

SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK • RIVERSIDE

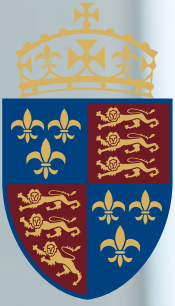
YEARS
7-9

SENIOR SCHOOL



Key Stage 3 YEAR 7-9 GUIDE 2023-24


Exceptional People
Outstanding Opportunities
Academic Excellence



SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK • RIVERSIDE





*Intus si recte ne labora
- if the heart is right, all will
be well*

School Motto

MISSION

Inspiring Exceptional People

VALUES

The core commitment and aspiration of education at the schools of Shrewsbury International Asia is embodied in the following values:

OUTSTANDING OPPORTUNITIES

We offer a broad range of outstanding opportunities for each student to flourish, ensuring personal growth, purpose and high standards of achievement.

CARE AND COMPASSION

We nurture mutual respect, wellbeing, and care for all members of our community, who engage with the wider world as global citizens.

REFLECTION AND RENEWAL

We are committed to continuous evaluation, improvement and growth in advancing high quality education.



Contents

Welcome from the Head of Senior	6
A Guide to the English National Curriculum and Key Stages	8
An Overview of the Key Stage 3 Curriculum	9
A Typical Timetable	10
Home Learning	11
Ready to Learn	12
English as an Additional Language	12
Pastoral Care	13
After School Activities	14
House System	15
Residential Trips	15
CURRICULUM INFORMATION	19
ENGLISH	20
ENGLISH PLUS	23
MATHEMATICS	25
SCIENCE	27
ART & DESIGN	30
COMPUTING	32
DESIGN TECHNOLOGY	34
DRAMA	36
GEOGRAPHY	38
HISTORY	40
LEARNING FOR LIFE	42
MODERN FOREIGN LANGUAGES	43
MUSIC	45
PHYSICAL EDUCATION	47
THAI STUDIES	49
ADDITIONAL INFORMATION	55
SENIOR SCHOOL LINES OF COMMUNICATION	56
KEY CONTACTS	57
SOME PRACTICALITIES	58

Welcome from the Head of Senior

Shrewsbury International Senior School is vibrant, exciting and challenging: a place for students to mature into responsible young adults as they learn together in a thriving international environment. Our provision in and out of the classrooms, through lessons, trips, residential and the You-Time programme, continues to promote the character strengths of respect, imagination, self-awareness, resilience, courage and collaboration:

- To respect the language and culture of Thailand, the school community and the environment. This includes continuing to develop English as the common language of the school community.
- To imagine different possibilities and futures, to think about their choices and how these might determine events and affect others.
- To be aware of their personal strengths and limits and take greater personal responsibility for their learning and well being.
- To respond positively to challenge, with hope and determination.
- To understand that assessing, taking and managing risk is part of a balanced and healthy life.
- To do the right thing even when faced with pressure to do otherwise.
- To collaborate with others in the school community, listening and leading when needed.



Education for life

There is much that is new, or at least different, about the Senior School. Learning to adapt to change is a key component in this experience and an invaluable lesson for life. It is commonly understood that we are educating students for careers in industries that have yet to be invented. This requires the curriculum to be flexible and to focus on a core set of knowledge that provides a strong foundation for higher order skills such as analysis and evaluation. We wish our students' thinking to reflect the five aspects of High Quality learning: be informed, be ambitious, engage with the world, personalise the experience, collaborate with others. Our aim is to enable students to think for themselves, to develop the skills and attitudes to be lifelong learners and enrich their lives in school and beyond.

The teaching and learning that takes place in Years 7, 8 and 9 lay the foundations for the General Certificate of Secondary Education (GCSE or IGCSE) courses in Years 10 and 11 and A Levels in Years 12 and 13. Public examination courses may appear to be distant but the skills, work habits and increasing independence and initiative required of Senior School students, established during Year 7 and enhanced thereafter, form crucial preparation.

Beyond the classroom

Academic study provides the tools for students to further their education, but an education for life requires far more than classroom learning. Whether in the Art Department, on the stage or in the concert hall, or on the playing field, our very talented Senior students happily balance their academic load with a range of co-curricular activities. The stimulus that these activities provide prepares students for the wider world and university.

Shrewsbury International School works with families to ensure that students have high academic aspirations, achieve success in public examinations and discover interests that will stay with them for life. We continue to be proud to teach our students to learn, to think independently, to challenge and discuss. Our success speaks for itself.

Pastoral support

We recognise the move into Senior School holds mixed emotions for students, whether they are new to our community or have been at Shrewsbury for all, or part, of their Primary education. Even if students are familiar with the sights and sounds of Senior School - the students, the learning environment, some of the teachers and even many of the activities - we understand they will require support to make the transition from Year 6 to Year 7. We aim to provide each child with the care and nurture they require to become an integral part of Senior School.

The support and assistance provided by our network of teachers will cushion the period of transition. The Year 7 Team Leader, together with the carefully selected Year 7 Form Tutors and Wellbeing Team, liaise closely with the Year 6 Team Leader, or with the student's previous school, to ensure that key information about students is conveyed and understood. For students new to Shrewsbury the team works together to welcome both the student and their parents to the Shrewsbury community.

I hope you will find the information contained within this booklet useful. If however you should have any questions please do contact the admissions team who will direct your question to the person best able to help you.

Intus si recte ne labora: If the heart is right, all will be well.



Sonya Papps

Vice Principal, Head of Senior

A Guide to the English National Curriculum and Key Stages

Shrewsbury International School follows the National Curriculum of England - adapted and developed to meet the needs of our talented, multi-lingual, international student body. If you are not familiar with it, the English Curriculum can be a little confusing and this Guide is designed to help students and parents understand the various Key Stages.

The table below outlines the way in which the school and the curriculum are divided.

Age on 31 August	Year	Curriculum Stage (Examination Course)	School (Division)
3	EY1	Early Years Foundation Stage	Junior School (Pre-Preparatory)
4	EY2		
5	Y1	Key Stage 1	
6	Y2		
7	Y3	Key Stage 2	Junior School (Preparatory)
8	Y4		
9	Y5		
10	Y6		
11	Y7	Key Stage 3	Senior School
12	Y8		
13	Y9		
14	Y10	Key Stage 4 (IGCSE)	
15	Y11		
16	Y12	Key Stage 5 (Advanced Level)	
17	Y13		

In Britain, education is compulsory for all children between the ages of 5 and 18 although clear provision is made for students between the ages of 3 to 5. Children are placed in Year Groups based on their age on 31st August of each academic year. Year Groups are based upon chronological age and progress between Year Groups is usually automatic, although students may be out of their age group for exceptional reasons. Year Groups are clustered into Key Stages and a defined curriculum is produced for each Key Stage. Throughout each Key Stage there are clear assessments to monitor and track each child's academic progress.

Students study GCSE and IGCSE subjects over the two years of Key Stage 4, from the age of 14. All students study a compulsory core of English, Mathematics and Science plus a number of optional subjects. Students normally take 9 or 10 IGCSE courses. The IGCSE examinations are a formal assessment of a child's ability in each of the subjects they have studied. Those who wish to go to university will continue into Year 12 and Year 13 (Key Stage 5, also known as Sixth Form), to follow two-year Advanced Level courses. GCSE and IGCSE are internationally recognised academic standards and used, alongside Advanced Levels, as part of the academic selection process for entry into the top universities around the world.

An Overview of the Key Stage 3 Curriculum

All students follow a set, broad and balanced curriculum across Years 7, 8 and 9. The curriculum broadly follows the English National Curriculum but is adapted for our multi-lingual, international context. A core examined programme of English, Mathematics and Science is taught to all students across Key Stages 3 and 4. The core programme also contains non-examined Physical Education and Learning for Life. All subjects are taught by specialist teachers. The majority of lessons are taught in mixed ability Form Groups throughout the key stage.

SUBJECT	CORE	TEACHING GROUP	LESSONS PER 10-DAY CYCLE		
			YEAR 7	YEAR 8	YEAR 9
English ¹	✓	Bands	7	7	7
Mathematics	✓	Bands	7	7	7
Science ²	✓	Form ²	7	7	9
Thai ³	✓	Set	5	5	5
Modern Language ⁴		Set	4	4	5
Physical Education	✓	Set	4	4	4
Pastoral Programme ⁵	✓	Form	3	3	3
Art		Form	4	4	3
Computing		Form	3	3	3
Design Technology		Form	4	4	3
Drama		Form	3	3	3
Geography		Form	3	3	3
History		Form	3	3	3
Music		Form	3	3	3

Notes:

1. English is taught in two bands according to ability. Each band is then divided into three groups.
2. From Year 9 students start their IGCSE course; they are then taught Biology, Chemistry and Physics by specialist teachers. Students are taught in Form Groups in Years 7 and 8 and then in mixed ability groups in Year 9.
3. Thai nationals study Thai throughout Key Stage 3 and 4. Non-Thai students have a special Thai language programme that is compulsory until the end of Year 9.
4. Students may be placed on the English Plus programme instead of an MFL where additional English language support is required.
5. The Pastoral Programme is compulsory and it comprises Senior School Assembly and Learning for Life lessons.

A Typical Timetable

At Shrewsbury we work on a 10-day timetable. The day starts with morning registration 7.30 am where students meet up in their Form room with their Form Tutor. There are four lessons in the morning each of 55 minutes. There are two more lessons in the afternoon. Lessons end at 2:45pm, followed by a short break before the You-Time and Excellence Programmes begin.

A Typical Timetable

DAY	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	YOU-TIME
1	PE	Art	History	English	Drama	Science	
2	MFL	Computing	Science	DT	English	Maths	
3	English	Science	Music	Thai	Maths	PE	
4	Geography	MFL	Maths	Art	English	Science	
5	Assembly	English	Thai	Maths	Science	History	
6	Geography	Learning for Life	Drama	Maths	PE	English	
7	DT		Thai	Science	Maths	Music	
8	Computing	DT	Thai	History	Music	MFL	
9	MFL	Drama	Computing	Science	English	Geography	
10	Art		Maths	Learning for Life	PE	Thai	

Home Learning

The academic programme at school is supported by carefully chosen home learning assignments. These tasks may come in a variety of forms: extension work that stretches students' understanding further, preparation for a new topic, structured reading, or revision for an upcoming assessment.

