



**YEAR 7 & 8  
CURRICULUM  
2024-25**

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Dear Parents and Carers,

At Wellington Academy Silicon Oasis, we know that every learner is different. Students have their own interests, their own unique qualities, and their own ambitions for their futures.

Our Key Stage 3 programme is designed to give students opportunities to explore a wide range of subjects and curriculum content. The breadth and depth enables them to build fundamental skills and experience subjects which they might choose to pursue in Key Stage 4.

WSO students begin to design their own curriculum pathways from the end of year 8 when they choose their options for year 9. By having choice early on, students are able to take ownership of their studies, focus on their strengths and the subjects they love and, crucially, change their minds before beginning year 10. Having the freedom to choose at this point truly enables students to write their own story.

Through the GROWELL programme, their study skills lessons and the pastoral programme, we help our students flourish and enable them to be world class, world ready!

We are very proud of the world-class provision we provide at WSO and we are excited for your child to join us, as they embark on their Key Stage 3 journey.

Yours sincerely,

**WSO LEADERSHIP TEAM**



# INTRODUCTION TO YEAR 7 & 8 CURRICULUM

Students beginning Year 7 are embarking on the next phase of their educational journey.

This important part of your child's education sees the curriculum divided into more specific subjects which are delivered by our experienced specialist teachers. Students' independence grows and their learning skills develop further.

The Key Stage 3 curriculum covers a wide range of subjects. In years 7 and 8, students study the following subjects:

- English
- Mathematics
- Science
- Physical Education (PE)
- Moral, Social and Cultural (MSC)
- Arabic
- Modern Foreign Languages
- Art
- Design and Technology:  
Graphics, Resistant Materials and  
Food Preparation and Nutrition
- History
- Geography
- Performing Arts: Dance, Drama  
and Music
- Computer Science (year 8 only)
- Islamic Studies (Muslim students  
only)
- Study skills (non-Muslim students  
only)

In P.E., students will participate in a number of activities, ranging from competitive sports to those promoting and developing health and fitness.

In MSC, students will build on their understanding of the culture of the UAE and Dubai. Within this context they will develop their critical thinking skills, cross curricular skills, and other key transferable skills.

This will ensure students not only have a deep understanding of the fascinating culture they live in, but also acquire skills which will prepare them for the workplace regardless of what career they choose to pursue.

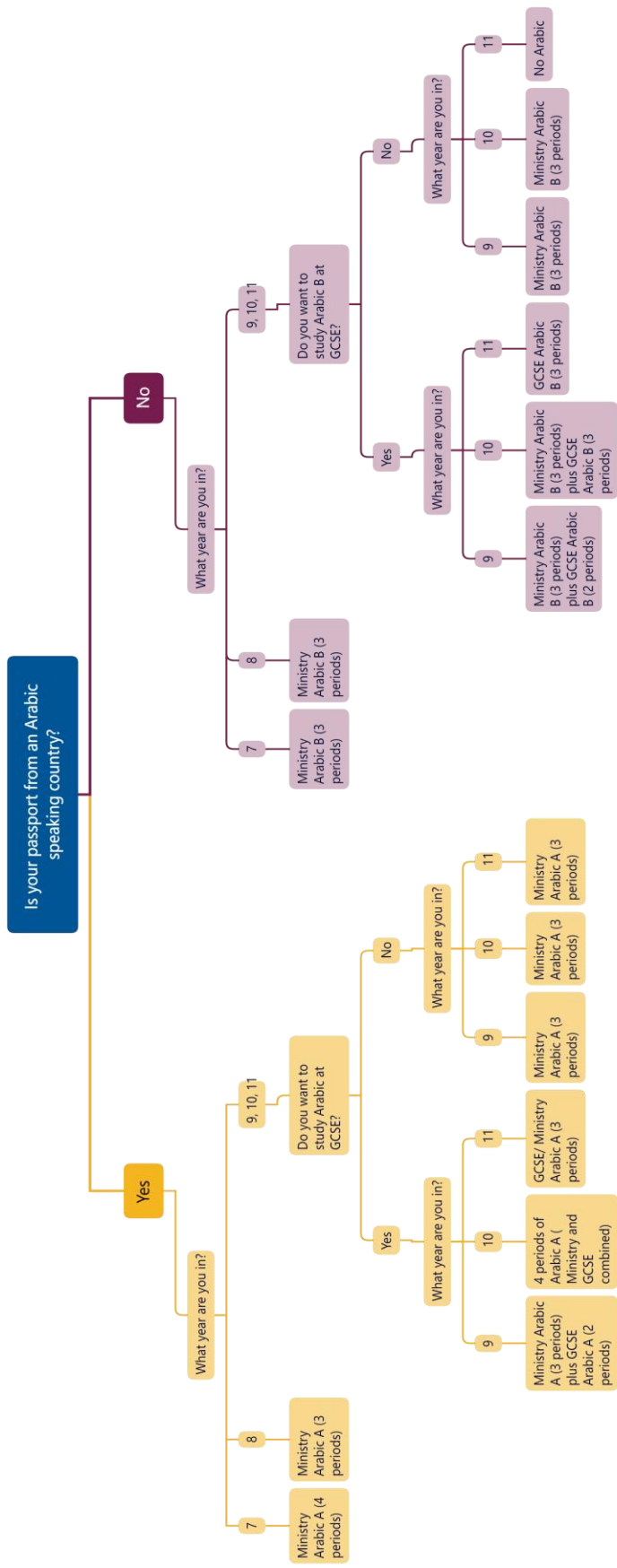
Muslim students attend Islamic Studies lessons whereas non-Muslim students will attend Study Skills sessions.

As students move into year 9, even more subject choices are available to them such as Media, ICT, Business Studies, Economics and Travel & Tourism.

Students enjoy a wide range of subjects to help them make future choices about their curriculum pathways and become world ready!

# UNDERSTANDING THE ARABIC STUDY REQUIREMENTS

To understand which programme of Arabic study your child will follow, please use the diagram.





# ASSESSMENT

Year 7 and 8 students are assessed using a continuous, low-stakes approach. Students are assessed little and often in order to minimise stress or exam anxiety. This may take the form of questioning, 'Check For Understanding' (CFU) tasks, quizzes or extended tasks and projects each lesson. There is an exception for the core subjects which may elect to conduct formal assessments. As students progress into year 9, assessment becomes more formalised as students will sit longer assessments and be given advance notice so that they can prepare. The goal is to gradually transition students from informal and frequent assessment to formal exams as they move up the school, whilst carefully considering the impact on mental health and also preparing them for their futures.

Students will be notified at least three weeks before a formal assessment and be provided with revision materials. Teachers will be available to support with any questions and students will reflect on all assessments to identify strengths and areas for development.

## OPTIONS FOR YEAR 9

At WSO, students begin to make their own curriculum choices from the end of year 8. It is at this point that they will make decisions about which subjects they would like to study in year 9 and which subjects they no longer wish to continue. \*

With this in mind, students are exposed to a wide range of subjects in years 7 and 8 so that they can make informed choices about subjects they would like to pursue. In year 9, all students will study English, Maths, Science, Arabic and PE; in addition, they will choose 4 options subjects with a view to studying these subjects at GCSE. For more information on year 9-11 subjects, please see our KS4 Curriculum booklet.

In year 9, students can change their minds and reconsider their choices. This opportunity to explore subjects in years 7, 8 and 9 allows students to make firm choices by the start of year 10 ready for the GCSE courses to begin. By being able to take ownership of their curriculum choices as early as year 8, students are already starting to write their own story.

