



Year 7-9 Curriculum Brochure

*Proud to be one of Cambridge University's
100 most innovative schools worldwide.*





ICHK

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ICHK Secondary

HEAD OF SCHOOL'S WELCOME

Dear Parents and Students,

A school's curriculum includes all those student activities — academic and non-academic — for which the school takes responsibility, as they all have a significant impact on student learning.

The secondary school years are vital in terms of all-round character development. In this bridging period between childhood reliance and adult responsibility, students take further steps in their journey to self-realisation, which include adopting approaches and attitudes to challenges which will remain with them for the rest of their lives.



With this in mind, at ICHK we configure our students' experience of school around the notion of an "epistemic apprenticeship". This concept, introduced by British professor of education, Guy Claxton, indicates an apprenticeship in ways of thinking, knowing, doing, and being. Following Professor Claxton's lead, we are committed to working with young people to encourage and foster their holistic development, in ways that best equip them for rewarding lives beyond school. This includes academic success, social fluency, citizenship, and self-understanding.

The purpose of this brochure is to ensure that parents and students are familiar with the aims of the various components of our curriculum, and of the methods we use to catalyse and report on student growth and achievement.

You will read about the unique and innovative Year 7–9 curriculum, which offers students a stimulating and challenging learning journey. Key to this journey is ensuring that they develop resilience and the attitudes and mindsets that will underpin ongoing enjoyment of life, performance and success. All students, not just a minority, participate in the full range of school activities – sports teams, drama productions, outdoor expeditions, service projects – which stretch and stimulate them as fully rounded young learners.

We are committed, through our 5+1 pastoral model, to the work of educational philosopher Kieran Egan, who states that children slowly climb through five different ecological zones as they journey to adulthood. In each zone, they come to understand the world in different ways. As students move from primary to secondary, they experience the shift from the 'Romantic' phase to the 'Philosophic' phase, and in Year 7, a weekly Transitions programme has been specifically developed to help students through this period.

The brochure also provides details of our extensive and diverse activities programme, our off-site Deep Learning+ Week and our pastoral support structures, which place student wellbeing at the centre of school life and underpin all learning and teaching. These all play an important part in the holistic development of our students, and you will come to discover that in an environment of safety and trust, growth, mutual understanding and shared respect, all students are enabled to flourish.

Please take the time to look through this brochure and feel free to contact us, or the appropriate teacher, with any additional questions you may have.

Yours faithfully,

Toby Newton
Head of
School
Email: tnewton@ichk.edu.hk

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OUR MISSION & VISION

Mission

Our **mission** is to educate *all* our students, unlock their potential and offer an experience that best prepares them for life beyond school.

Vision

Learning together, thoughtfully



INTRODUCTION TO THE SECONDARY YEARS

ICHK is a dynamic IB World School which is proud to embrace innovation in learning, and a unique and stimulating curriculum has been developed for students. We are proud to be one of Cambridge University's 100 most innovative schools in the world.

When students join us in Year 7, they benefit from our innovative Transitions course, specially designed to support them with their move to secondary school. Throughout the year, they follow a unique programme, which aids them with their training to become 'happy, confident, intelligent warriors'.

It aims to support our youngest students to respond to changes in both their thinking and their environment with confidence and resilience. The programme emphasises our school's commitment, through the 5+1 pastoral model, to the work of educational theorist Kieran Egan. This states that children slowly climb through five different ecological zones as they journey to adulthood. In each zone, they come to understand the world in different ways.

Weekly lessons are held, with a particular emphasis on literacy and public speaking – the skill sets necessary for academic, personal, and social engagement and learning. Completing the Transitions programme ensures that our students are best prepared for the years ahead.



students are:

Happy, confident, intelligent warriors

Collaborative, dependable, considerate

Gracious, self-motivating

Ethical

Proactive

TEACHING & LEARNING

ICHK believes that the secondary school experience should deliver both character and academic achievement in the same child. Our philosophy is grounded in the conviction that young people should be supported in developing their all-round characters, including but not confined to the academic dimension, so that they experience themselves as strong, confident, impassioned learners.

We configure students' experience of school around the notion of an 'epistemic apprenticeship', which underscores the ways in which school provides guidance and role modelling for every aspect of students' performance – including the academic, social, emotional and values-driven dimensions of their lives.

In Years 7–9 we offer an exciting and innovative curriculum aimed at preparing students for the IGCSE, BTEC, IB and Mastery Transcript in the senior school. Learning is centred on emerging best practices, using insights and innovations from around the world.

Our programme features a combination of established subjects including English, Mathematics and Science, along with our innovative Curriculum X, which encompasses everything we offer beyond the traditional curriculum.

The keystone of our educational approach is Human Technologies, and as a lens for thought and action, this informs all aspects of the educational experience.



THE IB LEARNER PROFILE

ICHK has chosen the IB as we believe in developing internationally minded people who help to create a better and more peaceful world. In keeping with this vision for education, and our commitment to the IB, we will aim to ensure that ICHK students strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of others. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

A LEARNING CULTURE



ICHK is a community school. It is intentionally small and our policies, approaches and culture all flow from this deliberate decision.

We are guided by research that indicates that smaller communities do a better job of recognizing and catering for the needs of their members.

Small classes allow our teachers to design and deliver their lessons to meet the needs of individual students.

With a low student to teacher ratio, learners receive the individual attention and guidance they need; there is a high degree of interaction between teacher and student, and also between students, which is key to our learning philosophy.

Students with a specific interest or passion are more likely to find these noticed and built upon, while learners experiencing difficulty are quickly identified and issues rapidly addressed. Teachers are also more likely to notice any changes in behaviour or performance immediately and are able to take the necessary steps to address these issues right away.

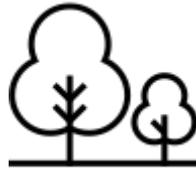
A small academic organisation can provide the assurance that many parents seek for their children and for their own relationship with a school.

Community spirit is encouraged in the small environment. Strong relationships can be developed across the home – school partnership and school leaders can be far more involved with individual students than they could be in a larger school situation. At ICHK, staff pride themselves on knowing every child by name.

A smaller student body also offers greater opportunity for each student to experience participation and leadership growth. It is a circle that promotes a sense of belonging in students: a sense of pride in their community, their school, and themselves.

A small school allows for flexibility within the curriculum. At ICHK we recognise that one size does not fit all, and there is strong investment in personalised education.

OUR CAMPUS & LOCATION



ICHK's spacious, green and low-rise campus is situated in a stunning location in the New Territories, providing students with unrivalled opportunities for outdoor learning.

Surrounded by country parks and spectacular scenery, our school offers the ideal location for students to develop a deeper appreciation for their place in the grander scheme of natural history and human culture, developed on a global scale, as measured in both space and time. We draw on our local environment as an invaluable resource for the teaching of science, the humanities, arts, physical fitness and leadership, and our innovative outdoor education programme has been firmly established as one of the central pillars of our school.

