



WELLINGTON COLLEGE
INTERNATIONAL
HANGZHOU



KEY STAGE 3 CURRICULUM



Introduction

The Senior School is broken into two Key Stages – Key Stage 3, constituting of Year 7, Year 8 and Year 9; and Key Stage 4, constituting of Years 10 and Year 11. Key Stage 4 curriculum information will be delivered through the Key Stage 4 IGCSE options booklet.

The Wellington College International Hangzhou Key Stage 3 curriculum adheres to an adapted version of the Secondary School National Curriculum of England. The content of the National Curriculum focuses heavily on developing the essential knowledge and skills the pupils require as they grow towards their IGCSE examinations and ultimately within adult life. The National Curriculum considers English, Mathematics and Science ‘core’ lessons and as such more time during the weekly timetable is devoted to teaching these subjects. As an international school based in Hangzhou the English curriculum is adapted in a number of ways, most noticeably to include the teaching of Chinese.

In addition to the inclusion of extra subjects, the English curriculum is adapted in other ways, particularly the development of key skills. Whilst knowledge is an essential component of our teaching at Wellington, every teacher also knows the importance of teaching and facilitating the development of 21st Century life skills, notably independence, confidence, innovation, critical thinking, problem solving, respect for key values and cultural competence. Such skills are built into the fabric of the curriculum and are developed in all subjects and in all lessons. As such, the curriculum at Wellington does not rely on one specific resource, such as textbooks, to develop the pupil’s learning. Instead, the curriculum is taught around the needs of the pupil themselves, with learning mapped out – where each pupil, regardless of their ability, engages in the development of both their knowledge and their life skills.

In order to foster the broad aims of this diverse secondary curriculum, subjects are taught in individual lessons by specialists, with the key learning relating to the content required in later years by the IGCSE examinations. In this regard every member of staff at Wellington is fully committed to bringing the curriculum to life.



English

Overview:

The English department know the valuable role English has to play as the medium of instruction for most other subjects; it helps in preparing pupils for lifelong learning and the world outside our school. We work to ensure all pupils become adept language users: effective writers, readers, speakers and collaborators. Pupils will learn to use the skills they develop with us autonomously, not only within the confines of the classroom but across the school and the wider community. The syllabus for Senior School is based on the British National Curriculum requirements and the year will be split into topics through which key skills will be studied. During each topic reading, writing and oracy skills will be continually assessed.

We aim to:

- Provide an education in English Literature and Language that is of the highest quality involving the provision of challenging reading, writing and oracy tasks to further the confidence and understanding of our whole range of pupils. This will take into account pupils age, gender, ethnicity, capability, additional learning needs, and those who speak English as an additional language.
- Encourage pupils to learn to analyse and interpret, to comprehend and communicate, to question and appreciate, and, in-so-doing, develop a better sense of themselves and their place in the world.
- Ensure a stimulating learning environment which challenges and encourages pupils with their differing needs, interests and aspirations, to develop their curiosity and enthusiasm in literature and literacy skills.
- Expose our pupils to a diverse range of challenging and increasingly mature texts, which constitute a cross-section of the literary canon and provide a flavour of both the contemporary and the traditional. We firmly believe that no text should be considered too difficult as, whilst the material covered in class will be tailored to its learners, it is the way texts are presented that ultimately dictates accessibility.

In order to meet these aims, we will ensure:

- English lessons are challenging and personalised; individual's needs will be considered and met at all times.
- Pupils are engaged and motivated to develop and extend their reading and writing skills.
- Pupils are given a diverse selection of literature to analyse.
- Pupils are actively encouraged to read widely and independently.

Listed below is the overview of the literature studied in the year. As well as the core texts, pupils will be reading many shorter extracts to develop their reading. They will also have sessions outside of English lessons that will develop positive independent reading habits.

These key texts will be supplemented by weekly writing lessons based around linked themes. These lessons will focus on developing pupils' creativity, criticality and ability to respond to a set purpose. They will also focus on building on pupils written accuracy and fluency in grammar and spelling. Pupils will also have the opportunity to write in a number of different forms: from letters and news articles to descriptive and narrative writing.

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Modern Novel: Boy in the Striped Pyjamas – John Boyne</p> <ul style="list-style-type: none"> • Develop comprehension. • Make comparisons between the text and its context. • Identify and explain writer's methods and purpose for writing. • Develop self-monitoring and independent reading skills. 	<p>Modern Play: Frankenstein – Mary Shelley & Philip Pullman</p> <ul style="list-style-type: none"> • Develop an awareness of the play form, including stage directions, dialogue and setting. • Develop an understanding of 19th century classic texts • Look at the cultural significance of fictional characters. <p>Poetry: The Romantics</p> <ul style="list-style-type: none"> • Identify and comment on poetic techniques. • Comment on the tension between Classic and Romantic poetry. 	<p>Classic Text: A Mid Summer's Night Dream – William Shakespeare</p> <ul style="list-style-type: none"> • Revise the play form. • Develop an awareness of early modern English. • Begin to analyse some linguistic features of early modern English. • Understand the specific context of the play in relation to its history and geographical setting.

<p>Year 8</p> <p>Poetry: War Poets</p> <ul style="list-style-type: none"> • Develop the ability to compare and contrast poems from a similar era. • Revise and enhance our knowledge of poetic techniques and forms • Develop vocabulary and use themes in our own writing. <p>Selection of Short Stories – Various Authors</p> <ul style="list-style-type: none"> • Enhance comprehension and our critical response to a variety of texts. • Explore a wide range of themes and contexts. • Identify the writer's craft and be able to use a selection of techniques in our own writing. 	<p>Classic Text: Macbeth – William Shakespeare</p> <ul style="list-style-type: none"> • Revisit and enhance the key ideas from year seven. • Develop an awareness of the role of the female in classic literature. • Be able to compare a text to its specific context. <p>Non-fiction: A selection of non-fiction – Various Authors</p> <ul style="list-style-type: none"> • Build our understanding of various influential, historical non-fiction texts. • Develop the ability to comprehend and compare a wide variety of media. • Be able to replicate the key features of a news article in our own writing. 	<p>Modern Novel: Chinese Cinderella – Adeline Yen Mah</p> <ul style="list-style-type: none"> • Be aware of key socio-cultural themes. • Enhance comprehension skills. • Develop and academic writing style in response to a text. • Explore the form of an autobiographical text.
<p>Year 9</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> • Read either a single narrative, or a collection of short stories - analysing structural and linguistic devices. • Writing a narrative, making choices in terms of language and structure - looking at extracts for inspiration. <p>Non-Fiction</p> <ul style="list-style-type: none"> • Spot bias, opinion and fact in a newspaper article. Understand the form of a news article. Look at speeches and the use of rhetoric. • Be able to present a speech on a chosen topic - using rhetoric to persuade an audience. 	<p>Charles Dicken – Oliver Twist</p> <ul style="list-style-type: none"> • Understand how a text can reflect its social context. Advance language acquisition. • Develop vocabulary, understanding of plot details, and overall comprehension. <p>War Poetry</p> <ul style="list-style-type: none"> • Understand how the war was represented in various poems. Further knowledge of poetic techniques. • Be able to link ideas from different poems together; notice key poetic features and replicate features of war poetry. 	<p>Shakespeare - Macbeth</p> <ul style="list-style-type: none"> • Advanced knowledge of language used by Shakespeare - Understand the role of the female within Macbeth. • Be able to comment on one theme of the play and how language choices reflect that theme. <p>Descriptive Writing</p> <ul style="list-style-type: none"> • Read either a single narrative, or a collection of short stories - analysing structural and linguistic devices. Be able to write a narrative story. • Be able to tell the difference between narrative and descriptive writing.

Skills progression: Writing

	Vocabulary, grammar and Punctuation	Spelling	Handwriting
Year 7	<ul style="list-style-type: none"> Experiment with a range of literary and rhetorical devices seen in reading. Consider the structure of our work and move towards clear paragraphing. Begin to understand how grammatical choices can suit a particular form or purpose. Understand the requirements of a variety of genres and purposes including: biographies, letters, narrative, Travel writing Be able to write in a variety of sentence forms with differing lengths. Use standard English in speech and writing. 	<ul style="list-style-type: none"> Spelling tuition will react directly to pupils needs. They will have time to correct and learn new spellings and words from the literature they have read. Spelling patterns from previous years will be revisited. Learning and applying taught spelling patterns, including compound words, homophones, prefixes and suffixes of increasing complexity. Understanding the use and spelling of contractions. Focus on increasingly complex word endings. Words with silent letters. 	<p>Build on the Key Stage 2 curriculum.</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letter.
Year 8 & Year 9	<p>Build on the year seven objectives and include:</p> <ul style="list-style-type: none"> Use of professional pieces of writing as a basis to enhance writing for different audiences and purposes. Select vocabulary for an intended effect or purpose. Effectively communicate by varying grammatical choices. Acquire and use new grammatical constructions to achieve particular effects in their writing and speech. 		



