



SBS International School
Bangkok

AN ARTHIT OURAIRAT INSTITUTION



YEAR 7-9

Curriculum Handbook 2026-27



Cambridge International School

sbsbangkok.ac.th

MISSION

Inspire Academic Success, Nurture Holistic Wellbeing, Cultivate Curiosity & Passion

VISION

To provide a future-focused world-class international education, inspired by innovation and high quality teaching and learning, and a commitment to nurture both the heart and mind.

VALUES

Courage
Open-mindedness
Respect
Excellence

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1. WELCOME & INTRODUCTION



Gary Crumbie

Secondary Principal
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Welcome to SBS International Bangkok Lower Secondary School.

We are proud to provide a broad and balanced curriculum for all. We promote academic rigour and the rewards of endeavour, and aim to preserve the wonder of discovery and the richness that comes from developing an enthusiasm for life-long learning.

To provide our students with a world-class foundation, our curriculum is largely aligned with the Cambridge International Lower Secondary Framework. This globally recognised programme ensures that our students are meeting international benchmarks while developing skills that are essential for the 21st century. The core Cambridge programme includes English, Mathematics, and Science. In addition, students experience the broad experiential learning of subjects from the Arts, Humanities, Languages, Computing and Design Innovation.

Through a Design Thinking approach, Year 9 students work directly with our industry partners. This unique experience introduces students to the world of work and challenges them to tackle real-world problems. By engaging deeply with these industry issues, students develop and propose their own innovative solutions.

All students are supported to build their independent learning skills encouraged to maximise opportunities for self-led study, research, reading or completing homework. As well as our traditional curriculum, students in the lower secondary school are encouraged to ignite their passions beyond the classroom through our Active8 programme, this not only includes a wide range of after school activities but an extensive Service Learning Programme.

A high quality programme of Wellbeing is also provided to equip students with a tool-kit to help them navigate the challenges of school and life beyond.

The Cambridge pathway emphasises active learning developing the ability to analyse, communicate, and solve problems creatively, preparing them well for their iGCSE courses which start in Year 10.

This booklet is designed to provide you with a clear roadmap of the milestones your child will navigate this year in the Lower Secondary School. By working together, we can ensure that every child at SBS International Bangkok feels supported, inspired, and empowered to reach their full potential.

Please read this document in conjunction with our Parent & Student Handbook.

I look forward to a year of wonderful achievements and watching your children flourish.

Warm regards,

Gary Crumbie
Secondary Principal, SBS Bangkok

2. MISSION & CORE VALUES

It our mission to:

Inspire Academic Success

A culture of high performance and achievement.

Nurture Holistic Wellbeing

Well-rounded people who thrive with a strong sense of holistic wellbeing (social, emotional, physical, spiritual and cognitive)

Cultivate Curiosity and Passion

A desire to know more, find fulfilment and make a difference.

Our core values are appropriate for all members of our school community:



COURAGE

Seeking challenge with determination and resilience.



OPEN-MINDEDNESS

Embracing diverse thinking and inclusivity to enrich our perspective.



RESPECT

Being mindful, compassionate and kind.



EXCELLENCE

Striving for the highest standards with principle and integrity.

3. HIGH QUALITY TEACHING & LEARNING

We believe that high quality education includes the following:

A. Learning Culture and Environment

- Behaviour for learning - children's behaviour is managed well, and over time they learn to self-regulate their own behaviour.
- Student wellbeing and care is the core responsibility of teachers and staff at SBS Bangkok.
- Relational practices - we value high quality relationships between all people at our school.
- Routines and expectations - learning is familiar and fun when we establish clear routines and expectations.
- Values driven approach to learning - we believe that our core values should guide the behaviour and expectations that great learning requires.

B. Purpose, Preparation and Planning

- Lesson objectives/desired outcomes are important for children to understand the purpose of each lesson.
- Sequence and structure helps children learn progressively and developmentally.
- Resourcing (human and other) is an important consideration for staff so that children can access learning activities and concepts.

C. Teaching Skills and Practices (pedagogy)

- Secure content knowledge and understanding of how students learn is a prerequisite for high quality learning experiences.
- Active engagement is preferred over passive learning.
- The skills of communication, collaboration, critical thinking, and creativity should be developed intentionally during learning experiences.

D. Assessment for Learning

- A variety of formative and summative assessment strategies should inform learning.
- High order questioning and feedback is a great way to check-in on understanding.
- Actionable feedback from teachers gives students an opportunity to improve their work and understanding.

E. Differentiation and Challenge

- Scaffolded learning tasks are important for teachers to support and personalise learning.
- Accommodation for students with learning, language and behavioural needs is a natural part of teaching individuals within the class.
- Awareness of capability from prior learning and understanding is essential in developing students progressively.
- Extension opportunities for the more able, including the transfer of new learning to new contexts, is an opportunity to stretch the minds of young learners.

F. Innovation in Teaching and Learning

- Learning is enhanced through innovative pedagogical practice.
- Subject understanding is enhanced through technological or environmental innovation.
- Students should be encouraged to demonstrate innovative thinking.

4. THE CAMBRIDGE CURRICULUM & SBS INNOVATE PROGRAMME

In Lower Secondary students follow the Cambridge International syllabus in most subjects, but in others we have the freedom to innovate and inspire our students with enhanced learning opportunities - we call the enhanced programme 'SBS Innovate'.

Classes are taught by specialist teachers.

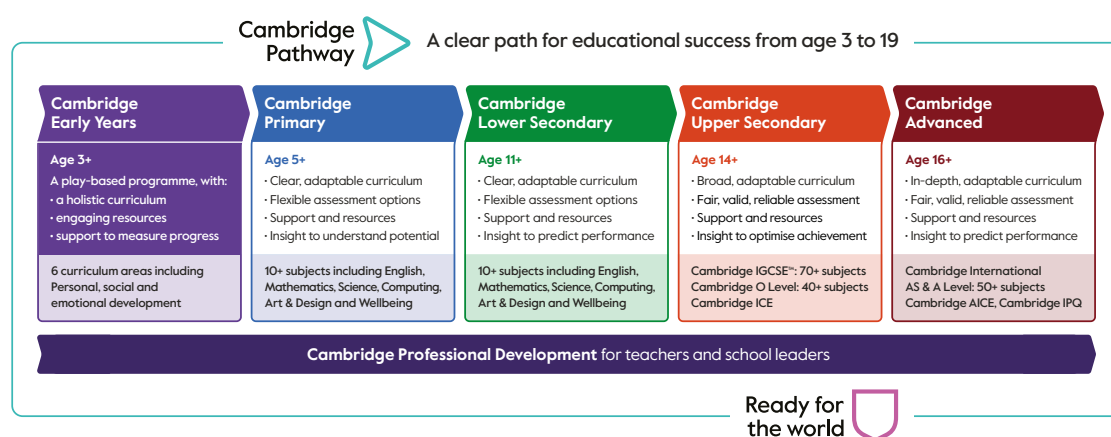
The chart below outlines the number of lessons for each subject area in the students' weekly timetable. The teaching groups across the Lower Secondary school are mixed ability classes or determined by language choice when it comes to Language Pathway A&B.

Curriculum	Yr 7, 8 & 9	Curriculum
English or English as a Second Language	4	Cambridge
Mathematics	5	Cambridge
Science	3	Cambridge
Art & Design	1	Cambridge
Computing	1	Cambridge
Humanities	3	Cambridge
Music	1	Cambridge
Design Innovation	1	SBS Innovate
Physical Education	2	SBS Innovate
Language Pathway A (Mandarin or Thai)	4	SBS Innovate
Language Pathway B (Mandarin / Applied English / English Booster)	2	SBS Innovate
Drama	1	SBS Innovate
Thai Studies	1	SBS Innovate
Wellbeing	1	SBS Innovate
Total lessons	30	

5. CAMBRIDGE INTERNATIONAL CURRICULUM SUBJECTS

This section of our curriculum guide introduces you to an overview of the Cambridge curriculum for each subject and some examples of the age appropriate learning objectives that guide teaching and learning.

As a Cambridge Pathway school, the Lower Secondary curriculum is broad, offering students a wide range of subjects setting them up for their transition into Upper Secondary and their iGCSE journey.



A. CAMBRIDGE ENGLISH AS A SECOND LANGUAGE

English learners in Lower Secondary develop skills and understanding in four areas: reading, writing, speaking and listening. They will learn how to communicate effectively and respond to a range of information, media and texts to:

- be confident communicators, able to apply all four skills effectively in everyday situations
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes.

