



## YEARS 7 to 9

The first three years of Secondary Education  
Key Stage 3



■ ST. GEORGE'S SCHOOL IN SWITZERLAND

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**St. George's aim is to combine its well-structured, traditional ethos with academic excellence in an international environment. The school fosters mutual respect and understanding whilst cultivating individual talents and potential.**

In Senior School students follow three stages of education, as shown in the table below.

Key Stage fits with the first stage of secondary education which corresponds to Years 7, 8 and 9.

It is taught to students aged 11 to 14.

AGE		YEAR GROUP	STAGE
3-11	JUNIOR SCHOOL	Foundation Stage 1 to Year 6	Bilingual Foundation Stage to Key Stage 2
11-12	SENIOR SCHOOL	Year 7	Key Stage 3
12-13		Year 8	
13-14		Year 9	
14-16	SENIOR SCHOOL	Years 10-11	International Certificate of Secondary Education (IGCSE)
16-18		Years 12-13	International Baccalaureate Diploma (IB Diploma) or High School Diploma (HS Diploma)

### Information Technology

The department aims to stimulate an interest in modern applications of information technology. Recent developments in computer hardware and software, are researched and discussed and there is an aim to develop a high level of practical competency in the use of standard application software; word-processing, spreadsheets, databases and presentation software. Pupils are also taught the fundamentals of web design through learning html using notepad and a web browser. Python programming is introduced in order to give pupils a taste of the popular Computer Science IGCSE course which is available in years 10 and 11.

### Study Skills

Students in Years 7-9 have one study skills lesson per week. Study Skills teaches students how to become effective learners and manage their own learning. Essential core skills are developed in the context of topics from other curriculum such as English, Geography and History. The lessons focus on developing the ability to review a task and define what information is required in response, to know what resources to search and how to find the required information most effectively, to analyse and collect the information using mind maps and notes, to synthesise the information for the target audience i.e. homework, presentation, essay, bibliography, and to evaluate the information and understand how the quality of the work can be improved.

Students are given performing opportunities with the Choir or the School Band. Throughout the year, there are many opportunities for solo and ensemble performing.

### Drama

Although teachers incorporate dramatic techniques into their teaching of English, all pupils have a Drama lesson per week. The focus of the course is the exploration of concepts and social concerns through the use of dramatic technique. Pupils explore techniques such as tableau freeze frame, facial expressions, body language and role play.

### Physical Education

Physical Education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The Physical Education programme aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations.

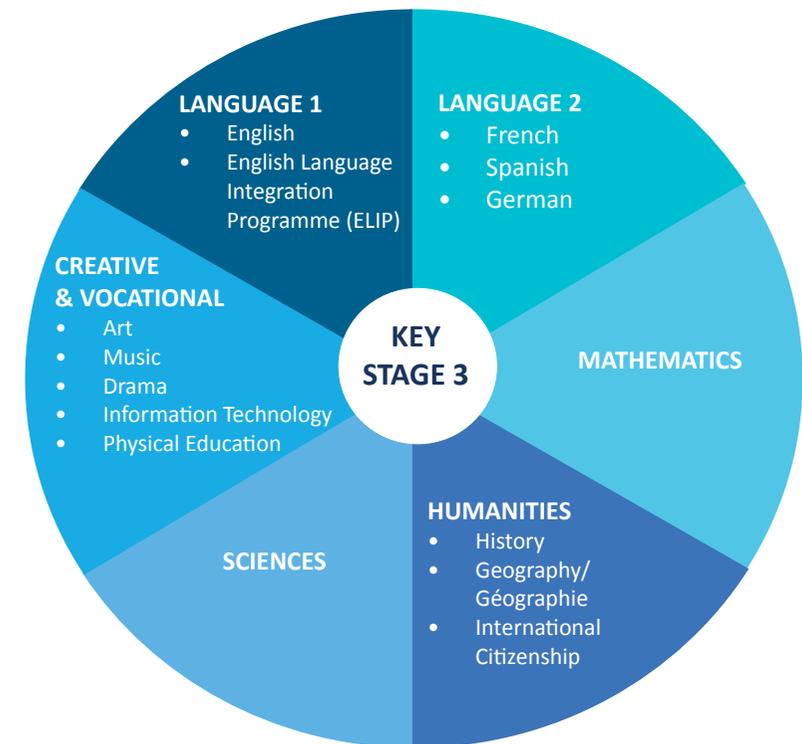
The Physical Education curriculum provides our pupils with appropriate, stimulating, challenging and enjoyable learning situations, which will help promote their physical development, good health and self-awareness. It also encourages the children's social development in areas such as co-operation and teamwork.

Pupils participate in a range of movement activities in order to develop personal physical skills. They are made aware of their body in relation to others and their immediate environment and aim to promote quality of movement; they are made aware of simple physiological changes that occur to their bodies during exercise; they are given opportunities to develop imagination and co-operation to achieve shared goals, while developing their initiative, self-reliance and self-discipline.