In our uniquely natural environment, students play sport and enjoy after school activities from dozens of choices ranging from sailing and horse-riding, to environmental action. They are able to make full use of the nearby coastline and country parks for hiking, sailing, kayaking, cross country running and cycling.



LEARNING & PASTORAL SUPPORT

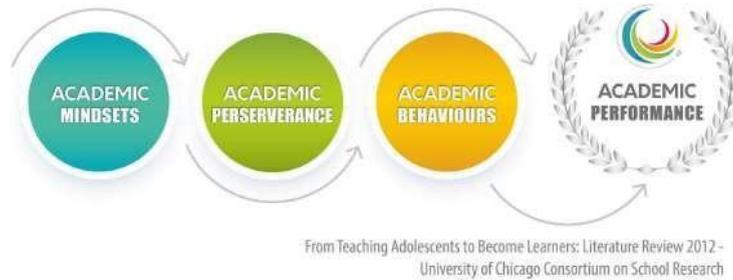
Our aim at ICHK is to help students to be and to *want to be* the best they can.

By providing Personal, Social, Emotional and Academic guidance, the pastoral team, including form tutors and teachers, provides a secure and caring environment for students to develop as learners and become happy and fulfilled individuals. To enable this tutors facilitate a Health for Being programme, which explores many of the topics that students are interested in and often concerned about. Our primary aim is to equip them with the skills necessary to deal with these issues, as and when they arise, and to boost our students' confidence in feeling equal to the challenges of their rapidly evolving lives.

For those students who need personal, social and/or emotional support, our team includes an educational psychologist and counsellors with experience of dealing with young people in an educational setting. Where needs are more academic, the team includes specialist teachers with expertise in developing Individual Education Plans (IEPs), which provide teaching strategies and targets for each individual, and Learning Support Assistants trained in implementing this support. IEPs are a powerful weapon in helping students who would otherwise struggle to realize their potential. We believe that students grow and progress best when involved in the learning process, and therefore take great care in listening to each individual, valuing and respecting their opinion when putting support provision in place.

Our open door policy means that parents have a direct route through which to gain advice and support should they require it. With everyone working together, in a sympathetic and responsive environment, we aim to develop mentally and physically healthy individuals who are able to take the best possible benefit from their school experience.

Teacher Responsible: Ms Erin Loges



The rationale, process and dates for reporting to parents is shown below. Please note that tutors and teachers can also be contacted outside of these times.

Approaches to Learning (ATLs)

The goal of school is to prepare young people for the lives they want to lead. Attaining academic results is a significant part of this, but so too is promoting the personal qualities that underpin good learning – and living – habits.

The ICHK Approaches to Learning, on which we report specifically twice a year, give students feedback in respect to some of these habits of mind: their attitude to challenge, resilience and motivation, attitude to feedback and advice, organization, initiative and decision-making, ability to work independently and with others, self-regulation and contribution to class.

Written Reports

Parents receive one full report each year: these written reports provide a summary of student progress, and use comments, rather than grades, to inform. As these full reports may be shown to other schools or universities, teachers generally focus on the positive aspects of a student's efforts and achievements, while setting at least one area for improvement. At the end of the school year they will also receive a transcript summarizing the courses their child has completed over the year.

Grades

As a school, we prefer to give comment-based feedback, which is in keeping with our focus on growth mindset and developing a love of learning. In addition to this, we do offer the following grades:

- In Years 10 and 11, the UK examination boards award students a grade from A* to G or 1–9.
- For Year 12 and 13, the IB awards points ranging from 1 to 7 (with 7 being the highest).

Consultations

The main purpose of assessment is to ensure that students know where they are and how they can improve. Face-to-face meetings are a good way for students, parents and teachers to exchange views and come to an understanding on how to support the student's academic improvement, especially when students are facing particular challenges in their work.

Parent-tutor meetings allow parents to meet with the student's tutor. These meetings provide an opportunity to have more holistic discussions about the learning and the progress of a student. Your child's tutor can offer details about a student's development, involvement in activities, and areas of both strength and concern. In any academic year, there will be one meeting with the form tutor in the first term, followed by subject teacher consultations later in the year. These sessions provide an opportunity to delve deeper into issues and agree challenging targets so the student can optimise progress.

Teacher Responsible: Mr. Ross Parker, Director of Technology, Pedagogy & Assessment

SETTING

In order to ensure that students are able to realise their academic potential they must be suitably challenged, motivated and supported. To accomplish this, students are placed into attainment groups (or sets) based on their knowledge and performance in Mathematics and Languages, the two areas where research suggests working in a “setted” environment is a significant boon to learning. These sets enable the students to learn at the appropriate pace using the most appropriate teaching resources. Class sizes may be smaller for those students requiring any additional support and guidance.

It is important for their learning that students have the opportunity to move between sets, so subject teachers meet regularly to discuss student performance. At the beginning of Year 7, teachers will wait for several weeks before placing students into the appropriate sets. They will use the following data to inform their decision: primary school reports, information from conversations with primary teachers, and their own assessments.

If a change is to be made during the year, the subject coordinator will inform parents and discuss such changes with the student concerned.

TEXTBOOKS

The school has selected publishers who offer differentiated textbooks for each year.

The Chinese and Japanese books for native language students are all written in the target language, while those for the non-native speakers of the language (Chinese or Spanish) are written with English Instructions.

N.B. Science & Textbooks: in order to reduce the weight of student textbooks each student is given a workbook to take home rather than the text. This workbook summarises the concepts/methods along with providing suitable questions.

YEAR 7 TO 9 SUBJECTS

The Year 7 to 9 curriculum comprises the subjects below. These subjects ensure that breadth and balance is maintained and that students will have the requisite knowledge and experience for the IGCSE/ BTEC/ IB programmes in the senior school.

Compulsory Subjects/Activities

1. English
2. Mathematics
3. Science
4. Language (Chinese, Spanish or Japanese)
5. Human Technologies (including Deep History)
6. Free Learning
7. The Arts (Art, Drama, Music, Media)
8. Humanities (Years 8 and 9)
9. Physical Education
10. Deep Learning and Flexible Learning as part of Curriculum X
11. Curriculum X Activities

Timetable:

Subject	Year 7	Year 8	Year 9
English	2	3	3
Transitions	2		
Mathematics	3	3	3
Science	3	3	3
Languages*	3	3	3
Human Technologies	3.5	2.5	2
Free Learning*	2	1	1
Arts	2.5	2.5	2.5
Humanities		3	3
PE	2	2	2.5
Activities	1	1	1
Total	24	24	24

* Note – students enrolled in the Kingston Chinese Programme have 5 periods of Language learning a week. This is achieved by dropping one period of Free Learning in each of Years 7 to 9, as well as the use of Wednesday morning's Curriculum X period.

