



# Lower Secondary Full Course Guide

**BG—A**  
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# Overview

Students can join BGA from the age of 12. We have designed a programme for this Lower Secondary (LWS) block that follows the British National Curriculum, covering the following subjects: English, Maths, Science, History and Global Issues - and enriching it with Portuguese (1st and 2nd language) and Portuguese history.

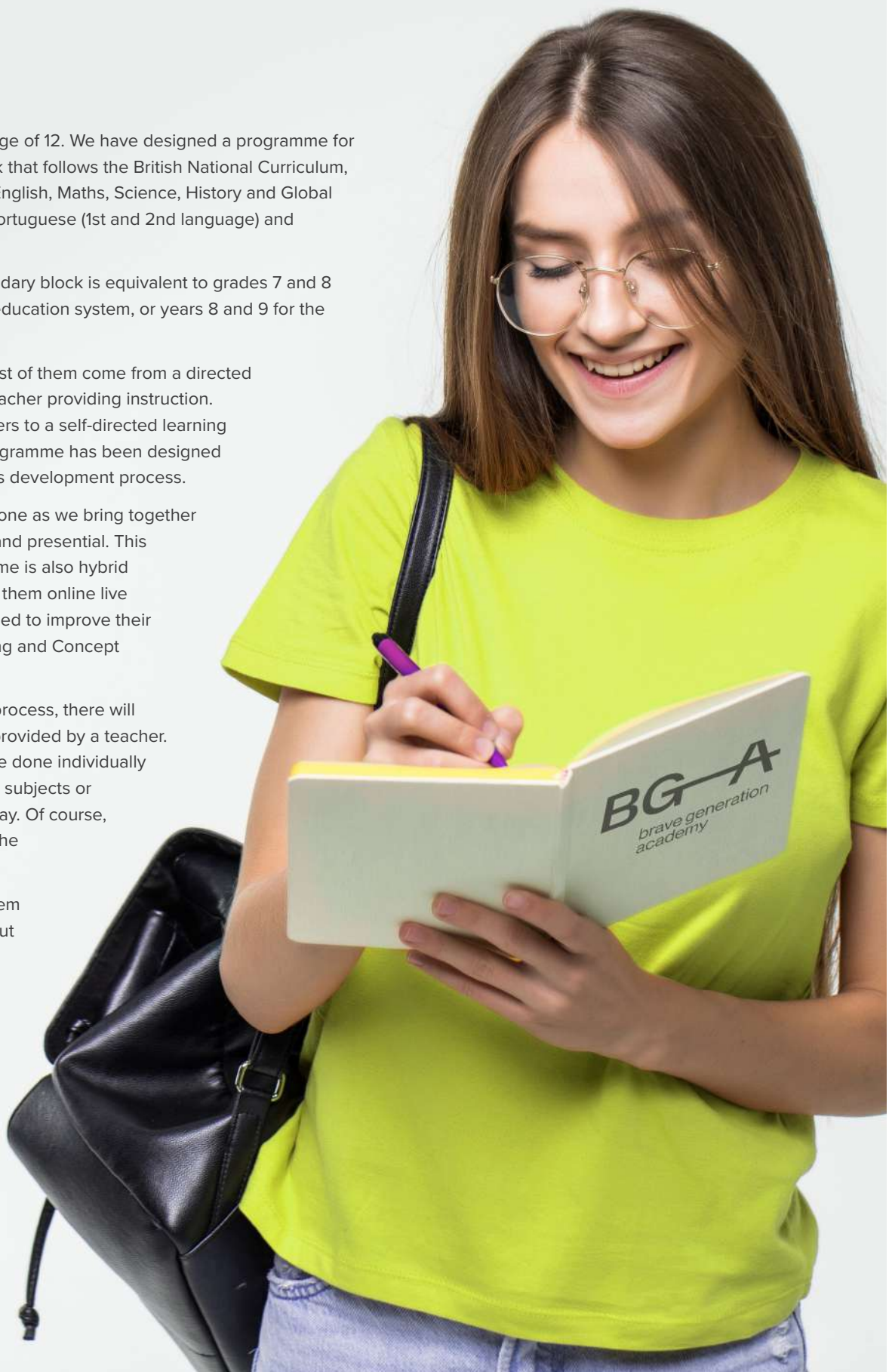
For a reference, the Lower Secondary block is equivalent to grades 7 and 8 in the Portuguese (or American) education system, or years 8 and 9 for the British education system.

