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# Year 7 & 8



Information **guide**

## BROOKHOUSE SCHOOL

### PHILOSOPHY AND MISSION STATEMENT

#### Mission Statement:

*“Our mission is to give each child every opportunity to learn to excel”*

#### School Philosophy

Brookhouse is a co-educational day and boarding school for children aged 2-19, offering an adapted form of the British National Curriculum to Kenyan and international pupils. The pursuit of academic excellence is at the centre of our educational philosophy and approach.

Equally, as a global member of the Round Square association of schools worldwide, we believe that a school should foster courage, generosity, imagination, principle and resolution so that children emerge empowered with the skills and abilities to be the leaders and guardians of tomorrow's world. We endeavour to provide the security and guidance necessary for children to achieve their potential in a friendly and supportive but academically rigorous atmosphere.

As such we commit ourselves to the Round Square ethos by considering the six foundation pillars of Round Square as central to our holistic approach to education, augmenting our intrinsic commitment to academic excellence. The six pillars or IDEALS are:

**Internationalism; Democracy; Environment; Adventure; Leadership and Service.**

Interpreting these pillars as the core of our school community, we believe in:

- Clear expectations in relation to academic performance, ethical standards and behaviour, combined with positive reinforcement to develop in children their self-confidence and self-esteem
- Providing the opportunity for children to learn the skills necessary to further their education and to function successfully with an international understanding and focus in the modern world
- Offering a curriculum that encourages the wider educational development of each child
- Encouraging children of all abilities to set goals which reflect the utmost of their capabilities
- Learning as a continuing process that fosters thinking and doing, exploration and experimentation, to help young people to adapt to an ever-changing environment and lead productive lives
- Maintaining regular and effective communication between parents and the school as well as parents being active partners in the learning process
- Instilling in students an appreciation of the outdoors and an awareness of the global environment and the need to conserve it as guardians of our collective future
- Nurturing tolerance, awareness and respect for oneself, others and property
- Fostering within children a desire to take responsibility for self-motivation, self-direction, self-discipline and a positive self-image
- Developing leadership skills rooted in kindness and justice, practiced individually and collectively in various leadership positions of consequence in the school
- Teaching children the values of democracy and the importance of active participation in democracy where freedom of thought and speech are encouraged and appropriate forums are in place for responsible self-expression
- Sensitising children to appreciate the richness of the spiritual and cultural experiences of life
- Preparing children for responsible lives through the expectation of service to others
- Promoting international understanding through exposure to different cultures and beliefs and through teaching children to appreciate, value and respect all cultures, religions and languages
- Encouraging children to learn to see themselves as committed and responsible global citizens, who look beyond gender, class, race, nationality and culture to understand human nature
- Building self-esteem through adventure and meeting challenges, working both individually and within groups, to promote personal growth and self-discovery leading to the child's realisation that they can be so much more than they might have imagined

*Adopted: September 1997*

*Reviewed and amended: 2005, 2009, 2012*

## Introduction

This curriculum booklet is designed to give a brief outline of the topics expected to be covered in each subject in Years 7 to 8. These topics have been adapted from the British National Curriculum which all students in this section pursue as they prepare for the Pre-IGCSE programme.

In addition to the curriculum topics included in this booklet, all pupils have thirty minutes each day with their form tutor in a lesson called Citizenship. They will cover a range of activities including Community Service projects, Assemblies, PSHE and Critical Thinking. The form tutor has an important role to play in monitoring your child's academic progress and social welfare. For this reason it is encouraged that you use the curriculum evening to get your child's form tutor's details i.e., email addresses or phone numbers as you will be in close liaison with them about your child's progress and welfare. In addition to this your child has a Head of Year who will often contact you in regards to your child's progress or behaviour as need arises.

At Brookhouse Prep School we offer an extensive extra-curricular programme. This is supported by the club system that is run every lunch time or after school. Pupils are expected to attend at least two clubs a term during selected lunchtimes. In addition to this, during the year there are a wide range of Arts and Sporting experiences that your child can be involved in. This is enhanced by placing each pupil at Brookhouse Prep in one of the four Houses, Amboseli, Mara, Samburu or Tsavo. What's more, if they are good at Sports they may be selected for the school teams which requires more commitment in terms of practice and matches. There will also be school plays, various music concerts and opportunities for the students to perform. We believe that offering a range of extracurricular activities enriches your child's educational experience, enables them to realize their talent and gives breadth to their school curriculum.