	Year 7	Year 8	Year 9
Overview	At this stage focus is on mastering the 'mechanics' of storytelling. Students explore how authors create vivid, immersive worlds and distinct characters.	The curriculum shifts toward the 'Writer's Voice' and social context. Students move beyond simple plot analysis to look at viewpoint and bias.	The Checkpoint year. The focus is on sophisticated analysis of 'archaic' language and complex moral ambiguity, preparing students for the rigors of First Language iGCSE.

	Year 7	Year 8	Year 9
Reading	Genre Study: Identify the hallmarks of Fantasy and Adventure. Inference - using textual clues to understand character motivations (e.g. why Harry feels like an outsider) Language Awareness - identifying similes, metaphors, and sensory imagery used to describe the Wizarding World.	Narrative Perspective: Analysing the impact of first-person narration (Ponyboy) on the reader's empathy. Themes and Symbols: Exploring the "Gold" motif and the social divide between the Greasers and the Socs. Comparative Analysis: Looking at how different media (film vs. novel) present the same story events.	(The Shakespeare Study): Linguistic Heritage: Decoding Early Modern English, iambic pentameter, and the difference between prose and verse. Structural Analysis: Evaluating how the "Casket Scenes" vs. the "Trial Scene" balance the play's comedy and tragedy. Critical Evaluation: Debating the character of Shylock—victim or villain? Analysing how Portia's "Quality of Mercy" speech uses rhetorical devices.
Writing	Descriptive Writing: Creating original "settings" using Rowling's descriptive techniques. Structure: Using clear paragraphs and varied sentence openings to control pace.	Empathy Tasks: Writing "in-role" (e.g., a diary entry from Johnny's perspective) to develop a consistent narrative voice. Argumentative Writing: Writing formal letters or articles debating issues of social justice and stereotype.	The "Writer's Effect": A core IGCSE skill where students select specific words and explain their "atmospheric" impact. Synthesis: Taking information from two different non-fiction sources (e.g., historical documents about Venice) and merging them into a report.
Speaking & Listening	Participating in group discussions about themes like bravery and friendship.	Role-Play: Improvising scenes between characters to explore unspoken conflict.	Formal Presentation: Delivering an individual talk on a complex global issue or a thematic analysis of the play.

Key Texts

- Year 7 - Harry Potter and the Sorcerer's Stone by J.K. Rowling
- Year 8 - The Outsiders by S.E. Hinton
- Year 9 - The Merchant of Venice by William Shakespear

Learning Objectives (exemplars only)

The Cambridge English Curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Year 7, 8 & 9

Stage 7 / Year 7

Reading	Writing
Vocabulary and language • *7Rv.01 Deduce the meanings of unfamiliar words in context using a range of strategies, including knowledge of word families, etymology and morphology. Grammar and punctuation • 7Rg.01 Comment on the use of punctuation to create effects, e.g. using an ellipsis to show a cliffhanger. Structure of texts • 7Rs.01 Comment on the key features of text structure in a range of fiction and non-fiction texts, including poetic forms. Interpretation of texts • *7Ri.01 Read and discuss a range of fiction genres, poems and playscripts, including the contribution of any visual elements or multimedia. Appreciation and reflection • *7Ra.01 Enjoy reading a wide range of texts.	Word structure (spelling) • 7Ww.01 Use known spelling patterns to correctly spell most commonly used words Vocabulary and language • 7Wv.01 Use language precisely to clarify and extend intended meaning. Grammar and punctuation • 7Wg.01 Use ellipses, colons, semi-colons, dashes and hyphens, including hyphens for compound adjectives. Structure of texts • 7Ws.01 Shape the overall structure and sequence of a chosen text to convey the intended purpose accurately. Creation of texts • *7Wc.01 Write confidently in a range of different genres of fiction and types of poems. Presentation and reflection • *7Wp.01 Sustain a fast, fluent and legible handwriting style.

Speaking and Listening
Making yourself understood • 7SLm.01 Adapt speech, including length, pace and tone, in a range of contexts, showing some awareness of its impact Showing understanding • 7SLs.01 Listen, analyse what is heard, and give a reasoned response that draws on a range of sources. Group work and discussion • *7SLg.01 Independently identify and take up group roles as needed, and demonstrate expertise. Performance • *7SLp.01 Read aloud with confidence, accuracy and style. Reflection and evaluation • *7SLr.01 Evaluate own and others' talk, including giving constructive feedback.

Stage 8 / Year 8

Reading	Writing
Vocabulary and language • *8Rv.01 Deduce the meanings of unfamiliar words in context using a range of strategies, including knowledge of word families, etymology and morphology. Grammar and punctuation • 8Rg.01 Explain how a writer's choice of punctuation can convey shades of meaning. Structure of texts • 8Rs.01 Discuss how a writer uses features of text structure for effect in a range of fiction and non-fiction texts, including poetic forms. Interpretation of texts • *8Ri.01 Read and discuss a range of fiction genres, poems and playscripts, including the contribution of any visual elements or multimedia. Appreciation and reflection • *8Ra.01 Enjoy reading a wide range of texts.	Word structure (spelling) • 8Ww.01 Spell most words correctly, including some complex polysyllabic words and unfamiliar words Vocabulary and language • 8Wv.01 Create and control meaning through precise use of a range and variety of language. Grammar and punctuation • 8Wg.01 Use all punctuation accurately and to enhance meaning. Structure of texts • 8Ws.01 Use features of text structure to demonstrate a sense of linked progression. Creation of texts • *8Wc.01 Write confidently in a range of different genres of fiction and types of poems. Presentation and reflection • *8Wp.01 Sustain a fast, fluent and legible handwriting style.

Speaking and Listening

Making yourself understood • 8SLm.01 Adapt speech purposefully in a range of familiar and unfamiliar contexts to maximise its impact on the audience Showing understanding • 8SLs.01 Listen, evaluate what is heard, and generate a reasoned response that draws on a range of sources. Group work and discussion • *8SLg.01 Independently identify and take up group roles as needed, and demonstrate expertise. Performance • *8SLp.01 Read aloud with confidence, accuracy and style. Reflection and evaluation • *8SLr.01 Evaluate own and others' talk, including giving constructive feedback

Stage 9 / Year 9

Reading	Writing
Vocabulary and language • *9Rv.01 Deduce the meanings of unfamiliar words in context using a range of strategies, including knowledge of word families, etymology and morphology. Grammar and punctuation • 9Rg.01 Analyse how the use of rhetorical punctuation can support a writer's intended purpose. Structure of texts • 9Rs.01 Analyse how the structure of a text can be manipulated for effect in a range of fiction and non-fiction texts, including poetic forms Interpretation of texts • *9Ri.01 Read and discuss a range of fiction genres, poems and playscripts, including the contribution of any visual elements or multimedia. Appreciation and reflection • *9Ra.01 Enjoy reading a wide range of texts.	Word structure (spelling) • 9Ww.01 Spell correctly, including complex polysyllabic words. Vocabulary and language • 9Wv.01 Make conscious language choices to shape the intended purpose and effect on the reader. Grammar and punctuation • 9Wg.01 Use punctuation rhetorically to support the intention of the writing, e.g. using ellipses in a character's dialogue to show nervousness Structure of texts • 9Ws.01 Experiment with different ways of structuring texts, appropriate for different audiences and purposes. Creation of texts • *9Wc.01 Write confidently in a range of different genres of fiction and types of poems. Presentation and reflection • *9Wp.01 Sustain a fast, fluent and legible handwriting style.

Speaking and Listening**Making yourself understood**

- 9SLm.01 Adapt speech judiciously in a range of familiar and unfamiliar contexts to maximise its impact on the audience.

Showing understanding

- 9SLs.01 Listen, synthesise what is heard, and generate a reasoned response that draws on a range of sources.

Group work and discussion

- *9SLg.01 Independently identify and take up group roles as needed, and demonstrate expertise.

Performance

- *9SLp.01 Read aloud with confidence, accuracy and style.

Reflection and evaluation

- *9SLr.01 Evaluate own and others' talk, including giving constructive feedback.

B. CAMBRIDGE ENGLISH AS A SECOND LANGUAGE

Whilst the majority of our learners follow the Cambridge English course some language learners are assessed to be more suitable for our English as a Second Language pathway. The assessment process and outcome to determine this is shared with parents.

There can be mobility between English and the English as a Second Language pathway dependent on progress and level of English acquisition. This is regularly assessed and reported to parents.

Our English as a Second Language teachers utilise the framework of the Cambridge programme as the core frame of reference, but it is also supplemented and adjusted to develop bespoke content, assessment and learning resources.

Learning Objectives (exemplars only)

The Cambridge Lower Secondary English as a Second Language curriculum has many learning objectives that guide the way lessons are taught and learning is acquired.