# HIGH PERFORMANCE LEARNING

High Performance Learning (HPL) is an educational approach that emphasises developing students Advanced Cognitive Performance characteristics (ACPs) and Values, Attitudes and Attributes (VAAs) to help them succeed in today's fast-changing world.

HPL is wrapped throughout our curriculum at WSO and here are just a few of the benefits of High Performance Learning for your child:

- Develops essential life skills: High performance learning goes beyond just teaching academic subjects. The ACPs and VAAs that students develop are essential life skills like problem-solving, critical thinking, and decision-making. These skills are important for success in any field and can help your child navigate challenges in all areas of life.
- Promotes creativity: High performance learning encourages creativity and innovation. It helps students think outside the box and come up with new and original ideas. This can be particularly valuable in today's rapidly changing job market, where employers are looking for people who can adapt and innovate.
- Encourages self-motivation: High performance learning places a strong emphasis on student self-regulation and self-directed learning. It helps students become more self-aware and take ownership of their own learning. This can help your child develop a sense of purpose and a lifelong love of learning.
- Fosters character development: High performance learning is designed to develop the whole child, including their character and values. It emphasises traits like resilience, perseverance, and empathy, which are important for success in all areas of life.
- Prepares for the future: High performance learning is designed to help students succeed in the 21st century, becoming truly "World Class, World Ready". It emphasises skills like communication, open-mindedness and collaboration, which are essential for success in today's fast-paced, globalised world.

High performance learning is a holistic approach to education that will help your child develop the learning skills (ACPs) and behavioural characteristics (VAAs) that they need to succeed in school and beyond. necessary.

## Advanced Cognitive Performance Characteristics (ACPS)

### META-THINKING



<b>Meta-cognition</b>	The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to other.
<b>Self-regulation</b>	The ability to monitor, evaluate and self-correct
<b>Strategy-planning</b>	The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work
<b>Intellectual confidence</b>	The ability to articulate personal views based on evidence

### LINKING



<b>Generalisation</b>	The ability to see how what is happening in this instance could be extrapolated to other similar situations
<b>Connection finding</b>	The ability to use connections from past experiences to seek possible generalisations
<b>Big picture thinking</b>	The ability to work with big ideas and holistic concepts
<b>Abstraction</b>	The ability to move from concrete to abstract very quickly.
<b>Imagination</b>	The ability to represent the problem and its categorisation in relation to more extensive and interconnected prior knowledge
<b>Seeing alternative perspectives</b>	The ability to take on the views of others and deal with complexity and ambiguity

### ANALYSING



<b>Critical or logical thinking</b>	The ability to deduct, hypothesise, reason, seek supporting evidence
<b>Precision</b>	The ability to work effectively within the rules of a domain
<b>Complex and multi-step problem solving</b>	The ability to break down a task, decide on a suitable approach, and then act

### CREATING



<b>Intellectual playfulness</b>	The ability to recognise rules and bend them to create valid but new forms
<b>Flexible Thinking</b>	The ability to abandon one idea for a superior one or generate multiple solutions
<b>Fluent thinking</b>	The ability to generate ideas
<b>Originality</b>	The ability to conceive something entirely new
<b>Evolutionary and revolutionary thinking</b>	The ability to create new ideas through building on existing ideas or diverting from them

### REALISING

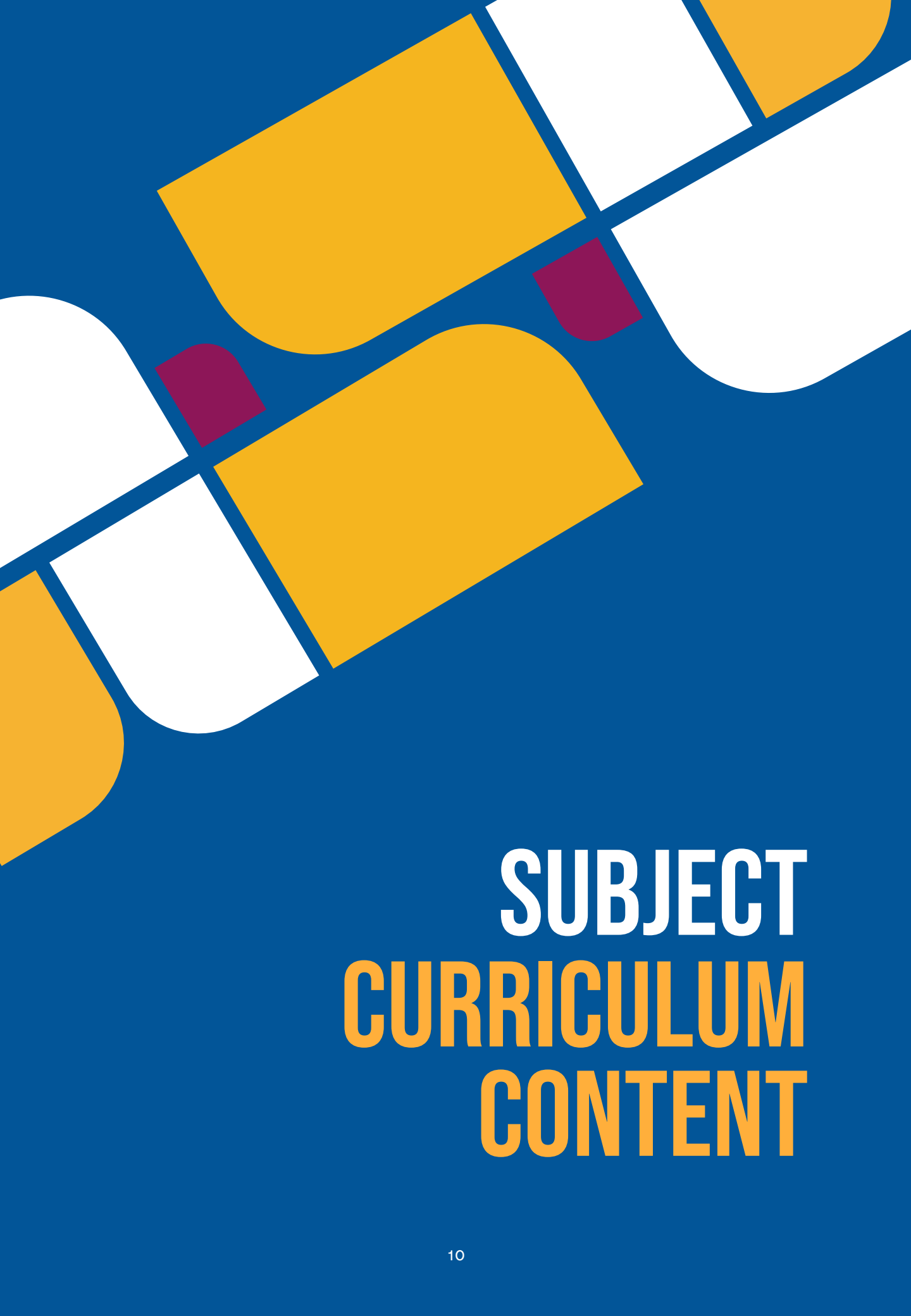


<b>Automaticity</b>	The ability to use some skills with such ease as they no longer require active thinking
<b>Speed and accuracy</b>	The ability to work at speed and with accuracy