Brookhouse School is a member of the Round Square, which is a worldwide organisation sharing unique and ambitious goals. It encourages pupils to make strong commitment beyond academic excellence to personal development and responsibility. It also inculcates in the children the character and quality of servant leadership. Young Round Square Ideals are embodied in our school mission statement as Internationalism, Democracy, Environment, Adventure, Leadership and Service and senior prep students have the opportunity to be involved in Young Round Square conferences.

In developing the 'whole child', balance is clearly important. Tutors make sure that pupils are not over stretching themselves at the detriment of their academic performance and as parents you will be able to monitor your child's performance in the half term grades and reports.

I look forward to working closely with you as we prepare your child for the next stage in their academic career.

***Mrs Wasonga***  
***Prep Senior Mistress***

***Mrs Ann Scott***  
***Head Senior Prep & Transition***

# Art and Design

## **Aim of the Course:**

The aim of the course is to continue to develop creativity, imagination and enjoyment of Art and Design through extended investigation and making activities. Pupils learn how the visual language can be interpreted to convey ideas and meanings in a range of art, craft and design contexts. They investigate the connections that can be made between works across time and place.

Art and Design is taught for 2 lessons a week across this section of the school.

## **Brief Description of projects/course content:**

The course is divided into 3 domains:

- Drawing and Painting
- Sculpture
- Design

In each domain there are a number of projects and schemes of work that must be completed. Each is designed to develop a knowledge and understanding of artists and designers as well as improve each pupil's skills and artistic abilities of each pupil.

## **Skills Acquired:**

During this course pupils focus on improving skills in **Observational Drawing**, the ability to work to a **Design** brief and to **Interpret** in a creative and imaginative way.

They develop their ability to use a range of media and techniques, develop an understanding of the history of art and learn vocabulary related to art and design.

## **How is the subject assessed and examined?**

Most of the work will be assessed by continuous assessment. Pupils are given a project where they develop ideas and arrive at a final outcome, which will then be marked. At the end of the year there is a two hour examination

## Chinese

### **Aim of the Course:**

The course is intended to equip pupils with introductory knowledge of the official language of the Republic of China - Mandarin. . The course focuses on the *pinyin* system - tones, rules of phonetic spelling, pronunciation drills, and Chinese characters - their creation and evolution, stroke order, structure, the writing system and calligraphic techniques. Reading and writing skills are introduced; these include basic sentence pattern analysis, and development of language skills in listening, speaking, reading and writing. The course is also aimed at developing cultural awareness of China.

### **Brief Description of Projects/Course Content:**

The following is covered during the Year 7 Course: Chinese phonetics and the four tones; Fundamental strokes; Rules of writing – characters; Numbers up to 100; Greetings; Pronouns; Self introduction; Families; Where you live; My home; My friend; Food; Drinks.

The following is covered during the Year 8 Course: Interrogative pronouns; Sports; Hobbies; Likes and Dislikes; Introducing Friends; Ordering food; Polite manners; My body; Reading signs; Simple letter writing; Weather; Classroom expressions.

### **Skills Acquired:**

During the Year 7 and Year 8 Course the pupils will have grasped concepts of writing Chinese characters, be able to read simple texts, write simple characters, and distinguish various initials and finals. They should also be able to say and respond to basic phrases.

### **How is the subject assessed and examined?**

Over the year work will be assessed through written tests and projects given periodically. At the end of the year pupils sit three papers – a reading and writing paper, a listening and an oral examination

## Drama

### **Aim of the Course:**

The Drama course is designed to be challenging and exciting.

The course aims to consolidate those skills learnt in Drama during Junior Prep whilst refining those skills that enhance performance skills.

### **Brief Description of Projects/Course Content:**

- Theoretical study
- Practical exploration of texts and stimuli often related to pupil's English work
- From page to stage

### **Skills Acquired:**

These include practical and theoretical study as well as the ability to realise the performance possibilities of text and other stimuli. Pupils are also expected to use dramatic forms and structures to communicate feelings and ideas in Drama. The 'From Page to Stage' unit forms an exciting aspect of this course and allows pupils to produce, design and act in a short play in front of an invited audience. Pupils are responsible for every aspect of the production, from learning lines to organizing props, costume, lighting and set design as well as promoting the performance.