Students are given a timetable that indicates when home learning tasks are set (and to be collected) in each of the subject areas. They are expected to use their Student Diary to record and plan carefully to ensure that all tasks are completed to the best of their ability and to time. In addition, all Home Learning tasks are recorded on the School's online Virtual Learning Environment (VLE) platform, Firefly.

As a guide, students should expect about 20 (Y7), 25 (Y8) or 30 (Y9) minutes work for up to 3 subjects each evening. This means that a Year 7 student should expect to be doing about 60 minutes each school day. As well as these tasks all students should read in English every single day to widen their vocabulary.

A proper environment is extremely important for learning. Work should be conducted at a desk and without distractions (music, mobile phones etc.).

Typical Home Learning Timetable

DAY 1	Art	Geography	-
DAY 2	Science	History	-
DAY 3	Maths	English	Drama
DAY 4	MFL	DT	-
DAY 5	Science	Thai	-
DAY 6	English	-	-
DAY 7	Maths	English	-
DAY 8	Computing	Music	-
DAY 9	MFL	English	-
DAY 10	Thai	Science	Maths

Ready to Learn



We want all students to feel ready to learn as they arrive at school each day. Our pastoral staff are highly skilled and experienced at identifying any barriers to a student’s learning and then acting upon these barriers in positive and solution-focused ways. However students, staff and parents all have a role in bringing about this positive change on the learning context that the students are experiencing. Open two-way communication between home and school is key to understanding concerns and pressures that a child may be facing, and to allow appropriate strategies to be put in place support them through these challenges.

The “Ready to Learn” concept is broad in scope and can range from examining healthy life habits (such as the influence of good sleep, diet and exercise routines on academic performance); to resilience; to the safe management of digital devices by students; and, increasingly, to looking at how students can incorporate positive education strategies or mindfulness practices into their approach to their studies. It is a simple phrase and yet its impact on the individuals in the school is broad and holistic.

For more information and useful resources to help support your child, visit the Ready to Learn website: <https://sites.google.com/shrewsbury.in.th/ready-to-learn>

ENGLISH AS AN ADDITIONAL LANGUAGE

Our Philosophy

At Shrewsbury International School we consider all our students to be English language learners. We understand that language acquisition is an ongoing and integral part of learning across a broad and rich curriculum. This is just as true for children who speak English at home as for those who do not.

As a vibrant international school that welcomes children from all over the world, we acknowledge that our students join us with differing levels of proficiency in English, and that it is the responsibility of every teacher to help students to develop and improve their English language skills.

Teachers plan and deliver lessons to take language acquisition into account regardless of the subject they are teaching. As a community of language learners that recognises that the speaking of English brings our international community together, we place high importance on cooperative learning among students. Children are given ample opportunity to use English through discussion, problem solving and hands-on activities. As well as improving the sense of community, it provides authentic contexts in which to develop language - the kinds of context that we know work best for developing English.

Language at Home

It is important to remember that development in English is supported by development in a child's mother tongue. Students who are fluent in a first language stand a better chance of also being strong in additional languages.

Parents can help their children by talking with them about their day and about what they have learnt at school in their mother tongue. Parents can also be fabulous role models in using English where necessary. This is not to suggest that parents should enforce English at home (quite the opposite in fact) but that when a situation calls for English – such as at school, meeting English-speaking friends, or on holiday in an English-speaking country – parents' use of English shows their children what a valuable tool speaking English can be.

While maintaining a mother tongue is crucial, it is also beneficial to maintain use of and exposure to English during long breaks from school. This can take the form of encouraging your children to read English books, interacting with other English-speaking children, or joining clubs and activities that are run in English.

Who do I contact for further details?

For more information please contact:

Phil Pethybridge, Director of EAL

philip.p2@shrewsbury.ac.th

Pastoral Care

Each student in the Senior School is placed in a Form Group of up to 24 students. The Form Tutor with whom a student is placed in Year 7 will in many cases remain with them as they move through Senior School to Year 11. The bond that develops between the Form tutor and the student (and even you as parents) is critical and very special. The Form Tutor tracks and monitors achievement and behaviour, as well as providing support, direction and advice. The Form Tutor acts as a mentor, encouraging students and providing a range of strategies designed to assist students with personal organisation and study skills.

Students are encouraged to achieve their potential in all aspects of school life. Excellence is rewarded in a number of ways throughout the school year while outstanding achievements in any area of school life are recognised on the Year 7 to Year 9 Celebration Day.

Students are encouraged to recognise their strengths and responsibilities within the school community and mutually develop respect for others and themselves. We recognise the need to develop as a caring and compassionate community, eager to encourage individuality and to embrace cultural diversity. Actions do have consequences and on the rare occasions when students make wrong choices they will be given a chance to reflect on this with the aim of making better choices in the future.

After School Activities

Shrewsbury's extensive co-curricular programme is designed to allow students to explore their interests and to develop skills outside of the classroom. These opportunities can help contextualise and to reinforce learning in the classroom, and further develop communication, collaboration and leadership skills. They also help to bring balance to a student's school experience, serving to enhance their wellbeing and in doing so, benefiting their academic performance. At Shrewsbury we see the co-curriculum as complementary to academic studies and an essential part of daily life.

Shrewsbury's co-curricular programme is divided into three main streams:

1. YOU-TIME ACTIVITIES:

These activities are for students from EY2 to Year 13. Different activities are offered for different year groups. Access to different types of activities throughout the year allows students to explore different interests and make new friends outside of class. The wide ranging and stimulating programme affords all students an opportunity to explore new interests, develop passions and fulfill potential.

2. ADDITIONAL ACTIVITIES:

These activities are for students from Year 1 to 13 and are operated by external agencies and providers. These are paid activities and parents will be charged and invoiced for their child's participation in additional activities during the term.

3. EXCELLENCE PROGRAMME ACTIVITIES:

Our Excellence Programmes aim to support students in a range of areas, including Music, Drama and Sport, to help them to pursue excellence and to reach their full potential. Excellence activities usually involve trial, audition or invitation to attend.

The Activities Blocks

There are four consecutive activity blocks that run throughout the academic year, and which reflect the sporting seasons of British International Schools Association (BISA) in which our sporting sides compete.

Each block lasts around 8-10 weeks. Students can choose new activities for each activity block, giving them an opportunity to try new activities on a regular basis. Many activities, such as the school orchestra, choirs or golf team, continue all year round.

House System

The House system is a key aspect of our strong overall school provision. All children will be placed into one of six houses when they enter the school and will remain in that house throughout their time at Riverside. Siblings will be placed into the same houses on entry to the school. Each House is named after a Nobel Peace Prize winner, reflecting both the school's international nature and the organisational value of care and compassion.

The House system allows for a community within a community, giving children the opportunity to interact and make friendships both outside their class and outside of their Year Group. Throughout the year there will be a number of opportunities for Houses to meet and take part in events together. These events will be wide-ranging and include sport, music, academics and creativity, with many events and ongoing competitions also offering students the chance to earn points for their Houses.

Fundamentally though, the House system is about much more than simply collecting House points. Our younger students look up to the older students as role models whilst it gives our older students a sense of responsibility and leadership. Through the various events it fosters engagement, competition, spirit and togetherness.



Mandela
The Foxes
Nelson Mandela



Schweitzer
The Bulls
Albert Schweitzer



Teresa
The Phoenix
Mother Teresa



Malala
The Griffins
Malala Yousafzai



Williams
The Dragons
Jody Williams



King
The Lions
Martin Luther King

Residential Trips

The mandatory Residential Trips form an integral part of both the academic and pastoral programmes. Through shared experiences and challenges outside of the classroom, students' values and attitudes are challenged and shaped. On these trips they form friendships that last throughout school and contribute to the positive, caring and dynamic environment in which Senior School students flourish. Each trip has a different core focus, designed to enhance the academic curriculum and provide opportunities for personal and social development. Through carefully designed and planned activities they develop independence, self-confidence, esteem and discipline. They learn to lead and to work as part of a team as they develop initiative and problem solving skills. Presentations and performances during the evening sessions develop students' communication skills.

What is the Residential experience?

'A week without walls'

The Residential are designed to diversify from daily school life and seek to foster a variety of skills and experiences as well as developing a Year Group identity and a re-connection with the natural environment / local communities. Health & Safety and Child Safeguarding will always be the first priority.

Aims:

- To develop and empower student risk management by applying leadership and teamwork.
- To facilitate experiences to develop judgment; to learn basic hazard identification, tacit risk assessment, practice decision-making, develop situational awareness.
- To learn injury and illness prevention, and emergency procedures.