The following are some basic examples of learning objectives applicable to Year 7, 8 & 9:

Stage 7 / Year 7	Stage 8 / Year 8	Stage 9 / Year 9
LISTENING Listening for global meaning • 7Lm.01 Understand, with little or no support, most of the main points of short and extended talk. Listening for detail • 7Ld.01 Deduce meaning from context, with little or no support, in short and extended talk. Listening for opinion • 7Lo.01 Recognise, with little or no support, the opinions of the speaker(s) in short and extended talk. SPEAKING Communication • 7Sc.01 Describe people, places and objects, and past and present actions and events [real and imagined]. Express opinion • 7So.01 Express, with support, opinions and reactions and begin to develop arguments, supported when necessary by reasons, examples and evidence. Organisation • 7Sor.01 Link, with support, sentences into coherent, extended talk using a range of connectives.	LISTENING Listening for global meaning • 8Lm.01 Understand, with little or no support, the main points of short and extended talk. Listening for detail • 8Ld.01 Deduce meaning from context and understand some implied meaning, with support, in short and extended talk. Listening for opinion • 8Lo.01 Recognise the opinions of the speaker(s) in short and extended talk. SPEAKING Communication • 8Sc.01 Begin to develop a clear descriptive account or narrative, expanding and supporting main points with details and examples. Express opinion • 8So.01 Express, with little or no support, opinions and reactions and justify points of view. Organisation • 8Sor.01 Link ideas into coherent, extended talk using a range of connectives.	LISTENING Listening for global meaning • 9Lm.01 Understand the main points of short and extended talk. Listening for detail • 9Ld.01 Deduce meaning from context and understand some implied meaning, with little or no support, in short and extended talk. Listening for opinion • 9Lo.01 Recognise the opinions of the speaker(s) and draw relevant conclusions for short and extended talk. SPEAKING Communication • 9Sc.01 Develop a clear descriptive account or narrative, expanding and supporting main points with details and examples. Express opinion • 9So.01 Express opinions, justify their point of view and evaluate the opinions of others. Organisation • 9Sor.01 Link ideas and arguments into coherent, extended talk using a wide range of connectives.

Stage 7 / Year 7	Stage 8 / Year 8	Stage 9 / Year 9
WRITING Communicative achievement • 7Wca.01 Spell familiar words accurately on an increasing range of topics. Organisation • 7Wor.01 Punctuate extended texts with some accuracy when writing independently. Content • 7Wc.01 Write, with little or no support, short texts which describe people, places and objects, and past and present actions and events [real and imagined]. READING Reading for global meaning • 7Rm.01 Understand, with little or no support, most of the main points of short and extended texts. Reading for detail • 7Rd.01 Understand, with little or no support, most specific information and detail in short and extended texts. Reading for opinion • 7Ro.01 Recognise, with little or no support, the opinions of the writer(s) in short and extended texts. USE OF ENGLISH Grammatical forms • 7Ug.01 Use an increasing range of verb forms to ask questions to develop ideas and extend understanding. Vocabulary • 7Uv.01 Use an increasing range of dependent prepositions following adjectives. Sentence structure • 7Us.01 Use a wide range of quantifiers.	WRITING Communicative achievement • 8Wca.01 Spell familiar words accurately on a range of topics. Organisation • 8Wor.01 Punctuate extended texts with reasonable accuracy when writing independently. Content • 8Wc.01 Write, with support, extended texts which describe people, places and objects, and past and present actions and events [real and imagined]. READING Reading for global meaning • 8Rm.01 Understand, with little or no support, the main points of short and extended texts. Reading for detail • 8Rd.01 Understand, with little or no support, specific information and detail in short and extended texts. Reading for opinion • 8Ro.01 Recognise the opinions of the writer(s) in short and extended texts. USE OF ENGLISH Grammatical forms • 8Ug.01 Use a range of verb forms to ask questions to develop ideas and extend understanding. Vocabulary • 8Uv.01 Use a range of dependent prepositions following adjectives and a limited range of dependent prepositions following nouns (e.g. information about) and verbs (e.g. listen to). Sentence structure • 8Us.01 Use a wide range of pronouns [demonstrative, indefinite, reciprocal].	WRITING Communicative achievement • 9Wca.01 Spell familiar words accurately on a wide range of topics. Organisation • 9Wor.01 Punctuate extended texts with reasonable accuracy when writing independently and frequently correct their own errors. Content • 9Wc.01 Write, with little or no support, extended texts which describe people, places and objects, and past and present actions and events [real and imagined] in detail. READING Reading for global meaning • 9Rm.01 Understand the main points of short and extended texts. Reading for detail • 9Rd.01 Understand specific information and detail in short and extended texts. Reading for opinion • 9Ro.01 Recognise the opinions of the writer(s) in short and extended texts and draw relevant conclusions. USE OF ENGLISH Grammatical forms • 9Ug.01 Use a wide range of present simple active forms and passive forms. Vocabulary • 9Uv.01 Use a wide range of dependent prepositions following adjectives and an increasing range of dependent prepositions following nouns and verbs. Sentence structure • 9Us.01 Use a range of connectives.

C. CAMBRIDGE LOWER SECONDARY MATHEMATICS

Learners develop a holistic understanding of the subject, focussing on principles, patterns, systems, functions and relationships. They will become mathematically competent and fluent in computation, which they can apply to everyday situations. The Cambridge Mathematics Lower Secondary curriculum is designed to bridge the gap between primary school and IGCSEs.

The mathematics framework is divided into **Number, Algebra, Geometry & Measure, and Statistics & Probability**.

'Thinking and working mathematically', a unique feature of the curriculum, encourages learners to talk with others, challenge ideas and to provide evidence that validates conjectures and solutions. When learners are thinking and working mathematically, they actively seek to make sense of ideas and build connections between different facts, procedures and concepts. This supports higher order thinking that helps them to view the world in a mathematical way.

The MylMaths programme is utilised as a resource to support and extend the maths curriculum.

Over the lower secondary phase, students will have many opportunities to investigate mathematics through projects, activities and 'real world' situations to enhance both their understanding of the way in which mathematics impacts their daily life and to help equip them with the skills needed to navigate an ever developing, data driven world.

Learning Objectives (exemplars only)

The Cambridge Lower Secondary Mathematics curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Year 7, 8 and 9:

Stage 7 / Year 7	Stage 8 / Year 8	Stage 9 / Year 9
Thinking and Working Mathematically		
	TWM.01 Specialising TWM.02 Generalising TWM.03 Conjecturing TWM.04 Convincing TWM.05 Characterising TWM.06 Classifying TWM.07 Critiquing TWM.08 Improving	
Number		
Integers, powers and roots • 7Ni.01 Estimate, add and subtract integers, recognising generalisations.	Integers, powers and roots • 8Ni.01 Understand that brackets, indices (square and cube roots) and operations follow a particular order.	Integers, powers and roots • 9Ni.01 Understand the difference between rational and irrational numbers.
Place value, ordering and rounding • 7Np.01 Use knowledge of place value to multiply and divide whole numbers and decimals by any positive power of 10.	Place value, ordering and rounding • 8Np.01 Use knowledge of place value to multiply and divide integers and decimals by 0.1 and 0.01.	Place value, ordering and rounding • 9Np.01 Multiply and divide integers and decimals by 10 to the power of any positive or negative number.
Fractions, decimals, percentages, ratio and proportion • 7Nf.01 Recognise that fractions, terminating decimals and percentages have equivalent values.	Fractions, decimals, percentages, ratio and proportion • 8Nf.01 Recognise fractions that are equivalent to recurring decimals.	Fractions, decimals, percentages, ratio and proportion • 9Nf.01 Deduce whether fractions will have recurring or terminating decimal equivalents.