### **How is the subject assessed and examined?**

All the work is assessed using IGCSE criteria adapted for use in this introductory experience in year 7 & 8. There will be the opportunity for performance at given stages of the academic year. An end of year written examination based on one of the texts studied in class.

## English

### Aim of the Course:

From Year 7 onwards pupils are taught by specialist English teachers as we believe that successful IGCSE pupils are moulded from a young age. To this end the course aims to instill a passion for English and Literature through exposure to engaging and interesting texts, whilst simultaneously introducing skills that are essential in IGCSE and beyond such as analytical essay writing, summary and directed writing.

### Brief Description of Projects/Course Content:

#### YEAR 7

- Novel- from a choice of *Abomination, The Eagle of the Ninth, The Giver, Holes*
- Short Stories- *Tales with a Twist*
- Media- non fiction
- Poetry writing- Introduction to Poetic Techniques
- Poetry Analysis- from a variety of sources
- Shakespeare- An Introduction to Shakespeare
- Drama- from a choice of *The Valley of Fear, Dr Faustus (modernised versions)*
- Analysing and producing children's literature

#### YEAR 8

- Prose- from a choice of *Noughts and Crosses; The Wind Singer; Stone Cold; Refugee Boy; The Outsiders; I am David*
- Short stories- *Seize the Fire*
- Media- advertising
- Poetry
- Drama- from a choice of: *Snakestone, Frankenstein*
- Shakespeare- study parts of *A Midsummer Night's Dream*

### Skills Acquired:

Whilst pupils in different classes will study different texts at different times they will all be learning the same skills such as how to adapt their writing to different purposes and audiences and how to recognise and analyse authors' techniques. Pupils are exposed to a wide range of texts in order to increase their ability to read with insight and sensitivity.

### How is the subject assessed and examined?

All assessed work is graded using an adapted form of the British National Curriculum Levels; you will find a copy of this mark scheme in the front of your child's exercise book. Pupils undergo a range of continuous assessments from extended essays to spoken presentations and receive a grade each half term that reflects their performance in all of these. There is an end-of-year written examination paper that tests a variety of reading and writing skills.

# French

## **Aim of the Course:**

The Year 7 and 8 French course has been developed to provide pupils with the skills and knowledge needed to pursue the subject at IGCSE level. Pupils move toward more independent learning and develop new techniques in the four language skill areas. In addition pupils are exposed to the francophone culture and learn more about France and French speaking countries.

## **Brief Description of Projects/Course Content:**

The course is divided into 6 units, with two units covered each term:

### **YEAR 7 TOPICS**

- Bienvenue (introducing oneself, numbers, pets)
- Ma Famille (the family)
- Au collège (school subjects, time)
- Les passe-temps (sports, hobbies, weekend activities)
- Bon appétit (food and meals)
- Chez Moi (weather , house and home)

### **YEAR 8 TOPICS**

- Mode Ado (Teen fashion)
- En Forme (health and fitness)
- On se relaxe (TV and cinema, going out)
- Tous les jours (leisure activities, daily routine)
- Voyages et vacances (travel and holidays)
- Une visite de France (trip to France, giving directions)

Each unit is structured so that there is a clear progression. Grammar is systematically presented and there are two workbooks for practice: *Encore* to cover the core material, and *En Plus* for extension work. Each is designed to develop language systematically and to improve all four skill areas.

## **Skills Acquired:**

There is careful and systematic presentation and practice of key grammar, skills and pronunciation practice. During their study of the course, pupils develop their speaking, reading, writing and listening skills, and especially the ability to write accurately and creatively.

## **How is the subject assessed and examined?**

Throughout Year 7 the work is assessed through written tests and projects given periodically. At the end of the year pupils sit two papers, a reading and writing paper and a listening and oral examination.