## Values Attitudes and Attributes (VAAs)

EMPATHETIC		
	<b>Collaborative</b>	The ability to seek out opportunities to receive responses to your work; present your own views and ideas clearly and concisely; listen to the views of others; be willing and able to work in teams; take a variety of roles and be able to evaluate your own ideas and contributions.
	<b>Concerned for society</b>	The ability to know the contribution you can make to society for the benefit of those less fortunate; demonstrate citizenship and a sense of community ethos and recognise differences as well as similarities between people and peoples; be aware of your own and others' cultural heritage and sensitive to the ethical and moral issues raised by their studies.
	<b>Confident</b>	The ability to develop a belief in your knowledge, understanding and action; recognise when you need to change your beliefs based upon additional information or the arguments of others; deal with new challenges and situations, including when this places them under stress.
AGILE		
	<b>Enquiring</b>	The ability to be curious; be willing to work alone; be proactive; keen to learn; show enterprise; think independently; challenge assumptions and require evidence for assertions; actively control your own learning; move on from the absorption of knowledge and procedures to develop your own views and solutions.
	<b>Creative and enterprising</b>	The ability to be open-minded and flexible in your thought processes; demonstrate a willingness to innovate and invent new and multiple solutions to a problem or situation; adapt your approach according to need; surprise and show originality in your work, developing a personal style; be resourceful when presented with challenging tasks and problems, using your initiative to find solutions.
	<b>Open-minded</b>	The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas and beliefs based on the arguments of others; change ideas should there be compelling evidence to do so.
	<b>Risk-taking</b>	The ability to demonstrate confidence; experiment with novel ideas and effects; speculate willingly; work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty.
HARD WORKING		
	<b>Practice</b>	The ability to train and prepare through repetition of the same processes in order to become more proficient.
	<b>Perseverance</b>	The ability to keep going and not give up; face obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; not be satisfied until high quality, appropriate precision and the desired outcome are achieved.
	<b>Resilience</b>	The ability to overcome setbacks; remain confident, focused, flexible and optimistic; help others to move forward in the face of adversity.



# **SUBJECT CURRICULUM CONTENT**

# بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

# أَقْرَبُكُمْ إِلَى اللَّهِ خَلْفًا

## ISLAMIC A

### رؤية قسم التربية الإسلامية

يسعى قسم التربية الإسلامية بأكاديمية حمصس ولينجتون إلى التميز ، من خلال توفير بيئة تعليمية آمنة وممتعة حيث يشعر طلابنا بتقدير الذات ، ومعاملة كل طالب كعضو فريد ومشارك نشط في مجتمع مدرستنا.

### التربية الإسلامية للطلاب الناطقين باللغة العربية

- صمم منهاج التربية الإسلامية في أكاديمية ولينجتون طبقاً لمعايير وزارة التربية والتعليم لدولة الإمارات ت :-العربية المتحدة والذي يهدف إلى
- ترسيخ مفهوم " العبادة" ومفهوم " التقوى والعمل الصالح" الذي يشتمل على المفاهيم العميقة للمسؤولية والتقييم الذاتي التابع من محبة الله تعالى ومحبة رسوله الكريم سيدنا محمد صلى الله عليه وسلم.
  - تعزيز الارتباط بالقرآن الكريم باعتباره المصدر الأول للمعرفة الإسلامية، والقيم الأخلاقية اللازمة لبناء عقلية إيمانية وشخصية قرآنية.
  - تعزيز الارتباط بالحديث الشريف باعتباره المصدر الثاني من مصادر التشريع وهو ما يفسر الأحكام الشرعية والمعرفة الدينية والقيم والأخلاقية من القرآن الكريم.
  - تعزيز الفهم الكامل للقيم الإسلامية وتطبيقها في الحياة اليومية على النحو المستمد من مفهوم "الإحسان".
  - غرس محبة المصطفى (صلى الله عليه وسلم) في قلوب الطلاب وكيف كانت حياته الشريفة المثال الأفضل لنقتدي به في كل جوانب الحياة.
- وخلال هذا العام ، سيقوم طلاب الصف السابع بدراسة العديد من الموضوعات الإسلامية التي تساعدهم في بناء شخصيتهم الإسلامية على النحو التالي :-

## YEAR 7 COURSE

المحتوى	الفصل الدراسي الأول	الفصل الدراسي الثاني	الفصل الدراسي الثالث
	1-14 سورة الملك من أحكام النون الساكنة والتنوين الإظهار. فرائض الصلاة وسننها ومكروهاها. آداب المسجد. من وصايا الرسول صلى (حديث شريف (الله عليه وسلم الحياة في المدينة المنورة بعد الهجرة درس من علامات الساعة	سورة الملك من 13-30 أحكام النون الساكنة والتنوين الإدغام والإقلاب حديث شريف - المؤمن بين الشكر والصبر درس سجود السهو درس - أنا متسامح	1-12 سورة السجدة من أحكام النون الساكنة والتنوين الإخفاء الحلقى. التفكير العلمي. صيام التطوع. آداب الدعاء. غزوة أحد. بينتي مسؤوليتي.

## YEAR 8 COURSE

المحتوى	الفصل الدراسي الأول	الفصل الدراسي الثاني	الفصل الدراسي الثالث
	25-1 سورة الرحمن من السبعة المستظلمين في (حديث شريف (ظل الرحمن بشر المشائين في الظلم (حديث شريف (بالنور التام يوم القيامة أدلة وحدانية الله. غزوة الأحزاب. مراقبة الله. سنن الفطرة	البعث والنشور من سورة ق من 1-15 أحكام الميم الساكنة. التفكير في الإسلام الغسل والتيمم الإمام الأعظم أبو حنيفة النعمان الحضارة العربية والإسلامية	35 إلى 16 سورة ق من "رعاية اليتيم" حديث شريف الفتح المبين القلب وصلاح الإنسان صلاة المسافر والمريض "صلاة القيام والضحى" صلاة التطوع مشكلة الفقر في العالم الإسلامي

## USEFUL LINKS

### Useful websites

- <http://islamhouse.com/en/>
- [http://www.tvquran.com/minshawi\\_molem.htm](http://www.tvquran.com/minshawi_molem.htm)
- <http://www.islamicbook.ws/2/>
- [www.eduslamic.com](http://www.eduslamic.com)
- [www.sunnah.com](http://www.sunnah.com)



# ISLAMIC B

## **Islamic Department Vision Statement**

WSO Islamic department strives for excellence by providing a safe, attractive, secure, and caring learning environment, where every student is valued and respected both as a unique individual and as an active participant of our school community.

## **Islamic Education for non-Arabic speaking students:**

WSO Islamic curriculum has been designed based on the MOE curriculum expectations and aims at:

- Strengthening their relation with the Holy Quran as it is the primary source of knowledge, behavior, values, taste and beauty in order to build a Quranic mentality and personality.
- Strengthening their relationship with the Hadith as it is the second source of legislation which explains the judgments, knowledge, values, and behavior of the Holy Quran.
- Establishing their full understanding of the Islamic values and applying them in daily life as derived from the concept of "Ihsan".
- Planting the indeed love of the prophet Mohammed (S.A.A.W.) into the students' hearts by letting them understand that he is the best model and should be followed in all aspects of life.
- Developing critical thinking which always searches for reality and looks forward to the certainty.