ENGLISH

In English, we aim to teach our students to be competent in being clear, coherent and accurate in both spoken and written communication as well as reading and understanding a range of texts and responding appropriately. Focusing and building on the areas of reading, writing and speaking and listening enables pupils to successfully engage in both the classroom and with the world beyond; they are able to communicate effectively and to function in a wide range of situations and contexts. Through the study of English, we encourage students to not only demonstrate secure understanding of the conventions of written language, including grammar, spelling and punctuation, but to focus on creativity, cultural understanding and critical understanding.

Through the study of literature, we explore how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions, whilst at the same time gaining an understanding of the English literary heritage. Students thus gain a sense of the culture of their society, the groups in which they participate and questions of local and national identity. Additionally, developing critical skills allows pupils to challenge ideas, interpretations and assumptions on the grounds of logic, evidence or argument, and is essential if students are to form and express their own views independently.

The curriculum provides opportunities for students to:

a) Speaking and Listening

- Present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal
- Use a range of ways to structure and organise their speech to support their purposes and guide the listener
- Vary vocabulary, structures and grammar to convey meaning, including speaking standard English fluently
- Engage an audience, using a range of techniques to explore, enrich and explain their ideas
- Listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say
- Understand explicit and implicit meanings
- Make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions
- Take different roles in organising, planning and sustaining talk in groups
- Sift, summarise and use the most important points
- Use different dramatic approaches to explore ideas, texts and issues
- Use different dramatic techniques to convey action, character, atmosphere and tension
- Explore the ways that words, actions, sound and staging combine to create dramatic moments.

b) Reading

- Extract and interpret information, events, main points and ideas from texts
- Infer and deduce meanings, recognising the writers' intentions
- Understand how meaning is constructed within sentences and across texts as a whole
- Select and compare information from different texts
- Assess the usefulness of texts, sift the relevant from the irrelevant and distinguish between fact and opinion
- Recognise and discuss different interpretations of texts, justifying their own views on what they read and see, and supporting them with evidence
- Understand how audiences and readers choose and respond to texts
- Understand how the nature and purpose of texts influences the selection of content and its meanings
- Understand how meaning is created through the combination of words, images and sounds in multimodal texts

- Understand how texts are crafted to shape meaning and produce particular effects
- Recognise how writers structure and organise different texts, including non-linear and multimodal
- Articulate how writers' uses of language and rhetorical, grammatical and literary features influence the reader
- Recognise how writers present ideas and issues to have an impact on the reader
- Analyse how form, layout and presentation contribute to effect how themes are explored in different texts
- Explore how texts relate to the social, historical and cultural context in which they were written.

c) **Writing**

- Write clearly and coherently, including an appropriate level of detail
- Write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader
- Generate and harness new ideas and develop them in their writing
- Adapt style and language appropriately for a range of forms, purposes and readers
- Maintain consistent points of view in fiction and non-fiction writing
- Use imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects
- Structure their writing to support the purpose of the task and guide the reader
- Use clearly demarcated paragraphs to organise meaning
- Use complex sentences to extend, link and develop ideas
- Vary sentence structure for interest, effect and subtleties of meaning
- Consider what the reader needs to know and include relevant details
- Use formal and impersonal language and concise expression.
- Develop logical arguments and cite evidence.
- Use persuasive techniques and rhetorical devices.
- Form their own view, taking into account a range of evidence and opinions
- Present material clearly, using appropriate layout, illustrations and organisation
- Use planning, drafting, editing, proofreading and self-evaluation to shape and craft their writing for maximum effect
- Summarise and take notes.
- Write legibly, with fluency and, when required, speed.
- Use the conventions of standard English effectively
- Use grammar accurately in a variety of sentence types, including subject-verb agreement and correct and consistent use of tense.
- Signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning
- Spell correctly, increasing their knowledge of regular patterns of spelling, word families, roots of words and derivations, including prefixes, suffixes and inflections.

Teacher Responsible: Mr. Richard Barnes

MATHEMATICS

Much of what we describe as understanding or skill in mathematics is the ability to recognize patterns and that's what mathematicians are good at. To that end, the Maths department has a theme for each of the groups in Years 7 to 9 to support students' understanding of mathematical concepts. They are as follows:

Visualisation: *The ICHK Mathematics department believes in 'Seeing as Understanding':* the goal of Year 7 is to demystify the behaviour of numbers by visualisation.

Communication: *The ICHK Mathematics department empowers our students to answer the 'Why?':* the goal of Year 8 is to build upon the students' foundational skills and work with them on methods of communication.

Relationships: *The ICHK Mathematics department builds relationships that allow students to make sense of the world:* the goal of Year 9 is to explore the relationships that exist within Mathematics, as well as those that connect to other learning areas.

The three themes: Visualisation, Communication and Relationships (VCR) form the basis of our work and they are the human technologies that we use to enhance the learning experience for all students.

In Year 7, students will learn to express 'mathematics' as a picture. These pictures will include their thoughts, methods, processes and their mistakes. These pictures will allow students to make connections between the concrete and the abstract and allow them to start to appreciate the elegance of Mathematics.

In Year 8, students will concentrate on the ability to explain how a method, process or operation applies, which is usually more challenging than finding the final answer. Our students' curiosity will be cultivated as they learn to ask questions, discuss their process and reasoning and discover the various ways a problem could be approached. This will, in turn, develop their skills of critical thinking and reasoning.

And in Year 9, students will be focused on making these relationships between areas of knowledge explicit, using visualisation and communication skills developed throughout Years 7 and 8. They will make connections and express them as models, statements or rules that they can apply and transfer to unfamiliar situations.

The curriculum provides opportunities for students to:

- develop confidence in an increasing range of methods and techniques
- work on sequences of tasks that involve using the same mathematics in increasingly difficult or unfamiliar contexts, or increasingly demanding mathematics in similar contexts
- work on open and closed tasks in a variety of real and abstract contexts that allow them to select the mathematics to use
- work on problems that arise in other subjects and in contexts beyond the school
- work on tasks that bring together different aspects of concepts, processes and mathematical content
- work collaboratively as well as independently in a range of contexts
- become familiar with a range of resources, including ICT, so that they can select appropriately.

Teacher Responsible: Mr. Jimmy Lam

THE SCIENCES

The study of science fires students' curiosity about phenomena in the world around them and offers opportunities to find explanations. It engages learners at many levels, linking direct practical experience with scientific ideas. Experimentation and modelling are used to develop and evaluate explanations, encouraging critical and creative thought. At ICHK, through explorations of the Scientific Method, students learn how to think like a scientist – they learn how knowledge and understanding in science are rooted in evidence. They also discover how scientific ideas contribute to technological change – affecting industry, business and medicine and improving quality of life. They trace the development of science worldwide and recognise its cultural significance. They learn to question and discuss issues that may affect their own lives, the directions of societies and the future of the world.