**Prerequisites** – Pupils wishing to take French at year 7 must have completed a year’s study or be at level 2.

# Geography

## **Aim of the Course:**

The Geography Syllabus aims to encourage pupils to develop a sense of place and understanding of the relative locations on a local, regional and global scale. Pupils recognise that there are different views about geographical issues and describe two main viewpoints relating to an issue they have studied. They learn to understand some of the processes which will give some insight into ways in which people interact with each other and with their environment. Pupils also appreciate constraints, opportunities and contrasts presented by different environments.

## **Brief Description of Projects/Course Content:**

In Year 7 pupils distinguish between physical, human and environmental geography. The class also examines elements of weather and climate. Skills and data analysis is incorporated in the curriculum, including map work, weather measurement and recording. A detailed study of Kenya is covered and includes fieldwork trips.

In Year 8 pupils study about the characteristics, distribution and impacts of climate and on ecosystems. Pupils also examine plate tectonics and the processes and impacts of natural hazards. An in-depth study of Brazil is done to provide an understanding of a wide range of processes, including human actions contributing to the development of physical, economic, social, political and cultural environments.

## **Skills Acquired:**

Pupils are expected to demonstrate the ability to:

- Select and use basic techniques for observing, collecting, classifying, presenting, analysing and interpreting data. This includes basic map-work skills.
- Use a variety of sources for obtaining information, including maps and plans in a variety of scales.
- Use information from field trips to create an awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions.

## **How is the subject assessed and examined?**

Most of the work is assessed by continuous assessment. Pupils are required to respond to structured questions with gradients of difficulty; these are resource-based and involve problem-solving and free response writing. In Year 7 and 8 assessment is done through fieldwork activity, projects and end-of-unit tests.

# German

## German

### Aim of the Course:

Year 7 & 8 German aims to develop in the pupils the ability to use the language effectively for purposes of practical communication.

The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as pupils progress through their studies. It also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

### Brief Description of Projects/Course Content:

The course is divided into 5 units and will entail course work and projects. Each unit contributes to the overall acquisition of the four language skills tested in German and promotion of communication skills of the pupils.

- **Hallo** – Pupils will learn about greetings in German, how to give personal details, and count up to 50, name countries, internalise the German alphabet, name things in their school bag, talk about different colours, name the days of the week and months and talk about dates like Christmas and Easter.
- **Die Schule** – Pupils will learn about school subjects and how to talk about their school timetable, give opinions about subjects, count to 100, ask and give time, internalise the polite language in classroom set ups and talk about snacks.
- **Meine Familie** – Pupils learnt how to ask and talk about their families, their pets, describe other people and talk about other people's characteristics.
- **Freizeit** – Pupils will learn about different sports, hobbies and their likes and dislikes
- **Zu Hause** – Pupils will learn how to ask and talk about where they are living, swap addresses and phone numbers, ask and say where things are in the house, say what they do in the house, ask and say how they help around the house and ask and describe where things are.
- **Meine Stadt** – Pupils will learn how to ask and talk about towns, say what they can do in town, play a game with a friend, count to 150, order some food and drink at an ice-cream café, ask and talk about what snack food he/she likes, talk about how they learn and practise German.

### Skills Acquired:

During the course pupils develop their speaking, reading, writing and listening skills. The ability to express themselves orally and in writing accurately and creatively in the German is progressively acquired.

### How is the subject assessed and examined?

Pupils will be assessed on their ability to do a range of activities at the different levels. They will also do at least two course projects in the course of the year, which will count in their achievement grades. German will be assessed formally at the end of Year 8 in four papers: Reading and Listening (through ISEB Exams), Continuous Writing and Speaking

# History

## **Aim of the Course:**

The History course is aimed at enabling pupils to acquire skills in learning from the past and gaining knowledge about key events that occurred during various historical periods. The subject is aimed at equipping pupils with necessary basic skills which enable them to cope adequately with the demands of this subject and apply their evaluation skills as they move on to IGSC.

## **Brief Description of Projects/Course Content:**

In Year 7 the Course is divided into five major topics:

- Introduction skills to History
- The Roman conquest and occupation of Britain (Depth Study)
- Anglo-Saxons: Settlement and Role of the Church
- The Black Death
- The Portuguese conquest and Slave Trade.