Mathematics

The Maths Department is committed to ensuring that mathematic lessons are as transferable as possible, both in other subjects within school and when the pupils leave school. We will provide an inspiring environment in the classroom that helps pupils to thrive, develop a thirst for maths, and understand the key concepts to move them forward.

The aim of the curriculum is:

- To provide a mathematical education of the highest quality that involves the provision of challenging courses in mathematics and its applications for the whole range of pupils, taking into account of age, gender, ethnicity, capability, special educational needs, giftedness and those at Wellington for whom English is an additional language.
- To instill an understanding of the nature of mathematics: the confidence and skill to use mathematics to logically solve problems both within mathematics and in the real world.
- To provide teaching of consistently high quality tailored to the needs of individual pupils and their learning styles.
- To develop in pupils the capacity to learn mathematics including confidence and enjoyment, the ability to communicate mathematics precisely and accurately, the capacity for clear logical thinking and a strong personal sense of number and the awareness of building on prior understanding to progress further.

In order to meet these aims, we will ensure pupils engage in:

- Investigational work
- Problem solving
- Mathematical discussion using precise mathematical language

Pupils will receive personalised learning opportunities based on assessments. The department continuously reviews individual progress and facilitates logical pathways to reaching the next level. Assessments take place on a class basis throughout the year. Support and extension is used to either reinforce or extend class lessons or allow pupils to continue with investigational work.

Pupils will learn the following:

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Factors, primes, multiples and squares</p> <ul style="list-style-type: none"> • Find the HCF and LCM of two numbers. • Carry out calculations involving squares, cubes, square roots and cube roots. <p>Equations, functions and formulae</p> <ul style="list-style-type: none"> • Simplify expressions by collecting like terms. • Expand and factorise expressions. • Solve linear equations. <p>Fractions, decimals and percentages</p> <ul style="list-style-type: none"> • Convert between FDP. • Use operations on FDP. • Find fractions and percentage of amounts. <p>Analysing and displaying data</p> <ul style="list-style-type: none"> • Using tables and charts to represent data. • Reading data from tables and charts. • Finding averages from data and frequency tables. 	<p>Equations – linear and quadratic</p> <ul style="list-style-type: none"> • How to solve linear and quadratic equations. • How to expand and factorise linear and quadratic equations. <p>Ratio and proportion</p> <ul style="list-style-type: none"> • How to split into a ratio. • How to simplify a ratio. • Use direct and inverse proportion. 	<p>Perimeter, area and volume</p> <ul style="list-style-type: none"> • Perimeter and area of triangles and quadrilaterals • Volume of cubes and cuboids • Area and volume of compound shapes <p>Sequences</p> <ul style="list-style-type: none"> • Find nth term of a linear sequence. • Continue linear and geometric sequences. • Find terms in a linear sequence.

	Michaelmas Term	Lent Term	Summer Term
Year 7	Angles and shapes <ul style="list-style-type: none"> Finding missing angles in triangles and quadrilaterals. Finding interior and exterior angles of shapes. Angles in parallel lines. 	Perimeter, area and volume <ul style="list-style-type: none"> Perimeter and area of triangles and quadrilaterals. Volume of cubes and cuboids. Area and volume of compound shapes. 	Linear and non-linear graphs <ul style="list-style-type: none"> How to graph lines with the form $y=mx+c$. How to graph quadratics graphs with x^2 as a term.
Year 8	Powers and roots <ul style="list-style-type: none"> Operations with Squares and cubes. Indices laws. Equations, inequalities, functions and quadratics <ul style="list-style-type: none"> Solving equations and inequalities. How to use a function machine to solve equations. Expanding and factorising linear and quadratics. Fractions, decimals, percentages and negative numbers <ul style="list-style-type: none"> Convert between FDP. Use operations on FDP. Find fractions and percentage of amounts. Use decimal multipliers. Linear and non-linear graphs <ul style="list-style-type: none"> How to graph lines with the form $y=mx+c$. How to graph quadratics graphs with x^2 as a term. 	Simultaneous equations <ul style="list-style-type: none"> How to solve simultaneous equations. What simultaneous equations helps us to solve. Right angled triangles (Pythagoras and trigonometry) <ul style="list-style-type: none"> How to use and apply Pythagoras' theorem. How to use trigonometry to find angles and sides on a triangle. 	Collecting and analysing data <ul style="list-style-type: none"> Using tables and charts to represent data. Reading data from tables and charts. Finding averages from data and frequency tables. Collecting data to use in graphs and tables.

	Michaelmas Term	Lent Term	Summer Term
Year 8	Compound measures and bounds <ul style="list-style-type: none"> Learn how to find speed, distance and time and use them on a graph. Learn other compound measures such as pressure, force, area, density, mass and volume. Learn about upper and lower bounds of numbers. 	Mathematical reasoning <ul style="list-style-type: none"> Explain and justify a mathematical solution. Draw graphs to solve mathematical problems. 	Expanding and factorising – linear and quadratic <ul style="list-style-type: none"> Expanding and factorising linear and quadratic expressions. Solving using expanding and factorising – linear and quadratic.
Year 9	Trigonometry <ul style="list-style-type: none"> Labelling sides. Applying trigonometry to right-angled triangles. Understand adjacent, opposite and hypotenuse and how to label a right-angled triangle. Able to use sin, cos and tan to find missing sides and angles. Data and Charts <ul style="list-style-type: none"> Collecting and displaying data. Reading and interpreting data. Display data in bar charts, pie charts, pictograms, stem and leaf, frequency tables (grouped and ungrouped), histograms, cumulative frequency and scatter graphs. Understanding of a variety of different methods of displaying data. Able to collect data and display it using the correct chart or graph. 	Probability <ul style="list-style-type: none"> Probability from tree diagrams. Venn Diagrams. Inverse Proportional Functions <ul style="list-style-type: none"> Direct and Inverse Proportion. Recognising graphs. Sketching inverse functions. Draw graphs to solve mathematical problems. Extending knowledge on proportion to squares, square roots, cubes, cube roots etc. (e.g. $y=kx^2$). Can recognise graphs of direct and inverse functions and know the difference. Able to use a table to values to sketch an inverse function. 	Circles <ul style="list-style-type: none"> Circle Theorems. Cyclic quadrilaterals. Able to use all of the circle theorems (angles at the centre etc.). Understands the concept of a cyclic quadrilateral and can use it to find missing angles.

	Michaelmas Term	Lent Term	Summer Term
Year 9	<p>Statistics</p> <ul style="list-style-type: none"> Calculating mean, median, mode and range for data. Cumulative frequency diagrams. Box and whisker plots. Correlation and lines of best fit. Know the purpose for using different averages. Able to find the mean and modal class for grouped data. Can construct cumulative frequency diagrams and find quartiles, uses these to construct box and whisker plots. Understanding of positive, negative and no correlation. Able to draw a line of best fit for data. 	<p>Quadratic Functions</p> <ul style="list-style-type: none"> Terminology used with quadratic functions. Finding x and y intercepts. Sketching quadratics. Understanding of the terms vertex, minimum, maximum, intercepts, domain and range. Can find the x and y intercepts and minimum/maximum point of a quadratic function. Sketching graphs of quadratic functions by finding the intercepts/using a table of values. 	<p>Compound Measures, Bounds and Error Intervals</p> <ul style="list-style-type: none"> Compound Measures. Upper and lower bounds. Writing error intervals. Able to use the formulae for: speed, distance, time; density, mass, volume and pressure, force, area. Calculations using upper and lower bounds of rounded numbers, such as with area, volume and compound measures. Understand how to write out the error interval for a number.



Science

The aim of Senior School Science at Wellington is for pupils to develop an understanding of what it means to be a scientist. We want to develop and enhance young people's fascination and excitement about the world they live in. Pupils will be encouraged to ask questions and will be taught the skills they need to answer those questions. We hope that pupils will not just end up with a level of scientific knowledge, but also with the ability to think and act like a scientist.

Pupils will be following the 'Exploring Science: Working Scientifically' course which includes 35 units of teaching spread over three years. The first 28 units cover the 2014 English National Curriculum for Science. The final 7 units cover IGCSE preparation and skills, extended projects, a final examination, and a revision period leading up to the examination.

Each module will be based on one of the three core Sciences: Biology, Chemistry or Physics but every opportunity will be taken to make links between the three. Each of the 28 units will have a summative assessment as well as continuous formative assessment allowing pupils to make progress throughout the course.