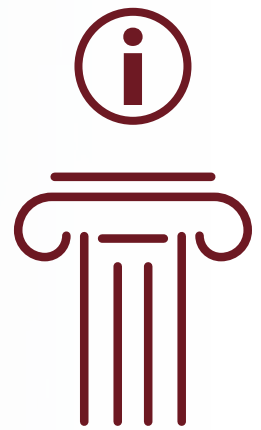
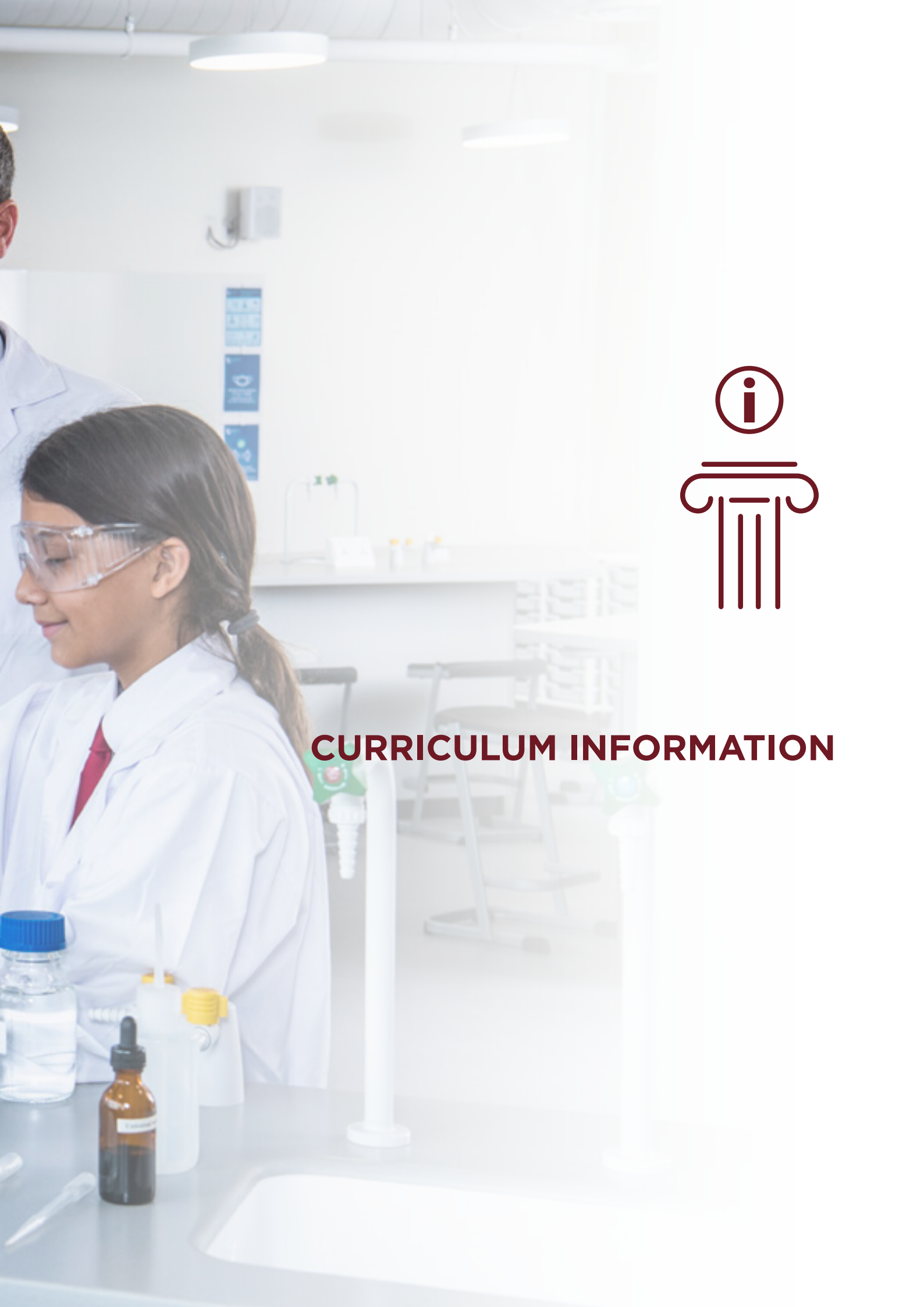
The Residential will include:

- Health & Safety / Safeguarding
- Social interaction & team building
- Activities not available in school
- Community/environmental service
- Back to nature
- A distinct move away from digital devices & classroom-based learning.









CURRICULUM INFORMATION

ENGLISH

Aims

The learning in Year 7, 8 and 9 focuses on furthering understanding and proficiency in the four key skills of Reading, Writing, Speaking and Listening.

In reading, students will develop an appreciation of, and ability to comment on, a range of texts, and evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. They will learn to select and analyse information and ideas, and comment on how these are conveyed.

In writing, students will write frequently in a variety of styles, developing creativity in the way they select specific features or expressions to convey effects and to interest the reader. They will learn to express ideas clearly and present them coherently, for a range of purposes.

Discussion is one of the most important elements of learning in English. Students will be given a variety of contexts in which to develop their talking and their listening to others, both formally and informally. In order to reflect the learning journey in Year 6, the Year 7 curriculum taught through a series of themes rather than units; Everybody Has a Story, Time and Change, The Big Questions.

Course overview

TERM	YEAR 7	YEAR 8	YEAR 9
1	Everybody has a Story	<ul style="list-style-type: none"> - The Gothic - writing unit - Speeches and persuasive writing 	<ul style="list-style-type: none"> - Novel: The Curious Incident, or The Whale Rider - Conflict Poetry Analysis
2	Time and Change	<ul style="list-style-type: none"> - Shakespeare's The Tempest, As You Like It, or Macbeth 	<ul style="list-style-type: none"> - Speak Out Challenge - Shakespeare: Romeo and Juliet
3	The Big Questions	<ul style="list-style-type: none"> - Novel Study - A range of novels under the theme 'Overcoming Obstacles' - Protest Poetry 	<ul style="list-style-type: none"> - An introduction to iGCSE English Language - Creative Writing - Short Stories
	<p><i>During this transition year and after a short bridging unit, Year 7 are taught thematically meaning that pupils will have access to a range of texts over the academic year which are all united through the three themes above</i></p>		

Course outline

Year 7

- The Year 7 curriculum is a wide, thematic-based curriculum that explores a number of questions through texts and genres. It develops skills required for students to succeed at Key Stage Four, whilst developing skills learned in Year 6. The thematic-based curriculum has opportunities for critical thinking tasks: a vital skill required for many subjects.
- The students will look at a range of texts and genres each half term, exploring the links between them. They will also write a range of different texts, developing their writing skills, throughout the academic year.
- Students will learn to; use effectively a variety of sentence structures; demonstrate a precise understanding of extended texts; show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose) supported by reference to the text; order and convey facts, ideas and opinions effectively; demonstrate a clear sense of audience and context; extract appropriate information for specific purposes.

Year 8

- The first unit, focused on the development of speaking and listening skills is based on language in different contexts and will explore rhetorical language through famous speeches and through debate. Students will produce a persuasive speech after covering a range of topics and ideas.
- We then introduce students to the conventions of Gothic writing at the start of Year 8, reinforcing analysis of a variety of figurative language, which students are taught to recognise and unpack in the writing of others as well as to create their own examples in their own imitations of the Gothic style.
- The Shakespeare unit in Year 8 will develop students' ability to provide detailed study of a Shakespearean play as they cover an entire play, furthering their understanding of characterisation, theme, genre, language and structure.
- The study of a novel will develop and deepen the work on plot, theme and characterisation begun in Year 7.
- In poetry, students will study a range of forms allowing them to further their exploration of rhythm, metre and literary devices.

Year 9

- The Year 9 curriculum is firmly based on the IGCSE course and serves to prepare students for an easier transition to study in Year 10.
- The first unit on Conflict Poetry develops students' understanding of rhetorical devices and develops their understanding of poetry at a much deeper level. Students will learn to write critically and analytically about poetry, focusing in particular on the poetry of Wilfred Owen.
- The second unit of work is the detailed study of a novel, the choices being either *The Whale Rider* by Witi Ihimaera or *The Curious Incident of the Dog in the Night Time* by Mark Haddon, which will help pupils focus on their literature skills of the IGCSE course beginning in Year 10. Responses are essay-based.
- The first half of the second term underlines the importance of oracy and enhances speaking and listening skills in particular, as well as students' creativity. Students partake in a 'Speak Out' challenge in class where they present an argument on an area of social injustice
- In the second half of the second term we study *Romeo and Juliet* which will further students'

ENGLISH PLUS

Aims

The acquisition of English as an Additional or Second language is an ongoing and integral part of learning at Shrewsbury Riverside for a large number of our students. We acknowledge that not all of our students are at the stage of their acquisition where access to the Senior school curriculum holds no issues or challenges. These students are identified at entry to the school, or are referred to the EAL department by teachers, and are enrolled into English Plus. The aims of English Plus are to increase the confidence and accuracy of students in their use of English across the curriculum. For some students this continues throughout Key Stage 3 and into Key Stage 4: for other students, progress is quicker and they are able to transfer to Modern Foreign Languages (MFL).

Course overview

English Plus is designed to support and encourage students' proficiency in English within the context of the wider curriculum. As well as developing proficiency in the four key skills - Reading, Listening, Writing, Speaking - students are also given direct instruction on grammar, syntax, vocabulary, and conventions of writing. The focus of lessons is determined by curriculum demands and individual needs.

English Plus lessons are taught at the same time as Modern Foreign Languages (MFL) i.e. English Plus is taught in lieu of an MFL or third language.

Course outline

The text types, and potential areas of language, covered in English Plus are listed below. Homework is set twice in the 10-Day Cycle and should take 30 minutes in Years 7 & 8 and 35-45 minutes in Year 9.

Text Types:

- Persuasive & Speech Writing
- Descriptive Writing
- Summary & Paraphrasing
- Informal/Formal Letter & Email
- PEEL Paragraphs
- Story & Narrative
- Essays - Discursive / Compare & Contrast

Grammar, Syntax & Vocabulary

- Word Class
- Clause & Sentence Types
- Present Tenses
- Narrative Tenses
- Modality
- Prepositions
- Conjunctions
- Noun Phrases
- Active & Passive Voice
- Conditionals
- Adverbs & Adjective
- Un/Countable Nouns

Assessment

Students are assessed at regular intervals across the four language skills, different text types, and language areas in a variety of ways e.g. submitting writing, reading and listening assessments, end of unit assessments, class books, app-based Pearson assessment tools etc. Assessment in English Plus is linked to the Common European Framework of Reference (CEFR) levels and Pearson's Global Scale of English.

Who do I contact for further details?

Phil Pethybridge, Director of EAL, philip.p2@shrewsbury.ac.th

MATHEMATICS

Aims

One of the principal aims of the KS3 Mathematics scheme of work is to ensure better progression and continuity from year to year. The main emphasis is on direct and interactive teaching, well planned and varied, with more opportunity for pupils to participate in the lesson and to become independent learners.

Our main aim is to develop students' confidence in their own ability, and to encourage them to extend their potential.

Mathematics is divided into four areas: Number; Algebra; Geometry and Measures; Statistics. The curriculum is cyclical, topics are revisited regularly and knowledge and skills continually developed. Number includes calculations, fractions, decimals and percentages. Algebra includes sequences and linear equations. Geometry and Measures contains angles, transformations, areas and volumes of shapes. Statistics involves drawing graphs, charts and finding averages and probabilities.

At each stage, students will study all four areas and we also aim to incorporate some investigation work or project-based activity. Students look for links between these four main areas and also identify ways in which their mathematical skills can be applied across the the whole curriculum.