Stage 7 / Year 7	Stage 8 / Year 8	Stage 9 / Year 9
Algebra		
Expressions, equations and formulae • 7Ae.01 Understand that letters can be used to represent unknown numbers, variables or constants. Sequences, functions and graphs • 7As.01 Understand term-to-term rules, and generate sequences from numerical and spatial patterns (linear and integers).	Expressions, equations and formulae • 8Ae.01 Understand that letters have different meanings in expressions, formulae and equations. Sequences, functions and graphs • 8As.01 Understand term-to-term rules, and generate sequences from numerical and spatial patterns (including fractions).	Expressions, equations and formulae • 9Ae.01 Understand that the laws of arithmetic and order of operations apply to algebraic terms and expressions (four operations and integer powers). Sequences, functions and graphs • 9As.01 Generate linear and quadratic sequences from numerical patterns and from a given term-to-term rule (any indices).
Geometry and Measure		
Geometrical reasoning, shapes and measurements • 7Gg.01 Identify, describe and sketch regular polygons, including reference to sides, angles and symmetrical properties. Position and transformation • 7Gp.01 Use knowledge of scaling to interpret maps and plans.	Geometrical reasoning, shapes and measurements • 8Gg.01 Identify and describe the hierarchy of quadrilaterals. Position and transformation • 8Gp.01 Understand and use bearings as a measure of direction.	Geometrical reasoning, shapes and measurements • 9Gg.01 Know and use the formulae for the area and circumference of a circle. Position and transformation • 9Gp.01 Use knowledge of bearings and scaling to interpret position on maps and plans.
Statistics and Probability		
Statistics • 7Ss.01 Select and trial data collection and sampling methods to investigate predictions for a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data). Probability • 7Sp.01 Use the language associated with probability and proportion to describe, compare, order and interpret the likelihood of outcomes.	Statistics • 8Ss.01 Select, trial and justify data collection and sampling methods to investigate predictions for a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data). Probability • 8Sp.01 Understand that complementary events are two events that have a total probability of 1.	Statistics • 9Ss.01 Select, trial and justify data collection and sampling methods to investigate predictions for a set of related statistical questions, considering what data to collect, and the appropriateness of each type (qualitative or quantitative; categorical, discrete or continuous). Probability • 9Sp.01 Understand that the probability of multiple mutually exclusive events can be found by summation and all mutually exclusive events have a total probability of 1.

In Year 9 we begin our Accelerated Mathematics course. The aim of this programme is to challenge our high-achieving students with a fast tracked programme that will offer them the opportunity to complete the Cambridge 0580 IGCSE Mathematics course by April of Year 10 and be considered for early IGCSE entry at either the end of Year 10 or beginning of Year 11. They will then begin the Cambridge 0606 Additional Mathematics course thereafter.

D. CAMBRIDGE LOWER SECONDARY SCIENCE

Students will think scientifically and develop practical skills alongside knowledge and understanding, which is vital for explaining the world around us. Improving learners' awareness of science in the world around them develops their sense that 'science is for me', helping to connect themselves to the subject.

This approach provides them with the knowledge and skills they require to excel at science in later stages of education and to make informed choices, including considering sustainability issues and meeting the challenges facing our environment. The Cambridge Science Lower Secondary curriculum provides a comprehensive foundation for transitioning from primary science to the more rigorous IGCSE sciences (Biology, Chemistry, and Physics).

The framework is organised into six main strands: Thinking and Working Scientifically, Biology, Chemistry, Physics, Earth & Space, and Science in Context. A vital thread throughout all stages is to focus on practical skills, planning investigations, and analysing data.

Learning Objectives (exemplars only)

The Cambridge Science curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Year 7, 8 and 9:

Stage 7 / Year 7	Stage 8 / Year 8	Stage 9 / Year 9
Thinking and Working Mathematically		
Models and representations • 7TWSm.01 Describe the strengths and limitations of a model. Scientific enquiry: purpose and planning • 7TWSp.01 Identify whether a given hypothesis is testable. Carrying out scientific enquiry • 7TWSc.01 Sort, group and classify phenomena, objects, materials and organisms through testing, observation, using secondary information, and making and using keys. Scientific enquiry: analysis, evaluation and conclusions • 7TWSa.01 Describe the accuracy of predictions, based on results, and suggest why they were or were not accurate.	Models and representations • 8TWSm.01 Describe what an analogy is and how it can be used as a model. Scientific enquiry: purpose and planning • 8TWSp.01 Identify whether a given hypothesis is testable. Carrying out scientific enquiry • 8TWSc.01 Sort, group and classify phenomena, objects, materials and organisms through testing, observation, using secondary information, and making and using keys. Scientific enquiry: analysis, evaluation and conclusions • 8TWSa.01 Describe the accuracy of predictions, based on results, and suggest why they were or were not accurate.	Models and representations • 9TWSm.01 Understand that models and analogies reflect current scientific evidence and understanding and can change. Scientific enquiry: purpose and planning • 9TWSp.01 Suggest a testable hypothesis based on scientific understanding. Carrying out scientific enquiry • 9TWSc.01 Sort, group and classify phenomena, objects, materials and organisms through testing, observation, using secondary information, and making and using keys. Scientific enquiry: analysis, evaluation and conclusions • 9TWSa.01 Evaluate the strength of the evidence collected and how it supports, or refutes, the prediction.
Biology		
Structure and function • 7Bs.01 Understand that all organisms are made of cells and microorganisms are typically single celled.	Structure and function • 8Bs.01 Identify ball-and-socket and hinge joints, and explain how antagonistic muscles move the bones at a hinge joint.	Structure and function • 9Bs.03 Know that chromosomes contain genes, made of DNA, and that genes contribute to the determination of an organism's characteristics.

Stage 7 / Year 7	Stage 8 / Year 8	Stage 9 / Year 9
Life processes • 7Bp.01 Describe the seven characteristics of living organisms. Ecosystems • 7Be.01 Know and describe the ecological role some microorganisms have as decomposers.	Life processes • 8Bp.03 Discuss how human growth, development and health can be affected by lifestyle, including diet and smoking. Ecosystems • 8Be.01 Identify different ecosystems on the Earth, recognising the variety of habitats that exist within an ecosystem.	Life processes • 9Bp.01 Describe the fusion of gametes to produce a fertilised egg with a new combination of DNA. Ecosystems • 9Be.01 Describe what could happen to the population of a species, including extinction, when there is an environmental change.
Chemistry		
Materials and their structure • 7Cm.01 Understand that all matter is made of atoms, with each different type of atom being a different element. Properties of materials • 7Cp.01 Understand that all substances have chemical properties and physical properties. Changes to materials • 7Cc.01 Identify whether a chemical reaction has taken place through observations of the loss of reactants and/or the formation of products which have different properties to the reactants (including evolving a gas, formation of a precipitate or change of colour).	Materials and their structure • 8Cm.01 Describe the Rutherford model of the structure of an atom. Properties of materials • 8Cp.01 Understand that the concentration of a solution relates to how many particles of the solute are present in a volume of the solvent. Changes to materials • 8Cc.01 Use word equations to describe reactions.	Materials and their structure • 9Cm.05 Describe an ionic bond as an attraction between a positively charged ion and a negatively charged ion. Properties of materials • 9Cp.01 Understand that the groups within the Periodic Table have trends in physical and chemical properties, using Group 1 as an example. Changes to materials • 9Cc.01 Use word equations and symbol equations to describe reactions (balancing symbol equations is not required).
Physics		
Forces and energy • 7Pf.01 Describe changes in energy that are a result of an event or process. Light and sound • 7Ps.01 Describe the vibration of particles in a sound wave and explain why sound does not travel in a vacuum. Electricity and magnetism • 7Pe.01 Use a simple model to describe electricity as a flow of electrons around a circuit.	Forces and energy • 8Pf.02 Interpret and draw simple distance / time graphs. Light and sound • 8Ps.01 Describe reflection at a plane surface and use the law of reflection. Electricity and magnetism • 8Pe.01 Describe a magnetic field, and understand that it surrounds a magnet and exerts a force on other magnetic fields.	Forces and energy • 9Pf.01 Use density to explain why objects float or sink in water. Light and sound • 9Ps.01 Draw and interpret waveforms, and recognise the link between loudness and amplitude, pitch and frequency. Electricity and magnetism • 9Pe.01 Describe how current divides in parallel circuits.

Stage 7 / Year 7	Stage 8 / Year 8	Stage 9 / Year 9
Earth and Space		
Planet Earth • 7ESp.01 Describe the model of plate tectonics, in which a solid outer layer (made up of the crust and uppermost mantle) moves because of flow lower in the mantle.	Planet Earth • 8ESp.01 Know that the reason the Earth has a magnetic field is that the core acts as a magnet.	Planet Earth • 9ESp.01 Explain the movement of tectonic plates in terms of convection currents.
Cycles on Earth • 7ESc.01 Describe the water cycle (limited to evaporation, condensation, precipitation, water run-off, open water and groundwater). Earth in space • 7ESs.01 Describe how planets form from dust and gas, which are pulled together by gravity.	Cycles on Earth 8ESc.02 Understand that the Earth's climate can change due to atmospheric change. Earth in space • 8ESs.01 Describe a galaxy in terms of stellar dust and gas, stars and planetary systems.	Cycles on Earth • 9ESc.01 Describe the carbon cycle (limited to photosynthesis, respiration, feeding, decomposition and combustion). Earth in space • 9ESs.01 Describe the consequences of asteroid collision with the Earth, including climate change and mass extinctions.
Science in Context		
7SIC.01 Discuss how scientific knowledge is developed through collective understanding and scrutiny over time.	8SIC.01 Discuss how scientific knowledge is developed through collective understanding and scrutiny over time.	9SIC.01 Discuss how scientific knowledge is developed through collective understanding and scrutiny over time.