Emphasis throughout the course is on working scientifically. This involves understanding and learning the main scientific principles:

- Observation
- Asking questions
- Thinking up hypotheses to answer the questions
- Designing fair tests to see if the hypotheses are correct
- Carrying out the tests
- Interpreting the results
- Evaluating the tests and the results
- Communicating

In every topic, extension activities are made available to those pupils who are well motivated and enthusiastic. Most topics are taught in a practical and investigative manner and pupils are given every opportunity to plan and carry out practical work. There is also an emphasis on incorporating Science in society and an effort is made to ensure that pupils understand how the science they are learning applies to modern society.

Pupils will learn the following:

	Biology	Chemistry	Physics
Year 7	<p>Cells, tissues, organs and systems</p> <ul style="list-style-type: none"> • Recognise features of living things. • Describe the functions of different organs. <p>Sexual reproduction in animals</p> <ul style="list-style-type: none"> • Understand the terms internal and external fertilization. • Describe how the extent of parental care differs between different types of animal. <p>Muscles and bones</p> <ul style="list-style-type: none"> • Identify the bones in the human skeleton, and that of other vertebrates. • Identify factors that may affect bone and muscle structure. <p>Ecosystems</p> <ul style="list-style-type: none"> • List examples of different habitats. • Identify examples of hybrids and species. 	<p>Mixtures and separation</p> <ul style="list-style-type: none"> • Identify examples of mixtures. • Plan an investigation to obtain salt crystals from rock salt. <p>Acids and bases</p> <ul style="list-style-type: none"> • Identify substances that are acids and bases. • Compare colour changes given by different indicators for the same test solution. <p>The particle model</p> <ul style="list-style-type: none"> • Compare the properties of solids, liquids and gases. • Evaluate the use of the particle model to explain observations about matter. <p>Atoms, elements and compounds</p> <ul style="list-style-type: none"> • Identify the position of an element on the periodic table. • Understand the difference between an element and a compound. 	<p>Energy and changes</p> <ul style="list-style-type: none"> • Compare the different ways in which energy can be transferred. • Understand the meaning of the term conservation of energy. <p>Electricity</p> <ul style="list-style-type: none"> • Understand the terms conductor; insulator; complete circuit, ammeter and current. • Identify a series and a parallel circuit. <p>Forces</p> <ul style="list-style-type: none"> • Identify the forces acting on an object. • Identify examples of friction, air resistance and water resistance. <p>Sound</p> <ul style="list-style-type: none"> • Understand the terms pitch, volume, intensity, frequency and amplitude. • Distinguish between ultrasound and infrasound.

	Biology	Chemistry	Physics
Year 8	<p>Food and digestion</p> <ul style="list-style-type: none"> Identify examples of different types of nutritional information. Classify foods as good sources of carbohydrates, fats (lipids), proteins, vitamins and minerals. <p>Sexual reproduction in plants</p> <ul style="list-style-type: none"> Understand what is meant by biodiversity. Describe the differences between asexual and sexual reproduction. <p>Breathing and respiration</p> <ul style="list-style-type: none"> Understand the terms: breathing, breathing rate, ventilation, inhalation, exhalation. Identify and locate the positions of the organs in the human gaseous exchange system. <p>Unicellular organisms</p> <ul style="list-style-type: none"> Identify key characteristics of microorganism cell structure. Identify changes in the gradient of a growth curve. 	<p>Combustion</p> <ul style="list-style-type: none"> Understand what is meant by a fuel cell and the meaning of combustion. Distinguish between the terms exothermic and endothermic. <p>The Periodic Table</p> <ul style="list-style-type: none"> Understand how to calculate atomic mass. Identify the reactants and products in a reaction. <p>Metals and their uses</p> <ul style="list-style-type: none"> Understand the meaning of the term corrosion. Identify the reactants and products in an oxidation reaction. <p>Rocks</p> <ul style="list-style-type: none"> Describe how igneous rocks are formed. Distinguish between physical and biological weathering. 	<p>Fluids</p> <ul style="list-style-type: none"> Compare the properties of solids, liquids and gases. Identify what happens to particles and temperature during changes of state. <p>Light</p> <ul style="list-style-type: none"> Understand what is meant by diffuse, specular, incident ray and reflected ray. Understand what is meant by the terms reflect, scatter, transmit, absorb, reflection, angle of incidence, angle of reflection, normal and plane mirror. <p>Energy transfers</p> <ul style="list-style-type: none"> Distinguish between the terms thermal conductor and thermal insulator. Explain how energy is transferred in conduction, convection and radiation. <p>The Earth and space</p> <ul style="list-style-type: none"> Describe the heliocentric model of the Solar System. Describe how the tilt of the Earth's axis affects the energy received from the Sun.

	Biology	Chemistry	Physics
Year 9	<p>The Nature and Variety of Living Organisms</p> <ul style="list-style-type: none"> Describe the characteristics of living organisms Variety of living organisms <p>Structure and Functions in Living Organisms</p> <p>To be able to understand, explain and evaluate:</p> <ul style="list-style-type: none"> Cell structures Movement of substances Biological molecules Nutrition (humans) Nutrition (plants) Respiration Gas Exchange Transport (plants) Transport (Humans) Excretion Co-ordination and response 	<p>Principles of Chemistry</p> <p>To be able to understand, explain and evaluate:</p> <ul style="list-style-type: none"> States of matter Elements, compounds and mixtures Atomic structure The periodic table Chemical formulae, equations and calculations part I Ionic bonding Covalent bonding <p>Physical chemistry</p> <p>To be able to understand, explain and evaluate:</p> <ul style="list-style-type: none"> Energetics Rates of reaction Reversible Reactions and equilibria 	<p>Forces and Motion</p> <p>To be able to understand, explain and evaluate:</p> <ul style="list-style-type: none"> Units Movement and position Forces, movement, shape and momentum <p>Waves</p> <p>To be able to understand, explain and evaluate:</p> <ul style="list-style-type: none"> Properties of waves The electromagnetic spectrum Light waves Sound <p>Energy resources and energy transfer</p> <p>To be able to understand, explain and evaluate:</p> <ul style="list-style-type: none"> Units Energy transfers Work and power Energy resources and electricity generation



Chinese

Since Mandarin is the dominant language of mainland China, at Wellington we make sure that our pupils perfect all the skills involved in the language; reading, writing, speaking and listening. We encourage our pupils to communicate in Chinese during their lessons and also outside in the wider community to ensure that they are getting the full experience of developing their knowledge of one of the most popular languages in the world. The lessons are designed to cater for both native and non-native speakers of Chinese.

Through the teaching of Chinese, we aim to:

- Help the pupils enjoy learning the Chinese language and encourage them to communicate with it through various fun and interactive techniques. Encouraging this enjoyment of Chinese will result in the development of the language and will encourage pupils to learn it more and more.
- Present high standards of teaching for the pupils to learn Chinese. In the Chinese department we continue to develop the teaching of Chinese to highest standard possible, so the pupils have every opportunity to learn
- Teach the pupils topics that relate to real life and enrich their knowledge about the Chinese culture.

The Chinese syllabus in the school is based on the Chinese Education curriculum, with a view to working towards the IGCSE qualification, This textbook is complemented with external topics, resources, and activities that enrich the language; this ensures pupils are excited and interested to learn the language and also foster the development of key skills.

In order to meet these aims, we will ensure:

- Pupils are able to present information, concepts and ideas on a variety of topics.
- Pupils critically analyse and interpret the seen and spoken word for implied and hidden meanings.
- Pupils widen and deepen their language awareness by means of literature, news reports and commentaries.
- Pupils apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.
- Pupils demonstrate knowledge and understanding of significant components of Chinese culture and cultural aspects of the Chinese language.

Chinese – as a native language

Pupils will learn the following:

Year 7	<ul style="list-style-type: none"> • Listen to articles related to social and cultural issues, and be able to obtain information, summarise and express opinions. • Listen to radio and TV news broadcasts with understanding, and be able to summarise, express opinions and present points of view. • Be able to explain and express opinions and feelings on ethical values related to social issues, such as crime, elections and poverty. • Be able to handle interviews properly and obtain information on social issues effectively. • Be able to present arguments from multiple perspectives and give effective reasons for a given argument. • Be able to recognise an additional 300-350 characters. They will work towards a total vocabulary target of 1500-2000 characters. • Improve silent reading skills and aim for 150-180 words per minute. • Use a Chinese dictionary for independent writing projects. • Work towards a writing target of 400 - 450 characters. • Be able to compose a 300 word piece on a familiar topic under exam conditions.
Year 8	<ul style="list-style-type: none"> • Be able to use the specialised vocabulary appropriate to the topic in oral presentations. • Be able to identify the characteristics of different types of speech and use them appropriately. • Be able to understand and explain the central theme of a video or film. • Be able to analyse and express a considered viewpoint regarding current affairs. • Be able to negotiate agreement in groups through role-play.