Course overview

TERM	YEAR 7	YEAR 8	YEAR 9
1	<ul style="list-style-type: none"> - Number - Place value and rounding - Fractions, decimals and percentages - Negative numbers - Algebra 1 - Angles - Averages - Area and perimeter 	<ul style="list-style-type: none"> - Sequences and properties of a number - Fractions - Algebra - Straight-line graphs - Transformations - Ratio and proportion - Real-life graphs 	<ul style="list-style-type: none"> - Fractions, decimals and percentages - HCF, LCM and surds - Algebra - Straight-line graphs - Limits of Accuracy - Sequences - Pythagoras' Theorem - Trigonometry - Simultaneous Equations
2	<ul style="list-style-type: none"> - Coordinates and graphs - Sequences and properties of number - Handling data - Probability - Shape - Ratio and Proportion 	<ul style="list-style-type: none"> - Speed, distance and time - Circles - Area and volume - Percentages - Angle - Pythagoras Theorem 	<ul style="list-style-type: none"> - Area and Volume - Factorising - Curves - Solving quadratics - Inequalities
3	<ul style="list-style-type: none"> - Algebra 2 - Symmetry rotation - 3D shapes and surface area 	<ul style="list-style-type: none"> - Indices - Bearings - Data handling - Enlargement - Algebra 	<ul style="list-style-type: none"> - Ratio and proportion - Similarity and congruence - Real life graphs - IGCSE preparation

Assessment

At Shrewsbury International School year groups are set/banded according to ability based on tests, class work and teacher assessment. Topics are revisited and extended throughout years 7, 8 and 9 in order to deepen understanding and build upon previous knowledge.

Students sit internally marked exams throughout KS3 in order to assess progress and provide opportunities for target setting.

Homework will be set regularly to reinforce and extend the concepts covered in the classroom. Testing will take place in term 1a, 1b, 2b and 3a.

All tests will assess topics covered throughout the whole year but with a focus on the most recent work.

Investigative activities will also occur frequently within the groups to reinforce work covered and to develop problem solving skills and conceptual understanding.

Who do I contact for further details?

Lucy Stutchfield, Head of Mathematics, lucy.s@shrewsbury.ac.th

SCIENCE

Aims

Across Years 7-9 this course aims to:

- Help students become questioning and inquisitive scientists.
- Teach students the basics upon which future scientific understanding can be built.
- Develop students' collaborative and investigative skills through project-based learning in some areas of the course.
- Give students opportunities for practical work to explore theoretical knowledge and understand the scientific method.
- Introduce students to fundamental topics in each of the three Science specialisms: Biology, Chemistry and Physics.
- In Year 9, students start the IGCSE examination course, giving more flexibility with time and options.

Course overview

In Year 7 and 8 the course is taught in rotating modular blocks so the order will vary from one group to another. The topics covered in each subject are as follows:

Year 7

Term 1 and 2a:	Term 2b and 3:
<ul style="list-style-type: none">- Cells, diffusion and Reproduction (Biology)- Particles and Mixtures (Chemistry)- Light and Sound (Physics)	<ul style="list-style-type: none">- Adaptations and Ecology (Biology)- Atoms, Elements & Compounds (Chemistry)- Forces (Physics)

Year 8

Term 1:	Term 2 and 3:
<ul style="list-style-type: none">- Environmental Science Project and Theory- Health and Disease- Heating and Cooling	<ul style="list-style-type: none">- Chemical Reactions- Electricity and Magnetism- Body Systems

Year 9 (first year IGCSE)

Biology Topics:	Chemistry Topics:	Physics Topics:
<ul style="list-style-type: none">- Gaseous exchange & respiration- Cells- Plant Biology- Homeostasis	<ul style="list-style-type: none">- States of matter- Experimental techniques- Atoms, elements and Compounds- Rates of reaction- Chemistry of the Environment	<ul style="list-style-type: none">- Quantities and units- Waves- Energy transfer and Resources- Particles- Describing Motion

Course outline

Year 7

- Cells, diffusion and reproduction - students learn about the fundamental building blocks of life, as well as human reproduction.
- Particles - students learn the nature of matter in solids, liquids and gases.
- Light and sound - students compare and contrast how these energies move and are perceived.
- Adaptations and Ecology - students investigate the environment and how animals are adapted to their habitats.
- Atoms, Elements and Compounds - students learn about the building blocks of matter; atoms, elements and compounds.
- Forces - students will learn about different forces and their effects.

Year 8

- Health & Disease - students learn about disease-causing microorganisms and the immune system
- Chemical Reactions - students investigate acids and alkalis and a range of different chemical reactions.
- Heating and cooling - students look at the causes of expansion and contraction in a wide range of materials, as well as the processes of conduction, convection and radiation.
- Environmental Science Project - students complete project work on human's impact on the environment.
- Electricity and magnetism - students learn about components of electrical circuits, how electricity flows and magnetic fields.
- Body Systems - students learn about our digestive system as well as looking at the energy in living organisms, where they get it from and what it is used for.

Home Learning in Years 7 and 8

In Year 7 each topic has an individual home learning schedule that sets relevant tasks at the most appropriate point during the course.

In Year 8 each topic has an associated “Home Learning Grid”. Similar to the topic grids used in the Prep School, these contain a variety of home learning activities that the students can choose from.

All tasks are designed to give students an opportunity to think about science beyond the curriculum, to stretch and challenge their thinking and to engage with current scientific research. They also provide opportunities to be creative or to complete literacy and numeracy-based tasks. Teachers will also set occasional home learning as a follow-up to specific lessons.

Year 9

- Students start their IGCSE examination course in Biology, Chemistry and Physics.
- They are taught in mixed ability groups studying common topics in IGCSE before being separated into Co-ordinated Science or Separate Science courses in Year 10.

Home Learning in Year 9

In Year 9 students receive a quiz of 20 multiple choice questions from each of their science teachers (Biology/Chemistry/Physics). These questions draw from content covered in recent lessons as well as revisiting previous topics to air recall. This not only gives the students the opportunity to apply what they have learned independently and check their understanding, it also gives them valuable practice for this style of assessment that they will meet in their GCSE exams.

Each home learning task is set on day one and is collected at 4pm on day 10.

Assessment

A variety of assessment methods will be used that will allow students to understand what they need to do to improve and they will be given time to make these improvements. This will include verbal feedback from the teacher, self and peer assessment and, at certain points during the course, written feedback on key pieces of work. Students will also take one written test in term 1 and 2. At the end of Years 7 and 8, students will take a written end-of-year test which includes all the content they have studied that year.

In Year 9, classes continue to be mixed ability but slightly smaller and students are taught by subject specialists. Year 9 students will also take two to three class tests per year for each Science subject, allowing them to practise answering IGCSE-level questions under examination conditions.

Who do I contact for further details?

Christopher Gettel, Director of Science, christopher.g@shrewsbury.ac.th

ART & DESIGN

Aims

We aim to develop the creative thinking and making skills of individual students through a series of practical projects. There is a focus on encouraging personal interpretation and expression within a cultural framework through making references to modern and contemporary art practice from around the world.

Students are introduced to the formal elements of art through a series of structured projects, which lead to a larger piece or final project in Term 3. Drawing is central to this scheme as well as the creation of sketchbooks. The project themes vary from year to year with there being a different focus in each year group.

Course overview

Year 7

Colour Theory, Impressionism & Post-Impressionism

Students are introduced to the Elements of Art, with a specific focus on Colour. They will explore colour theory. Thereafter, European Art Movements will create the context for their learning with landscape art as subject matter. Students will concentrate on Impressionism and Post-Impressionism, both key art movements which have influenced much of contemporary art today. Thereafter, students will explore the style associated with each art movement, including the colour palette and brushstrokes of artists such as Claude Monet and Vincent van Gogh. Students will use this knowledge acquisition and painting skills to transcribe a group art pastiche. Moving beyond this, students will apply this knowledge and skill in the creation of a unique composition, which will be developed into a painting in the style of the artists introduced.

Portraiture

Students develop their understanding of the Elements of Art, with a specific focus on Value and Shape. They will focus on Portraiture as subject matter. Students will explore the anatomy of the human face, rules of proportion and value scales to create both accuracy and realism in their portraiture studies. Thereafter, students will explore the Cubist art movement as the context for their learning, thus understanding the origins of Abstraction in Art. They will explore the historical context of this art movement and explore the difference between analytical and synthetic cubism. Concentrating on the illusion of transparency and multiple viewpoints, they will create their own abstract portraiture artwork inspired by Picasso. Thereafter, students will explore the mixed-media work of contemporary artist Kimmy Cantrell to inspire their final mixed media artwork.

Year 8

Under The Sea

Students are introduced to the theme 'Under the Sea' with a visit to Ocean World aquarium early in Term 1. Through photography and other 2D media such as fineliner pens, watercolours and colour pencils, students produce a range of observational studies with a focus on fish. They are then introduced to ceramic artists Kate Malone and Courtney Mattison who both use life under the sea as their inspiration, and the latter of which will inspire classroom conversations on Climate Change and the role of art in activism. Using these observations and knowledge, students develop and refine a unique ceramic sculpture design with a clear understanding of the anatomy

of fish. Students are introduced to the techniques and processes of working with clay and glazes to produce a personalised 3D sculptural outcome.

Natural Forms

In this project students are introduced to the natural world through the media of print, drawing and collage. This project begins with an introduction to the famous photographer, Karl Blossfeldt, known for his fascinating up-close images of seed pods. Students use fineliners to experiment with the 'scribble' technique to help highlight the use of mark-making in adding value and form to drawings. This marking-making technique leads into a mixed-media artwork where students create their own background with bubble wrap printing and tissue paper collage using textures and colours inspired by nature. This artwork is completed with an ink drawing of a natural form using the mark-making skills learnt during previous lessons. Following this, students move onto collagraph making and printing. After researching and gathering their own images, students create their own layered collagraph using cardboard and paper. Final outcomes are realised as a series of prints using inks in their chosen organic inspired colour palette.

Year 9

Surrealism - Perspective and Metamorphosis

Students will learn how to draw in perspective, considering the different viewpoints developing a strong awareness of more technical drawing skills. Students will then investigate the Surrealist movement incorporating this understanding within their work in order to allow them more creative freedom. Students will then consider how metamorphosis is seen in the natural world and design their own versions of these using normally unconnected items referring to the work of Redmer Hoekstra. This will result in a drypoint etching print, exploring line, mark making and mixed media.

Surrealism - Composition and Portraiture

Students will develop their understanding of Surrealism whilst developing their range of media, photography skills and composition understanding. Developing their ideas towards a mixed media portrait that is both personal and meaningful.