E. CAMBRIDGE LOWER SECONDARY ART & DESIGN

Art & Design in Lower Secondary gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Students explore and push boundaries to become reflective, critical and decisive thinkers. They learn how to articulate personal responses to their experiences.

Students develop creative skills that will help with many aspects of their future learning and development. They will:

- learn to see themselves as artists and become increasingly reflective and independent
- develop the skills needed to express creative ideas and to communicate visually
- understand their place and the place of others in a creative, innovative and interconnected world.

The Cambridge learning objectives for both Year 7, 8 and 9 are the same as follows:

Experiencing

E.01 Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different times and cultures.

E.02 Explore media, materials, tools, technologies and processes.

E.03 Gather and record experiences and visual information.

Making

M.01 Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence.

M.02 Select appropriate media, materials, tools, technologies and processes for a purpose.

Reflecting

R.01 Celebrate artistic experiences and learning

R.02 Analyse, critique and connect own and others' work as part of the artistic process.

Thinking and Working Artistically

TWA.01 Generate, develop, create, innovate and communicate ideas by using and connecting the artistic processes of experiencing, making and reflecting.

TWA.02 Embrace challenges and opportunities, working with growing independence. •

TWA.03 Review and refine own work.

F. CAMBRIDGE LOWER SECONDARY COMPUTING

The Lower Secondary Computing curriculum supports learners to explore the digital world enabling them to connect, collaborate, innovate, and discover new information on an ever-broadening scale. They also develop critical thinking and media literacy skills through their explorations of digital and AI-generated content. Learners become equipped to join the digital world and are increasingly able to make important decisions about their own outputs, as well as about their safety, wellbeing and responsibilities.

Following the Cambridge Lower Secondary programme helps learners:

- become confident computational thinkers, who can abstract key information from a set of instructions, break down problems into smaller parts and recognise patterns within sequences of instruction. They can also present algorithms in formats that are increasingly relevant to the programs that they create.
- think logically, and identify and resolve errors in increasingly complex computing scenarios.
- see themselves as computer scientists, who are able to identify the increasing opportunities that exist for skills such as programming in a range of local and global industries.
- understand the role that data plays in the lives of individuals, businesses and in the wider world. They also understand how computers can be programmed to use large data sets and how these data sets can be used to model scenarios and, therefore, inform decision making.
- develop the vocabulary that is regularly associated with computers and with computational thinking.
- evaluate sequences of instructions and understand the value of working collaboratively so that a range of skills can be applied to the development of computer programs.
- understand how computers and other machines are interconnected and how they play a vital role in a range of industries.

Learning Objectives (exemplars only)

The Cambridge Science curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Year 7, 8 and 9:

Stage 7 / Year 7	Stage 8 / Year 8	Stage 9 / Year 9
Computational Thinking		
7CT.01 Follow, understand, edit and correct algorithms that are presented as flowcharts.	8CT.01 Follow and understand algorithms that are presented as pseudocode.	9CT.01 Follow, understand, edit and correct algorithms that are presented as pseudocode.
Programming		
7P.01 Identify and describe data types in text-based programs, including Integer, Real and String.	8P.01 Outline the purpose of program libraries.	9P.01 Explain the purpose of a one-dimensional array.

Stage 7 / Year 7	Stage 8 / Year 8	Stage 9 / Year 9
Managing Data		
7MD.01 Know that there are many systems that can be used to model real-life scenarios, such as simulators.	8MD.01 Identify key features of models such as simulators, including their data requirements.	9MD.01 Evaluate the use of models that represent real-life systems.
Networks and Digital Communication		
7DC.01 Explain the use of IP addresses and URLs.	8DC.01 Identify types of network, including PAN, LAN, WAN.	9DC.01 Know that there are different network topologies, including bus, ring and star.
Computer Systems		
7CS.01 Evaluate the design of digital devices and systems.	8CS.01 Describe the purpose of operation systems.	9CS.01 Identify improvements to the design of digital devices, based on prototypes and a range of factors including user experience, accessibility, ergonomics and emerging technologies.

G. CAMBRIDGE LOWER SECONDARY HUMANITIES

Cambridge Lower Secondary Humanities is an international curriculum that supports learners to develop a lifelong curiosity about our world and its people. Through their studies of people, the past and places, learners develop knowledge and skills to prepare them to be informed, engaged and empathetic members of their communities.

We organise our exploration of the world through three interconnected lenses:

- **Past:** Understanding the narratives, turning points, and individuals that shaped our current world. We look at cause, consequence, and the “why” behind human actions.
- **Place:** Investigating the physical world and our impact on it. We explore how location shapes culture, economy, and the environment.
- **People:** Examining how we live together, the systems we create, and our responsibilities as global citizens in a digital age.

Content

	Enquiry Questions
Year 7	What can maps and photos reveal about settlements? How do tectonic plate movements and weather hazards shape our world? What impact do our consumer choices have on people around the world? Why should we protect places of cultural significance?
Year 8	What stories are behind population change and migration patterns? How do weather and climate affect our daily lives? How can employment support a sustainable future? How do plants, animals and people interact with their environments? How can humans meet the challenge of climate change in a sustainable way?

	Enquiry Questions
Year 9	Why is it so difficult to eradicate poverty? What challenges arise from the spread of disease?

Learning Objectives (exemplars only)

The Cambridge Lower Secondary Humanities curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Year 7, 8 and 9:

PEOPLE

Community

- 789PPco.01 Analyse different variations of communities.

Identity

- 789PPid.01 Analyse the characteristics of worldviews.

Money and trade

- 789PPmt.01 Analyse the people and organisations that hold financial power in the world.

Rights and responsibilities

- 789PPrr.03 Evaluate the law making process, laws and law enforcement in their country and globally.

Skills toolbox: People

- 789PPsk.02 Identify the impact of worldviews on social structures and relationships.

Arts and sciencesPAST

- 789PTas.02 From a past context, analyse the social or cultural impact of scientific discoveries.

Belief and culture

- 789PTbc.01 From a past context, analyse the influence of a belief system on a society.
- 789PTcr.02 From a past context, analyse one or both of the following: i) the impact of 'total war' on a society
ii) the impact of technological innovation on warfare.

Economy and communications

- 789PTec.04 From a past context, analyse the impact of the internet on a major world event.

Migrations and empires.

- 789PTme.01 From a past context, explain the impact of migration on a region or society.

Society and daily life

- 789PTsd.02 Analyse the concept of childhood during the twentieth and twenty-first centuries.

Skills toolbox: Past

- 789PTsk.03 Analyse the relative strengths of different interpretations of the past.

PLACES

Economic development

- 789PCed.01 Explain why employment structures vary between countries.

Environment

- 789PCen.01 Evaluate biodiversity in their local area and in a contrasting biome.

Living places

- 789PClp.01 Evaluate the benefits and challenges of living in a particular settlement.

Physical features and processes

- 789PCpf.01 Use maps to describe how the landscape varies across a continent other than their own.

Population and health

- 789PCph.01 Describe and explain why the global population has changed over time.

Sustainability

- 789PCsu.02 Analyse some of the challenges around providing reliable and sustainable power.

Transport and travel

- 789PCtt.01 Analyse the challenges of planning a national transport system.

Weather and climate

- 789PCwc.02 Describe two types of weather hazard and explain how they affect people.

Skills toolbox: Places

- 789PCsk.02 Select and use a range of techniques to collect, analyse and present fieldwork data.

H. CAMBRIDGE LOWER SECONDARY MUSIC

Music fosters creativity and builds confidence. It helps learners develop a deeper understanding of self-expression, and shows them the importance of communication as they learn to connect with other musicians and audiences. Music broadens learners' experiences as they make, create and explore their own music along with music from different cultures, times and places. It sparks imagination, requires problem solving and builds intellectual curiosity, as well as developing physical coordination, empathy and emotional intelligence.

The curriculum emphasises musical exploration with opportunities for learners to perform and present their music at every stage of development. The focus is on play and on responding to music which leads to an increasing awareness of self and personal musicality. Musical language is introduced gradually so that it is accessible to learners, while creating a foundation for success.

Cambridge Lower Secondary Music is designed to be flexible so you can combine music from your local context with music from other cultures. Learners will experiment and contribute as they follow a wide variety of possible musical paths. This will help each learner to develop a personal affinity to music as well as find ways to express their unique musical personality.