Year 8

- Consolidate vocabulary already learnt.
- Improve silent reading skill and aim for 250-330 words per minute
- Understand and interpret implications and impact in complex essays on a variety of issues.
- Use an increasing range of words and phrases, including “shumianyu”, to express the same idea in writing.
- Use different ways to describe things, to convey messages and to express ideas and opinions.
- Learn information about famous writers and write about their lives, their most important works and discuss their impact on the literary world.
- Use a Chinese dictionary for independent reading and writing.
- Work towards a writing target of 500-550 characters.

Year 9

- Be able to identify elements of the news and characteristics of a memoir.
- Be able to select typical materials for creating characters.
- To explore ancient vocabulary and understand the meaning of the texts.
- To identify the different types of emotional essays within ancient texts.
- To improve their reading ability of ancient texts and poems
- To write speeches written within the techniques of ancient texts with a clear meaning.
- To be able to write stories with conflicts that have identified sequences.
- To understand the special patterns in ancient texts and be able to summarize these in extended writing and verbal form.
- Use a Chinese dictionary for independent writing projects.
- Work towards a writing target of 600+ characters.
- Be able to compose a 500 word piece on a familiar topic under exam conditions.

Chinese – as a non-native language

Pupils will learn the following:

Year 7	<p>Pupils engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Be able to understand simple words and phrase that are closely related to their everyday lives, for Examples: greetings and goodbyes, “thank you”, “you’re welcome”, “excuse me”, “no problem”, “doesn’t matter”, “I’m sorry”. • Be able to exchange basic personal and biographical information for examples, name, age, school year level, nationality and family members. • Be able to make routine requests and informational inquiries in the classroom and in other contexts, for example: asking permission to go to the toilet, asking for repetition or clarification, and asking where something is located or when it takes place.
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Year 7	<ul style="list-style-type: none"> • Be able to use numbers in expressions relating to the date, time and telephone numbers. • Be able to talk about common/everyday objects and activities, interests and hobbies at school and at home. • Be able to express likes and dislikes using simple explanations that show an understanding of adjectives. • Be able to respond to simple oral directions and requests. • Work towards an initial reading vocabulary of 50-90 words, of which they will be able to write at least 30 characters.
Year 8	<ul style="list-style-type: none"> • Be able to talk about common/everyday objects and activities, interests and hobbies at school and at home. • Be able to express likes and dislikes using simple explanations that show an understanding of adjectives. • Be able to use and respond to appropriate conventional social language of 4-5 exchanges in person or on the telephone. • Be able to respond to simple oral directions and requests. • Be able to perform short, composed and memorised skits based on familiar contexts and daily interactions. • Demonstrate an awareness of the pronunciation of sound patterns and their meanings. • Work towards a reading vocabulary of 70 -120 words, of which they will be able to write 50. • Be able to produce Chinese character-Pinyin mixed passages of 30 words in length. • Understand the meaning of radicals and be able to write 45-60.
Year 9	<ul style="list-style-type: none"> • To be able to ask for and give directions and identify locations by using landmarks as references. • To be able to describe whether two places are close or far away from one another. • State where you are heading and the purpose of going there. • To be able to ask a friend to go to a party with you and arrange a time and place to meet. • Describe common symptoms of allergies and understand and repeat instructions on when and how often to take medications. • Describe your current and ideal living quarters including naming items within accommodation. Be able to offer opinions and viewpoints on the positives and negatives of differing accommodation. • Name some popular sports and talk about your own exercise habits. • To be able to discuss your own feelings about various sports and be able to make a simple comparison between how football and American football are played. • Work towards a reading vocabulary of 150-200 words, of which they will be able to write 100. • Be able to produce Chinese character-Pinyin mixed passages of 50-80 words in length. • Understand the meaning of radicals and be able to write 80-100.



History and Geography

Overview

Humanities is a continually developing subject which helps pupils both understand and look to shape the world around them. At Wellington, we focus primarily on British History and its impact on the wider world and the geographical based lessons focus on topics that effect the local surroundings and the wider world. This allows Wellington to fully prepare our pupils to be true 'World citizens' that can play an active role in a rapidly developing world. Due to the nature of the subject many aspects of the course dovetail with other subjects. The syllabus is based on the British National Curriculum requirements and the year will be split into topics through which key skills will be studied.

We aim to:

- Provide an education in History and Geography that is of the highest quality involving the provision of challenging texts, ideas and resources to further the confidence and understanding of our whole range of pupils. This will consider pupil's age, gender, ethnicity, capability, additional learning needs, and those who speak English as an additional language.
- Encourage pupils to learn to analyse and interpret, to comprehend and communicate, to question and appreciate, and, in-so-doing, develop a better sense of themselves and their place in the world.
- To make all future Old Wellingtonians excellent world citizens that can contribute to the cultures, businesses and communities that they take inhabit.
- To create opportunities to develop intercultural awareness and understanding.
- Humanities encourages pupils to establish links between subjects, cultures and other areas of experience. The course enables pupils to develop a wide range of skills that are transferable across other subject groups in the Wellington International curriculum framework, allowing them to see other subjects from a humanities perspective and vice versa.
- Ensure a stimulating learning environment which challenges and encourages pupils with their differing needs, interests and aspirations, to develop their curiosity and enthusiasm in history and geography.

We will ensure we meet these aims by:

- Humanities lessons are challenging and personalised; individual's needs will be considered and met at all times. This will

be done in collaboration with the teachers of other similar subjects, such as English and the SEN department will also be consulted for guidance and examples of good practice.

- Engaging and motivating all pupils to help them develop and take ownership of their own learning.
- Creating a positive working environment.
- Pupils are actively encouraged to keep up to date with current affairs and to read around the topics covered in class. Recommended reading lists are available.
- Continued professional development for members of the department to allow them to stay abreast of modern teaching methods and current topics of study.

History

Pupils will learn the following:

All pupils in the Senior School will receive four Humanities lessons a week. This will be split into two history and two geography lessons in the week. Homework will be set weekly but will alternate between the two disciplines unless a longer project is being completed. Small additional homework tasks maybe added such as learning 10 words for a test in the following week.

Additionally to classwork and preps, in room formal assessments will take place from baseline assessments to end of unit topic assessments. These will be graded on the Wellington 9 point scale preparing pupils to ultimately sit IGCSE examinations in Year 11.

Listed below is the overview of the topics and themes covered. As well as the core texts, pupils will be reading many shorter extracts to develop their reading.

	Michaelmas Term	Lent Term	Summer Term
Year 7	Normans <ul style="list-style-type: none"> • Introduction to Anglo-Saxon England • The succession Crisis • The Road to Hastings • The Battle of Hastings • William - The New King 	The Romans <ul style="list-style-type: none"> • The Birth of The Roman Empire. • Early Years of Rome. • Why was Rome successful? • Who was Julius Caesar? 	Tudor Life <ul style="list-style-type: none"> • Introduction to the Tudors. • Break from Rome • Henry's Wives • Mary I (Bloody Mary) • Elizabeth I
Year 8	The Transatlantic Slave Trade <ul style="list-style-type: none"> • What is slavery? • What was Africa like before the slave trade? • How was Britain involved in the Slave Trade? • What was the slave triangle? • Capture and the middle Passage 	The British Empire <ul style="list-style-type: none"> • Why did Britain want an Empire • What was life like for natives in the Empire. • What problems did Britain's first colony face? • The mystery of Roanoke 	The Industrial Revolution <ul style="list-style-type: none"> • Introduction to the Industrial Revolution • The Domestic system vs • The Factory system • Who revolutionised the Industry? • What were living conditions like?
Year 9	WWI <ul style="list-style-type: none"> • What were the causes of WWI? • Homefront • Recruitment • Conscientious Objectors 	American History: The Roaring Twenties <ul style="list-style-type: none"> • The economic boom in the early 1920's. • Social impact of the twenties. • Attitudes towards black Americans • The KKK • Prohibition and gangsters 	WW2 <ul style="list-style-type: none"> • What were the causes of WW2? • Homefront and the role of women • Evacuation • Battles of WW2

Geography

	Michaelmas Term	Lent Term	Summer Term
Year 7	A study of Asia <ul style="list-style-type: none"> • Capital cities and regions • Economy of Asia • Physical Features • Population Density • Climate region A study of China <ul style="list-style-type: none"> • Physical features • Population distribution • Megacities in China • Rural-urban migration 	Settlement Geography <ul style="list-style-type: none"> • Factors affecting the location of settlements (past and present) • Rural and Urban settlements including rural-urban migration • Settlement Patterns 	Global locations <ul style="list-style-type: none"> • Case study on Brazil (including location, cities, inequalities, shanty towns and deforestation)
Year 8	Map Skills <ul style="list-style-type: none"> • Identifying features on a map • Direction, distance, bearing, cross-sections, contour lines and grid references Weather and Climate <ul style="list-style-type: none"> • Weather and climate • Heat transfer in atmosphere • Weather instruments • Tropical cyclones • Climate graphs 	Global issues <ul style="list-style-type: none"> • Energy • Water • Food production including shortages and unequal distribution 	Global Issues <ul style="list-style-type: none"> • Pollution. • Plastics & fair trade. • Climate change • Environmental issues
Year 9	Restless Earth <ul style="list-style-type: none"> • Plate tectonics • Earthquakes • Tsunamis • Volcanoes • Why do people live in these danger zones 	Developing World <ul style="list-style-type: none"> • What is development? • Development indicators such as adult literacy rate • A case study of a developing and developed country 	Developing World <ul style="list-style-type: none"> • The problem of debt and aid • Local projects, development projects and world debt



ICT - Information computer technology

At Wellington, the ICT curriculum harnesses the huge enthusiasm that exists in the wider world for the development of coding skills amongst our next generation of programmers. Further to this, pupils will also develop their general capability in the use of computers and learn how to protect themselves, their equipment and their identity when using digital tools across all curriculum subjects.