When students arrive at BGA, most of them come from a directed learning approach, based on a teacher providing instruction. Our goal is to transition the learners to a self-directed learning system. The lower secondary programme has been designed specifically to support them in this development process.

BGA's system is already a hybrid one as we bring together the best of both worlds – online and presential. This Lower Secondary (LWS) programme is also hybrid but in the sense that we will offer them online live classes (some of them pre-recorded to improve their autonomy), Project Based Learning and Concept Based Learning opportunities.

At the beginning of the learning process, there will be some measure of instruction provided by a teacher. However, the learning itself will be done individually or with the peers, as they explore subjects or concepts in an interdisciplinary way. Of course, with the fundamental support of the learning coaches.

This hybrid model will prepare them for what is coming next at BGA, but also support them in developing those considered the main core skills for adult life: resilience, persistence, critical thinking, research and analysis, group work, making decisions, taking responsibility and autonomy.

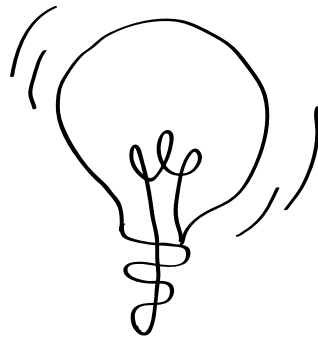


# English and Portuguese

Learners 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:

- ✓ Become 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.

**This curriculum supports an integrated approach to learning the four skills, with a range of fiction genres, poetry, playscripts and non-fiction texts to provide authentic contexts for skills development.**



## Portuguese 2nd Language

This curriculum develops learners' curiosity about other languages and cultures, and how these shape our perceptions of the world. They will see themselves as successful language learners, be able to communicate effectively and become confident in and enjoy reading a range of texts as their skills develop.

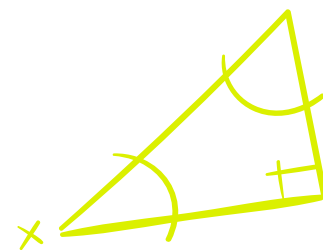
This framework supports an integrated approach to planning and teaching to develop effective communication skills in English. The five strands, and their respective learning objectives, work together to support the development of knowledge, skills and understanding in:

- ✓ Reading
- ✓ Writing
- ✓ Use of Portuguese
- ✓ Listening
- ✓ Speaking.