Throughout Cambridge Lower Secondary Music, learners will develop a genuine depth of understanding, so they can both make music and make sense of music. This prepares them to be lifelong makers and listeners of music while also providing a solid foundation for learners who continue to study music through the Cambridge Pathway.

Learning Objectives (exemplars only)

The Cambridge Lower Secondary Music curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Year 7, 8 and 9:

Stage 7&8 / Year 7&8	Stage 9 / Year 9
Making Music 78MM.01 Rehearse, perform and make musical choices within a broad range of musical material, beginning to make choices about repertoire.	Making Music 9MM.02 Experiment with familiar material, using some improvisatory skills, creatively and flexibly, when rehearsing and performing.
Making Sense of Music 78MS.02 Begin to explore and recognise specific features of particular styles, genres and traditions in music, relating it to context.	Making Sense of Music 9MS.02 Identify, explain and demonstrate how specific features of music relate to its context.

6) SBS INNOVATE CURRICULUM SUBJECTS

This section of our curriculum guide introduces you to an overview of the SBS Innovate curriculum for each subject. The content and skills developed in these subjects are drawn from a range of curriculum and pedagogical initiatives. As an organisation we believe that innovation in a school curriculum provides an opportunity for us to develop future ready learners.

A. LOWER SECONDARY DESIGN INNOVATION

Design Innovation at SBS focuses on developing essential formal drawing and design communication skills used in Design Innovation. The subject enables learners to communicate design ideas accurately and professionally through both manual and digital techniques.

Year 7	Year 8	Year 9
1. Formal Drawing Techniques.	1. Orthographic Drawing (designing, prototyping, testing, evaluating).	1. Annotating & Dimensioning using standard technical drawing conventions.
2. Introducing Isometric & Oblique Projections.	2. Electronics & Systems: Introduction to basic electronic systems (inputs, processes, outputs) and soldering techniques.	2. Advanced CAD/CAM: Intense use of 3D modelling software (e.g., OnShape) and manufacturing techniques like 3D printing and laser cutting.
3. Annotating & Dimensioning.	3. Introduction to CAD/ICT in Design:	3. Sustainable Design: Focus on environmental impact, 20th-century design movements, and user-centered design.
4. Annotating & Dimensioning.	4. Annotating & Dimensioning using standard technical drawing conventions.	4. Types of Materials (Focus on Graphic Products or Resistant Materials).
5. Introduction to CAD/ICT in Design.	5. Types of Materials (Focus on Graphic Products or Resistant Materials).	5. Project Work: Larger, more independent projects requiring thorough research, planning for production, and detailed evaluation.
6. Manufacturing: Initial exposure to CAM (Computer-Aided Manufacturing) and 3D printing.	6. Advanced Materials: complex projects using wood, metal, and plastic materials.	
7. Types of Materials (Focus on Graphic Products or Resistant Materials).		

B. LOWER SECONDARY PHYSICAL EDUCATION

Physical education is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health and there is growing evidence that it improves academic performance across the curriculum. Establishing good patterns of exercise in lower secondary school provides learners with the foundation of an active and healthy lifestyle.

This subject is about learning to move and moving to learn. Learners develop skills through a wide variety of age-appropriate physical activities, including games, team sports, gymnastics and dance. As individuals and team members, they will:

- increase confidence, moving with increasing control, fluency and variety
- improve their understanding of concepts, rules, tactics, strategies and compositional ideas
- participate in respectful and responsible ways, engaging appropriately and safely
- improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- develop transferable skills promoting physical, cognitive and social development and become independent, critical and reflective movers and thinkers.

Students develop creative skills that will help with many aspects of their future learning and development. The curriculum for Year 7, Year 8, and Year 9 is broad, balanced, and progressive, supporting students' physical development while promoting teamwork, leadership, and positive sporting values. Lessons encourage participation, challenge, and enjoyment, enabling students to develop both physical competence and personal responsibility.

Curriculum Strands

Students follow a structured programme across the following areas:

- Games: Invasion, Net & Wall, and Striking & Fielding activities, developing technical proficiency, tactical understanding, teamwork, and decision-making
- Aesthetics: Dance and Gymnastics, with a focus on movement quality, creativity, balance, control, and coordination
- Athletics Activities: Running, jumping, and throwing events that develop speed, strength, endurance, and fundamental movement skills
- Aquatics: Water confidence, swimming techniques, personal safety, and aquatic fitness
- Exercise Activities: Health-related fitness, conditioning, and understanding the role of exercise in maintaining physical and mental wellbeing:

Progression Across Year Groups

- Year 7: Establishing fundamental and sport-specific skills, building confidence, and developing positive participation habits
- Year 8: Refining skills, applying tactics in game situations, and increasing fitness awareness and leadership opportunities
- Year 9: Demonstrating greater independence and responsibility, applying advanced skills and strategies, and setting personal fitness and performance goals

7) LANGUAGE PATHWAYS AT SBS INTERNATIONAL BANGKOK

At SBS International School Bangkok, students in the Lower Secondary school follow a structured Language Pathway. Our goal is for all students to graduate with fluency or strong proficiency in at least two languages—often three—depending on their background and learning needs.

All students are required to study English, while additional language requirements vary depending on nationality.

Language Pathway Structure: Understanding Block 1 and Block 2

The language programme is divided into two blocks:

- **Block 1** is the **primary language choice** beyond English. For Thai students, this is always Thai (mandatory). For non-Thai students, Block 1 is where families can choose either Thai or Mandarin.
- **Block 2** is the **additional language or support option**. This block allows students to either:
 - Study a third language, such as **Mandarin**, or
 - Take **Applied English** – application of English skills in a project/thematic based course. This is suitable for students who prefer to focus on deepening their English proficiency rather than learning a third language.

In Summary:

For Thai National Students

All Thai students will take English and Thai as their core languages. Parents must then select one additional subject in Block 2:

- **Mandarin**, suitable for students with a strong foundation in English
- **Applied English**, for students who prefer to focus on just two languages (English and Thai)

In some cases, if extra support in English is needed, the Block 2 choice may be replaced with targeted English intervention. This will be discussed with parents individually.

For Non-Thai Nationals / Dual Citizenship Students

All non-Thai students will study English and take Thai Culture as a required subject. Parents are asked to make two selections:

- **Block 1:** Choose either Thai or Mandarin
- **Block 2:**
 - If Thai was selected in Block 1 - choose Mandarin or Applied English
 - If Mandarin was selected in Block 1 - choose Applied English

As with Thai students, Block 2 may be replaced with additional English support where necessary, depending on the student's progress and in consultation with the school.

A. LOWER SECONDARY THAI LANGUAGE

Thai Language at SBS International Bangkok develops students' ability to communicate effectively in Thai while fostering an understanding of Thai culture and identity. The programme follows the Thai Ministry of Education curriculum and is adapted to suit the international school context.

Students develop balanced skills in listening, speaking, reading, and writing, alongside accurate language use and engagement with Thai literature. By the end of Lower Secondary, students are well prepared to use Thai confidently in both academic settings and everyday life in Thailand.

Course Content:

Year 7	Year 8	Year 9
Listening comprehension	Listening comprehension	Analytical listening
Reading comprehension	Reading comprehension	Critical reading
Foundations of Thai grammar and sentence structures	Language structures and conventions	Advanced language use
Introduction to Thai literature	Thai literary works	Literary interpretation
Descriptive and narrative writing	Opinion and report writing	Analytical and academic writing
Basic essay writing	Research and report writing	Academic and persuasive writing
Speaking and presentations	Public speaking and discussion	Debate and formal presentations
Thai culture and traditions	Thai culture and society	Thai society in a global context

B. LOWER SECONDARY MANDARIN CHINESE

At SBS International, Mandarin is more than learning a language — it is learning how to connect with people, cultures, and ideas across the world. Our Cambridge Lower Secondary Mandarin curriculum develops confident communicators and culturally aware global citizens. Through meaningful contexts and real-life communication tasks, students learn not only what to say in Chinese, but why and how language is used.