All KS3 pupils are provided with a weekly ICT lesson and will develop the foundational skills, knowledge and understanding of this diverse subject. They will develop the skills to use a range of software for a variety of purposes including using office applications, control systems, web authoring, animation, video and graphics editing.

The aim of the curriculum is to allow pupils to:

- Learn how to analyse a task, identify the requirements, design and implement a solution.
- Critically reflect on their work, evaluate the extent to which it meets the requirements and identify future improvements.
- Design algorithms to solve problems and code solutions using a programming language.
- Increase their understanding of legal and social issues raised by ICT including the risks associated with online activities.

We will ensure we meet these aims by:

Designing and developing projects which will enable pupils to identify problems which will be solved in a methodical way which will lead to solutions which are justifiable and further work to improve the solution will be addressed for future work.

Pupils will learn to design algorithms to solve specific problems using a well-defined programming language. Pupils will explore other multiple methods to arrive at a similar or better solution.

The risks associated with online activity and legal and social issues will be addressed by exposing pupils to a range of real-life issues from which a deeper understanding and thought will allow them to become a responsible digital citizen.

Pupils will learn the following:

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>E-Safety and Spreadsheets</p> <ul style="list-style-type: none"> • Pupils learn strategies for guarding against identity theft and scams that try to access their private information online. • Pupils reflect on their responsibilities as creators and users of creative work. • Pupils learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations. • Collecting and gathering data about the online App market. 	<p>Sound and Making an App (Programming)</p> <ul style="list-style-type: none"> • Understand that software and digital devices can be used for recording sound. • Learn how to carry out interviews, making adverts and using jingles based around the theme of a Radio Station. • Pupils will also learn to write scripts and design additional advertising for their Radio Station. • How to make and programme APPs using Applinventor 	<p>Making an App (Designing and Marketing)</p> <ul style="list-style-type: none"> • Solve problems by decomposing them into smaller parts. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Pupils use search engines to explore competitors' marketing and consider approaches to search engine optimisation, drawing on their understanding of how results are selected and ranked.

	Michaelmas Term	Lent Term	Summer Term
Year 8	21st Century Communication <ul style="list-style-type: none"> Explain how the need for global communication affects technology around the world. Explain the issues involved in balancing the right to access information with the right to personal privacy. Describe the impact of communication technologies on past, present and future workplaces, lifestyles and the environment Recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication 	Website designers <ul style="list-style-type: none"> Using professional software, the pupils design, build and test their own website and examine Internet technologies. Explain some good and not so good features on a web page. Add some features using HTML coding Explain the term HTML. Add suitable text and images to the master page Accurately source images for your web site taking account of copyright. Discuss the features you have used to create your website 	Modelling Solutions in Programming <ul style="list-style-type: none"> Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. Understand several key algorithms that reflect computational thinking [for example, algorithms for sorting and searching] Use logical reasoning to compare the utility of alternative algorithms for the same problem. Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers

	Michaelmas Term	Lent Term	Summer Term
Year 9	Data Security and E-Safety <ul style="list-style-type: none"> Understanding the threats online and digital media. Learn about Encryption and Ciphers. Understanding solutions to the threats identified. To understand the importance of audience and purpose. To plan a project to be presented. To design and deliver a project which is visually aesthetic. To evaluate my own performance on individual presentations which reflect negative and positive aspects. To present findings to peers in view of achieving interactive and informative feedback. 	Spreadsheet Modelling <ul style="list-style-type: none"> To give examples of how computer models are used in the real world. Learn to format a simple spreadsheet model. To use simple formulae and functions. Learn to create basic charts to show data in a visual form. To be able to label the graphs so they are meaningful. To analyse and evaluate their work. Design and create own Spreadsheets which solve specific queries. Set interrogating tasks to more complex tasks. 	Project based Systems Analysis <ul style="list-style-type: none"> Understand and Identify the different stages of the system lifecycle. Be able to select appropriate applications to use when creating a digital project. Create an APP using AppInventor Understand how mobile phone hardware can be utilized and programmed in APP creation Learn to combine multiple applications when creating a digital project.



French and Spanish

Wellington College International Hangzhou is committed to a high-quality modern foreign language curriculum that will broaden pupils' understanding of other cultures, and develop strong, life-long linguistic skills of future citizens of the world.

We aim to:

- Nurture a programme of study that develops equally the skills of speaking, listening, reading and writing guided by the IGCSE requirements;
- Provide opportunities for all pupils to become independent learners and achieve their potential through differentiated programmes of study;
- Offer learning experiences that are challenging, stimulating and relevant to the present and future needs of our pupils;
- Educate the pupils to develop an open-minded approach through effective communication and cultural investigations.

We will ensure these aims are achieved by:

- Engaging all pupils in group, pair and individual activities that stretch their skills;
- Motivating them with a variety of creative tasks, project work or activities requiring the use of ICT;
- Routinely implementing formative assessment to evaluate pupil's comprehension, learning needs and academic progress;
- Ensuring pupils with varied learning styles grow in confidence communicating in the target language.

Pupils will learn the following:

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Me, my family and my friends</p> <p>Describing yourself, adjective agreement and 1st person forms of common present tense verbs. Cultural input: French and Spanish speaking countries.</p> <p>Describing others, introducing 3rd person forms of common present tense verbs.</p> <p>Cultural input: how Christmas, New Year and Kings are celebrated.</p>	<p>My free time and daily routine</p> <p>Giving opinions, using different verbs to say what you do in your free time; -er or -ar verbs in the present tense. Talk about what you do in the morning s; Reflexive verbs in the present tense.</p> <p>Cultural input: French or Spanish sports' for men and women.</p>	<p>My school and my town</p> <p>Describing school life; -er and -ir verbs in the present tense. Cultural input: education in French speaking countries. Describing your town or village. Introducing the near future tense.</p> <p>Cultural input: French/Spanish festivals</p>
Year 8	<p>My life</p> <p>Talk about yourself, your family, friends and daily routine. Revisiting the present and near future tenses to talk about my life.</p> <p>Describing a holiday in the past. Introducing the perfect tense and the two auxiliaries.</p> <p>Understand the use of different past tenses.</p> <p>Cultural input: French/Spanish speaking countries</p>	<p>Food, drink and personal interests</p> <p>Giving opinions about food; using three tenses together: Transactional: ordering food in a restaurant. Cultural Input: typical French/Spanish dishes. Talking about personal interests; developing past tense knowledge.</p> <p>Cultural Input: French/Spanish music and artists.</p>	<p>Outings</p> <p>Discuss invitations and excuses when planning an outing; consolidating using three tenses. Transactional: arranging to go out. C</p> <p>Cultural Input: more on French/Spanish fiestas.</p>

	Michaelmas Term	Lent Term	Summer Term
Year 9	<p>My Holidays/My future</p> <p>Describing in the past using the imperfect tense. Transactional: booking a hotel room; problems in a hotel.</p> <p>Describing my projects for the future using the near and simple future tenses. Introduction to the conditional.</p> <p>Discuss university and career plans and the importance of languages.</p>	<p>My health and healthy diet</p> <p>Routine, food, illness. Transactional: conversation at a pharmacy; ordering food and how to be healthy.</p> <p>Cultural Input: French/Spanish food culture.</p>	<p>My hobbies</p> <p>Sports, TV, film, what's trending, entertainment, role models. Transactional: conversation at a cinema kiosk.</p> <p>Cultural Input: French/Spanish TV and entertainment.</p>



Art

Wellington Art pupils will be inspired by opportunities to make discoveries and adopt a 'what if' approach, using a broadening range of mediums and processes. Through research, experimentation, recording their environment and the world around them, they will be equipped to communicate through creative individual and personal outcomes; generating an increasing enjoyment and interest.