# YEAR 7 COURSE

	Term 1	Term 2	Term 3
Topics Covered	<ul style="list-style-type: none"> <li>• Surat Al-Mulk 1-12.</li> <li>• Rules of Noon Sakinah and Tanween (Idh-har)</li> <li>• Some signs of the Hour</li> <li>• Life in Madinah after Hijrah of the Prophet.</li> <li>• Recommendation by the Prophet (PBUH).</li> <li>• Obligatory, Voluntary and Disliked Elements of Prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Surat Al-Mulk 13-30.</li> <li>• Rules of Noon Sakinah and Tanween (Idgham and Iqlab).</li> <li>• The believer between patience and gratitude (Hadith Sharif).</li> <li>• Sujood of Forgetfulness.</li> </ul>	<ul style="list-style-type: none"> <li>• Surat As-Sajdah 1-12.</li> <li>• Rules of Noon Sakinah and Tanween (Ikhfaa’).</li> <li>• Scientific Thinking.</li> <li>• Selecting friends (Hadith Shareef).</li> <li>• The Battle of Uhud.</li> <li>• My environment is my responsibility.</li> </ul>

# YEAR 8 COURSE

	Term 1	Term 2	Term 3
Topics Covered	<ul style="list-style-type: none"> <li>• Surah Ar-Rahman 1-25.</li> <li>• Evidence of the Oneness of Allah.</li> <li>• Battle of the confederates.</li> <li>• Observing Allah.</li> <li>• The People who will be in the shade of Allah (Hadith Sharif).</li> <li>• Sunan Al-Fitrah.</li> </ul>	<ul style="list-style-type: none"> <li>• Surat qaaif 1-15.</li> <li>• Rules of Meem Sakinah.</li> <li>• Thinking Methodology in Islam.</li> <li>• Ghusl and Tayammum.</li> <li>• Imam Abu Hanifah</li> <li>• Arabic and Islamic culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Surat Qaaf 16-35.</li> <li>• Caring for Orphans (Hadith Sharif).</li> <li>• The heart and man’s righteousness.</li> <li>• The prayer of the sick and the traveler.</li> <li>• Tatawou’ Prayers (Duha and night prayer).</li> <li>• The problem of poverty in the Islamic communities.</li> </ul>

# USEFUL LINKS

## Useful websites

- <http://islamhouse.com/en/>
- [http://www.tvquran.com/minshawi\\_molem.htm](http://www.tvquran.com/minshawi_molem.htm)
- <http://www.islamicbook.ws/2/>
- [www.eduslamic.com](http://www.eduslamic.com)
- [www.sunnah.com](http://www.sunnah.com)



# ARABIC A

## YEAR 7 MINISTRY OF EDUCATION CURRICULUM

### TERM 1

نص معلوماتي/ كن أكثر وعيًا بغضبك (دراسة و فهم وتحليل)  
- كتابة إبداعية "مقال" استنادًا على كن أكثر وعيًا بغضبك.

قصة قصيرة / رحمة للعالمين(دراسة وفهم وتحليل).  
- كتابة إبداعية استنادًا على قصة " رحمة للعالمين ".  
-عرض تقديمي استنادًا على قصة " رحمة للعالمين ".

نص شعري/ قصيدة أسمى (دراسة وفهم وتحليل)  
كتابة إبداعية استنادًا على نص الشعري " أسمى "

نص معلوماتي/ أكسبو دبي (دراسة و فهم وتحليل) .  
- كتابة إبداعية "مقال" استنادًا على " أكسبو دبي".

نص استماع / " وقتك وهاتفك الذكي " .

-محادثة / عرض تقديمي.

مراجعة نحوية .

المفعول فيه .

المفعول المطلق .

تركيب العطف والتركيب النعني.

-ضمانر الرفع المتصلة ( نحو )

-المقابلة والطباق .(بلاغة)

-التشبيه . (بلاغة).

TERM 2	TERM 3
<p>-نص معلوماتي/ التكنولوجيا (دراسة و فهم وتحليل)</p> <p>- كتابة إبداعية "مقال" استنادًا على النص المعلوماتي.</p> <p>- تحدث / عرض تقديمي حول "التكنولوجيا" .</p> <p>استماع/ العلم .</p> <p>-نصٌ معلوماتي/ صديقنا البحري ( فهم واستيعاب وتحليل).</p> <p>-كتابة إبداعية استنادًا على نصٌ معلوماتي (صديقنا البحري).</p> <p>-نص شعري/ رسالة إلى أمي.</p> <p>-كتابة إبداعية استنادًا على النص الشعري.</p> <p>قصة قصيرة /عصفورا السيدة بيرونيه ( فهم واستيعاب وتحليل).</p> <p>كتابة إبداعية استنادًا لقصة عصفورا السيدة بيرونيه.</p> <p>-المنصوبات ( نحو ).</p> <p>-المفعول فيه ( نحو ).</p> <p>- المفعول المطلق (نحو).</p> <p>-ضمائر الرفع المتصلة (نحو).</p> <p>-تابع التعبير الحقيقي والتعبير المجازي (بلاغة).</p> <p>-التشبيه التام الأركان (بلاغة).</p>	<p>شعر / رسالة إلى أمي الجزء الثاني ( فهم واستيعاب وتحليل ).</p> <p>- كتابة إبداعية نصّ مرتكز على قصيدة رسالة إلى أمي .</p> <p>- استماع/ الرجل الذي أضحك العالم .</p> <p>-ضمائر النصب (نحو).</p> <p>-المضاف إليه (نحو).</p> <p>-الأسلوب الأنشائي (الاستفهام –النداء - النهي)(بلاغة)</p> <p>تابع التشبيه بأنواعه.</p>



## YEAR 7 ARABIC A ASSESSMENT

يتم تقييم الطلاب بصفة مستمرة بعد كل درس و بعد كل عمل كتابي .  
يتم تقييم الطلاب في نهاية كل فصل دراسي وفقاً للفترة الزمنية المقررة للاختبارات من قبل المدرسة

Unit	Weighting	Assessment	Content
الورقة الأولى القراءة/ الفهم والاستيعاب اللغة/ النحو والبلاغة	50% of MOE exam	القسم الأول يجيب الطالب على نصين مختلفين أحدهما نثرًا والأخر شعرًا القسم الثاني المفاهيم النحوية الأملانية والبلاغية	يجيب الطالب على مجموعة من الأسئلة المتنوعة التي تقيس مدى فهم الطالب و استيعابه لما قرأ بالإضافة إلى بعض الأسئلة التي تقيس المفاهيم البلاغية والنحوية.
الورقة الثانية الكتابة الإبداعية	30 % of MOE exam	يختار الطالب الكتابة في موضوع واحد من موضوعين مختلفين ينتميان إلى فنين مختلفين من فنون الكتابة الأدبية ويكتب في حدود 350 كلمة	الكتابة الإبداعية تحت أحد الفنون الكتابية التالية كتابة قصة قصيرة تحت فئة الوصف والسردي. كتابة المقالات والأعمدة الصحفية . كتابة السير الأدبية . كتابة الاستجابات الأدبية . كتابة النصوص الأفعائية تحت فئة الجدل والنقاش .
الورقة الثالثة الاستماع و التحدث	20% of MOE exam	-يُختبر الطالب في قدرته على تحليل المادة الموسوعة. - يقدم الطالب عرضاً شفويًا بهدف الأفناع ويضمنه بأدلة منطقية وحججاً مقنعة.	نصوص استماع خارجية (معلوماتية نصوص رأي أو قصص قصيرة)

## YEAR 7 ARABIC A HOME LEARNING

يتم توجيه المتعلمين إلى إعادة كتابة الأعمال الكتابية أو الخاصة بالقراءة التحليلية التي يتم  
تصحيحها بدقة من قبل المعلمين ، لتجنب إعادة الأخطاء المتكررة.