The curriculum is organised around seven strands:

- Listening
- Speaking
- Reading
- Writing
- Vocabulary
- Grammar
- Cultural Understanding

The curriculum is organised around seven strands:

Communication Listening & speaking through role-play, discussions, problem-solving tasks. Spontaneous language use, extended responses, and meaningful exchanges.	Literacy & Language Accuracy Reading & writing with clear focus on sentence structure, grammar, and Chinese character recognition. Character learning through radicals and meaning — not rote memorisation.	Cultural Understanding Chinese culture in traditional and contemporary contexts: daily life, customs, social behaviour, and youth culture. Intercultural comparison deepens global-mindedness.
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Year 7 Course Overview:

Pathway A (Non-Thai Nationals / Mixed Levels)	Pathway B (Thai Nationals / Beginner Focus)
Term 1 — Self & Identity	
1. Greetings, introductions & classroom language (Pinyin focus)	1. Greetings, tones & classroom survival language
2. Numbers, dates, age & personal information	2. Numbers 1–100, days of the week, age
3. My family — describing family members (vocab & characters)	3. My family — oral introduction with scaffolded vocabulary
4. Colours, adjectives & describing appearance	4. Colours & basic descriptors — spoken practice
Term 2 — Daily Life	
5. School life — subjects, timetable, opinions	5. School subjects and classroom objects — building vocabulary
6. Daily routine — time expressions & sequencing	6. Daily routine — key time phrases, morning/evening schedule
7. Food & drink — ordering, preferences & culture	7. Food & drink — naming dishes, simple dialogue at a restaurant
8. Hobbies & free time — expressing likes/dislikes	8. Hobbies — yes/no questions and simple preference statements
Term 3 — My World	
9. My home — rooms, furniture & location phrases	9. My home — room names and simple descriptions
10. Transport & getting around — directions & travel	10. Getting around — basic directions, transport vocabulary
11. Clothing & shopping — prices and descriptions	11. Clothing — colour + noun combinations, shopping phrases
12. Review, character writing portfolio & end-of-year assessment	12. Review & oral assessment — consolidation of core vocabulary

Year 8 Course Overview

Pathway A (Non-Thai Nationals / Mixed Levels)	Pathway B (Thai Nationals / Beginner Focus)
Term 1 — People & Places	
1. Countries, nationalities & languages — comparative structures	1. Countries & nationalities — vocabulary building, pinyin reinforcement
2. Weather & seasons — descriptions, forecasts & cultural context	2. Weather — basic weather words, seasonal vocab with speaking tasks

Pathway A (Non-Thai Nationals / Mixed Levels)	Pathway B (Thai Nationals / Beginner Focus)
3. School life revisited — rules, timetables & extended opinions	3. School life — classroom language consolidation & simple rules
4. Jobs & ambitions — present and future aspirations	4. Jobs — naming occupations, simple 'I want to be...' statements
Term 2 — Social Life	
5. Hobbies & sports — frequency adverbs, extended sentences	5. Hobbies & sports — frequency vocabulary, simple sentence patterns
6. All about food — recipes, health & Chinese dining customs	6. Food culture — Chinese dishes, mealtimes, simple comparisons
7. Going out — making plans, invitations & responses	7. Plans & invitations — scaffolded dialogues and role-play
8. Social media & technology — digital culture in China	8. Technology — vocabulary for devices and basic online activities
Term 3 — Community & Beyond	
9. My home & neighbourhood — extended descriptions & comparisons	9. My neighbourhood — places in town, simple directions review
10. Shopping & money — negotiating, comparing & giving opinions	10. Shopping — prices, colours and size vocabulary with role-play
11. Travel & tourism — planning a trip to a Chinese-speaking destination	11. Travel — country names, transport, simple travel conversations
12. Extended writing project & end-of-year assessment	12. Review, speaking portfolio & oral end-of-year assessment

Year 9 Course Overview

In Year 9, students consolidate and extend learning from Years 7 and 8, working with more complex grammatical structures, extended texts, and authentic materials. Themes include:

- Meeting people & social interaction — formal and informal registers
- School life & future plans — discussing aspirations with supporting reasons
- Shopping, eating out & lifestyle — extended transactional language
- How do I get there? — complex directions, transport planning, travel scenarios
- Chinese-speaking world — exploring cultural diversity across regions
- Real-world issues — environment, technology, community (introductory IGCSE preparation)

Students are expected to sustain conversations, use Mandarin with greater independence, and produce extended written responses. Year 9 serves as a bridge to Cambridge IGCSE Mandarin.

Progression to Cambridge IGCSE

The Cambridge Lower Secondary framework is designed to prepare students directly for Cambridge IGCSE Mandarin as a Foreign Language.

- Pathway A students are expected to demonstrate competence across all four skills at a level commensurate with IGCSE readiness.
- Pathway B students will have a strong foundation in spoken Mandarin and core vocabulary to support continued study.

C. THAI STUDIES

Thai Language at SBS International Bangkok develops students' ability to communicate effectively in Thai while fostering an understanding of Thai culture and identity. The programme follows the Thai Ministry of Education curriculum and is adapted to suit the international school context.

Students develop balanced skills in listening, speaking, reading, and writing, alongside accurate language use and engagement with Thai literature. By the end of Lower Secondary, students are well prepared to use Thai confidently in both academic settings and everyday life in Thailand.

Year 8 Course Overview:

Term	Year 7	Year 8	Year 9
Term 1	Our School and Community Thai Settlements ASEAN Community Iddhipada 4 (Buddhist Principles) Loy Krathong Festival	Student Responsibilities Geography and Climate of Thailand Global Citizenship World Religions Water Beliefs and Traditions	Youth Leadership in Thai Society Thailand in ASEAN and the Global Stage Religion in a Multicultural Society Thai Cultural Heritage National Institutions of Thailand
Term 2	Thai Culture in Four Regions Regional Thai Food Natural Disasters in Thailand Taxes and Public Services Important Figures in Thai History	Thai Food Culture Khon (Traditional Thai Performing Arts) Global Environmental Issues Saving, Spending and Investment Key Government Organisations	Development of Thai Politics Human Rights and Equality Sustainable Development in Thailand Thai Soft Power (Food, Arts, Culture) Thai Economic System
Term 3	Rattanakosin Period Protected Wildlife in Thailand Rights and Duties of Citizens Chak Phra Festival Thai Values (Sacrifice)	1932 Revolution (Change of Government) The Thai Constitution and Governance Wildlife and the Global Environment Sart Duean Sib Festival Thai Values (Public Mindset)	Contemporary Thai Society Civic Participation Environmental Policy in Thailand Thai Arts and Creative Industries Thai Identity in a Global Context

D. LOWER SECONDARY DRAMA

The Theatre curriculum for Years 7–9 is a rigorous technical progression from performance mechanics to complex dramatic analysis.

- Year 7 establishes the “Actor’s Tools,” utilising techniques from the Masters, such as Hagan, Stanislavsky, and Meisner, to explore sense memory, vocal dynamics, and physical control.
- Year 8 applies these skills to diverse Genres and Narrative Structures, emphasising ensemble precision, pacing, and the use of proxemics to drive a story forward.
- Year 9 with Production and Synthesis, where students integrate acting with directorial vision and technical stagecraft—including lighting, sound, and set design—to justify artistic decisions with academic rigor.

Course Content:

Year 7	Year 8	Year 9
The Foundation of Focus The focus is on transitioning from guided play to scripted structure. Students begin to understand that theater is a series of choices, not just “acting out” a story. Creating: Students start developing collaborative improvisations and basic scripts. They learn to identify the “Who, What, Where, and Why” of a scene. Performing: The emphasis is on physical and vocal variety. Students practice how to use their voices and bodies to communicate a specific character trait to an audience. Responding: They begin to use basic theater vocabulary (like objective or blocking) to give constructive feedback to peers. Connecting: Students explore how personal experiences influence their acting choices.	Building Complexity Students move beyond what a character is doing to why they are doing it, exploring the psychological stakes of a story. Creating: Students write and refine scenes that include a clear conflict and resolution. They also begin to look at “technical theatre” (lights, sound, costumes) as a way to tell the story. Performing: The focus shifts to character relationships. How does my character change when talking to a friend versus an enemy? They practice maintaining focus even when a scene becomes intense. Responding: Students analyse how the culture or history of a play influences the way it is performed. Connecting: They examine how theater can reflect different community perspectives and social issues.	Artistry and Intent Students are expected to act with artistic intent. They aren’t just following directions; they are making independent creative choices to evoke a specific emotional response from the audience. Creating: Students develop a full “production concept.” This means they can explain how the acting, set, and costumes all work together to support a single theme. Performing: There is a heavy focus on nuance and subtext. Students learn to portray characters who might be saying one thing while feeling another. Responding: Analysis becomes more critical. They compare different versions of the same script and evaluate which artistic choices were most effective and why. Connecting: Students research how theater has evolved over time and how it serves as a tool for global communication and self-expression.

E. LOWER SECONDARY WELLBEING

We are excited to inform you that SBS International School Bangkok has partnered with myHappymind to offer an innovative, science-backed programme called myMindcoach, to support the mental wellbeing of all our students.

myHappymind is currently operating in over 2000 schools across the UK with their NHS-endorsed programme.