This means:

- They will be able to confidently analyse, evaluate and articulate their understanding of artwork using an art-based vocabulary based on written work and discussion.
- They will appreciate the historical, contemporary, ethnic, political and cultural diversity of the art community, and through this appreciation, learn to understand the deeper meanings, codes and symbols embedded within it.
- They will record experiences and observations, in a variety of ways using drawing and other visual forms, such as photography.
- They will generate and explore potential lines of enquiry using appropriate media and techniques, and apply this knowledge and understanding to making, reviewing and modifying images and artefacts.
- They will learn to understand how ideas, opinion and experience generate starting points for art and design practice, forming an integral part of the creative process.
- The pupils will be able to present a personal and creative response that realises their intentions, making meaningful connections between their visual research, opinions and observations.

All KS3 pupils are involved in a weekly Art lesson. Through the KS3 curriculum, pupils develop skills in organisation, research, experimentation and involvement in the creative process to produce their own outcomes – whilst also developing their understanding of the formal elements of art, craft and design, using a variety of techniques, equipment and processes. Throughout, the pupils will study a range of styles of art including painting, drawing, sculpture and printing. In addition to this, Art at KS3 is used to explore, experiment and deepen pupils' understanding of wider social, moral and political issues. Studying Art at KS3 equips pupils with the skills of developing insight and empathy and provides a context in which to express opinion and informed judgement.

Pupils will learn the following:

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Movement in Art</p> <ul style="list-style-type: none"> Pupils will learn movement in lines, freezing an action, repetition and sequencing. <p>Figure Drawing</p> <ul style="list-style-type: none"> Pupils will learn gesture drawing, sketching proportion, live-model practice and drawing a dance. 	<p>Costume Design</p> <ul style="list-style-type: none"> Pupils will create figurative artworks Pupils will learn Beijing opera masks, African mask sculptures and costume design. <p>Texture</p> <ul style="list-style-type: none"> Pupils will learn how apply textures to forms in drawings. 	<p>Texture</p> <ul style="list-style-type: none"> Pupils apply texture and form through observational drawings and using a variety of image development strategies. <p>Tessellations</p> <ul style="list-style-type: none"> Research and study the artist M.C Escher's work. Study and combine mathematics with art. Explore tessellations of the plane. Create an abstracted landscape.
Year 8	<p>Elements of Art</p> <ul style="list-style-type: none"> Identify the Elements of Art: Line, Shape, Form, Colour, Value, Texture, Space. <p>Linear Perspective</p> <ul style="list-style-type: none"> Pupils will learn guided drawings, abstract one-point perspective artwork, room drawings, transversal lines and grids and surrealist room artwork. 	<p>Linear Perspective</p> <ul style="list-style-type: none"> Pupils will learn guided drawings, abstract one-point perspective artwork, room drawings, transversal lines and grids and surrealist room artwork. <p>Digital Art Sculpture</p> <ul style="list-style-type: none"> Pupils will learn digital modelling (sculptoris) a face, Henry Moore, describing and analysing abstract forms and digital abstract sculpture installation 	<p>Observational Painting</p> <ul style="list-style-type: none"> Pupils will learn observational drawings, plein air drawings, Gonbi painting techniques and observational painting composition

	Michaelmas Term	Lent Term	Summer Term
Year 9	<p>Cubism</p> <ul style="list-style-type: none"> Pupils will explore blind contour drawings, the artworks of Pablo Picasso, analytical cubism and collage Pupils will create, observational drawings while exploring a variety of mixed-media techniques. Their experiments will develop into a synthetic cubist artwork. 	<p>Pop Art</p> <ul style="list-style-type: none"> Pupils will learn colour theory, painting techniques, colour spectrum, painting, Andy Warhol, pop art colour scheme painting and high contrast portrait painting. 	<p>Modern Sculpture</p> <ul style="list-style-type: none"> Pupils will learn Louise Bourgeois, wire sculpture - animal metaphor; collaborative sculpture - armature tutorial, sculpture artist influence - Alberto Giacometti, Alex Calder and Yue Minjun



Design technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion]. When designing and making, pupils should be taught to:

Design

- Identify and solve their own design problems and understand how to reformulate problems given to them.
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
- Use a variety of approaches (for example, bio-mimicry and user-centred design), to generate creative ideas and avoid stereotypical responses.
- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modeling, oral and digital presentations and computer-based tools.

Make

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.
- Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties.

Evaluate

- Analyse the work of past and present professionals and others to develop and broaden their understanding.
- Investigate new and emerging technologies.
- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.
- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists Design and technology.

Technical knowledge

- Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.
- Understand how more advanced mechanical systems used in their products enable changes in movement and force.
- Understand how more advanced electrical and electronic systems can be powered and used in their products (for example, circuits with heat, light, sound and movement as inputs and outputs).

Pupils will learn the following:

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Superhero Keyring (CAD/CAM)</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Demonstrate graphic ability to create a Keyring. • Use of modern manufacturing methods to produce a prototype. <p>Success criteria</p> <ul style="list-style-type: none"> • Create and Illustrate a range of ideas based on superhero's identity. • Present a high quality drawn and coloured graphical background for superhero keyring packaging. • Understand the process of using the laser cutter. 	<p>Bookends (Resistant Materials)</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Use creativity and graphic ability to design ideas for the two side of the bookends. • Develop practical skills whilst working with resistant materials to make their product. <p>Success criteria</p> <ul style="list-style-type: none"> • Research information softwood, manufacture wood and some joining techniques. • Demonstrate the use of tools and equipment safely and correctly in a workshop. • Show a high quality final practical outcome using the technical drawings. 	<p>Money box (Resistant Materials)</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Follow the step by step presentation to create four comb joints for a money box. • Understand how to add design features using the more advanced tools on 2D Design software. • Record a cutting list for the two materials you have drawn on 2D Design. • Assemble all the pieces to create a laser cut money box.

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Phone, Watch & Key Holder (Manufactured Board)</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Understand different types of timber and how they can be used • Demonstrate safe use of tools and equipment in the workshop to make the final product. • Understand what a working drawing is and how to interpret measurementsDevelop practical making skills whilst using tools and equipment. <p>Success criteria</p> <ul style="list-style-type: none"> • Successful understanding and application of how to use the tools and equipment safety and correctly. • Show a high quality final practical outcome using the technical drawings. • Research and understand the different categories of timber and use for the manufacture of productsShow a high quality final practical outcome using the technical drawings. Find the basic information about metals and some joining techniques. 	<p>Precision Laser cut pencil holder</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Create designs on CAD (Computer-Aided Design) and manufacture on CAM (Computer Aided Manufacture). • Develop practical making skills whilst using tools and equipment. <p>Success criteria</p> <ul style="list-style-type: none"> • Transfer of the initial idea from paper to computer and into a 3D object. • Demonstrate the use of tools and equipment safely and correctly in a workshop. • Show a high quality final practical outcome using the technical drawings. In addition, find the basic information about metals and some joining techniques. 	<p>Success criteria</p> <ul style="list-style-type: none"> • Use of 2D Design to draw a design idea using CAD (Computer-Aided Design) • Demonstrate graphic ability representing ideas as 3D with the use of an Isometric Design grid. • Careful and professional assembly to achieve a quality Outcome. • Demonstration of practical skills to make the wood joints on the product.

	Michaelmas Term	Lent Term	Summer Term
Year 8	<p>Wheelie Desk Tidy (Resistant Materials)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify the basic knowledge of wood in Design and Technology. Carry out practical tasks using the demonstration and plans for a Phone Stand. <p>Success Criteria:</p> <ul style="list-style-type: none"> Find the basic information about woods and their joining techniques. Understand the demonstration on how to use the tools and equipment safely and correctly. Demonstrate the use of tools and equipment safely and correctly in a workshop. Show a high quality final practical outcome using the plans provided. 	<p>Steady Hand Game (Electronics)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Develop the basic knowledge of electronics. Carry out practical tasks using the demonstration and circuit drawing. <p>Success Criteria:</p> <ul style="list-style-type: none"> Create two rods designs and two background designs for a steady hand game. Choose your best design and create a fully working, steady hand game. Build a circuit using the demonstration and circuit drawing. Present a high-quality steady hand game with your chosen theme. 	<p>Maze Game (CAD/CAM)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify the basic knowledge of CAD and how to use the Laser Cutter Carry out practical tasks using the demonstration and maze drawing. Understand the design process and the advantage of CAD/CAM design. <p>Success Criteria:</p> <ul style="list-style-type: none"> Create three maze designs and one background Choose your best design and make an alternative change to make it more challenging. Draw the design out with 2D design software and cut it out with the laser cutter.