In Year 8 the course is divided into six main topics:

- Introduction to History skills
- The Origins of Man
- Greek and Spartan Governments
- The Renaissance
- Voyages of Encounter
- Civil Rights in the USA

For each of these areas of study active class discussion is encouraged as this enhances the acquisition of knowledge and application of analytical skills. The Course also encourages pupils to consider each topic in the light of what is happening in society today.

## **Skills Acquired:**

In each topic pupils will acquire knowledge and also learn how to interpret and evaluate various types of evidence from historical sources. Key skill is the development of their research and essay writing skills.

## **How is the subject assessed and examined?**

For each topic there will be a variety of assessments including tests, take-home assignments, individual and group presentations and projects. These are designed to develop knowledge and also assess the level of knowledge and skills acquisition for each individual in order to inform intervention and progression. At the end of the year there is a one and a half hour examination.

## Home Economics

### **Aim of the Course:**

The aim of the course is to equip the pupils with a basic understanding of health, nutrition, food hygiene and kitchen safety. Home Economics offers a wider view on the world as we explore the culture of food from geographical, historical, environmental and social points.

This subject is taught once a week in Year 7 and in Year 8 once each half term.

### **Brief Description of Projects/Course Content:**

- In Year 7, the topics of Soups and Salads, Desserts and Snack Foods give plenty of opportunity for pupils to build up their confidence and understanding. Pupils will research the history of famous dishes and learn to use criteria to devise their own recipes.
- In Year 8, the topics of Pasta and Breads, Special Diets and Ready Made foods will ensure pupils have a deeper understanding of nutrition, personal and social health. Through practicing more complex cooking skills they will be able to produce a range of favourite dishes.

### **Skills Acquired:**

- Ingredient preparation
- Accuracy in measuring, temperature control and timing
- Equipment use
- Reading and following recipes with multiple steps and processes
- General kitchen hygiene and safety
- Team work and planning.

### **How is the subject assessed and examined?**

Most of the work will be assessed by continuous assessment. Pupils are given weekly tasks to complete either individually or in groups and the final outcome is assessed. Peer assessment forms an integral part of the learning.

# ICT

## Aims of the course

The aim is to encourage learners to become confident users of ICT. This will help pupils to develop and consolidate their knowledge, skills and understanding in ICT. The course will introduce basic Internet skills for learning and communicating. It also encourages pupils to develop their ICT skills in order to enhance their work in a variety of subject areas.

## Brief Description of Projects/Course Content:

The Year 7 course is divided into 2 domains:

### 1. Practical Tasks

The practical tasks will mainly involve:

Typing skills, Word Processing, Introduction to Windows, HTML Programming, spreadsheets, databases, presentation authoring, Communication (Internet & Email).

### 2. Written work or theory

Students should be able to demonstrate

knowledge and understanding in relation to:

The login and security procedures, the structure of the computer system, the functions of the main hardware and software components of computer systems, Health and safety issues, Input, output and storage devices; Data types, Measuring physical quantities, ICT key terms.

The Year 8 course is divided into 2 domains:

### 1. Practical Tasks

The practical tasks will mainly involve:

Typing skills, Using databases, Modeling – spreadsheets, Internet and email: Evaluating information from the Internet, Presenting information – PowerPoint, HTML part 2, Movie Maker.

### 2. Written work or theory

Students should be able to demonstrate knowledge and understanding in relation to:

Operating systems introduction and uses, Internet safety, health and safety issues, Application software and their uses, Data and information, Methods of data capture, Data security, Data use and misuse and Data Protection Act, ICT terminologies.

## Skills Acquired:

The skills learnt are:

1. Practical skills
2. Knowledge and understanding.

The skills prepare learners for a smooth transition from Year 7 and 8 to Year 9 in preparation for IGCSE.

## How is the subject assessed and examined?

At Year 7 and Year 8 learners will be assessed in theory (written work) and practical tests including typing skills. They will be expected to do assignments, continuous assessment tests and the end of year examinations. The weighting in the two areas of study are as follows

- Practical Skills(Tasks) 60%
- Written paper (Knowledge and Understanding) 40%

## INTEGRATED SCIENCE

### Aims of the Course:

The course follows the Cambridge Secondary 1 curriculum for Years 7 & 8 and will give the pupils a strong foundation for later stages of science education. Utilizing this framework provides comprehensive and progressive learning for Science in the key areas of Biology, Chemistry, Physics, and Scientific Inquiry. Pupils are expected to communicate using scientific language, demonstrating their newly acquired way of thinking about the natural world.