# YEAR 8 ARABIC A MINISTRY OF EDUCATION CURRICULUM

## TERM 1

- قصة قصيرة/ أسواق شعبية (دراسة وفهم وتحليل).
- كتابة إبداعية استنادًا على قصة/ أسواق شعبية
- -عرض تقديمي استنادًا أسواق شعبية.
- قصيدة أشراقة وطن. (دراسة وفهم وتحليل).
- كتابة إبداعية استنادًا على قصيدة أشراقة وطن.
- -قصيدة إلى أمي . شعر (قراءة وفهم واستيعاب وتحليل)
- كتابة إبداعية "مقال" استنادًا على قصيدة إلى أمي.
- -نص معلوماتي / أقتن حيوانًا أليفًا .
- -كتابة إبداعية استنادًا على النص المعلوماتي "أقتن حيوانًا أليفًا".
- قصة مثل / حكم ومواعظ (دراسة وفهم وتحليل).
- كتابة نصّ مرتكز على درس حكم ومواعظ .
- -الحال المفردة (نحو).
- -الحال الجملة (نحو).
- -أدوات نصب الفعل المضارع (نحو).
- -المبني للمعلوم والمبني للمجهول.
- -التشبيه المرسل والتشبيه المؤكد .
- -الاستعارة بنوعها
- -الطباق والمقابلة والمحسنات البديعية

TERM 2	TERM 3
<p>نص معلوماتي / جمهورية الهند . (فهم واستيعاب وتحليل).</p> <p>كتابة إبداعية استناداً على النص المعلوماتي "جمهورية الهند"</p> <p>-المفعول له (نحو) .</p> <p>- تحدث / وسائل التواصل الاجتماعي</p> <p>استماع / الإمارات بين الماضي والحاضر.</p> <p>نص رأي/ التعلّم ثمّ التعلّم (مقال).</p> <p>-كتابة إبداعية استناداً على نص الرأي "التعليم ثم التعليم"</p> <p>- جزم الفعل المضارع.</p> <p>- التشبيه بأنواعه.</p> <p>- تابع الحال وأنواعه.</p> <p>-الاستعارة المكنية</p>	<p>- نص شعر/ الإمارات نبض روعي . ( فهم واستيعاب وتحليل ) .</p> <p>- كتابة إبداعية/ نصّ مرتكز على قصيدة الإمارات نبض روعي وقلبي.</p> <p>- استماع/ التطور .</p> <p>-ضمائر النصب.</p> <p>-التميز</p> <p>-تابع رفع وجزم الفعل المضارع.</p> <p>- تابع التشبيه.</p> <p>-تابع الاستعارة .</p>

## YEAR 8 ARABIC A ASSESSMENT

يتم تقييم الطلاب بصفة مستمرة في نهاية كل فصل دراسي وبعد كل عمل كتابي .  
يتم تقييم الطلاب في نهاية كل فصل دراسي وفقاً للفترة الزمنية المقررة للاختبارات من قبل المدرسة .

Unit	Weighting	Assessment	Content
الورقة الأولى القراءة/ الفهم والاستيعاب اللغة/ النحو والبلاغة	50% of MOE exam	القسم الأول يجيب الطالب على نصين مختلفين أحدهما نثرًا والأخر شعراً القسم الثاني المفاهيم النحوية الأملائية والبلاغية	يجيب الطالب على مجموعة من الأسئلة المتنوعة التي تقيس مدى فهم الطالب و استيعابه لما قرأ بالإضافة إلى بعض الأسئلة التي تقيس المفاهيم البلاغية والنحوية.
الورقة الثانية الكتابة الإبداعية	30 % of MOE exam	يختار الطالب الكتابة في موضوع واحد من موضوعين مختلفين ينتميان إلى فئتين مختلفتين من فنون الكتابة الأدبية ويكتب في حدود 350 كلمة	الكتابة الإبداعية تحت أحد الفنون الكتابية التالية كتابة قصة قصيرة تحت فئة الوصف والسردي. كتابة المقالات والأعمدة الصحفية . كتابة السير الأدبية . كتابة الاستجابات الأدبية . كتابة النصوص الأقتاعية تحت فئة الجدل والنقاش .
الورقة الثالثة الاستماع و التحدّث	20% of MOE exam	-يختبر الطالب في قدرته على تحليل المادة الموسوعة. - يقدم الطالب عرضاً شفوياً بهدف الأقتاع ويضمنه بأدلة منطقية وحججاً مقنعة.	نصوص استماع خارجية (معلوماتية نصوص رأي أو قصص قصيرة)

## YEAR 8 ARABIC A HOME LEARNING

يتم توجيه المتعلمين إلى إعادة كتابة الأعمال الكتابية أو الخاصة بالقراءة التحليلية التي يتم تصحيحها بدقة من قبل المعلمين ، لتجنب إعادة الأخطاء المتكررة.

## RESOURCES TO HELP

- خرائط ذهنية
  - أوراق المراجعة والتحليل ومراعاة الفروق الفردية والتمايز بين الطلاب.
  - الكتاب المدرسي
  - المعجم الورقي والإلكتروني لتفسير المفردات الجديدة.
  - بالإضافة إلى عدد من مقاطع مرئية مرتبطة ارتباطاً وثيقاً بالمهارة .
- <http://www.uae7.com/vb/f9/>  
منتديات منطقة الشارقة التعليمية
- <http://www.sez.ae/vb/forumdisplay.php?f=49/>  
<http://www.arabicstory.net/>
- Video resources.  
KamKalima platform.



# ARABIC B

## MINISTRY OF EDUCATION CURRICULUM

The Arabic for non-native speakers' programme (Arabic B) is mapped, aligned and structured around multiple educational frameworks and standards including the Ministry of Education's Framework (UAE), Edexcel GCSE specification, GEMS schemes of work & some other specifications from MFL curriculum which provide benchmarks, taking into consideration years of study when setting students into their classes. The programme is designed to ensure students understand and respond to spoken and written language from a variety of authentic sources. It supports them to speak with increasing confidence along with fluency and spontaneity, finding ways of communicating what they want to say through discussions, conversations, asking questions, while continuing the accuracy of their pronunciation and intonation. Students will also be able to write at varying lengths, for different purposes and audiences, using the variety of grammatical structures they have learnt, while discovering and developing an appreciation of a range of forms in the language with an understanding of the Arabic Culture around them. The curriculum is also adapted to accommodate the UAE's aspirations and expectations in teaching and learning of Arabic in a manner that suits the learners' capabilities and their learning environment.

# YEAR 7 OVERVIEW

Term 1	Term 2	Term 3
<p><u>Shopping:</u></p> <ul style="list-style-type: none"> <li>• Market</li> <li>• Buying and selling/currencies</li> <li>• Payments</li> <li>• Shopping places</li> <li>• Electronic shopping</li> </ul> <p><u>Fashion &amp; Clothes:</u></p> <ul style="list-style-type: none"> <li>• Clothes names and descriptions</li> <li>• School, party and event clothes</li> <li>• Comparison between traditional and modern clothes.</li> </ul>	<p><u>Travel &amp; Tourism:</u></p> <ul style="list-style-type: none"> <li>• Arab countries</li> <li>• Their capitals and currencies</li> <li>• Their most famous landmarks</li> <li>• Travel requirements such as visas and reservations</li> </ul>	<p><u>Healthy Living</u></p> <ul style="list-style-type: none"> <li>• Examples of healthy and unhealthy food.</li> <li>• How to maintain a healthy lifestyle.</li> <li>• Importance of having a healthy life style.</li> <li>• Describing some of healthy habits.</li> </ul>
Assessment		
<ul style="list-style-type: none"> <li>• -Internal assessments (listening, speaking, reading &amp; writing)</li> <li>• - Ongoing CFUs (checking for understanding)</li> <li>• - ABT External Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• -Internal assessments (listening, speaking, reading &amp; writing)</li> <li>• Ongoing CFUs (checking for understanding)</li> <li>• End of term 2 project.</li> </ul>	<ul style="list-style-type: none"> <li>• -Internal assessments (listening, speaking, reading &amp; writing)</li> <li>• - Ongoing CFUs (checking for understanding)</li> <li>• - ABT External Assessments</li> </ul>