The myHappymind programme is built on the belief that mental health education should be proactive, science-backed, fun, and accessible for all. We equip children with practical, research-based tools to manage their emotions before challenges arise, making the learning process engaging and enjoyable. Additionally, the programme ensures inclusivity, supporting all children, including those who are neurodiverse, so that every student can thrive.

During Year 7, 8 and 9 students will receive one Wellbeing lesson per week and will cover the following Core Themes over the three years.

Core theme 1: Health and Wellbeing

- Self-concept
- Mental health and emotional wellbeing
- Healthy lifestyles
- Drugs, Alcohol and Tobacco
- Managing risk and personal safety
- Puberty and sexual health

Core Theme 2: Relationships

- Positive Relationships
- Relationship values
- Forming and maintaining respectful relationships
- Consent
- Contraception and parenthood
- Bullying, abuse and discrimination
- Social influences

Core Theme 3: Living in the Wider World

- Learning Skills
- Choices and pathways
- Work and career
- Employment rights and responsibilities
- Financial Choices
- Media literacy and digital resilience

F. YEAR 9 - DESIGN THINKING PROJECTS

For the first part of the academic year, students will be allocated time to work on a series of Design Thinking projects which are linked to the real world. Students in Year 9 will work in groups to see if they can come up with ideas / solutions for problems / issues that our partners in industry are currently facing.

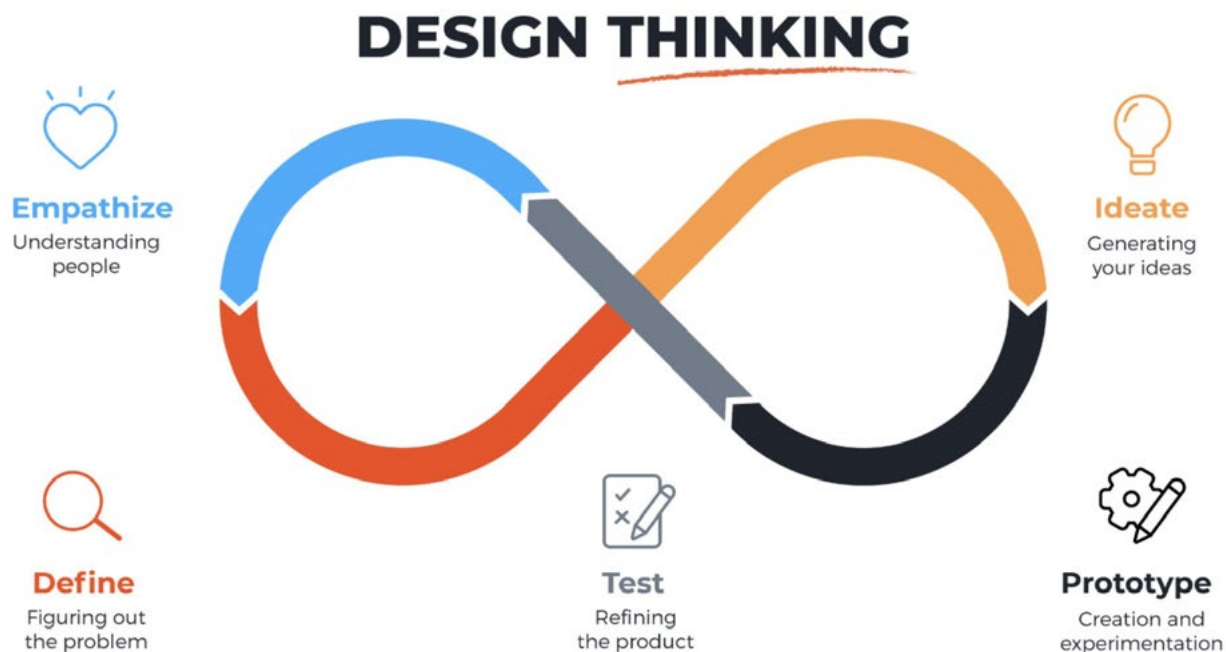
For 2026/27 our confirmed partners are as follows:

- The Marriott Hotel Group
- The Purple Community Fund
- Sansiri

What is Design Thinking?

The Design Thinking process and methodology enriches the Cambridge Curriculum pathway and is applied to the various subject offerings at each stage. Design thinking, like many other learning methodologies (e.g. project based learning; human centred design; systems thinking) is a transdisciplinary model that can scaffold learning in a multitude of existing subjects.

The 'process learning' approach of Design Thinking is applied as follows:



8) ACTIVE8 ENRICHMENT AND EXTRA-CURRICULAR PROGRAMME

We believe that our curricular experience should be enriched with engaging activities that provide opportunity for students to further pursue their passions and interests. These activities and experiences happen during regular lessons and as part of our Extra Curricular Activity (ECA) schedule. Our programme is known as ACTIVE8. The breadth and depth of our programme reflects the following 8 key activity areas each of which offers multiple extra learning opportunities:



Residential camps and trips form an important part of our curriculum learning, supporting the holistic development of all our students. Trips or visits from outside speakers to school are a regular part of our curriculum enrichment experience, and provide students with a different kind of learning experience.

Students from Year 3 upwards, experience overnight residential camps. During these residentials, students get the opportunity to develop greater independence and self-reliance whilst participating in a range of physical, cultural and team-building activities. These experiential learning opportunities enable students to make lifelong memories of their time in Lower Secondary, enriching their learning not only academically, but their personal development and growth. The experience also helps prepare them for the International Duke of Edinburgh Award that they start as part of their iGCSE program.

9) ASSESSMENT & REPORTING

A. ASSESSMENT

The assessment structure is generally both formative (continuous) and summative (conclusive assessment). Sometimes the word 'assessment' or 'test' has a negative association for students, perceiving it to have connotations of high stakes and high pressure performance.

Formative assessment is an ongoing process in all subject areas throughout the year. This can occur in a variety of ways including written work, questioning, practical activities, projects, class discussions, group work, role play and many more. Students will be assessed using a variety of these techniques against recognised published criteria for each subject.

In terms of summative assessment, end of year examinations will be taken in May of the summer term. The marks attained in these together with those from the formative assessments will be amalgamated to give overall attainment.

The school utilises the following external assessments to monitor progress.

- Cambridge CEM Baseline and Diagnostic Assessments (MidYIS and Alysis) to help identify students' learning potential and diagnose their strengths and weaknesses. This is completed at the start of the school year.
- Cambridge Lower Secondary Progression Tests: These are internal assessments for Years 7, 8, and 9 in core subjects (English, Mathematics, and Science). They are marked by teachers within the school and provide information on individual and group performance, helping to track progress against curriculum objectives.
- Cambridge Lower Secondary Checkpoint: These are external assessments taken at the end of Year 9. They are marked by Cambridge International Education and provide an international benchmark of student performance in English, Mathematics, and Science.

We aim to communicate regularly with parents and students regarding their progress and attitude to learning - our connection with you must ensure there are 'very few surprises' regarding student progress and behaviour. An essential component of this communication is the routine grades and reports produced during the year.

B. PARENT-TEACHER CONFERENCES (PTCs)

PTCs give us a great opportunity to share information between teachers, students and parents. Conferences may take a formal or informal approach, and will always include goal setting, action planning and reflections on learning. They happen formally twice a year in Terms 1 and 2.

Recognising parents as a child's first teacher, and knowing that strong home-school partnerships really do make a positive difference to student learning outcomes, we are always happy to meet with parents whenever needed.

C. REPORTING

SBS Bangkok aims to communicate regularly with parents and students regarding their progress and attitude to learning - our connection with you must ensure there are 'very few surprises' regarding student progress and behaviour. An essential component of this communication is the routine grades and reports produced during the year.

Informal feedback and communication is important, and we encourage staff to regularly pick up the phone or email you in relation to small or significant progress milestones. The method of formal reporting is via School Reports, and in person by Parent

Conferences. The calendar of reporting is typically similar to below:

	Early Years	Primary	Secondary
Progress 1 (settling-in) • Data • Teachers Comment	October	October	October
Parent Conference	November	November	November
Progress 2 • Data only	February	February	February
Parent Conference	March	March	March
Progress 3 • Data • Teachers Comment	May	May	May

We hope this curriculum booklet has given you a flavour of the learning journey your child can look forward to here at SBS Bangkok. Our child-centred and personalised approach to the holistic development of every student is central in all our decision making and enables us to support the students in becoming confident, capable learners who achieve the very best outcomes socially, emotionally, physically and academically.



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