The curriculum provides opportunities for students to:

- research, experiment, discuss and develop arguments – thinking like a scientist
- pursue an independent enquiry into an aspect of science of personal interest
- use real-life examples as a basis for finding out about science
- study science in local, national and global contexts, and appreciate the connections between these settings
- experience science outside the school environment, including in the workplace, where possible
- use creativity and innovation in science, and appreciate their importance in enterprise
- recognise the importance of sustainability in scientific and technological developments
- explore contemporary and historical scientific developments and how they have been communicated
- prepare to familiarise themselves with a range of science subjects at IGCSE level and consider career opportunities both within science and in other areas that are provided by science qualifications
- consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health
- make links between science and other subjects and areas of the curriculum

Teacher Responsible: Mrs. Jane Thomas

LANGUAGES

Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in different languages is a lifelong skill for education, employment and leisure.

Language courses at ICHK challenge students to view the world from different perspectives and to see how language is crucial in communicating our understanding. We aim at nurturing an international outlook, thus appreciating the richness and diversity of other cultures. In ICHK native and foreign language programmes we instill creative thinking and encourage critical thinking in a classroom, which is founded on an inquiry-based approach.

At ICHK we nurture linguistic skills and we treasure all native languages in our community. English language is our medium of instruction and, therefore, every student follows a comprehensive programme of study in English Language and Literature. In addition to English, students follow a programme in **one** other language.

All students must do a programme in Languages, unless they are doing a self-taught language and/or receiving extra support in EAL (English as an Additional Language) running at the same time as languages.

Some choices are available and the decision made will affect the students' language education itinerary. Our general principle is that all students will be guided through the *language exam/class of the most appropriate level of challenge*.

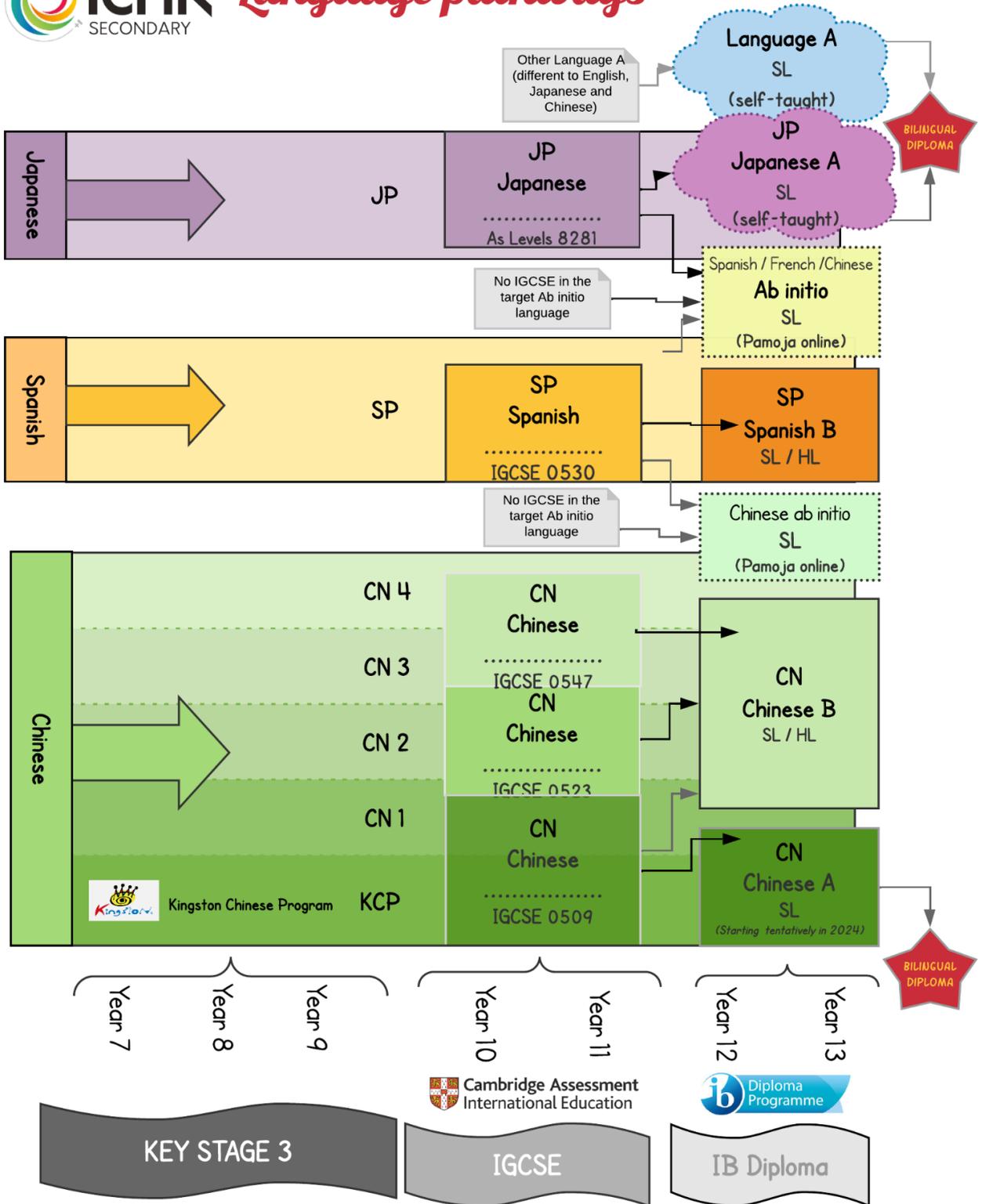


Year 7 candidates need to complete an online "Language Learner Profile Questionnaire" hosted in this link <http://goo.gl/R2RVM> or scan the QR code. Please, consult with the Head of Languages, Mr. Arriaga if you have questions narriaga@ichk.edu.hk

It is recommended that students complete the Year 7 to Year 9 set in the same language path. Based on the School's Language Policy, requests for language change once the programme has started will be examined case by case and might not always be possible once the programmes have started.

Please note that students joining a Language course in Year 8 and 9 without previous knowledge are expected to catch up with the syllabus. An individualised plan will be designed according to the stage of the course as well as the profile of the language learner after an overall linguistic aptitude assessment. The measures include support from the teacher during the breaks (Language Clinics) and the work with a student-mentor. Further external assistance might be recommended in some cases. Such cases will be assessed on an individual basis, and are more likely to be viable when there is ample time ahead to prepare (e.g. a summer holiday or a term prior to transition).

ICHK *Language pathways*
SECONDARY



CHINESE

From Years 7 to 9, ICHK offers different streams of Chinese classes which cater for different students' language learning backgrounds. The courses aim to develop the proficient Chinese linguistic competence and skills. We will focus on the development of language skills, learning strategies, and processes that are essential for promoting pupils' progress in speaking and listening, reading and writing in Chinese. In Years 7 to 11, students have Chinese lessons three times a week in preparation for different IGCSE syllabus (first/second/foreign language). We will be using mainly traditional characters for advanced streams and simplified characters for beginners' streams.

Looking ahead to the IB Diploma Programme, this is the path that qualifies learners to take *Chinese Language A: language and literature* and *Chinese Language B*, Higher and Standard Levels, depending on students' needs.