The science component is taught three times a week in Year 7 and 4 times a week in Year 8.

### Brief Description of the Course Content:

The course is designed to incorporate aspects of both the Cambridge Secondary 1 curriculum and the UK Key Stage 3 National Curriculum. The main topics studied include:

Year 7	Year 8
Laboratory Safety & Scientific Method	Scientific Method & Investigative Skills
Chemistry: States of Matter (1), Material Properties (1), Material Changes (1)	Chemistry: States of Matter (2), Material Properties (2), Material Changes (2), Energy Changes, Reactivity Series
Biology: Characteristics of Life, Cells, Environments, Classification	Biology: Food & Nutrition, Digestion, Circulation, Respiration, Reproduction, Plants
Physics: Forces, Magnetism	Physics: Energy, Energy Crisis, Sound, Light, Motion, Pressure

### Skills Acquired:

Pupils learn the concepts, terminology and scientific processes to form a strong foundation for the study of Pre-IGCSE Sciences. They acquire the skills and abilities of observing, measuring, recording and following instructions accurately. They learn to conduct experiments safely, and how to communicate observations, evaluate experimental data. They will also have opportunities to plan and carry out investigations.

### How is the subject assessed and examined?

Pupils are assessed continuously from their learning tasks, homework and laboratory work. Each topic will be followed by a 45 minute written test focusing on the concepts and skills covered. Pupils are expected to undertake investigations and produce analyses and conclusions.

An end-of-year examination consisting of theory and investigative skills, covering all topics will mark the end of the course.

# Mathematics

## **Aim of the Course:**

The Mathematics course at this level is aimed at equipping pupils with the skills to:

- Formulate and solve mathematical problems
- Develop reasoning and precise expression
- Develop abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others
- Become confident in using mathematics to analyse and solve problems both in school and in real-life situations
- Enhance capacity for independent thought and work
- Develop a critical appreciation of the use of information and communication technology in mathematics
- Enjoy mathematics and develop patience and persistence when solving problems.

## **Brief Description of Projects/Course Content:**

The programme of study is divided into four main domains:

- Number
- Algebra
- Shape, Space and Measures
- Handling Data

In each domain there are a number of topics to complete, designed to develop pupil's knowledge and understanding of the abstract and practical world of modern technology, as well as to improve their skills and mathematical abilities.

## **Skills Acquired:**

At Year 7 & 8 level pupils are expected to be confident in their numeric, algebraic and measuring skills so as to ensure success in the pre-IGCSE course. Mental skills also play an important role in developing capabilities in Mathematics at this stage.

## **How is the subject assessed and examined?**

Most of the work will be assessed by continuous assessment. This is done through home assignments, investigations, mental mathematics and tests.

Differentiation is incorporated into lessons by employing a variety of teaching methods, with questions at all levels so that every ability group is catered for. In addition, pupils use the ICT laboratory or smart boards at least once a week where they practice the subject, whilst sharpening their IT skills. At the middle and the end of each academic year pupils are given a two hour examination.

## Music

### **Aim of the Course:**

The Music course aims to provide all pupils' enthusiasm for musical performance and participation, and foster an understanding of the rudiments of music theory and genre.

### **Brief Description of Projects/Course Content:**

A broad range of topics is covered in Years 7 and 8. Pupils will study: song writing, world music, music history, notation skills, film music, and the music industry. In addition, they are encouraged to participate in Choir and Orchestra.

### **Skills Acquired:**

In line with the three IGCSE study areas of listening, composition and performance:

- The Music Department encourages and enables all transition pupils, whether or not they have experience of learning a specific musical instrument, to gain skills in keyboard and guitar.
- They also learn basic composition techniques
- They are able to analyse a variety of different kinds of music using appropriate technical vocabulary.

### **How is the subject assessed and examined?**

Continuous assessment takes place throughout the course, by means of listening exercises and demonstration of practical skills. At the end of each year pupils take a 1.5 hour exam which consists of a written paper (listening, appraisal and theory) and a performance test.