# YEAR 8 OVERVIEW

Term 1	Term 2	Term 3
<u>Work and future plans:</u> <ul style="list-style-type: none"> <li>• Preferred jobs</li> <li>• Work experience, benefits and competencies</li> <li>• Submitting job application</li> <li>• Unemployment problem.</li> </ul>	<u>Travel:</u> <ul style="list-style-type: none"> <li>• How I spent my holiday?</li> <li>• Traveling around the world</li> <li>• Plan a trip</li> <li>• Camping</li> </ul>	<u>Technology:</u> <ul style="list-style-type: none"> <li>• Social media - my mobile phone.</li> </ul> <u>Inventions and discoveries:</u> The most important inventions of the modern era, what is their importance? <ul style="list-style-type: none"> <li>• What do you think is the most important? (Internet or artificial intelligence)</li> </ul>
Assessment		
<ul style="list-style-type: none"> <li>• -Internal assessments (listening, speaking, reading &amp; writing)</li> <li>• - Ongoing CFUs (checking for understanding)</li> <li>• - ABT External Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• -Internal assessments (listening, speaking, reading &amp; writing)</li> <li>• - Ongoing CFUs (checking for understanding)</li> <li>• End of term 2 project.</li> </ul>	<ul style="list-style-type: none"> <li>• -Internal assessments (listening, speaking, reading &amp; writing)</li> <li>• - Ongoing CFUs (checking for understanding)</li> <li>• - ABT External Assessments</li> </ul>

## USEFUL LINKS

Useful links and tools for students:

<https://www.studystack.com/arabic>

[www.mylanguages.org](http://www.mylanguages.org)

[www.arabicreadingcourse.com](http://www.arabicreadingcourse.com)

[www.salaamarabic.com](http://www.salaamarabic.com)

<https://quizlet.com/browse-sets>

[www.vocabexpress.com](http://www.vocabexpress.com)

<http://arabalicious.com/secondary-resources.html>

<https://bit.ly/2Nj1BA6>

Arabic B ministry books

<https://drive.google.com/drive/folders/1gffdrEgbfzQJKWsv80EDv3UbcZrhIVQ>



# ENGLISH

At Key Stage 3, students follow the British National Curriculum in English. Across the three years, students will develop a range of skills which are the foundation for their GCSE studies whilst also encouraging a love of literature and reading. Students study a range of topics focused on expanding their reading, writing and oracy capabilities in a progressive manner, so that each year we see rapid progress in the growth of their knowledge, understanding and skill set.

## YEAR 7 OVERVIEW

TERM 1	
'All about me' - non-fiction reading and writing	CFU
<p>Students study a range of non-fiction text types, focusing on form, audience, purpose, style and accuracy of writing. They begin with autobiography and share interesting facts about themselves and then progress on to exploring a range of examples of diary entries before writing their own. The next non-fiction text type is speeches and students develop their persuasive writing skills. Students conclude the unit with article and letter writing. All of these skills are essential for the GCSE course, so students practise them at this early stage so that they become embedded over time.</p> <p><b>Literacy focus:</b> prefixes, suffixes, synonyms, antonyms, adjectives, nouns, verbs, adverbs, prepositions, sentence types, clauses.</p>	<p>Students create a persuasive speech using the features of 'DAFOREST'.</p> <p><b>D</b>irect address <b>A</b>necdotes <b>F</b>acts <b>O</b>pinion <b>R</b>hetorical questions <b>E</b>motive language <b>S</b>tatistics <b>T</b>riple (list of three)</p>



# YEAR 7 OVERVIEW

## TERM 1 CONTINUED

Novel study	CFU
<p>Students read a novel in class. One of the texts studied will be Lemony Snickett - <i>A Series of Unfortunate Events</i>, Conan Doyle - <i>The Hound of the Baskervilles</i>, Neil Gaiman - <i>Coraline</i>, Louis Sachar <i>Holes</i>, David Almond - <i>Skellig</i>. The aim of this module is to promote a variety of reading strategies including close reading, analysis of language and inference of texts. Students will also learn how to respond to what they have uncovered and attempt to thoughtfully examine how language is used, giving apt and selective textual references to support their points.</p> <p><b>Reading strategies:</b> Close reading, inference and language analysis.</p>	<p>Students write a 'PETAL' paragraph of analysis about a character or theme from the novel.</p> <p><b>P</b>oint  <b>E</b>vidence/example  <b>T</b>echnique  <b>A</b>nalysis  <b>L</b>ink to the question</p>

## TERM 2

Poetry from Around the World: Literature study.	CFU
<p>Students read, explore and analyse a range of poems from around the world, focusing on how language is used to create meaning and effect. They will learn the key skills of poetry analysis using the acronym SMILE:</p> <p><b>S</b>tructure  <b>M</b>eaning  <b>I</b>magery  <b>L</b>anguage  <b>E</b>ffect on reader</p> <p>The following poems are studied:</p> <ul style="list-style-type: none"> <li>• 'A Poison Tree'</li> <li>• 'Blessing'</li> <li>• 'Island Man'</li> <li>• 'Search for my tongue'</li> <li>• 'Presents from my aunts in Pakistan'</li> </ul> <p><b>Key terms:</b> analyse, explore, impact, effect, similes, metaphors, personification, onomatopoeia, sensory language, alliteration, repetition, structure, form.</p>	<p>Students analyse a poem using the themes of identity and culture, looking closely at language and effect.</p>

## YEAR 7 OVERVIEW – CONTINUED

### TERM 2 CONTINUED

<b>Media Unit and Oracy</b>	<b>CFU</b>
Students will be working on a media unit where students will be creating their own magazine. As part of this unit, students will be working on their speaking and listening by sharing their presentations with the class. This will showcase their creativity, and also build on the skills of oracy	Reading assessment: students will be given a text and asked to retrieve specific information, match phrases to meaning to words in the text, find synonyms and infer meaning.

### TERM 3

<b>Introduction to Shakespeare</b>	<b>CFU</b>
Students focus on stagecraft and setting in Shakespeare's plays as well as how atmosphere is created on stage through character movement, speech and setting. Students learn about, Shakespeare's works and the categories, experience the language, understand key features and discuss language variation, perform short scenes from plays and a sonnet and analyse a scene. Students develop their creative skills focusing on a Shakespearean text. First, they will research and present findings about Shakespeare. This can be presented to the class to develop speaking and listening skills. Students can then work on their 3D projects for Shakespearean villains, creating a pop-up book or write and design their own Shakespearean play and bring this to life by performing it.	Create an alternative ending to a Shakespeare play.

# YEAR 8

TERM 1	
Childhood Poetry - Literature study	CFU
<p>Students read, explore and analyse a range of poems from around the world, focusing on how language is used to create meaning and effect. They will learn the key skills of poetry analysis using the acronym SMILE:</p> <p><b>S</b>tructure  <b>M</b>eaning  <b>I</b>magery  <b>L</b>anguage  <b>E</b>ffect on reader</p> <p>The following poems are studied:</p> <ul style="list-style-type: none"> <li>• Kid</li> <li>• Nettles</li> <li>• My First Day At School</li> <li>• Walking Away'</li> </ul> <p><b>Key terms:</b> analyse, explore, impact, effect, similes, metaphors, personification, onomatopoeia, sensory language, alliteration, repetition, structure, form.</p>	<p>Students analyse a poem exploring the theme of 'growing up' they will look closely at language and effect implementing the PETAL structure.</p>
Novel study - Mystery	CFU
<p>Students will study a literature text within the same genre. One of the texts studied will be: Murder most Unladylike by Robin Stevens, Stormbreaker by Anthony Horowitz, The Adventure of the Speckled band by Arthur Conan Doyle.</p>	<p>Students write a 'PETAL' paragraph of analysis about a character or theme from the novel.</p> <p><b>P</b>oint  <b>E</b>vidence/example  <b>T</b>echnique  <b>A</b>nalysis  <b>L</b>ink to the question</p>