# Maths



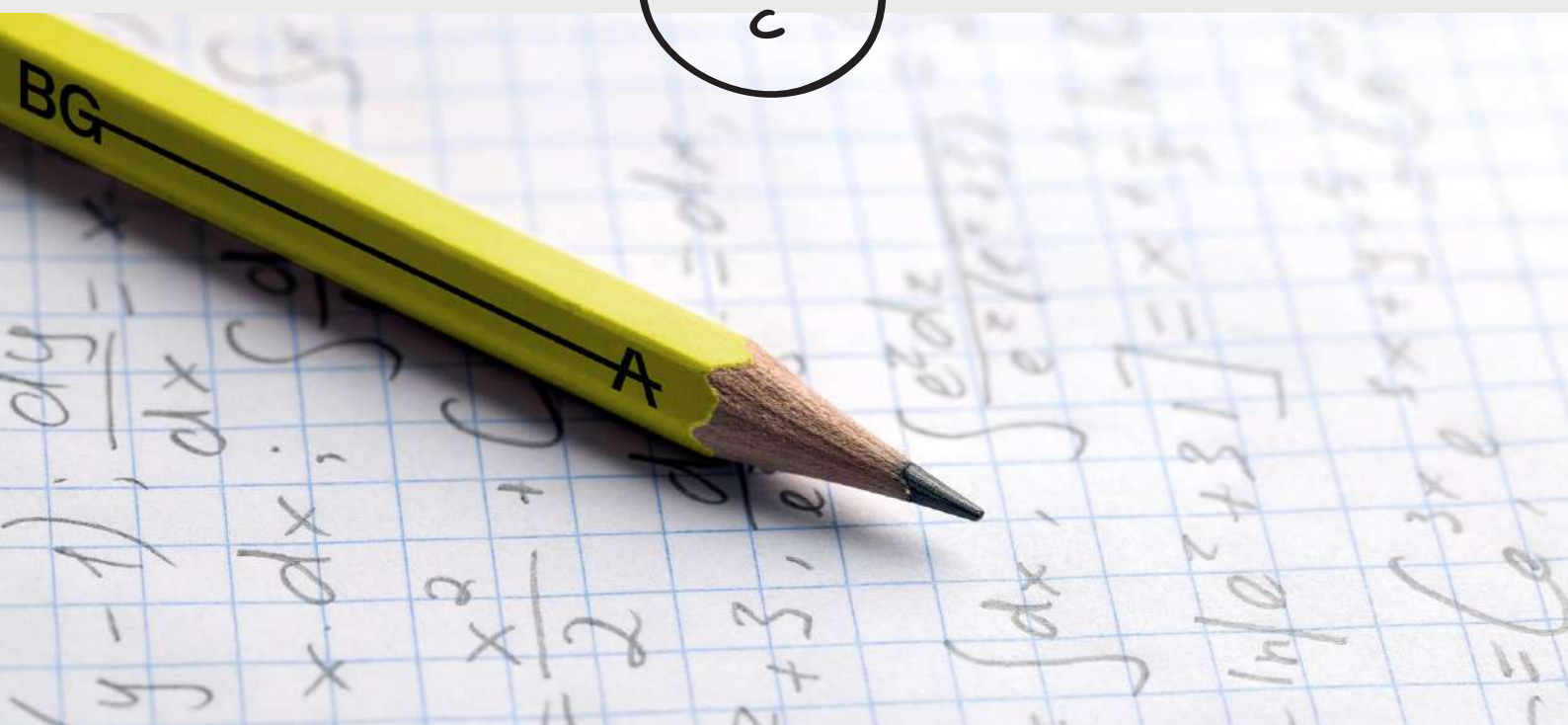
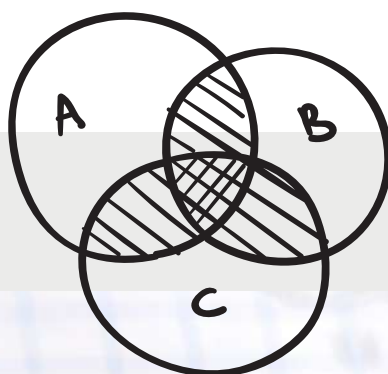
Learners develop a holistic understanding of the subject, focussing on principles, patterns, systems, functions and relationships. They will become mathematically competent and fluent in computation, which they can apply to everyday situations.

‘Thinking and working mathematically’, a unique feature of our 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.

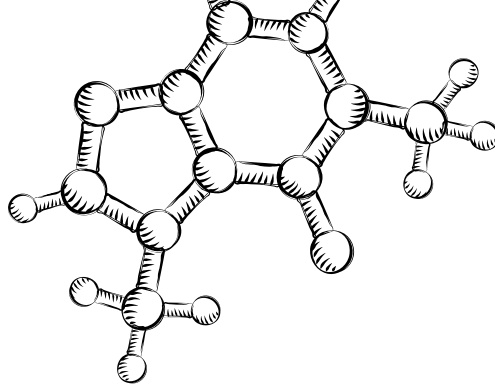
We have divided this subject into three main areas called ‘strands’, which run through every lower secondary mathematics stage. Learners will develop skills in:

- ✔ Number
- ✔ Algebra, Geometry and Measure
- ✔ Statistics and Probability.

**The strands work together to help students recognise connections of mathematical concepts as they engage in creative mathematical thinking to generate and improve numerical fluency.**