KINGSTON CHINESE PROGRAMME

Year 7 entrants in ICHK can opt to pursue our Kingston Chinese Programme (KCP). This programme is designed as a continuation of the primary Chinese programme in our partner primary, Kingston International School. The KCP runs from Year 7 to 11. It is an accelerated programme towards higher Chinese language and culture fluency levels and places prerequisite demands on existing language competence. Classes will run every day, 5 periods per week, instead of 3, as for other language courses. Those extra 2 periods will come from Free Learning and Curriculum X periods. The KCP assumes a higher commitment to the language on the part of the students in school and some degree of support at home.

This course aims to further develop the native Chinese linguistic competence and promote deeper understanding and appreciation for the Chinese literary heritage. It will also provide an opportunity for students to further develop oral and written skills in Chinese language. Emphasis will be in written language and we will be using mainly traditional characters, though it is expected that students also develop awareness of simplified writing.

Looking ahead to the IB Diploma Programme, this is the path that qualifies students to take *Chinese Language A: language and literature* in Years 12 and 13 (Bilingual Diploma)..

JAPANESE

Japanese is a key language in Asia, and ICHK introduced its study as native language programme in academic year 2011–12, in coordination with our partner primary Japanese International School.

This course is designed for students for whom Japanese is spoken at home and/or the student should bring a strong background (e.g. lived or studied in Japan). For non–native students who have learnt Japanese in primary school, they might be eligible to join the class with the appropriate differentiation. Admission is subject to level test and dependent on numbers.

ICHK follows the Japanese national curriculum, though, as in other language courses, it follows ICHK assessment philosophy.

SPANISH

Spanish is the first language in 21 countries in America, Europe, Africa, and has an important presence in many other countries around the world. Year 7 students who choose Spanish language courses will learn from zero, that is, no prior knowledge of Spanish is required. Differentiation will cater for those students who come with some foundation.

Students taking Spanish as a foreign language programme should qualify to take *Spanish Language B (Higher or Standard level)* in the IB Diploma during Years 12 and 13.

ICHK Language curriculum provides opportunities for students to develop:

A. Develop their linguistic and communicative competence

- Applying linguistic knowledge and skills to understand and communicate effectively.
- Developing the skills of listening, speaking, reading and writing in a range of situations and contexts.
- Reading and understanding a range of texts, and responding appropriately.
- Being clear, coherent and accurate in spoken and written communication.
- Recognizing that languages differ but may share common grammatical, morpho-syntactic or lexical features.
- Understanding of the conventions of written language, including grammar, writing systems of the target language as well as language-specific conventions both in handwritten production and in computer-assisted writing.
- Adapting to a widening range of familiar and unfamiliar contexts within the classroom and beyond.
- Making informed choices about effective ways to communicate formally and informally.
- Developing meta-linguistic awareness and language as a “way of knowing”.

B. Stimulate their creativity

- Using familiar language for new purposes and in new contexts.
- Using imagination to express thoughts, ideas, experiences and feelings.
- Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature.
- Using inventive approaches to making meaning, taking risks, playing with language and using it to create new effects.
- Using imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters.
- Using creative approaches to answering questions, solving problems and developing ideas.

C. Increase their cultural appreciation and intercultural understanding

- Gaining a sense of the target language's literary heritage and engaging with important texts in it.
- Understanding how the target language varies locally and globally, and how these variations relate to identity and cultural diversity.
- Appreciating the richness and diversity of other cultures.

D. Foster critical understanding

- Engaging with ideas and texts, understanding and responding to the main issues.
- Assessing the validity and significance of information and ideas from different sources.
- Exploring others’ ideas and developing their own.
- Analyzing and evaluating spoken and written language to appreciate how meaning is shaped.
- Recognizing that there are different ways of seeing the world.

Teacher Responsible: Mr. Nicolás Arriaga

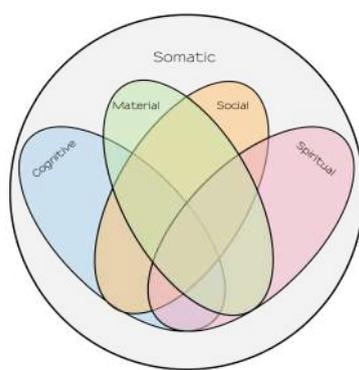


HUMAN TECHNOLOGIES

Human Technologies is a course of our own design focused on *the art and craft of being human*. It introduces students to a perspective on human intelligence, relationships, and actions, building a more connected and meaningful narrative than is typical of many traditional school curricula.

Human Technologies helps students understand the concept of technology in its truest sense. It reclaims the term 'technology' from its modern, narrow definition centred around machines and tools. Instead, it harks back to the original Greek concept of 'techne', which encompasses art, craft, skill, and knowledge.

Human Technologies revolves around the interconnectivity of five forms of technology: somatic; cognitive; material; social and spiritual. It explores the cumulative cultural evolution of our species and delves into the vast body of inherited knowledge that has accompanied and characterised the progress of humankind through the ages which we see embedded in our daily routines, taboos, rituals, tastes, and mental models. All these elements, which contribute significantly to human thriving, are seen as technologies that can be studied, understood, and improved upon.



Our innovative curriculum redefines the conventional approach to education by focusing on the holistic development of individuals and their ability to engage with the world around them. Our aim is to create a learning journey that encourages students to explore connections between their broader experiences as individuals and learners, within and beyond school. It fosters students' agency and promotes interdisciplinary learning. It recognises the importance of teamwork and collaboration and moves away from high-stakes assessments that limit the scope of learning. Instead, it harnesses the power of motivation, positive emotions, engagement, a sense of purpose, and self-regulation; elements that are crucial to successful learning.

In essence, Human Technologies is not just about teaching students, it's about preparing them for life. It encourages them to see the world differently, to appreciate the significance of human ingenuity, and to recognise their own potential. By applying the HT lens, students learn to value sustainability and take a long-term view, equipping them with the essential skills needed to navigate and shape the future. Through looking at the world with this unique lens, they gain a profound appreciation for *the art and craft of being human*.

Teacher Responsible: Ms. Natalie Bailey

THE ARTS

Department Mission:

The Arts Department at ICHK aims to create a **vibrant learning environment** anchored in the **contemporary** and **expressive** arts. It is our mission to celebrate **experimentation**, **expression** and **risk-taking** and we hope to develop leaders who will draw on their **creativity** to enrich **society**.

Department vision:

Inspire learners to be thinkers, makers and lovers of arts, creativity and culture.

In Year 7 and Year 8, students engage with ICHK's Arts Carousel Curriculum in which they explore skills, techniques and practical projects in art, creative media, drama, music and then participate in an interdisciplinary 'showcase' towards the end of Term Three . In Year 9, students select one arts elective from art and design, creative media, drama or music.



VISUAL ART

In Visual Art, students are encouraged to think like artists and let the classroom become their studio. They will have the opportunity to create authentic artwork and experience the power and significance of true self-expression.