## YEAR 8 – CONTINUED

### TERM 2

Gothic unit: Descriptive writing	CFU
<p>Students will be looking at Gothic writing, characters, setting, plot and be devising their own creative gothic piece. They will read existing gothic fiction and experiment with common characteristics of the genre.</p> <p>Texts include extracts from the following:            'Frankenstein'            'Castle of Ontario'            'Wuthering Heights'            'Coraline'</p>	<p>To create your own Gothic writing short story using an image as a stimulus.</p>
Media Unit and Oracy	CFU
<p>Students will be working on a media unit where students will be creating their own media text. As part of this unit, students will be working on their speaking and listening by presenting to the class. This will showcase their creativity, and also build on the skills of oracy.</p>	<p>Reading assessment: students will be given a text and asked to retrieve specific information, match phrases to meaning to words in the text, find synonyms and infer meaning.</p>

### TERM 3

Transformative writing	CFU
<p>Students read extracts and transform them into a different form of writing. They learn how to adapt form, register, tone, vocabulary, layout and content for different purposes. They will focus on diary entries, letters, speeches, interviews and articles.</p>	<p>CFU Students will transform an interview into a letter.</p> <p><b>External assessments:</b> GL progress tests</p>

# USEFUL LINKS

<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

<https://www.espressoenglish.net/word-of-the-day-learn-english-vocabulary/>

<https://rewordify.com/>

<https://11plus.gl-assessment.co.uk/free-materials/>

[CommonLit Library | Browse Content by Theme, Grade Level and More](#)

[KS3 English | CGP Books](#)



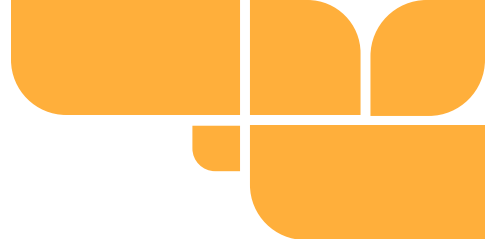
# MATHEMATICS

At Key Stage 3, students follow the British National Curriculum in Mathematics. In Years 7 and 8, students will learn a variety of topics that lay the foundation for the new IGCSE in Mathematics. In KS3 Mathematics there is a focus on Mastery, each topic is studied for a longer period of time so students can explore in greater depth and truly master their numeracy skills. The course designed for Year 7 is a continuation of the Year 6 course.

## YEAR 7 & 8 OVERVIEW

In Year 7 and Year 8, students will learn a range of important topics in mathematics, building a strong foundation for future study. In **Number**, they will cover basic arithmetic operations, number theory, fractions, decimals, percentages, and ratio. **Algebra** introduces solving equations, manipulating expressions, working with inequalities, and understanding functions, sequences, and graphs. In **Geometry**, students will explore the properties and relationships of shapes and spaces, including angles, symmetry, area, perimeter, volume, and transformations. **Statistics and Probability** will teach students to collect, analyze, and interpret data, as well as calculate probability and understand key concepts like mean, median, mode, and variance. **Ratio and Proportion** involves comparing quantities, scaling, and solving problems related to direct and inverse proportion. Finally, **Measurement** will focus on units of measurement (length, mass, time, etc.), converting between units, and applying these to real-life scenarios.

Term 1	Number sense and calculations	Number sense	1	Using number lines Integer place value Decimal place value Ordering negative numbers Rounding integers Rounding decimals
		Adding and subtracting	1	Adding integers Adding decimals  Subtracting integers Subtracting decimals
		Multiplying	1	Multiplying and dividing by 10, 100 and 1000 Multiplying using place value Using a written method to multiply integers Using a written method to multiply decimals
		Dividing	1	Dividing numbers into equal groups Using a written method to divide integers Dividing with remainder  Using a written method to divide by integers to get a decimal answer Using a written method to divide by decimals
		Calculating with negative numbers	1	Adding and subtracting with negative numbers Multiplying and dividing with negative numbers
		Order of operations	1.5	Calculating with roots and powers Using the correct order of operations Using the commutative laws Using the associative laws
	Expressions and equations	Expressions	1	Algebraic notation Algebraic terminology  Simplifying expressions containing a single variable Simplifying expressions containing multiple variables Simplifying expressions containing non-linear terms
		Substitution	1	Substituting into expressions with one operation Substituting into expressions with multiple operations Substituting into algebraic formulae  Substituting into real-life formulae
		Solving equations	1	Solving equations with one step Solving equations of the form $ax+b=c$ Solving equations of the form $x/a+b=c$
	Measures	Time	1	Converting units of time Using clocks Calculating with time Using timetables Using calendars
		Measures	1	Estimating and measuring length, mass and capacity  Converting units of length, mass and capacity Using appropriate units



## Term 2

<b>2D Shapes</b>	<b>Line and shape properties</b>	<b>1</b>	Line properties Shape properties Symmetry
<b>Perimeter and area</b>	<b>Perimeter</b>	<b>1</b>	Finding perimeters using grids Finding the perimeter of rectangles and simple shapes Finding the perimeter of compound shapes
	<b>Area</b>	<b>2</b>	Finding areas using grids Finding the area of rectangles Finding the area of compound shapes Finding the area of triangles Finding the area of compound shapes containing triangles
<b>Coordinates</b>	<b>Coordinates and shapes</b>	<b>1</b>	Reading and plotting coordinates Solving shape problems involving coordinates
<b>Factors, multiples and primes</b>	<b>Factors and multiples</b>	<b>1</b>	Finding the lowest common multiple Finding factors and using divisibility tests Finding the highest common factor
	<b>Primes</b>	<b>1</b>	Finding prime numbers Prime factor decomposition
<b>Fractions</b>	<b>Writing and comparing fractions</b>	<b>2.5</b>	Finding fractions of shapes Constructing fractions Finding equivalent fractions Simplifying fractions Ordering fractions Converting between mixed numbers and improper fractions
	<b>Adding and subtracting fractions</b>	<b>1.5</b>	Adding and subtracting fractions Adding and subtracting mixed numbers
<b>Brackets</b>	<b>Single brackets</b>	<b>1</b>	Using the distributive law Expanding single brackets  Expanding single brackets and simplifying expressions Factorising into one bracket



# YEAR 7 SCHEME OF LEARNING

## Term 3

Angles	Angles	1	Types of angles Estimating angles Measuring angles Drawing angles
	Finding unknown angles	1	Angles on a line and about a point Vertically opposite angles  Angles in triangles
Handling data and statistical diagrams	Averages and range	1	Calculating the range Calculating the median Finding the mode Calculating the mean
	Tables and charts	1	Interpreting frequency tables and two-way tables Drawing and interpreting tally charts Drawing and interpreting pictograms Drawing bar charts Interpreting bar charts
	Collecting and presenting data	1	Collecting and recording data using tables  Finding averages from frequency tables  Choosing suitable averages and solving problems
Proportion	Proportion word problems	1	Solving proportion problems
Fractions, decimals and percentages	Multiplying and dividing fractions	1	Reciprocals  Multiplying fractions  Dividing fractions Multiplying with mixed numbers Dividing with mixed numbers
	Fractions of amounts	1	Fractions of amounts without a calculator Fractions of amounts with a calculator
	Fractions, decimals and percentages	2	Converting between fractions and decimals Converting between fractions, decimals and percentages Ordering fractions, decimals and percentages Writing numbers as percentages of other numbers
Probability	Theoretical probability	2	Using probability phrases  Writing probabilities as fractions  Writing probabilities as fractions, decimals and percentages  Probabilities of mutually exclusive events  Sample space diagrams