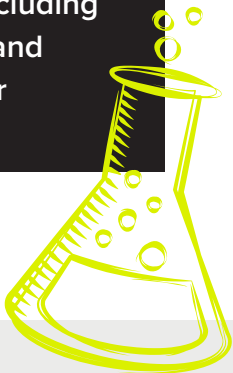


# Science



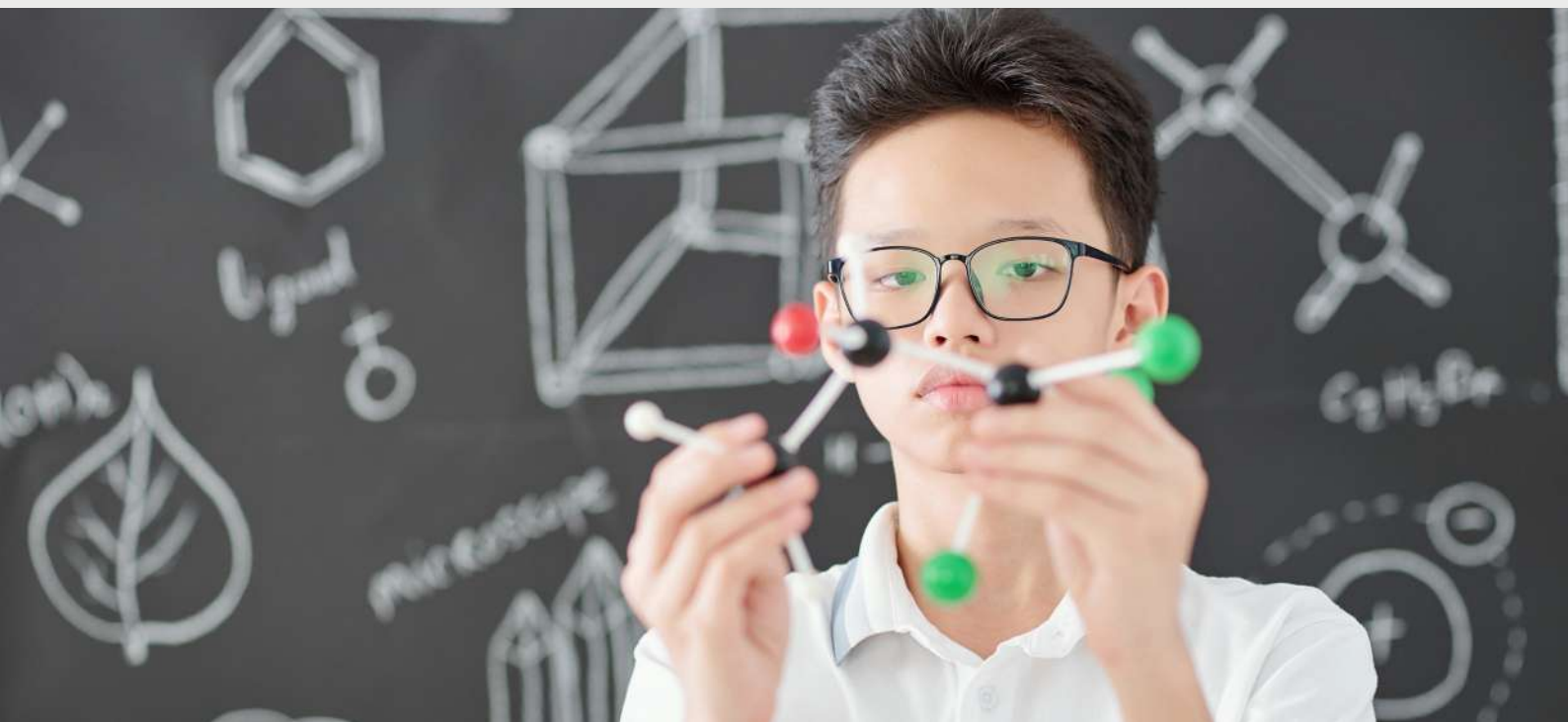
Students will think scientifically and develop practical skills alongside knowledge and understanding, which is vital for explaining the world around us. Improving learners' awareness of science in the world around them develops their sense that 'science is for me', helping to connect themselves to the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



This curriculum covers six main areas called 'strands' that work together so that you can teach science holistically:

- ✔ Biology – living things and how they interact.
- ✔ Chemistry – the study of matter.
- ✔ Physics – the interaction of matter and energy.
- ✔ Earth and Space – planet Earth, the wider Solar System and beyond.
- ✔ Thinking and Working Scientifically – develops understanding and skills of scientific models and representations, scientific enquiry and practical work.
- ✔ Science in Context – helps teachers demonstrate the relevance of science to learners and unique to our science curriculum.