Thai Culture and Pop Art

In this project students are introduced to the Art movement 'Pop Art', studying and selecting artist influences to inform their ideas linked to Thai culture. Students will be introduced to designing and producing a stencil print from their own photography, as well as experimenting with a range of media such as batik to develop their personal response.

Assessment

The assessment of work is continuous; sketchbooks are reviewed regularly. Assessment in Art is linked to the assessment objectives of the IGCSE model and the system of leveling related to the English National Curriculum.

Who do I contact for further details?

Sebastian Brimsted, Head of Art, sebastian.brimsted@shrewsbury.in.th

COMPUTING

Aims

A high-quality computing education equips pupils to understand and change the world through computational thinking. It develops and requires logical thinking and precision. It combines creativity with rigour: pupils apply underlying principles to understand real-world systems, and to create purposeful and usable solutions.

In Computing pupils are taught how digital systems work, how they are designed and programmed, and the fundamental principles of information and computation. A computing education also ensures that pupils become digitally literate – able to use, and express themselves through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

By the end of the Key Stage 3 course, we aim to ensure that all students:

- can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

Course outline

This subject provides a general introduction to business behaviour and organisation in a real world context. Our aim is to provide you with an insight into business decision making by applying business theory to a wide selection of case study material drawn from many countries. The course includes modules in marketing, production, business organisation and communication, finance and accounting, and the place of business in the local, national and global community.

You will develop skills in numeracy, report writing, analysis and problem solving, ICT applications, debate, discussion, research methods and teamwork. We encourage you to take a consistent interest in local and global business events and provide opportunities for you to undertake individual research. Wherever possible, outside visits will be arranged to locally based businesses.

Year 7:

- E-Safety
- The Foundations of Computer Science
- The internet
- Python programming & Problem solving
- VEX Robotics using Block based programming

Year 8:

- Python Programming & Problem solving
- Operating systems
- An introduction to Boolean logic for problem solving
- An introduction to Binary
- VEX Robotics using python programming

Year 9:

- Programming with Arrays and algorithm design
- Binary characters, ciphers and encryption
- Control language through Robotics
- Introduction to relational database design
- VEX Robotics

In addition to these classroom taught topics, students are provided opportunities to develop their creativity and computational thinking skills through sessions that will be delivered throughout the year. The introduction of the Robotics programme will allow all Key Stage 3 students to have gained some experience in designing, building and coding automated, robotic systems.

At the beginning of Key Stage 3, all students are registered for the iDEA (inspiring digital enterprise) Award www.idea.org.uk. Students are encouraged to complete the activities for this award in their own time and they can work towards achieving a Bronze then Silver award which they receive from the UK. This award is recognised by educational institutes and employers as a modern, technical award. All Key Stage 3 students are entered for the Bebras International Coding Challenge.

Assessment

A variety of assessment methods will be used that will allow students to understand what they need to do to improve. This will include verbal feedback from the teacher, self and peer assessment as well as online testing with immediate feedback provided. The introduction of physical computing through Raspberry Pi devices will allow students more practical opportunities to develop and display their learning from classroom theory topics.

Who do I contact for further details?

Samantha Bruin, Head of Computer Science and Robotics, samantha.b2@shrewsbury.ac.th

DESIGN TECHNOLOGY

Design Technology encourages students to be practical problem solvers, using design, IT and new technologies as a way of fulfilling needs, reducing waste and tackling problems. Following on from the solid grounding that they have received in this philosophy in the school's Junior Innovation Centre, students are asked to tackle an increasingly complex sets of design tasks utilising a range of machines, software, tools and materials.

Aims

- Help students develop a practical understanding of design, and the 'design process'.
- Help students develop both their creative and their problem solving skills through the tackling of long term projects.
- Help students develop their practical skills, and their knowledge of materials, processes, software applications, and equipment through the realisation of their project work.

Course overview

YEAR 7	YEAR 8	YEAR 9
<ul style="list-style-type: none">- The Skills of an Architect- The Onager Project- Innovation Technology: Buggy Project	<ul style="list-style-type: none">- Articulated Wooden Toy- Tiny House- Innovation technology	<ul style="list-style-type: none">- Alessi is More- Designer Showcase

Year 7

The Skills of an Architect - To apply drawing skills to help build confidence in communicating design ideas using a range of drawing and communication techniques, including sketching ideas and the rendering them and learning about the many different ways of drawing products in 3 dimensions.

The Onager Project -students are asked to design, make and test a scale model of this Roman catapult. The model 'onagers' will have a standard size and shape of frame and throwing arm, but there are several parts of this project where the DT Department are asking the Year 7 students to solve problems and to design the parts.

Innovation Technology - Students will be using specialist software and hardware to develop control programmes that are then used in a variety of mechanical and electronic systems. Students will be assembling an Innovation 'kit' where they have decisions to make regarding the sizes, shapes, fixings and materials of various parts, some of which they need to design and manufacture themselves, using the department's CAD/CAM resources in the new 'Innovation Room', some of which will have effect on the success of their product.

Year 8

Articulated Wooden Toy - This is a project which encompasses a range of basic woodworking skills, tools and processes and an understanding of basic mechanisms: such as pivots and wheels and axles.

Tiny House- The tiny-house movement (also known as the “small house movement”) is an architectural and social movement that advocates for downsizing living spaces, simplifying, and essentially “living with less.” A tiny house is a “dwelling unit with a maximum of 37 square metres (400 sq ft) of floor area, excluding lofts.” The students will use a range of communication skills, including CAD software to design, plan and model their solution to a Tiny House.

Innovation Technology - Students will be asked to design and edit key parts of a product, that will only work if all of the various parts, when finally cut and printed, fit together to create a complex working system. The product, designed and built in the new ‘Innovation Room’ will be controlled using a range of different inputs and outputs, which then need to be trialled and tested.

Year 9

Alessi is More - taking the Post-Modern design philosophy of the Alessi Group as a starting point, Students will design and manufacture a children’s toothbrush holder. This project will employ a range of mathematically accurate CAD skills, alongside the production of more organic anthropomorphic shapes.

Designer Showcase - Students will research a designer who works in a specialism of their choice: Fashion, Architecture, product Design, Graphic Design. They will then identify iconic artefacts which demonstrate the key characteristics of the designer. They will then use a wide range of tools, materials and processes to design and make a ‘showcase which promotes the work of their designer.

Assessment

Throughout the course, students will be assessed and receive feedback in a variety of ways (although the successful completion of products is one of the clearest measures of success to both staff and the students themselves):

Written and verbal comments about their development as creative thinkers, problem solvers and ‘designers’. The great majority of this feedback is recorded and delivered via the Firefly and Google Classroom platforms

Formal assessments in the form of project criteria levels, homework and formal presentations.

The successful completion of project portfolios and accompanying practical work, within the time frame allowed.

Who do I contact for further details?

Rachel Lewis, Director of Design Technology, rachel.l@shrewsbury.ac.th

DRAMA

Aims

“Like theatre, drama in schools can unlock the use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. It carries the potential to challenge, to question and to bring about change.”

— Jude Kelly (Theatre Director)

As well as teaching our students about a range of theatre genres, performance styles and techniques through the exploration of different play texts and the devising of original work, Drama at Key Stage 3 gives all students experience of major cultural arts forms, helps to develop social and empathy skills, their moral and spiritual development, and fosters the ability to work collaboratively towards a common goal.

Drama also aids students in becoming more confident at presenting ideas or characters to an audience which will benefit them not only in Drama but in other curriculum areas.

It also encourages students to become more proficient with self-evaluation and be able to recognise success and areas for development.

Course overview

TERM	YEAR 7	YEAR 8	YEAR 9
1	<ul style="list-style-type: none">- Matilda- Pantomime	<ul style="list-style-type: none">- Time Travel- Slapstick	<ul style="list-style-type: none">- Melodrama- Commedia Dell'Arte
2	<ul style="list-style-type: none">- Theatre around the world	<ul style="list-style-type: none">- Warhorse	<ul style="list-style-type: none">- Curious Incident of the Dog in the Nighttime
3	<ul style="list-style-type: none">- A Midsummer Night's Dream- Pyramus and Thisbe	<ul style="list-style-type: none">- Macbeth	<ul style="list-style-type: none">- Ruckus in the Garden

Course outline

Year 7

Students develop their characterisation and performance skills as they explore the characters and story of Roald Dahl's *Matilda*. They learn different techniques and are encouraged to use subject specific vocabulary when evaluating their own performances and work of their peers. New styles and skills are explored through a range of texts and stimuli from Shakespeare's *A Midsummer Night's Dream* to theatre traditions from Pantomime.

Year 8

We will continue to develop the students' use of key skills and techniques as we explore new theatre traditions such as Slapstick Theatre and Physical Theatre. Throughout their lessons the students will explore a variety of theatre practitioner's methods including Augusto Boal's powerful 'image theatre', Constantin Stanislavski's naturalistic 'given circumstances' and Bertolt Brecht's use of non-naturalistic staging devices.

Year 9

Year 9 drama lessons prepare students for the demands of GCSE Drama; we will challenge our learners to proactively make more informed choices within their performance and evaluative work throughout the key schemes of this academic year. They will combine their knowledge and understanding of a range of styles, genres and practitioners as they create original work. The students will also practically explore key characters, themes, and contexts present in participate in detailed text based exploration of the modern plays *Curious Incident of the Dog in the Night-Time* and *Ruckus in the Garden*.

Assessment

All KS3 students are assessed using the department's assessment criteria for Creating, Performing and Evaluating. Every scheme uses the assessment levels to challenge students and build on prior learning. Additionally, the assessment levels are a visual part of the wall space within each Drama studio so that students can monitor their progress and set their own targets. Teachers provide formative and summative assessment throughout the schemes using Google Classroom.

Who do I contact for further details?

Kay Sanders, Head of Drama, kay.s2@shrewsbury.ac.th

GEOGRAPHY

Aims

The study of Geography stimulates an interest in and a sense of wonder about places and aims to help them understand how the natural and human world around them was formed and how it works.

Geography helps young people make sense of a complex and dynamically changing world; it explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected.

It builds on students' own experiences to investigate places at all scales, from the personal to the global.