The 7–9 Visual Arts program employs The Studio Habits of Mind, a framework designed by practitioners at Project Zero, the research arm of Harvard's School of Education. This framework identifies a set of eight dispositions that an artist uses that guides our students in their creative works.

The curriculum should provide students opportunities to:

- **Develop Craft:** Learning to use tools, materials, artistic conventions; and learning to care for tools, materials, and space.
- **Engage & Persist:** Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus conducive to working and persevering at tasks.
- **Envision:** Learning to picture mentally what cannot be directly observed, and imagine possible next steps in making a piece.
- **Express:** Learning to create works that convey an idea, a feeling, or a personal meaning.
- **Observe:** Learning to attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.
- **Reflect:** Learning to think and talk with others about an aspect of one's work or working process, and learning to judge one's own work and working process and the work of others.
- **Stretch & Explore:** Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes.
- **Understand Art Worlds:** Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society.

DRAMA

Drama is an exciting, experimental and inspirational subject and every student is exposed to the innovative and dynamic world drama creates in their lessons.

The lessons are skills based and provide the students with:

- The opportunity to adopt the roles of theatre practitioners including actors, directors and designers.
- The opportunity to develop and demonstrate competence in a range of performance skills
- The opportunity to learn about the history of Drama and utilise this knowledge within their performance work.

The lessons, in addition, are focused on the **communicative skills** that they help the students to develop as a basis for their future role as active citizens in employment and society. These qualities are supportive of the ICHK school mission and vision, including:

- Encouraging co-operation and team working abilities
- Increasing social awareness
- Building self confidence
- Developing self-expression and sparking creativity
- Enhancing the skills of analysis, reflection, reasoning, enquiry and evaluation.

MUSIC

In Music, we uphold the value – Music as a universal and uniting experience albeit differently experienced and enacted in different cultures. Through performing, listening and composing in every unit, we hope to engage and inspire students to develop a life-long love for music.

Students will learn to:

- Perform, listen to and analyse music from diversified periods, genres, styles and traditions
- Improvise, create and compose music on their own and with others
- Use music technology appropriately
- Use staff notations appropriately and accurately
- Develop a deepening understanding of the music that they perform and to which they listen, and its history

Students will have the opportunity to explore and learn these musical instruments:

- Vocal
- Drum
- Ukulele
- Guitar
- Bass
- Piano
- Recorder
- Kalimba
- Dizi
- Erhu
- Percussive instruments (Woodblock, Agogo bell, triangle...etc.)

Creative Media

In Creative Media, students work in highly-practical workshops and projects based on photography, film and graphic communication. They use new media processes to produce outcomes such as photomontage, printed photography, digital photography, digital installations, animation, films, game design, advertisements, illustrations and graphic designs for a range of media and products.

Students will be introduced to a range of creative briefs from a selection of real world scenarios, clients and organisations. Examples include:

- Create a photo and digital-media campaign for an eco-fashion brand
- Research and plan a new social media campaign for the SRC
- Storyboard and film an advertisement for Hong Kong Dog Rescue
- Create a photomontage based on the culture and traditions Chinese Opera

Students will:

- Record ideas and observations from first-hand studies, such as their own storyboards, designs and photography, as well as secondary imagery and sources
- Develop ideas and explored and experimented with different media, techniques and processes in photography, lens-based media and graphic communication
- Make reference to contextual sources where appropriate, e.g. artists, key art movements, historical events or local or national art, craft and design
- Select, review and refine their ideas as work progresses to plan and produce a personal and coherent final piece of work in either photography, film or graphic communication

Teacher responsible: Mr Liam Greenall

HUMANITIES

YEAR 8 Humanities

Year 8 focuses on creating and developing, subject knowledge, a chronological overview, and subject specific skills. We develop student understanding of specific areas, domains, or themes over time. In Year 8 we identify big themes that can be used to tie together different topics from the different subjects that make up the humanities. The themes we investigate are:

- Energy and resources
- Power (command and control)
- A history of ideas
- Science and technology

The topics we explore from a range of different humanities subject perspectives are:

- The Silk Road
- Slavery
- Industrial Revolutions
- Sustainable Cities.

The Year 8 topics will use the approaches of different humanities subjects to give the students a deeper conceptual understanding of these specific domains. At the same time, they will be exploring the ideas that have shaped human understanding for thousands of years from different perspectives and in a variety of ways.

The units are designed to give a broad overview of a concept or an idea and a manageable amount of depth that allows students to gain a working knowledge whilst not overburdening them. This fits with the overall idea of, 'filling in the picture' for our students.

At the end of the year students will utilise the skills and knowledge they have developed and will create their own 'Mini Investigation' selected from a range of topics and present this as an exhibition.

As well as deepening the understanding of the students, Year 8 lays the groundwork for further exploration in Year 9 that looks in greater detail at specific aspects of human understanding and knowledge.

Teachers Responsible: Mr. Alex Hall, Mr Simon Tasker, Mr Martin Clarke, and Ms Christina Hayes.

YEAR 9 Humanities

In year 9 we take an integrated approach to humanities, in which topics are examined using the filters of iGCSE Humanities subjects: Economics, History, and Environmental Management. This approach allows students to develop the language and skills within each separate discipline, but also to appreciate the connections between different disciplines in the Humanities.

Units covered Introductions

- The short 20th century.

History

- Is Frank Dikotter right when he says the cult of personality is at the “very heart of tyranny”?
- “The greatest crime of the 20th century”. Why is the death of 6 million people something we should never forget?

Geography

- Too many or too few: Do we have a problem with population?

Business Economics

- “It's not personal, it's just business” How do businesses work?
- Kiva - mini loans

Religions

- An introduction to the Abrahamic faiths.
- Religion, spiritualism and non-religion.

Teachers Responsible: Mr. Alex Hall, Mr Simon Tasker, Mr Martin Clarke, and Ms Christina Hayes.

PHYSICAL EDUCATION (PE)

PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

The curriculum provides opportunities for pupils to:

