Wherever we are in the world today, we can see the impact, both positive and negative, of industrialisation. Entrepreneurial individuals, with ideas for increasing profits by improving efficiency in production processes, industrialised the world and changed the shape of everyday life for the world's population. Towns and cities developed and centred around new opportunities for more entrepreneurs: people with ideas for making money. New industries and industrial practices changed the way that people live, work and travel. As historians, we can identify the entrepreneurs who changed their world and analyse the skills they applied to make their money.

Geography

As the world continues to develop, we are inevitably faced with problems. These problems impact people in different ways across the world. At times the solutions to these problems are not overly complicated but require a deeper understanding of why and how they came to be. Throughout the unit, students will explore the relationship between the problems and the role the Sustainable Development Goals have in trying to reduce them. Students will develop the ability to think creatively in a bid to design a product in line with the aims of the Sustainable Development Goals to help reduce the impact of a chosen problem.

Communication

The Big Idea

When information is shared accurately and clearly, the end result is more effective

History

Throughout history, we can see examples of the profound effect that sharing clear and accurate information can have on people's lives. For better or worse, making people aware of the full story (or a different version of the story to the one that is widely accepted) can change the shape of history.

We can see the impact of new information about events both as they unfold and at a later date, in the way that people's opinions and actions change as a result of their increased knowledge. We can also find many examples of periods of time when clear and accurate information was deliberately withheld from the wider population. Sometimes, this was for reasons that are understandable in the historical context; at other times, the motives are harder to justify.

In this unit, students will focus on the history of war journalism and the effects of conveying clear and accurate information from the front line. They will begin by analysing the work of the first war correspondent in the Crimea, reporting for The Times newspaper in London. They will look at the effect that sharing information from the front line had on the lives of the soldiers, the people at home, and the outcome of the war itself.

Students will then look at the reasons why a government might choose to limit the spread of clear and accurate information in wartime. They will analyse the decision of Allied governments to censor the press during the First World War and will consider the impact that free flow of information might have had during WWI. Students will consider whether it can ever be justifiable for a government to restrict access to clear and accurate information during peacetime, through an investigation into media censorship in Soviet Russia.

Finally, students will consider the role and effects of new technologies in the way information is shared. They will look at the role of television in changing public opinion about the war in Vietnam and the way in which the widespread use of smartphones and the Internet are making the control of information increasingly difficult. Now, anyone with a smartphone can take footage of events as they happen, and then upload their films within seconds for just about anyone, anywhere in the world, to see. Students will complete this unit by considering the effects that 'citizen' war journalism has on our knowledge of, and attitude towards, conflicts today.

N.B - Other subjects will be

Geography

This unit introduces students to the basic processes taking place in a river, and the landforms that these processes create in different courses of the river. After learning about the landforms created by erosion, transportation and deposition, students will consider the causes of river flooding and the possible strategies to manage flooding. Students will look at rainfall data, learn about lag time and consider the impact of this on rivers and flooding. Finally, students will consider why sharing accurate information about rainfall makes the end result more effective when managing river flooding.

Science

In this unit, students will look at the ways in which we can get information from our digestive system about our health and the kind of food we need to eat. They will learn about the way food is broken down and nutrients are absorbed at each stage, investigating the physiological processes of digestion, absorption, and egestion. This will involve an exploration of the physical signs our bodies give us that these processes are working healthily, and the information we can get about our digestive health from histograms. Then, students will consider ways in which increases their knowledge about how the digestive system works, as well as gaining clear and accurate information about nutrition, which helps us to interpret this physical and histological information more effectively.

Adaptability

The Big Idea

The ability to approach situations with flexibility and alter or change our responses can be advantageous.

ICT and Computing

In this unit, students research and record their findings of how mind maps and spreadsheets have the ability to alter or change with new circumstances or environments. They learn how mind maps are designed to enable new circumstances to be incorporated and for links between ideas to be developed. They consider how spreadsheets give the appearance of being fixed, but the formulae and rules beneath the surface enable the modelling of different scenarios and enabling appropriate alterations and changes to meet new circumstances and variables.

Geography

Students begin this unit by considering the ways in which they adapt to their environment, focusing on the patterns that they see in the weather and climate around them. They then investigate how people in different parts of the world (for example the Inuit, Bedouin, nomadic people of Africa, Mongolia and Siberia) have been able to change with the weather, climate and topography of the places in which they live. Throughout the unit students consider the inspiration for human determination to change and adjust to different physical environments and their sustainability.

History

In this unit, students examine how people in many countries have needed to adapt to new environments and circumstances as a result of war or conflict. They investigate the impact of war and foreign occupation on the lives of ordinary citizens during and after the Second World War, including the social, political and economic effects of the War. They also investigate how able countries were to alter or change during the Cold War. Finally, they consider a conflict in the last 20 years that has had some impact on their lives or the country in which they live and how their families (or others) had to make changes in order to adapt to new circumstances. They will compare this with peers

Science

In this unit, students learn about living things and their wide range of adaptations to differing environments. They consider how creatures alter or change physically and through location. They focus on birds, looking especially at feathers and beaks and what these tell us about the bird, where it lives, what it eats and how it has adapted to its environment. They also research the work of

N.B. Other subjects will be

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imyc ica International Middle Years Curriculum

Other Assessments

InCAS Tests

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- All students in Years 1 and above take Cambridge InCAS assessments twice a year.
- InCAS assessments are taken in General Maths and Reading
- These assessments are computer based and taken every year to allow the school to track progress over time and trends across the whole school.
- InCAS tests are a tool for schools: they’re not intended to compare children or schools against each other.
- InCAS assessments return a result in Years and Months
- InCAS assessments are mainly for internal use by the school but are available to parents by request

Other Assessments

Cambridge Checkpoint Test

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- Students in Year 6 and 9 will be offered the option to take Cambridge Checkpoint Tests
- Cambridge Checkpoint Tests are externally marked, written exams that take place in May
- Students have the option to take tests in English, Maths, Science and English as an Additional Language
- A meeting will be held at the end of Term 3 to explain Cambridge Checkpoint Test and students options

Homework

Overview

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This school year students will keep detailed planners during the week, including any upcoming important dates, and homework.

The aim is for students to practice the good habit of writing their schedules down and tracking what they have learned to become better organized and accountable students.

All homework assignments are either basic skill practice or review of topic covered in that weeks class and may require the use of in class notes to complete.

- Given out Friday
- Due back no later than Friday
- Math review is strongly encouraged to be done before Monday to be prepared to move forward in the unit.
- Homework is marked as complete or incomplete - if the student has any specific questions of concern, they should discuss with the teacher.