<p>Paint Pallet (Resistant Materials)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify the basic knowledge of the Vacuum Forming Process. Carry out a practical task using the step by step given in the booklet. <p>Success Criteria:</p> <ul style="list-style-type: none"> Find the basic information about Vacuum Forming. Understand the demonstration on how to use the Vacuum Former safely. Demonstrate the use of the Vacuum Former safely. Complete a high quality final practical outcome using the step by step independently. 	<p>Pop Up Card (Graphics)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Implement your knowledge of 2D design to create a drawing suitable for the Laser Cutter. Carry out practical tasks using the demonstration and plans for a Phone Stand. <p>Success Criteria:</p> <ul style="list-style-type: none"> Find the basic information about graphic materials. Understand the demonstration on how to use 2D Design for the Laser Cutter. Practice the drawing techniques on 2D design to create a range of complete shapes. Present a CAD drawing that can be cut using the laser cutter and fold into a Pop-Up Card. 	<p>Racing Car (Electronics)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify the basic knowledge of Electronics in Design and Technology. Carry out practical tasks using the demonstration and plans for an Electronic Racing Car. <p>Success Criteria:</p> <ul style="list-style-type: none"> Find the basic information about soldering electronics and symbols within a circuit. Understand the demonstration on how to use the tools and equipment safely and correctly. Demonstrate the use of tools and equipment safely and correctly in a workshop. Show a high quality final practical outcome using the plans provided.
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	Michaelmas Term	Lent Term	Summer Term
Year 9	Tea-Light Holder (CAD/CAM) Learning Objectives: <ul style="list-style-type: none"> Enhance the knowledge of CAD by using 2D Design software. Develop the practical drawing skills by following the demonstration. Understand the design process and the importance of batch production. Able to use the Laser Cutter safely and independently. 	Lamp Project (Resistant Materials) Learning Objectives: <ul style="list-style-type: none"> Recall the wood knowledge (softwood, hardwood and manufacture wood) to select the relevant materials for your lamp design, Develop the practical drawing skills by following the demonstration (Isometrical and perspective drawing) Continue to develop the understanding of the design process from prototype making and material test. Able to use the Laser Cutter safely and independently. Study a new software for 3D printing. 	Phone Stand (CAD/CAM) Learning Objectives: <ul style="list-style-type: none"> Implement your knowledge of 2D design to create a drawing suitable for the Laser Cutter. Carry out practical tasks using the demonstration and plans for a Phone Stand. Success Criteria: <ul style="list-style-type: none"> Develop your understanding of 2D design and how to use Measurements of Accuracy. Understand the demonstration on how to use 2D design for this project. Present a CAD drawing which can be cut using the laser cutter and assembled. Apply your knowledge to personalise your Phone Stand.

	Success Criteria: <ul style="list-style-type: none"> Create four Tea-Light Holder designs that reflect the theme given. Choose your best design and able to make an alternative change. Draw the design out with 2D design software. Use no more than four different colours for your final design. Learn to run the Laser Cutter and understand the setting for the machine. Assemble your design with Liquid Solvent Cement correctly and safely. Able to follow the instructions and workshop rules. 	Success Criteria: <ul style="list-style-type: none"> Research the existing lamp design in the market. Create four Lamp designs that show the understanding of biomimicry. Choose your best design and able to make an alternative change. Choose materials independently from the knowledge gained from the previous project. Lamp design shows 3D printing skills. Select and use a different type of adhesive correctly and safely. Able to follow the instructions and workshop rules. 	Cable Holder (CAD/CAM) Learning Objectives: <ul style="list-style-type: none"> Identify the basic knowledge of CAD and how to use the 3D Printer. Carry out practical tasks using the demonstration and plans for a cable holder. Success Criteria: <ul style="list-style-type: none"> Follow the basic instructions to set up a working 3D drawing. Understand the demonstration to create basic 3D shapes in CAD using measurements. Practice a range of basic and complex shapes using specific measurements. Present a 3D CAD model of a cable hold using the demonstration and technical drawings.
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PE and swimming

The aim of Senior School PE is for pupils to build on, and embed, the physical development and skills learned in the Prep School, become more competent and confident in their techniques, and apply them across different sports and physical activities. Pupils will gain a better understanding of what makes a performance more effective and how to apply these principles to their own and others' work. At Wellington, we believe in the long-term health benefits of physical activity and hope to provide opportunities for pupils to become physically confident in a way which supports their interest to get involved in exercise, sports and activities both in and out of a school setting. Every Upper-Prep pupil at Wellington receives 4 periods of PE per week.

We aim to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games - for example, badminton, basketball, football, netball, and athletics.
- Develop technique and improve performance.
- Take part in intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Analyse performances compared to previous ones and demonstrate improvement to achieve personal best.
- Take part in competitive sports and activities outside school through community links or sports clubs.
- Swim competently, confidently and proficiently over a distance of 25 metres.
- Swim using a range of strokes efficiently and competitively.
- Perform self-rescue in different water-based situations.

Swimming

In swimming pupils will be regularly assessed on the UK Curriculum alongside the ASA standards. Please be aware that swimming happens as part of a rotation through the year.

	Michaelmas Term	Lent Term	Summer Term
Year 7	Athletics, Touch Rugby	Basketball, Netball and Badminton	Football and Cricket
Year 8	Athletics, Touch Rugby	Basketball, Netball and Badminton	Football and Cricket
Year 9	Athletics, Touch Rugby	Basketball, Netball and Badminton	Football and Cricket



Music

Music pupils at Wellington will be creative in the way they make, listen to, explore, and appreciate music. They will be capable of critical, and analytical listening, which will in turn help them understand the processes of performance and composition. They will be inspired to discover new styles of music, both as listeners and performers. They will have opportunities to make music that play to their existing strengths and challenge them to develop new skills. They will explore the cultural significance of music and its influence on society today and gain an understanding of how the development of music through history sits within the wider cultural and political stories of societies.

All pupils will have the opportunity to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, cultures and traditions, including the works of the great composers and musicians from around the world.
- Learn to sing and to use their voices, to create and compose music on their own and with others.
- Learn a musical instrument.
- Use technology appropriately and have the opportunity to progress to the next level of musical expression.
- Understand and explore how music is created, produced and communicated, through the interrelated elements: pitch, duration, dynamics, tempo, timbre, texture, structure and silence as well as using appropriate musical notations.

Pupils will be taught to:

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, cultures, genres and traditions.
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- listen with increasing discrimination to a wide range of music from great composers and musicians.
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Pupils will learn the following:

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Rhythm & Pulse</p> <ul style="list-style-type: none"> • Understand that pulse is a fundamental upon which music is built and performed. • Develop a feeling for and an awareness of a regular pulse in music from different times and places. • Distinguish between pulse/beat and rhythm. • Develop and understanding of note values. <p>Minimalism</p> <ul style="list-style-type: none"> • Learn about the key musical features of minimalist music and how it is constructed. • Learn about the use of repetitive and changing rhythmic and melodic motifs in different styles of minimalist music. • Learn how to combine and manipulate different motifs when performing and composing a piece of minimalist music. 	<p>Rock 'n' Roll</p> <ul style="list-style-type: none"> • Learn about the key musical features of Rock 'n' Roll music. • Learn about chords and triads, how these are constructed and formed from a bass line. • Learn about how chords and triads create harmony. • Learn how a Rock 'n' Roll song is put together in terms of structure, different harmonic parts and lyrics. <p>Pop Song</p> <ul style="list-style-type: none"> • About the importance of structure in popular songs • To create own popular song that uses structure, instrumentation , lyrics, chords, melody and other features learned about • Learn about hooks and riffs and how these have been used in popular songs 	<p>Musicals</p> <ul style="list-style-type: none"> • Learn about the history and development of the modern-day stage musical with its origins in opera • Learn about different types of songs used in operas and musicals • Learn about the importance of the "opening number" in a musical • Explore a range of songs from musicals in class and ensemble performances • Learn about the importance of occasion, style and context when composing and/or performing songs and scenes from a musical

	Michaelmas Term	Lent Term	Summer Term
Year 8	<p>African Music</p> <ul style="list-style-type: none"> To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities. To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom. <p>Hooks & Riffs</p> <ul style="list-style-type: none"> Understand and distinguish between hooks, riffs and ostinatos. Perform, create and listen to and appraise a range of music from different times and places based on repeated musical patterns. 	<p>Variations</p> <ul style="list-style-type: none"> Develop knowledge and understanding of the elements of music and how these can be manipulated to provide musical variation. Explore how other musical devices such as tonality and rhythm can be used to provide musical variation. Explore how theme and variations and ground bass give form and structure to a musical composition. <p>Fanfare</p> <ul style="list-style-type: none"> Understand what is meant by a Fanfare, its origins and uses and how Fanfares create different musical effects suitable for a special occasion or event Learn about the harmonic series and brass instruments Compose, Perform and Evaluate a group Fanfare for a special occasion or event in response to a commission 	<p>Film Soundtracks</p> <ul style="list-style-type: none"> How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. How timing is a crucial factor in the composition and performance of music for film. How film music can change the viewer's interpretation of a scene. How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.