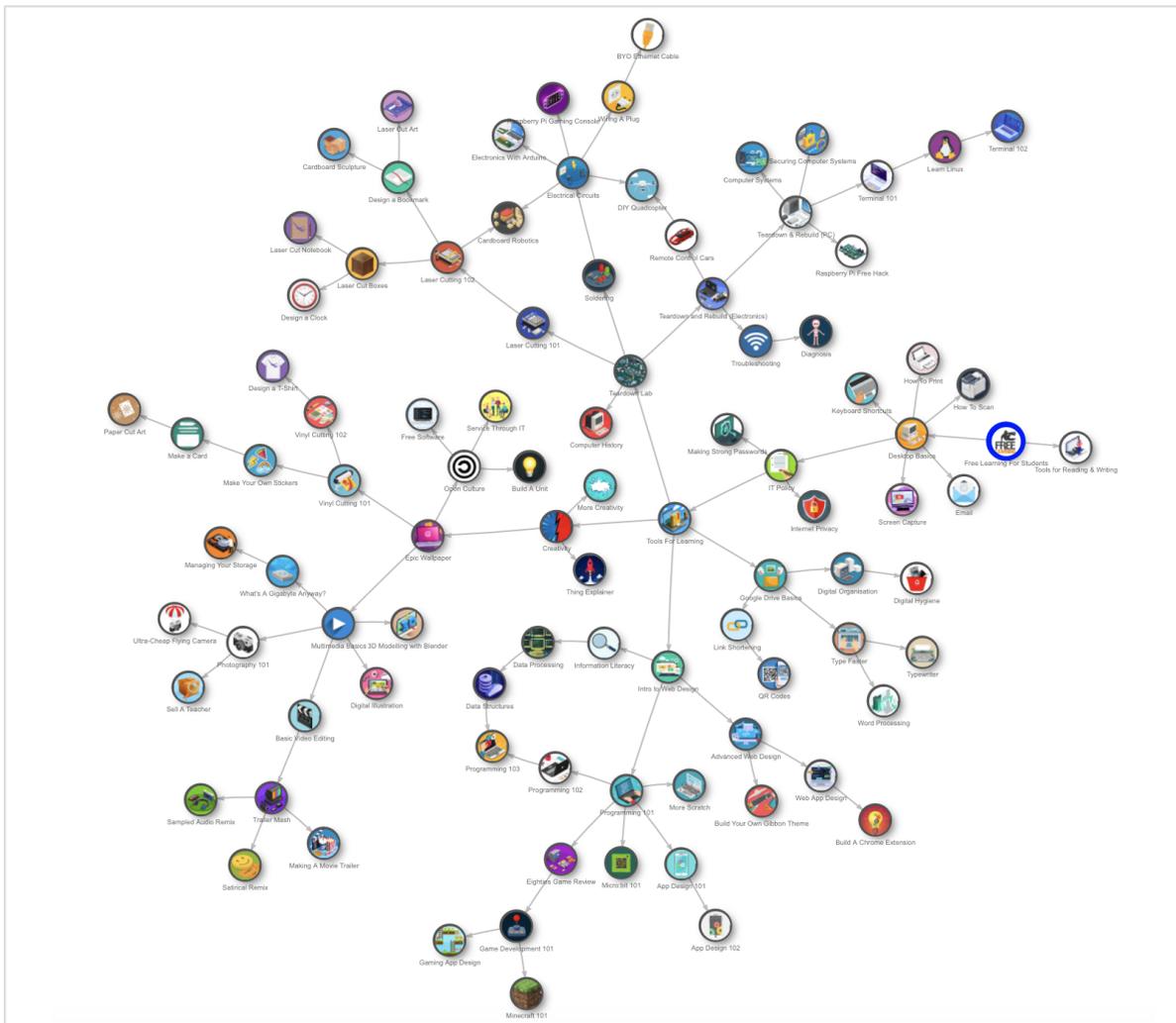
- Get involved in a broad range of different activities that, in combination, develop the whole body
- Experience a range of roles within a physical activity
- Specialise in specific activities and roles
- Follow pathways to other activities in and beyond school
- Perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class
- Use IT as an aid to improving performance and tracking progress
- Make links between PE and other subjects and areas of the curriculum.

Teacher Responsible: Mr. Matthew Ho

FREE LEARNING

The sport of free running invites participants to use creativity, skill and strength to find new ways to navigate a landscape. It is fun, engaging and highly motivating for those who participate. It takes a space (urban or otherwise) and turns it on its head, drawing new functions from an existing, very fixed, form.

In much the same way, the **Free Learning** pedagogy aims to provide students with an intellectual landscape through which they can playfully discover their own path. It uses a map of interconnected units to promote creativity, independence, team work, freedom and taking responsibility:



Whilst doing Free Learning, students are required to work individually on some units, and collaboratively on others. Taken separately, units aim to develop a range of different skills and knowledge. More importantly, however, the wider process helps students to develop confidence, independence and resilience. Ultimately it is less about what students learn and more about how they learn: in this sense, Free Learning could well be called "Learning To Learn".

In starting Year 7, students generally have two periods of Free Learning per week and focus on the IT part of our map, learning to use their laptops sensibly, safely, effectively and creatively. In Years 8 and 9 students are invited to start exploring other parts of the map, which currently include The Arts, PE, Science, English, Maths and Computer Science.

Teacher Responsible: Ms. Sandra Kuipers

DEEP LEARNING AS PART OF CURRICULUM X

At ICHK we teach Curriculum X in Years 7 to 11, followed by the IB Diploma in Years 12 and 13. Curriculum X is an eXtended *Curriculum*, comprising the conventional core plus Human Technologies, Big History, Free Learning and Deep Learning; with the core delivered through IGCSEs and BTECs in Year 10 and 11.

"Curriculum X", is an innovative approach to education providing an opportunity for students to learn, freed from the shackles and constraints of traditional timetables and subjects. X denotes mystery or the unknown and at ICHK we recognise that each teacher and student will have different interests and passions to bring to the extended curriculum. Accordingly, Curriculum X is an eclectic selection of units that changes and shifts over time, reflecting the evolution of the teaching staff and morphing as the teachers themselves grow and develop. Equally, a major component of the learning in Curriculum X is the personal interest of each individual student. The different choices that students make in terms of their units or routes of enquiry result in very personalised learning experiences.

Deep Learning

Deep Learning units give teachers the freedom to be creative in designing modules which engage students and allow them to choose subjects and topics which are not always available to them in a traditional format, and which may not conform to specific departments and exams. Units will be designed to be delivered across multiple whole days, instead of being parcelled up into periods and taught intermittently over weeks and months. It allows for a deeper study into a topic in greater detail, an interdisciplinary approach combining subjects such as Maths, History, PE and Art, for example, into an overarching theme that realistically recognises the interconnectedness of human knowledge.

The student learning experience is extended to life beyond the confines of the classroom and school, to go on field trips and site visits across the whole of Hong Kong, making the learning all the more pertinent. We are able to engage with relevant organisations and groups, meet with experts, or undertake other activities to deepen understanding which may be possible only outside of the conventional timetable. Instead of taking students off timetable to take part in these important educational events, Deep Learning is embedded into ICHK school life.

Deep Learning allows for activities which are difficult to be undertaken within the confines of a school or a normal school day. The units will cover a broad range of subject areas which may be an extension of subjects that already exist in the core curriculum or an extension of the curriculum into entirely new subject areas. Learning is modular, with students free to make their own choices, grouped by shared interests and across year groups. The main feature of this curriculum is an experiential and collaborative approach to education which fully supports ICHK's Four Strategic Directions: Thriving Student, Best Possible Teacher, Community & Partnership, Environment for Living & Learning.

In short, Deep Learning is a pioneering and progressive programme of study drawing upon the individual strengths of our teaching staff, environment and community.