The curriculum includes Invasion games, Net games, Gymnastics, Dance, Athletic activities, Striking and Fielding games. Skiing is an important element of the curriculum and all students follow a ski programme in the Spring Term (January to Easter).

## AN INTERNATIONAL EDUCATION

Within an international education perspective, students are taught in small classes by our highly qualified staff. Rigorous academic programmes which combine English curriculum standards are enriched with extensive language opportunities. These, in addition to an extensive co-curricular programme as well as a variety of extra-curricular activities ensure a complete education. Individual attention guarantees a solid foundation before students embark upon IGCSEs and IB Diploma programmes. St. George's is known for its high rate of success in public examinations and entrance into universities worldwide.



The curriculum is arranged to provide a balanced programme of study to ensure consistency in preparation for Key Stage 4 "IGCSE" and Key Stage 5 "IB", while providing a wide scope of experiences.

## CURRICULUM OVERVIEW

### ■ LANGUAGE

#### English

The challenge of the English Department is to help students develop the essential practical skills of reading, writing, speaking and listening; whilst at the same time upholding the subject's humanising influence. Students develop skills for adult life and provide opportunities for personal growth. The Department seeks to make readers of our students so that their enjoyment of English stretches far beyond school and the classroom. For second language speakers of English we must promote the idea that language is not merely a functional tool, but a doorway to thinking and the imagination. Overall, literature is an international language and one that we must use to embrace the diversity of humanity. Prose, drama, poetry and non-fiction are explored, and students have the opportunity to develop personal projects.

#### English Language Integration Programme (ELIP)

The Department provides specific support for students for whom English is an additional language. The ELIP curriculum is designed in order to provide support to those students throughout the curriculum and help students become independent users of English. This ELIP programme has at its disposal teachers specialised in teaching English as a Foreign Language. ELIP students are taught in small groups and total immersion in an English speaking environment allows them to progress quickly. The courses offered by the department are modern in theme and interdisciplinary. The classes include all language elements – Speaking, Reading, Writing, Listening, Grammar and Vocabulary.

#### French

Although English is St. George's main language of instruction, the study of French is normally compulsory from Foundation Stage to year 11 and it is considered a major part of the School Curriculum.

Students of all levels from beginners to advanced are placed into one of our two sections "French as a Foreign Language" or "French as a Second Language". The French Department encourages positive attitudes towards the language learning process as well as a sympathetic approach to other cultures and civilizations. Lessons provide enjoyment and intellectual stimulation and

### ■ CREATIVE & VOCATIONAL

#### Art

Art is especially concerned with the development of visual perception and aesthetics. It is a form of communication and a means of expressing ideas and feelings and also developing ways of seeing. The aim is to develop the student's skills and confidence using a variety of materials in predominantly the areas of drawing, painting, some graphic design and 2D and 3D craft activity, including some pottery, and to instil in each student a sense of success and achievement. Drawing gives students the experience and skills to represent 3D reality into 2D pictorial space by developing ideas and iconography. Students draw from natural and manmade forms, still life, the human body and directly from the environment, as well as from the interpretation of a theme. They are taught how to use drawing media such as pencils, charcoal, chalk, pastel and ink etc. In Painting, students are taught about colour and how to apply it, making colour studies from direct observation and also evaluating the expressive use of colour as well as the representative. A variety of painting techniques are taught using watercolour, acrylic and gouache paint and collage.

Students are regularly introduced to art historical material and are actively encouraged to develop interest and knowledge within a contextual study.

#### Music

The Music Department aims to encourage students to listen effectively and respond to music of many different genres, to give students the necessary skills and musical vocabulary to enable them to compose effectively, to give students instrumental playing skills, and to provide students with opportunities for personal growth and imaginative development.

Years 7- 9 broadly follow a similar course. Various projects are used to present different ideas and starting points and each one comprises the primary areas of Listening, Composing, Performing and Appraisal. Pupils' skills in these areas are developed.

A keyboard course is undertaken concurrently with the projects in order to develop pupils' skills in notation. ICT skills are developed through the multi-tracking capabilities of keyboards and the use of 'Sibelius' software.

### International Citizenship

The world our children are inheriting is becoming increasingly complex. To meet the huge demands of a rapidly changing world, students need to be equipped with skills of creativity, cooperation, conservation and awareness together with qualities of integrity, tolerance and compassion. These skills and qualities are nurtured and encouraged in International Citizenship through research, class activities, role plays, games, projects, DVDs and visits. The curriculum explores three different areas: Personal Issues, Spirituality and World Religions, and Social Issues.