	Michaelmas Term	Lent Term	Summer Term
Year 9	<p>Off Beat</p> <ul style="list-style-type: none"> To recognise the stylistic conventions of reggae music. How chords contribute to the texture of a song To recognise the key features of a reggae bass line. To understand syncopation and how it is used in reggae music. To identify the different layers that make up reggae music. Understand the key themes and style of reggae lyrics. <p>Medieval Music</p> <ul style="list-style-type: none"> Listen and respond to a variety of medieval music from different times and different places How drone and ostinato are used in medieval music Learn about melisma and plainsong Perform a variety of sacred and secular pieces of medieval music. 	<p>Form & Structure</p> <ul style="list-style-type: none"> Understand what Form and Structure is in music. Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music. Recognise the differences between music based on different Recognise why Form and Structure is important in music. <p>Folk Music</p> <ul style="list-style-type: none"> About the key features of folk music from different times and different places. Sing and perform traditional folk songs and folk music. Perform chords and bass lines to accompany folk songs. Arrange own folk songs. 	<p>Indian Music</p> <ul style="list-style-type: none"> Pupils become aware of the sounds of Indian music and some of its components such as raga, drone and tala. Pupils will be able to distinguish the influence of Indian music on a range of Western music. Pupils will compose their own melodic 'ragas' and rhythmic 'talas', and combine them to make and perform their own Indian group compositions. Pupils will build on previous experience of improvising and learn to improvise melodically on a raga and rhythmically on a tala. Pupils will learn about Indian musical instruments and traditions.



Drama

Drama pupils at Wellington will explore their creativity through a variety of styles, themes and topics. Pupils will become confident and independent thinkers, who are able to critically analyse the roles within theatre and live productions. Pupils will have an appreciation of their own work and others, always demonstrating respect and empathy. They will participate in an engaging, practical curriculum, that supports the development of new acting skills, as well nurturing existing talent.

The primary purpose of drama is to introduce pupils to the world of performance. Effective communication is essential for professional and personal success in today's growing global community. Drama helps pupils foster the development of creativity, break down the feelings of insecurity - that can prevent pupils from expressing themselves in front of others and generate greater appreciation of drama.

The aim of the curriculum is to have pupils:

- Perform in a safe, inclusive environment.
- Perform solo and in an ensemble.
- Integrate their knowledge - acquired in other discipline areas - into their drama performances.
- Plan written, oral and visual presentations for a variety of audiences.
- Evaluate written, visual and oral presentations and works of drama and literacy.
- Learn and use the elements of drama.

We will ensure we meet these aims by:

- Engaging and motivating all pupils to help them develop and take ownership of their own learning.
- Creating a positive learning environment for all pupils.
- Offer opportunities outside of the classroom for pupils to further express their skills.

The three dimensions of Drama which pupils are assessed against are:

- Devising
- Demonstrate understanding of how to structure an original dramatic piece
- Quality of individual role and ability to work harmoniously within a group
- Maintain integrity of role by contributing productively to a performance outcome
- Acting Skills
- Demonstrate skills in group performance
- Understand the use of pacing, tension and emotional intensity in performance
- Understand techniques used to bring texts to the stage
- Demonstrate understanding of vocal and physical techniques and use of space
- Understanding repertoire
- Understand approaches to interpreting a play script
- Bring a character to life - which is consistent with its role and function in the play
- Demonstrate skills in performing an extract from a play

Pupils will learn the following:

	Michaelmas Term	Lent Term	Summer Term
Year 7	<p>Puppetry</p> <p>Pupils will combine a comfort in dramatic play and artistic creation to create personalized and meaningful puppets, and through speech and movement animate them to interact on their own and with other puppets.</p> <ul style="list-style-type: none"> • Overview of Elements of Drama • Focus on voice and movement to sustain character and situation • Story arc exploration • Basic puppetry techniques • Group devised assessment <p>Theatre for Young People</p> <p>TYP texts and performances are created specifically for young people and draw on their interests and concerns.</p> <ul style="list-style-type: none"> • Responding to published script • Character analysis and personification • Focus on movement and voice for stage performance • Teacher as director • Exploration of creating dramatic tension • Whole class play 	<p>Melodrama</p> <p>Pupils will learn how to embody stock or standardised characters whilst engaging with the dramatic style of Melodrama. They will explore their ability to represent a character – in collaboration with their peers - using appropriate voice and movement.</p> <p>Introduction to stock characters</p> <ul style="list-style-type: none"> • Acting style • Music/Plot • Silent films • Use of voice & movement to embody the style • Script analysis • Group Performance 	<p>Radio Play</p> <p>Pupils will explore the range of their own voices as they practise the art of re-telling stories. Working with peers they will become accustomed to the schools' radio station facilities whilst recording content for the community to enjoy.</p> <ul style="list-style-type: none"> • Use of voice to tell stories • Tone, pausing, pitch, pace, volume, use of silence & emphasis. • Characterisation • Respond to a radio play – reading for meaning • Group performance on radio

	Michaelmas Term	Lent Term	Summer Term
Year 8	<p>Fairytales</p> <p>Fairytales are crucial to the development of child's imagination. They affect children's emotional, physical and mental development. Fairytales also communicate a moral in a way the audience will remember. They exist to teach a clear lesson.</p> <ul style="list-style-type: none"> • Overview of Elements of Drama • Narrative structure of fairytale • Theatre technique - Tableau • Group Assessment – self-devised <p>Children's Theatre</p> <p>Children's Theatre is targeted for children between the ages of three to eleven. It has specific performance conventions that are incorporated to engage the audience and reinforce meaning. Such elements include direct address, chorus and audience participation.</p> <ul style="list-style-type: none"> • Reading for meaning – Children's Theatre scripted play analysis • Style analysis – overacting, use of voice and movement to convey character • Cultural sharing – children's stories 	<p>Forum Theatre</p> <p>Forum Theatre is an interactive form of theatre that presents a theatrical debate that encourages audience interaction and is a powerful tool for exploring solutions to difficult problems.</p> <ul style="list-style-type: none"> • Theatre in Education • Thematic stimuli used to inspire dramatic construction of a forum theatre scene • Forum Theatre conventions - Tableau, freeze frame, mime • Self-devised • Small group assessment 	<p>Elizabethan Theatre</p> <p>English Renaissance theatre, also known as Renaissance English theatre and Elizabethan theatre, refers to the theatre of England between 1562 and 1642. This is the style of the plays of William Shakespeare, Christopher Marlowe and Ben Jonson.</p> <ul style="list-style-type: none"> • Introduction to Shakespeare • Driven by historical context • Interpretation of the use of movement/voice pertaining to style/space • Analysis of style • Costume/makeup analysis • Small group performance

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Wellbeing

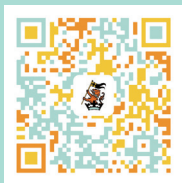
Wellington College International Hangzhou has introduced Wellbeing as a compulsory subject sitting alongside English, the sciences and mathematics as part of the core curriculum. The wellbeing curriculum teaches pupils how to flourish. Flourishing involves living life with purpose and aspiration, finding those things in life which imbue it with meaning, forging strong reciprocal relationships with others, engaging in life's tasks to the best of one's ability and having the strength of character to be resilient in the face of adversity. Lessons draw on philosophy; informed by Aristotle's concept of 'Eudaimonia' – a Greek word which describes a life lived with excellence or to the best of one's ability, towards the fulfillment of one's true nature. Pupils pursue a kind of optimal living by learning the skills needed to get the best out of their relationships, hand support, work and play.

Wellbeing lessons are also underpinned by the innovative discipline of positive psychology. Positive psychology asks questions such as: what makes people feel satisfied with life; what elements make up a life well lived; and what makes people thrive in the face of adversity? During wellbeing lessons, pupils explore the answers to these questions using the skills they acquire in our critical thinking programme.

Our wellbeing programme is made up of six strands and every lesson, session, workshop and discussion will contribute in some way towards developing one or more of the following six aspects:

- **Physical Health:** understanding the principal requirements of maintaining a healthy and active lifestyle.
- **Positive relationships:** exploring how best to define and develop positive relationships with fellow pupils, teachers, family members and others.
- **Perspective:** building emotional resilience or a 'psychological immune system'. This aims to help develop the thinking skills that enable pupils to overcome adversity.
- **Engagement:** recognising the importance of maintaining a healthy curiosity about the world around us and a willingness to engage with it.
- **The world:** understanding and promoting ways of living sustainably in a conspicuous consumer society. This strand also encourages pupils to consider their place in the world and help define a positive future role for themselves.
- **Meaning and purpose:** working out, as Viktor Frankl would say, our response to the question's life asks of us.

Wellbeing is an essential element of our continually evolving educational approach, as we aim to develop our pupils holistically, giving them the emotional resilience as well as the academic skills necessary to thrive in a rapidly-changing world.



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