Course overview

TERM	YEAR 7	YEAR 8	YEAR 9
1	<ul style="list-style-type: none">- My Geography- How well can people survive in extreme environments?	<ul style="list-style-type: none">- African countries: How and why are they different?- How dangerous is Mount St Helens?	<ul style="list-style-type: none">- Is the fashion industry causing a global crisis?- Is Russia a world superpower?
2	<ul style="list-style-type: none">- Is palm oil responsible for the loss of Orangutans?- To what extent is London a global city?	<ul style="list-style-type: none">- Weather and Climate	<ul style="list-style-type: none">- How important is the Chao Phraya River in Bangkok
3	<ul style="list-style-type: none">- Environmental Quality Project	<ul style="list-style-type: none">- Asia and Tourism	<ul style="list-style-type: none">- Place focus

Course outline

Year 7

- **My Geography** - a short unit that introduces students to some of the key ideas and skills that are used in Geography.
- **How well do people survive in extreme environments?** - Students study a place in an extreme environment and examine the opportunities and challenges there.
- **Is palm oil responsible for the loss of the orangutans?** - This unit explores the features and uses of the rainforest and the impact of industry on the natural habitat.
- **To what extent is London a global city?** - This unit introduces students to types of cities and also focuses on map skills including locating points on a map using grid references, measuring straight and curved distances and interpreting heights and contours.

- **Environmental quality project** - This topic is completed with a group-work investigation around school: which part of Shrewsbury International School has the highest environmental quality? How do we investigate and analyse this?

Year 8

- **African countries: how and why are they different?** A comparison of the levels of development in African countries and the factors that influence development.
- **How dangerous is Mt St Helens?** - Students will learn about the plate setting of Mt St Helens and its eruption in 1980, and how that eruption has led to monitoring and responses recently.
- **Microclimate project** - A micro climate study of the school which is linked to climate and weather characteristics.
- **Asia and tourism** - This unit includes the physical and political characteristics of the continent and specific countries - including ASEAN; development indicators and their role in understanding how countries differ and the importance of tourism in the region

Year 9

- **Is fashion causing a global crisis?** Students will learn about globalisation and the role of the fashion industry in developing countries and on the world
- **Is Russia a world superpower?** Students will examine Russia as a country and learn about how its physical features drive its foreign policies.
- **How important is the Chaophraya to Bangkok?** Students will learn about rivers and the opportunities and challenges that they bring to a city. We also look at the role of the river in Bangkok and how it is used and the impacts that flooding has on Bangkok.

Assessment

Assessment takes a number of forms:

- Enquiry-based fieldwork, based on data collected around the school.
- A research project on a particular theme.
- An end of topic written test.
- Oral and multimedia presentations

Who do I contact for further details?

Tamar Smith, Head of Geography, tamar.s@shrewsbury.ac.th

HISTORY

Aims

History aims to give students the opportunity to study our collective past as we investigate the dilemmas, choices and beliefs of past peoples. As students develop their understanding of the nature of historical study, they learn to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past. Students also learn to substantiate arguments and the judgements they make. We aim to ensure they appreciate why they are learning as well as what they learn.

History also seeks to prepare students for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. We aim to encourage mutual understanding of the historic origins of our ethnic and cultural diversity, and help pupils become confident and questioning individuals.

The language of History presents considerable challenges to EAL learners as they develop the more formal academic register of the classroom. The History department is committed to the teaching of English in the mainstream classroom and providing EAL support to all students

TERM	YEAR 7	YEAR 8	YEAR 9
1	- Key History skills: 1066 and the Battle of Hastings	- How should the British Empire be remembered?	- The War to End All Wars: World War 1 Causes and Events
2	- The making of Modern Japan 1400 to present	- Transatlantic Slavery and the Quest for Abolition	- Why was there a Revolution in Russia in 1917? - The 20th Century - the Age of Dictators
3	- The Evolution of India: Empire, Colony and Nation	- Changing the World: Protest, Progress and Reform in c.20 th	- Clashing Ideologies and the Second World War - Why did the Holocaust happen?

Course outline

Year 7

- **Key History Skills.** The purpose of this topic is to introduce, strengthen, and review the skills that students will need throughout KS3 and beyond. This unit is designed to help students settle into their new surroundings and develop their confidence, through the use of relatively familiar terminology and ideas from their studies in Primary School combined with a fascinating case study of the battle for England in 1066. Students will ultimately be able to explain why William of Normandy became King of England, against all the odds.
- **The Making of Modern Japan.** In this extremely popular unit, students will study Japanese History from the age of the samurai through to the present day. They will consider how and why Japan changed and evolved over time. They will learn about the samurai and their code of bushido, investigate whether ninjas really existed and sample Japanese art and culture such as manga, haiku and origami. They will also learn why the samurai disappeared and how Japan transformed into a modern, industrial and global empire in the early 20th century.
- **The Evolution of India.** In this topic, students will chart the course of Indian History from its ancient Mauryan past to its present, complex state via the Empire of the Mughals and

India's time as the "jewel in the crown" of the British Empire. They will explore the origins of Hinduism and Buddhism and consider India's greatest achievements. They will also have chance to learn about the complex nature of imperialism and the various experiences of Indian people under the rule of Britain, as well as the forces behind Indian independence.

Year 8

- **How Should the British Empire be Remembered?** This is a unit driven by historiography- the history of history. How have different historians, individuals and commentators portrayed and remembered the British Empire and its complex legacy over time? Students will have chance to grapple with different interpretations of the British Empire before reaching their own conclusions and judgements.
- **Slavery and the Quest for Abolition.** Students will consider Human Rights today before considering how and why the slave trade developed. Students will also consider how the trade impacted upon the people of West Africa and the Americas and reasons for its eventual abolition in the British Empire.
- **Protest and Reform in the 20th Century.** Students will consider a diverse range of topics such as the fight for Civil Rights in the USA, 1945-1968. Students will consider the forms of discrimination experienced by African Americans in the immediate post war period before investigating the significance of events and individuals as they fought for equality. They will also explore issues of women's suffrage and the eventual gaining of the vote for women across the world. They will end this unit with a clearer understanding of how individuals can change the world for the better

Year 9

- **The First World War.** This topic sees a comprehensive study of the "Great War". Students will be asked to consider questions such as: what caused the War? Why did the Schlieffen plan fail? Was Haig really the 'Butcher of the Somme'? And why was WW1 not really "the war to end all wars"?
- **The Russian Revolution.** In this depth study, students will consider the most significant cause of the Russian Revolution, whilst learning all about the nature of Russian autocracy, the ideals of Communism and the enigmatic personality of the "Mad Monk" Rasputin. By the end of this unit, students will be able to make a well-informed judgment about this seismic historical event.
- **20th Century Ideologies.** Students will have the chance to learn about the clashing ideologies that dominated the 20th century, and see how these conflicts and ideas are still relevant today. This will be done through a series of case studies and a research project on historical dictators. They will learn about the rise of Adolf Hitler in Germany and why attempts to stop him failed. Eventually they will have a chance to study the events of the Second World War and consider whether the defeat of the Axis Powers was inevitable or not.

Assessment

- The assessment of students' work will be formative throughout the year. Summative assessment will take the form of projects, essays and speaking tasks that will assess our students' History knowledge, skills and understanding. Assessed projects will be overseen and taught during timetabled lessons and supported by homework.

Who do I contact for further details?

Emma Noake, Head of History, emma.n@shrewsbury.ac.th

LEARNING FOR LIFE

Learning for Life is a Programme of Study that is taught twice per cycle to all students in Senior School by two subject specialists. In the UK, this curriculum programme is referred to as Personal, Social, Health and Economic Education (PSHE).

Learning for Life is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and to prepare them for life and work in the modern world.

Our Programme of Study aims to help pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. A critical component of the Learning for Life programme is providing opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Learning for Life also contributes to personal development by helping our pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

Following the guidance of the PSHE Association, yet adapted to our international context, the programme is based around three core themes within which there is a broad overlap and flexibility:

- Core theme 1: Health and Wellbeing
- Core theme 2: Relationships
- Core theme 3: Living in the Wider World.

Key topics areas include Mental Health and Wellbeing, Digital Citizenship, Relationships and Sex Education, Drugs Education and Global Citizenship.

Our Higher Education Team also collaborates with the Learning for Life department on Year 9-11 Pathways/Careers lessons, which aim to maximise higher education applications, guide students to make informed decisions about their futures and develop career identity.

Our Learning for Life Programme of Study also develops student's spiritual, moral, cultural and social development (SMSC). It aims to build on student's knowledge and understanding of different world religions, philosophical questions and modern ethical issues through our inclusion of Religious Education. Students have the opportunity to learn about a variety of religious and non-religious beliefs, practices, perspectives and worldviews.

Students will be provided with a term-by-term overview of the Learning for Life Programme of Study at the start of each academic year. A detailed topic-by-topic breakdown of the Programme of Study is also available on Firefly.

Who do I contact for further details?

Jyoti Pettit, Head of Learning for Life, jyoti.p@shrewsbury.ac.th

MODERN FOREIGN LANGUAGES

Aims

Languages are part of the cultural richness of all societies and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfillment. The ability to communicate in another language is a lifelong skill through which students will learn to appreciate different countries, cultures, communities and people.

Through learning a foreign language students will benefit from opportunities to develop their listening, speaking, reading and writing skills, and to express themselves with increasing confidence. They will develop communication skills and will explore the structure of language which will lay the foundations for future study of other languages. This will also support the development of literacy skills in the students' own language.

Course overview

- Students will study one language throughout Years 7, 8 and 9 building upon the work already covered in the Junior School.
- In some cases students will begin the GCSE curriculum in Year 9 in order to prepare them for the rigours of the new GCSE course

Course outline

The new topics being studied for each language are listed below. Homework will be set twice in the 10-Day Cycle and should take 30 minutes in Years 7 & 8 and 35-45 minutes in Year 9.