### ■ SCIENCES

Science is an umbrella term to cover the development of understanding, analysis and interest in the natural world and the known universe through experimentation, observation and the critical evaluation of data. As such, scientific teaching at St. George's covers the three main aspects of science, which are divided into Biology, Chemistry and Physics.

Biology deals with the study of living organisms and their interactions with the environment. Chemistry deals with the interactions of substances from which matter is made. Physics deals with the nature and properties of matter and energy.

In Years 7 - 9, the three components are taught as an integrated subject, general science. The aim is to build upon previous experiences gained in junior education. Although topic blocks of material from the separate sciences are taught, the links between the disciplines are constantly emphasised. This provides a firm foundation from which students will extend their knowledge and skills in the separate sciences from Year 10.

The curriculum includes topics such as plants, humans as organisms, cells and organisms, reproduction in humans and plants, nutrition; chemical structures and reactions, atomic structure, material properties and changes, rocks and soils, and states of matter; forces and motion, energy and electricity, sound, light and magnetism.

complement other areas of study as often as possible.

The "French as a Second Language" section aims to allow students to maximize their potential and to be challenged up to proficiency. Literacy skills of a more general application such as analysis, synthesis, inference etc. are encouraged. The course is theme based and includes interdisciplinary modules and the study of different literary genres. Students in this section are not necessarily native speakers; however, they have a constant interaction with the French speaking environment and are independent users of the language.

The "French as a Foreign Language" section encourages the students to develop the ability to use French effectively for purposes of practical communication in the French speaking part of Switzerland as well as in all Francophone countries. The course encourages fuller integration into the local community. It also offers insights into the culture and civilization of the countries where the language is spoken and develops a fuller awareness of the nature of language and language learning. Emphasis is placed on communication. Specific objectives are defined in order to develop the four skills: listening, speaking, reading and writing. The Department promotes pupils' cultural development by providing them with insights into cultural differences and opportunities to relate these to their own experience, and to consider different cultural and linguistic traditions, attitudes and behaviours.

### Spanish & German

The Year 8 and 9 curriculum includes the study of Spanish or German as a foreign language. These are beginners' courses that aims to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing-, and these are built upon as students progress through their studies. The syllabus 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.

## ■ MATHEMATICS

In years 7 to 9, students develop and extend the basic skills of mathematics in terms of numeracy, data handling, shape, space and algebra. Thinking skills, which include information-processing, reasoning, enquiry, creative thinking and evaluation, are embedded in all areas of the learning process. In addition, the following aspects, which help to build up competent and confident use of their knowledge, are incorporated into the overall programme:

- **Communication:** using subject-specific vocabulary and symbolism to explain ideas in a clear, logical sequence of steps both orally and in written form.
- **Appreciation of relationships:** recognising patterns, understanding that one idea may lead to another and developing the ability to generalise.
- **Using imagination, initiative and flexibility:** developing awareness that there can be different methods of reaching the same result or those different results may be equally valid if backed up with correct reasoning. Through problems and investigations pupils are encouraged to find and use strategies that may not be immediately obvious.
- **Working systematically:** considering the implications of the information supplied, reflecting on what an activity entails, planning ahead and adopting appropriate strategies such as making a diagram or making a list to clarify the information.
- **Working independently:** developing confidence to tackle unfamiliar developments in the work without immediately asking for help.
- **Working cooperatively:** working as a group, contributing ideas and suggestions, listening to the ideas of others and making constructive criticisms and judgements.

Through mathematics, pupils should acquire skills that extend beyond the realms of the mathematics classroom. Mathematics, as a discipline, should equip them for tackling other areas of study and indeed for many aspects of life itself.

## ■ HUMANITIES

### History

Students in Years 7 – 9 study various aspects of European and World History. By the end of the three year course students demonstrate key historical skills, including chronology, historical interpretation, analysis and communication of information. One of the prime aims of the Department is to encourage students to develop a lifelong interest in History. As a result a variety of teaching techniques are used including: interactive games; videos and DVDs; IT; mystery games; PowerPoint; role play; group work, as well as individual work.

Topics include The Romans, Medieval History, Archaeology, the European explorers, Native people of North America, Islamic Civilisations, the French Revolution, 19th century revolutions and World War I.

### Geography/Géographie

Students in Years 7 – 9 study elements of Physical, Human, and Environmental Geography. By the end of the three year course students demonstrate a basic knowledge of the world around them, from the local area to the wider world. They also demonstrate mapping and data collection skills, as well as an understanding of how the different elements of Geography interact and the processes that shape our world.

One of the prime aims of the Department is to make the students more globally aware, both inside and outside of school. As a result a variety of teaching techniques are used including: videos and DVDs; Field trips; IT; group work; PowerPoint; role play, as well as individual work.

Topics include Water cycle, Settlements, Economic Geography, Ecosystems, Coasts and Weather, Hazards, Population and development, Tourism and Globalisation.

The subject is taught both in English and in French.