Deep Learning is an evolving programme and there have been a variety of changes since its inception. Currently, we run four iterations of DL throughout the year, from September to June, including DL2 which is similar to a CAS week in other IB schools. Some examples of courses of study that have already taken place are:

- Cantonese Opera
- Water Sports
- Simulations
- Rock Climbing
- Positive Psychology – PERMA
- Rope Rigging for Adventure and Rescue
- Independent Travel
- Bamboo Creativity
- Windows of the World
- Kiln Building
- Data Driven Sport
- Food & Culture
- Space Invader
- The Hakka Experience
- Creative Writing
- The Faces of War
- HK in Literature
- 3D Printing
- Coast
- Zombie Apocalypse
- The Neverheard Beforchestra
- Robotics

Teacher Responsible: Mr. David Addis

CURRICULUM X ACTIVITIES

Curriculum X Activities are a critical aspect of the social, emotional and physical development that students require to mature into successful and well-rounded young adults.

Given our rural location and space around the campus, many of our activities focus on outdoor education and appreciation of the environment.

Activity Sessions:

Activity sessions are compulsory for all students and mainly take place on Tuesdays. However, we also have a limited number of optional activities which take place on other days after school. They range from the sporting and physical to cultural and reflective practices.

Examples of activities include:

A sample list of some of the activities that we offer at school includes, but is not exclusive to, the list below.

- Touch Rugby
- Horse Riding
- Rock Climbing
- Cycling
- Basketball
- Calligraphy
- Model United Nations
- Junior Achievers Award
- Yoga

Teachers Responsible: Mr. Matthew Ho

DL2

DL2 is a whole week of Deep Learning that traditionally takes place at the end of October, start of November.

DL2 in Years 7 - 9 allows students to:

- Develop as leaders and team members.
- Develop their knowledge of camping, hiking and orienteering.
- Demonstrate teamwork through physical activities and challenges.
- Develop independence and their organisation skills.

The focus for each year group is as follows:

Year 7 students (Camping/Team Building/Outdoor Activities)

In Year 7 the key focus for the students is to begin to develop an identity as a year group. The theme for the week is 'Happy, Confident, Intelligent Warriors'. Developed and led by the Head of Year, alongside A-Team Adventures, this week is based around school, in the Bride's Pool area and hills of Luk Keng. The week will provide participants with structured challenges in order to develop the idea of comfort zone and the ZPD (zone of proximal development, or 'learning zone') and to deepen their appreciation of the school's unique location in Hong Kong.



Year 8 students (Outdoor Adventure Programme)

The experience in Year 8 extends on the skills and attitudes developed in Year 7, but this time a little further afield in Sai Kung Country Park. The focus is on 'Challenge by Choice' and gives the students more opportunities to develop their identity of self, work as part of a team and push their boundaries of the outdoors further. Again, all activities are created with the highest levels of safety in mind. This trip is organised in conjunction with APA.



Year 9 students (Creativity, Activity, Service)

In Year 9, the activities on offer become more individualised and students can follow pathways of their own design and interest. By choosing one activity from the range on offer, Year 9 students are encouraged to develop the ideas of IB CAS in preparation for the IB years. Whether they are learning First Aid, acting as a student leader, giving their time by volunteering, pushing the limits of endurance or developing the school environment, every student is encouraged to participate in at least one each of C, A and S over Years 9, 10 and 11.

Teacher Responsible: Mr. David Addis

LOOKING AHEAD: GCSE, IGCSE and BTEC (YEAR 10/11)

During Years 10 and 11, students work towards their IGCSE examinations (International General Certificate of Education), and BTECs. Most examinations are taken at the end of Year 11.

For IGCSE subjects, The grades available range from A* to G. Typically a grade C or equivalent or above is recommended for a student to continue studying a particular subject in Year 12 (with a 'B' normally recommended for a Higher Level Subject), but in agreed circumstances this is open to review.

For BTEC subjects, students receive a "Pass", "Merit " or "Distinction".

LOOKING AHEAD: IB DIPLOMA PROGRAMME (IBDP)

ICHK offers the IB Diploma Programme. The IB Diploma Programme (IBDP) is a leading, internationally recognised pre-university qualification, and is a symbol of high and sustained academic attainment worldwide. Students who undertake the IBDP demonstrate a strong commitment to learning, both in terms of the mastery of subject content and in the development of wide-ranging skills.

The aims of the IB Diploma Programme are to:

- Provide an internationally accepted qualification for entry into higher education.
- Promote international understanding.
- Educate the whole person, emphasizing intellectual, personal, emotional and social growth.
- Develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically

The IB Diploma Programme ensures a balanced curriculum. Students select one subject from each of the 6 subject groups. In addition, students must also study the compulsory core, made up of the Extended Essay, Theory of Knowledge (TOK) and a CAS programme.



What the Council of International Schools says about us:

"ICHK is a caring community that ensures members feel a strong sense of belonging and connection. The school provides a safe and nurturing environment where the well-being of all students is a priority. ICHK has cultivated an environment where students have multiple opportunities to thrive. ICHK's commitment to well-being is clear and is infused in all aspects of school life. As a small community that some students described as "like family", students' well-being needs are known by teachers and leaders, who are able to respond to those needs in a timely and effective way.

"The respectful caring environment provided to students at the school is highly valued. The ICHK community, students, staff, and parents work together in an atmosphere of mutual respect to create a positive learning environment. Students are engaged in their learning, happy to be at school, and are focussed on achieving to the best of their ability. Students are articulate, invariably treat each other and teachers with respect, greet visitors warmly, and take obvious pride in their school."

**Council of International Schools (CIS)
Evaluation Report 2023**



Derek Pinchbeck, Head of School, ICHK Kindergarten and Primary

ICHK Kindergarten and Primary and ICHK Secondary share a commitment to providing a holistic education for each and every one of our students. This strong commitment to ensuring that our learning communities deliver excellent academic progress and inculcate a deep sense of well being, purpose and joy in students permeates both schools. It is a pleasure to see the enthusiasm for learning that students at ICHK demonstrate and the commitment that the staff have to nurturing this enthusiasm. I look forward to our strong partnership flourishing as we continue to deliver an exceptional education to students of all ages.



Joshua Blue, Principal JIS

JIS is delighted to have been one of the founding members of the partnership that established ICHK. As a primary school only facility the school was keen to develop a positive alternative for secondary schooling to be offered to the JIS community. The heart and soul of ICHK builds on what we set as our mission and vision for JIS. We have worked hard to ensure that our strong community values are developed and extended by ICHK. Our school community appreciates this shared vision and, as ICHK continues to develop its positive academic status alongside these values, we look forward to many more significant years of development and partnership.



Eliza Wong, Principal KIS

KIS is excited to be a partner of ICHK and proud of what the school has achieved and promises to achieve in the future. ICHK is a school that is small by design and intention. As such, it is able to cater to the individual needs of its students. The teachers are passionate about education and dedicate themselves to helping their students reach their full potential. Within the school, caring and positive relationships are fostered between all staff and students leading to a collegiate and progressive school atmosphere. At KIS, we are delighted to watch our students continue to thrive on their educational journey at ICHK.