Mandarin

- Year 7: Describing people; food and drink; birthday; time; daily routine
- Year 8: House plan; clothes; shopping; making phone calls; eating at restaurant
- Year 9: School life; directions; leisure life; travelling; birthday parties

French

- Year 7: House and home; town and local area
- Year 8: Countries and travel
- Year 9: Start of GCSE: Theme 1 including describing self and family; describing leisure time and technology; learning about festivals and celebrations

Spanish

- Year 7: Food and drink; making plans with friends; learning about Spain through the topic of holidays
- Year 8: What I do in my free time; describing the world of work and career aspirations; healthy lifestyles and daily routine; learning about Madrid through the topic of cities
- Year 9: Step up to GCSE: local area, holiday & travel; life at school; friends; relationships and free time

Japanese

- Year 7: Talking about myself and my family. Daily and weekly routine, weekend and holiday activities
- Year 8: Describing school life, annual events, photos; introduction of Kanji letters
- Year 9: Invitations; Kanji letters; at the Doctor's surgery; talking about one's knowledge, ability and preferences; weather

Assessment

Students will be assessed at regular intervals across the four language skills in a variety of ways e.g. vocabulary tests, reading and listening tests, end of unit tests. These assessments will be coordinated around the topics being studied.

Who do I contact for further details?

Anna Pethybridge, Head of Modern Foreign Languages, anna.p3@shrewsbury.ac.th



MUSIC

Aims

Students are introduced to a range of musical instruments and learn to play these with increasing expertise covering a range of styles and genres. They sing and make music with others, developing performance and ensemble skills, becoming increasingly confident in front of an audience. They learn how to create, arrange and compose their own music, including the use of music technology to produce music using computers and iPads.

Course overview

TERM	YEAR 7	YEAR 8	YEAR 9
1	- Just Play - Find your Voice	- Rhythm Skills - Pachelbel's Canon	- Step up to IGCSE - Release Remix
2	- Find Your Voice - Play now	- The Blues	- Songwriting
3	- Showcase	- Film & Video Game Music - The Gig	- Songwriting Showcase - Synthesis & Sampling - Rock on the River

Course outline

Year 7

- **Just Play** - Students learn to play chords on the keyboard and guitar developing increasing expertise on both instruments. They also develop an understanding of chord sequences and composition structure.
- **Find Your Voice** - Following on from Just Play, students explore melody and harmony in detail then in groups create musical arrangements using their voice and a variety of instruments.
- **Play Now** - As a class and then in small groups students learn how to recreate a range of popular songs, studying bass lines, chord sequences and melodies to produce a live performance
- **Showcase** - In term three students work towards a performance showcase, some will perform live, but all will produce a video recording of their group and/or solo performance.

Year 8

- **Rhythm Skills** - Focusing on ostinato, polyrhythm and syncopation, students work towards creating and performing music for percussion instruments.
- **Pachelbel's Canon** - Following traditional staff notation, students perform Pachelbel's Canon as a class and in smaller groups, creating their own arrangements and also composing new melodies over a ground bass using music technology.
- **The Blues** - Linking with slavery in their History lessons students study the origins of Blues and Jazz, developing improvisation and composition skills and exploring extended chords.
- **Film & Video Game Music** - Students will learn how to produce and compose music for moving images and film using both acoustic and electric instruments to produce live and recorded performances.
- **The Gig** - Students work towards organising their own live performances in a low stakes context - Embracing failure as a learning tool.

Year 9

- **Step up to GCSE** - Students practically explore and analyse a GCSE setwork, before creating their own arrangement and then composition inspired by the setwork.
- **Songwriting** - Students first learn how to write lyrics and melodies to a chord sequence and then write their own songs, developing an understanding of typical song structure. Some of these performances will be featured in the Rock On The River event later in the year
- **Synthesis and Sampling** - Students study the history and development of synthesis and sampling, and learn to create their own music using basic synthesis and sampling techniques
- **Rock on the River** - Students showcase their musical expertise by organising their own music event. The music performed is chosen and introduced by the students. Many performances will be of original music composed by the students.

Assessment

Formative assessment in the form of verbal feedback takes place continuously each lesson. In addition to this student performances are regularly recorded enabling students to review their performance to understand what is needed for further improvement. Task specific criteria are introduced at the start of each unit and referred to regularly. End of unit assessments usually take the form of performances with students receiving peer and teacher feedback using the task specific criteria.

Who do I contact for further details?

Stephen Jackman, Head of Academic Music, stephen.j@shrewsbury.ac.th

PHYSICAL EDUCATION

Aims

A high-quality Physical Education curriculum inspires all pupils to enjoy and participate in a variety of physical activities and sports, allowing students to make an informed decision about the importance of exercise to lead a healthy lifestyle. Physical Education in Key Stage 3 provides opportunities for pupils to become physically confident in a way which supports their health and fitness, develop the fundamental skills required to play a number of games/sports in different contexts and promotes character traits such as teamwork, fairness, leadership and respect.

Subject content

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop their self-confidence and interest to get involved in exercise, sports and physical activity out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils are taught 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 rugby].
- develop their technique and improve their performance in other competitive sports [for example, athletics and swimming].
- take part in physical activities which present 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 their own fitness levels and through a strength and conditioning programme aim to improve both general and specific areas of fitness and fundamental movements relevant to sporting activities.
- analyse their performances compared to previous ones and demonstrate improvement and progression over time.
- take part in competitive sports and activities outside school through the You-Time or the Sports Excellence programme.

Course outline

Example of a typical Physical Education timetable:

Block 1	Block 2	Block 3	Block 4	Block 5
- Outdoor Invasion Games	- Health Related Exercise	- Net/Wall Games	- Striking and Fielding	- Indoor Invasion Games

Swimming/water activities taught throughout the year (1 lesson per 10 day cycle).

Assessment

Throughout the course students will be assessed and receive feedback in a variety of ways:

- Verbal comments about their learning in the classroom.
- Verbal analysis on their strengths and weaknesses and the ability to analyse others.
- End of module level descriptor assessments.

Who do I contact for further details?

Ian Radcliffe, Head of Physical Education, ian.r@shrewsbury.ac.th



THAI STUDIES

Aims

Our programmes balance thorough knowledge and understanding of a subject area and help to develop the skills and abilities towards Thai literacy, history and culture that students need.

Students construct an understanding and appreciation of their community, their identities as a Thai citizen or resident of Thailand and to develop their diverse cultural awareness while maintaining cultural heritage as well as being the global citizen. Students are also encouraged to read widely, for their own enjoyment and to develop an appreciation of how writers achieve their effects. The curriculum also complements other areas of study by developing learning skills that students can apply to be a life-long learner

For Thai students

- Develop the use of language in listening, speaking, reading and writing.
- Read Thai literature, short stories, poetry, proverbs and folktales for understanding and appreciation.
- Writing techniques: imaginative, descriptive, journals and narrative writing, analysed and criticised to communicate their ideas and feelings, applying knowledge and experiences in writing.
- Promote analytical and reflective thinking.
- Acquire knowledge using a range of resources. Select and present in different forms of verbal presentation or written works.
- Moral and emotional development.
- Acknowledge, understanding and take pride in Thai culture and Thai identity.

For Non-Thai students

The goal of the Thai Language and Culture Programme for non-Thai students is to enable them to communicate in Thai appropriately, to cultivate an understanding of, and to have a good attitude towards Thai culture. Students are expected to conduct themselves appropriately in Thai society, and show appreciation of and respect for culture diversity.

We develop the non-Thai programme based on the competencies that students need to gain for their life in Thailand. The course is designed to help students to acquire a wide range of sufficient vocabulary and to develop practical language skills relevant to the students' daily lives.

- The focus is on everyday use of Thai language across the four skills of listening, speaking, reading and writing.
- Students engage in conversations, obtain and provide information, express feelings, and exchange opinions in Thai.
- Students demonstrate an understanding of the similarities and differences between the Thai culture and the students' cultures, and apply themselves appropriately with Thai culture practices.
- Students conduct themselves appropriately in various social contexts.
- Express appreciation and show respect for Thai culture, including way of life, festivals and celebrations.

Course overview

Year 7

Thai Students

Reading Skill:

- Can understand the main points and some of the details from short written texts in familiar contexts.
- Can understand the main points and opinions in written texts from various contexts.

Writing Skill:

- Can write a text, giving and seeking information and opinions, using a variety of structures.
- Produce formal and informal texts in an appropriate style on familiar topics.
- Use form and style suited to purpose and audience.

Listening and speaking skill:

- Understand the main points and some of the details from a spoken passage made up of familiar language.
- Take part in a discussion, giving and justifying opinions and ideas.
- Can narrate events, tell a story or create the plot of a book or film and give opinions.
- Can give a short prepared talk, expressing opinions and answering questions using a variety of structures.

Thai Grammar:

- Grammatical skills will be developed as students learn Synonyms, Thai Proverbs, Parts of Speech, language level

In addition, Thai history, understanding of Thai culture events and national holidays/celebrations, Thai society, The most famous person in the past. Thai traditional practices in different regions, and participating in activities appropriately. External reading will be assigned.

Non-Thai Students

- The Year 7 Curriculum for Non-Thai students will cover the main topics of Daily Routine, Parts of body, Sickness, Food, fruits, drinks, tastes, Opposite words, Comparison, Place and Direction. During Thai lessons, students will have an opportunity to practise all four skills regularly – Speaking, Listening, Reading and Writing to apply the knowledge in daily use.
- The students will also learn the similarities and differences between Thai culture and the students' cultures, and apply themselves appropriately with the Thai culture practices. Thai Cultures will be integrated according to the school events such as Loy Krathong, Wai Kru and Songkran Festival.

Year 8

Thai Students

- Reading Skill: Read a wide range of fiction and non-fiction including documentaries. Exploring Thai language, culture, manners and application to real life.
- Writing Skill: Develop the ability to communicate clearly, accurately and effectively. Choose vocabulary to create effects appropriate to purpose and audience.
- Creative writing: narrative and descriptive writing. They learn how to use tone, style and apply them appropriately for different audiences and contexts.
- Listening and speaking skill: Understand the main points of authentic spoken passages and conversations in a range of different contexts.
- Thai Grammar: Grammatical skills will be developed as students learn Synonyms, Thai Proverbs, Parts of Speech, The level of language, Synonymous, Compounds and Reduplicated Words.
- In addition, Thai history, understanding of Thai culture events and national holidays/celebrations, Thai society, The most famous person in the past. Thai traditional practices in different regions, and participating in activities appropriately. External reading will be assigned.

Non-Thai Students

- The Year 8 Curriculum for Non-Thai students will cover the main topics of Day and Time, Weather reports, Thai food and Thai dessert, Tenses (Past, Present and future), Sports and leisure. During Thai lessons, students will have an opportunity to practise all four skills regularly – Speaking, Listening, Reading and Writing to apply the knowledge in daily use.
- The students will also learn the similarities and differences between Thai culture and the students' cultures, and apply themselves appropriately with the Thai culture practices. Thai Cultures will be integrated according to the school events such as Loy Krathong, Wai Kru and Songkran Festival.