## Physical Education

### **Aim of the Course:**

The aim is to maintain levels of physical fitness, whilst developing both individual and team skills.

### **Brief Description of Projects/Course Content:**

The Physical Education course continues developing the skills learnt in earlier years. Each term, pupils focus on different sports, developing their skills and understanding of particular games. There is always an opportunity to attend trials to represent the school teams.

The activities covered include:

- Swimming
- Athletics and Cross-Country
- Football
- Field Hockey
- Basketball
- Gym
- Rugby
- Netball
- Rounders

### **Skills Acquired:**

Pupils continue to acquire and refine skills in: human movement, swimming, tennis, athletics, cross country, football, rugby, rounders, netball, basketball and hockey. There is an emphasis on sports for all, sportsmanship, rules and regulations, skills, teamwork, fitness, well-being and enjoyment.

### **How is the subject assessed and examined?**

Physical Education is examined throughout the term and specific weeks are allocated for half term and end of term grades.

## Spanish

### **Aim of the Course:**

Spanish is taught in Years 7 and 8 only. The course is designed to encourage an appreciation of the language, develop the appropriate communication skills and knowledge needed to pursue the subject at Pre-IGCSE and IGCSE level. It is also designed to develop cultural awareness by learning more about Spain and other Spanish-speaking countries.

Spanish is taught for two lessons a week in Years 7 and 8.

### **Brief Description of Projects/Course Content:**

#### **Year 7**

- Greetings
- Alphabet
- Numbers up to 100
- Dates
- Classroom items and Naming parts of a computer
- Nationality and where you live
- Describing your family and pets
- Describing eyes and hair; size and color
- Describe your school; School subjects and giving opinions
- How to tell Time
- Transport
- Food and drink

#### **Year 8**

- Daily routine
- Giving and understanding directions.
- Describing locations and places in a town
- Distance
- Weather
- Sports
- Leisure time
- Helping at home - chores

### **Skills Acquired:**

Pupils develop their reading, writing, listening and speaking skills. These are the four skill areas tested later in IGCSE, where there are four final examination papers taken.

### **How is the subject assessed and examined?**

In Year 7 and 8 most of the work is assessed by continuous assessment. Pupils are required to successfully carry out a range of language activities. At the end of the Year 8 a more formal assessment, covering all four skills areas, is given.

## Swahili

### **Aim of the Course:**

The Swahili course provides a framework for the development of written and transmission skills combined with application of basic grammar in the Swahili language.

It builds a suitable foundation to pursue the subject at secondary level. Pupils learn more about spoken and written Swahili. They also get a chance to try out construction of simple sentences based on the knowledge gained prior to joining this level. The noun classification skill which starts at this level is crucial if one is to pursue the language at secondary level.

### **Brief Description of Projects/Course Content:**

The course is divided into four parts:

- Grammar and vocabulary acquisition
- Comprehension
- Reading and writing
- Listening

In each area there are various projects, role plays and schemes of work that need completing. Each area is organised in such a way that pupils understand basic structures of the language whilst communicating in spoken or written language where applicable. The application of grammatical rules is expected although at a rudimentary level

### **Skills Acquired:**

Because secondary school level Swahili requires pupils to complete four examinable sections, the Year 7 & 8 course focuses on improving competence in both spoken and written Swahili. Furthermore, those who take the course are prepared adequately to establish a solid foundation in the language in order to present their ideas and facts in a logical sequence.

### **How is the subject assessed and examined?**

The subject is assessed in various ways. Pupils are expected to complete a word-processed or Power Point project on a selected topic and present a role-play activity. Continuous assessment tests are also used widely as a mode of assessment in the language. At the end of year, pupils are given a one and half hour examination; the rationale of this examination is to help the pupils prepare for the more rigorous secondary level Swahili.

# **BROOKHOUSE SCHOOL**

**Magadi Road, Langata**

**P.O. Box 24987, Nairobi, 00502 Kenya**

**Telephone: (020) 243 0261-6**

**Fax: (020) 243 0269**

**E-mail: [info@brookhouse.ac.ke](mailto:info@brookhouse.ac.ke)**

**Website: [www.brookhouse.ac.ke](http://www.brookhouse.ac.ke)**