# History + Portuguese History



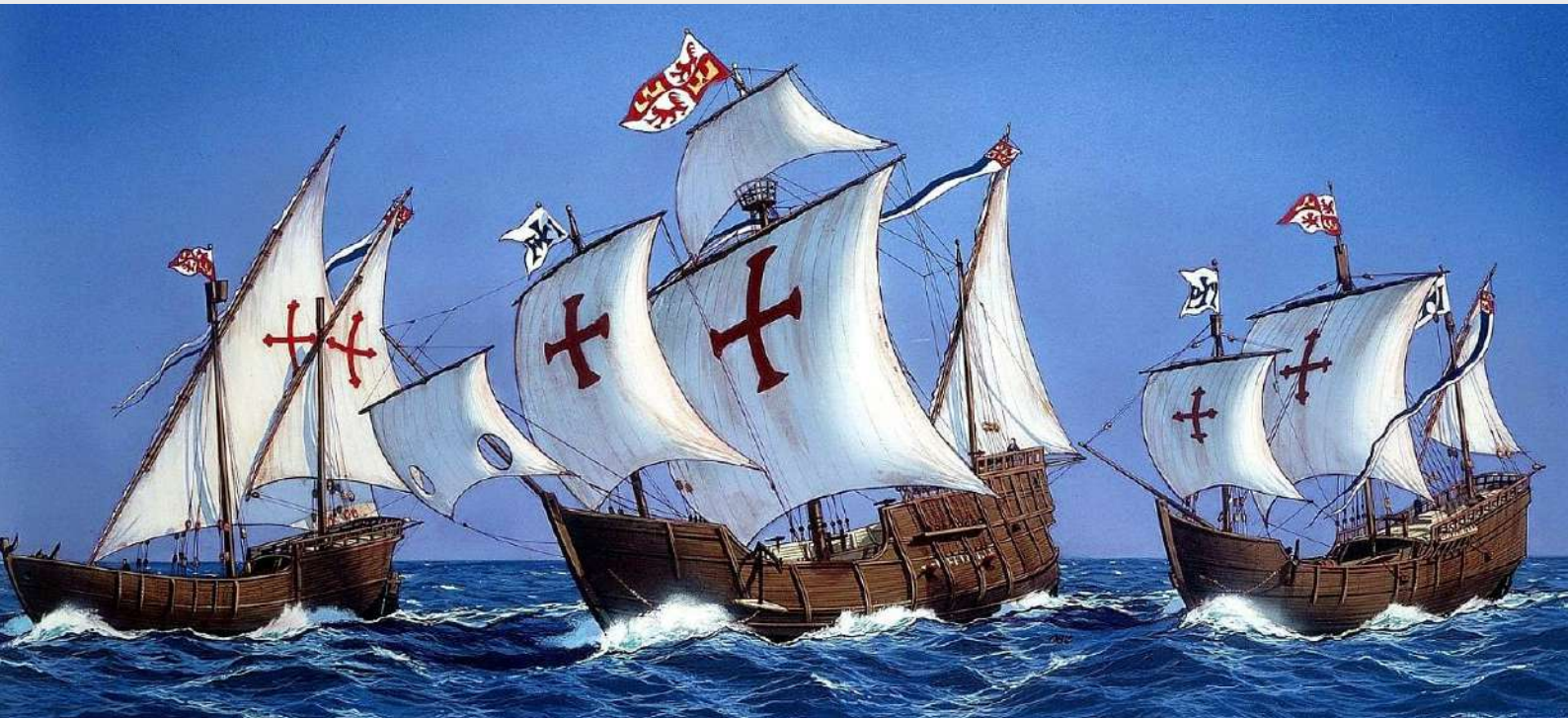
History education seeks to develop in students an appreciation of past human experiences, critical awareness of the nature of historical knowledge, and the ability to make connections between the past and present. Learning to manage the present and anticipate the future would not be possible without knowing the past.

**History equips students with knowledge and skills that enable them to draw connections between the past and present by understanding how the nature and impact of past developments explain today's world.**

Students will gain a better understanding of why things happened in the past and how past events shape the present, and thus be better able to anticipate what might take place in the future. They will develop a disciplined and critical mind and an ability to operate in a volatile, uncertain, complex and ambiguous world.

History also plays a critical role in developing students' identities through an understanding of the subject at the personal, national and international levels. The learning of history should spark their curiosity and help them empathise with the beliefs, decisions and dilemmas of people in the past. Through historical inquiry, students pose questions about the past and the present and draw connections between the two.

**We will discuss world history but refer to Portuguese events.**



# Global Issues

**From democratization, human rights, and global finance to terrorism, pandemics, and climate change, *Global Issues* is a current and topical look at the forces driving globalization.**

This text surveys global problems that transcend boundaries and are challenging the international system. For global issues or international relations courses, this is the only text of its kind to place complex issues into comprehensive context and thus explain the growing political, economic, and cultural interdependence visible in the headlines and in students' lives.

## Learning Goals

- ✔ Analyze the current forces that are driving globalization.
- ✔ Explain the political, economic, and cultural context of issues around the globe.





# Contacts

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