Year 9

Thai Students

Reading Skill:

- Understand and be able to infer the meaning of a range of more complex texts. Produce a detailed report covering all essential points.
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing.

Writing Skill:

- Can produce well-structured text of some length which clearly expresses an argument or specific viewpoint, using a wide range and variety of language.
- Creative writing: narrative and descriptive writing. They learn how to use tone, style and apply them appropriately for different audiences and contexts.
- Write accurately and effectively, using appropriate, standard language.

Listening and speaking skill:

- Can identify the majority of points and is able to infer the meaning of a range of authentic passages and conversations spoken.
- Can sustain a conversation and can find ways of expressing themselves with relative ease.
- Can play a proactive role in discussions on a range of topics in an appropriate register and make themselves understood with relative ease.

Thai Grammar:

- Grammatical skills will be developed as students practise with punctuation and spelling as well as writing with accuracy and using a variety of sentence structure. Be able to use different styles of phrases such as similes, metaphor, personification, onomatopoeia and hyperbole. Recognise the need for paragraphing and use appropriate vocabulary to show some sense of audience and awareness of style.
- In addition, Thai history, understanding of Thai culture events and national holidays/celebrations, Thai society, The most famous person in the past. Thai traditional practices in different regions, and participating in activities appropriately. External reading will be assigned.

Non-Thai Students

- The Year 9 Curriculum for Non-Thai students will cover the main topics of Describing things (people, places, etc.), Shopping, Transportation, Travel around Thailand, Hotel booking and making requests, Making an appointment. During Thai lessons, students will have an opportunity to practise all four skills regularly – Speaking, Listening, Reading and Writing to apply the knowledge in daily use.
- The students will also learn the similarities and differences between Thai culture and the students' cultures, and apply themselves appropriately with the Thai culture practices.

Assessment

- Throughout the school year, students will be assessed at regular intervals across the four language skills and receive feedback in a variety of ways, including both teacher and peer feedback.
- Formal assessments will be in the form of end-of-unit tests and homework. In addition, these assessments will be in the form of Formative, Summative and Authentic assessment.

Who do I contact for further details?

Peeranuch Kitcharoen (Kru Thom), Head of Thai Studies, peeranuch.k@shrewsbury.ac.th

or

Supaporn Kitsanayothin (Kru Fon), Head of Thai Studies (Senior), supaporn.l@shrewsbury.ac.th





SHE
QUATIC

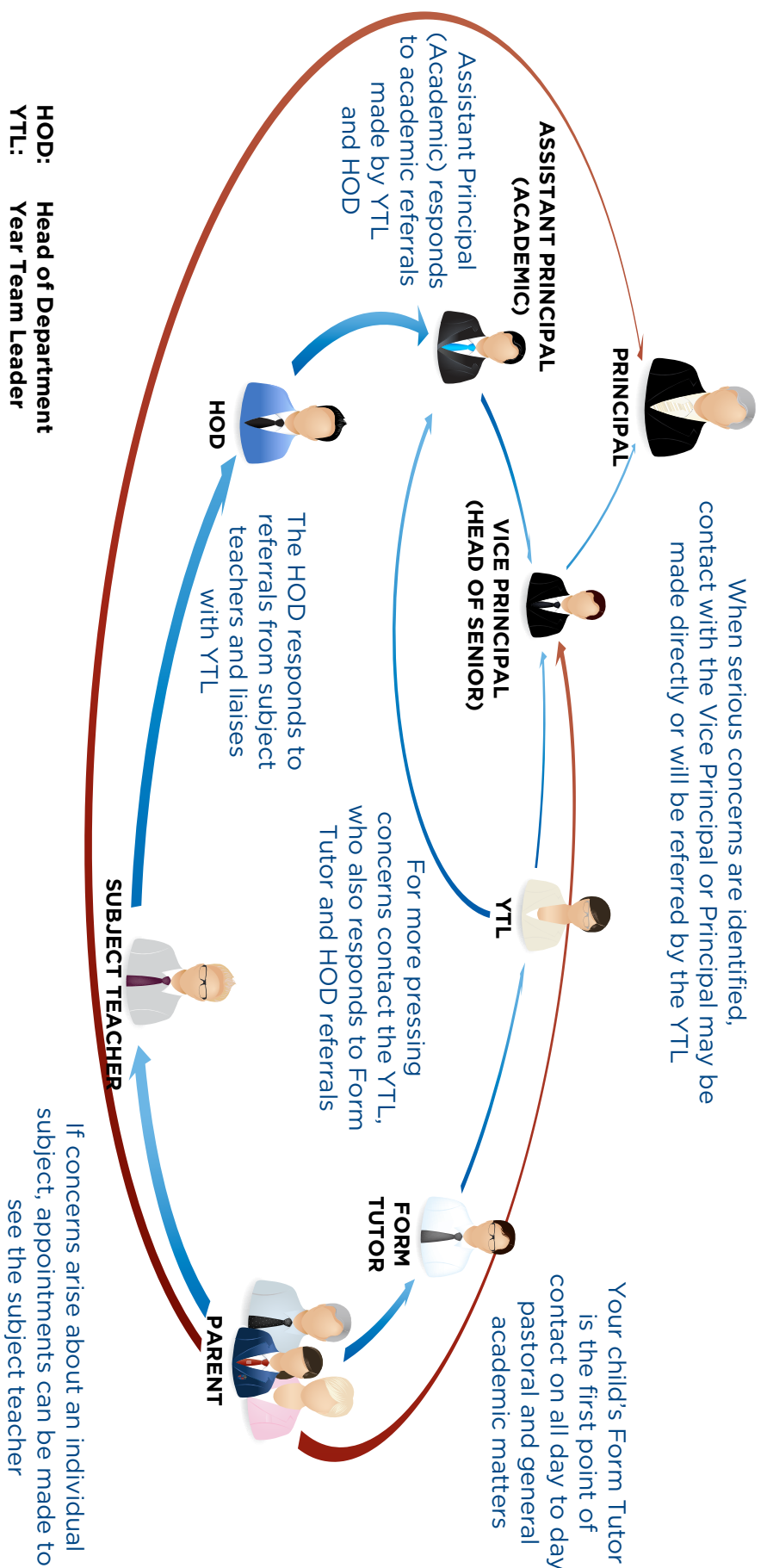
SH
AQUA



ADDITIONAL INFORMATION

SENIOR SCHOOL LINES OF COMMUNICATION

Whenever you have a concern or need clarification over information regarding your child, these lines of communication have been designed to provide the support you need. You are advised to use the Student Diary which is an important channel for successful communication.



KEY CONTACTS



Mr Rob Millar

Principal
principal@shrewsbury.ac.th



Ms Sonya Papps

Vice Principal, Head of Senior School
sonya.p@shrewsbury.ac.th



Ms Laura Garcia

Assistant Principal
laura.g@shrewsbury.ac.th



Mr Nicholas Loudon

Assistant Principal (Student Welfare)
nicholas.l@shrewsbury.ac.th



Khun Ploy

PA to the Principal
pailin.r@shrewsbury.ac.th



Khun Pu

PA to Vice Principal (Senior)
poonyanuch.s@shrewsbury.ac.th



Ms Rebecca Mazie

SEN Coordinator
rebecca.m@shrewsbury.ac.th



Mr Philip Pethybridge

Director of EAL
philip.p2@shrewsbury.ac.th



Khun Jip

Director of Admissions
jjp@shrewsbury.ac.th



Will Davies-Jenkins

Admissions Executive (Int'l)
william.d@shrewsbury.ac.th



Liz Stewart

Admissions Executive (Int'l)
elizabeth.s@shrewsbury.ac.th



Khun Uerng

Admissions Officer
kanlaya.p@shrewsbury.ac.th



Khun Tee

Admissions Officer
wanida.a@shrewsbury.ac.th

SOME PRACTICALITIES

See parent handbook (and Firefly Parent after enrollment) for further details.

Food and Catering

We provide your child with all their meals during the school day. Options are balanced, healthy and cater to medical, religious and cultural diets. EY1 eat all their food in their classroom with the assistance of teachers and assistance. From EY2, children move to the Pre-Prep canteen, before moving to the main dining hall from Year 3.

To protect students with allergies, no food should be brought in from home. More details about our 10-day menu can be found in our handbook and Firefly Parent.

What to Wear and What to Bring

The school uniform should be worn with pride. The school shop stocks many of the required items, which can be ordered online at <https://shop.shrewsbury.ac.th/>.

Both students and parents will also need their Shrewsbury ID badges to enter the school site. Students receive their cards on the first day of school. Families must submit an application for any adult they wish to be able enter site i.e. themselves, or nannies/carers/drivers who they may nominate to drop-off / collect their child.

Special Events

At Shrewsbury we enjoy celebrating many different cultures and festivals such as Diwali, Loy Krathong and Chinese New Year. There are a number of different community celebrations throughout the year, as well as fun days that are designed to enhance children's learning. For many of these events we encourage children to come to school dressed in a special costume for the day.

Many of these special events will be listed in the main school calendar, which can be found on the the school website. We will also notify you of some events by email.

Communication and Information Sharing

All families are given access to our primary information-sharing platform, Firefly Parent, upon a child's enrollment. This system also links to our email messaging service for parent communications, as well as access to educational materials, timetables, practical information, and our after-school activities selection platform, amongst other things. Senior School students have a Google suite account and Student Firefly Account. Prior to enrollment, parents may access further practical information about the school both through our school website, and our parent handbook.



Handbook

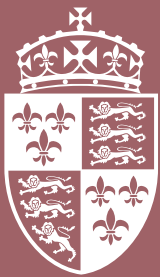


School Shop



Calendar





SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK • RIVERSIDE

SHREWSBURY INTERNATIONAL SCHOOL BANGKOK, RIVERSIDE

1922 Charoen Krung Road, Wat Prayakrai, Bang Kho Laem, Bangkok 10120, Thailand.

Tel: +66 2 675 1888 Fax: +66 2 675 3606

Email: enquiries@shrewsbury.ac.th

Website: shrewsbury.ac.th/riverside