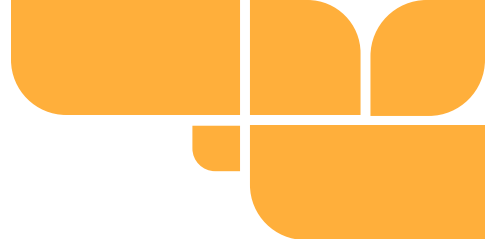
# ASSESSMENT IN YEAR 7

TERM 1	
<b>September</b>	Baseline assessment covering a range of topics. The purpose is to inform the teacher of each student's starting point to be able to adapt their teaching and the curriculum.
<b>CFU Assessments</b> These are smaller topic tests that check for pupil's understanding (CFU). There are usually one to two of these tests per half term.	
<b>End of term 1 assessment</b>	Covering all topics from term 1.
TERM 2	
<b>CFU Assessments</b> These are smaller topic tests that check for pupil's understanding (CFU). There are usually one to two of these tests per half term.	
<b>End of term 2 assessment</b>	Covering all topics from term 2.
TERM 3	
<b>CFU Assessments</b> These are smaller topic tests that check for pupil's understanding (CFU). There are usually one to two of these tests per half term.	
<b>End of year Assessment</b>	This assessment will test students on all of the content that they have learned throughout the year.
<b>GL progress tests</b>	External online tests covering all topics.

# YEAR 8 SCHEME OF LEARNING

Term 1	Percentages	Percentages of amounts	1	Finding percentages of amounts without a calculator Finding percentages of amounts with a calculator
		Percentage change	1	Percentage change without a calculator Percentage change with a calculator
	Money	Calculating with money	1	Value for money
	Indices	Index laws	2	Index rules with positive indices Index rules with negative indices Simplifying expressions using index laws Simplifying algebraic fractions by cancelling common factors
	Equations	Solving equations	2	Solving equations of the form $(x+a)/b=c$ Solving linear equations involving brackets Solving equations with the unknown on both sides Solving equations with the unknown in the denominator Constructing and solving equations
	Sequences	Term-to-term rules	1	Term-to-term rules for numerical sequences Term-to-term rules for sequences of patterns
		Position-to-term rules	1	Substituting into position-to-term rules Position-to-term rules for arithmetic sequences Position-to-term rules for sequences of patterns
	Ratio	Ratio	2	Writing and simplifying ratios Writing ratios in the form 1:n Converting between ratios, fractions and percentages Using equivalent ratios to find unknown amounts Sharing amounts in a given ratio
Scale diagrams		1	Drawing and interpreting scale diagrams	

Term 2	Rounding	Significant figures	1	Rounding integers using significant figures Rounding decimals using significant figures Estimating calculations
	Coordinates	Coordinates and midpoints	1	Calculating midpoints Mixed problems: Coordinates and midpoints
	Area	Area and units	1.5	Finding the area of parallelograms Finding the area of trapeziums Converting units of area
	Circles	Area and circumference	1.5	Identifying parts of circles Finding the circumference of circles Finding the area of circles
	Standard form	Standard form and ordinary numbers	1.5	Using standard form with positive indices Using standard form with negative indices
	Venn diagrams	Venn diagrams	1	Venn diagrams Probabilities from Venn diagrams
		Factors, multiples and primes	1	Finding the HCF and LCM using prime factor decomposition
	3D shapes	Nets	1	Properties of 3D shapes Nets of 3D shapes
	Surface area and volume	Surface area	1	Finding the surface area from a net Finding the surface area of cubes and cuboids Finding the surface area of prisms
		Volume	1.5	Finding the volume of cubes and cuboids Finding the volume of prisms Converting units of volume



## Term 3

<b>Linear graphs</b>	<b>Plotting graphs and finding equations</b>	<b>1</b>	Plotting horizontal, vertical and diagonal lines Plotting straight line graphs Finding equations of straight line graphs
<b>Transformations</b>	<b>Transforming shapes</b>	<b>1</b>	Translation Reflection
<b>Angles</b>	<b>Finding unknown angles</b>	<b>2</b>	Angles in quadrilaterals Combining angle facts Angles on parallel lines Using quadrilateral properties to find angles Angles in polygons
<b>Statistical diagrams</b>	<b>Drawing and interpreting statistical diagrams</b>	<b>2</b>	Drawing pie charts Interpreting pie charts Drawing line graphs Interpreting line graphs  Drawing stem-and-leaf diagrams Interpreting stem-and-leaf diagrams Finding averages from diagrams
<b>Inequalities</b>	<b>Linear inequalities</b>	<b>1</b>	Reading and drawing linear inequalities on number lines Solving single inequalities
<b>Brackets</b>	<b>Double brackets</b>	<b>1</b>	Expanding double brackets
<b>Algebraic fractions</b>	<b>Fractions review</b>	<b>1</b>	Calculating with fractions Calculating with mixed numbers
	<b>Algebraic fractions</b>	<b>1.5</b>	Simplifying algebraic fractions by factorising Adding and subtracting algebraic fractions
<b>Recurring decimals</b>	<b>Fractions and recurring decimals</b>	<b>1.5</b>	Using recurring decimal notation Converting fractions to recurring decimals

# ASSESSMENT IN YEAR 8

<b>TERM 1</b>	
<b>CFU Assessments</b> These are smaller topic tests that check for pupil's understanding (CFU). There are usually one to two of these tests per half term.	
<b>End of term 1 assessment</b>	Covering all topics from term 1.
<b>TERM 2</b>	
<b>CFU Assessments</b> These are smaller topic tests that check for pupil's understanding (CFU). There are usually one to two of these tests per half term.	
<b>End of term 2 assessment</b>	Covering all topics from term 2.
<b>TERM 3</b>	
<b>CFU Assessments</b> These are smaller topic tests that check for pupil's understanding (CFU). There are usually one to two of these tests per half term.	
<b>End of year Assessment</b>	This assessment will test students on all of the content that they have learned throughout the year.
<b>GL progress tests</b>	External online tests covering all topics.

## USEFUL RESOURCES

### **Useful links and tools for students:**

<https://sparxmaths.com/> (**WSO Homework and independent learning platform**)

<https://corbettmaths.com/>

<https://www.mathsgenie.co.uk/>

<https://www.drfrostmaths.com/>

## EQUIPMENT

Students should come to every maths lesson with the following equipment:

### **Mandatory**

- black/blue pen
- pencil
- eraser
- red pen
- ruler
- protractor
- compass (for drawing circles)
- calculator (recommend Casio FX-991Ex CLASSWIZ)

### **Desirable**

- highlighter
- glue stick.



# SCIENCE

At GEMS WSO we follow the KS3 National Curriculum in England for Science and the AQA specification which is a two-year course catered for students in Year 7 and Year 8.

The AQA Key Stage 3 Science curriculum covers three main disciplines: Biology, Chemistry, and Physics. At WSO we aim to engage students in practical scientific activities, develop their scientific literacy, and foster a curiosity about the natural world. The curriculum is structured to progressively build upon students' understanding and skills from Key Stage 2, preparing them for the more advanced concepts they will encounter in Key Stage 4 (GCSE level).

KS3 science students cover a wide range of topics in each scientific discipline, ensuring a broad understanding of fundamental scientific principles. Students' scientific inquiry skills, critical thinking, and problem-solving abilities are deeply embedded. We encourage students to ask questions, make observations, design and conduct experiments, analyze data, and draw conclusions. Practical investigations play a significant role in the curriculum, allowing students to apply scientific concepts in real-world contexts and develop their investigative and analytical skills. Almost every lesson will include a practical element to support your child in their application of science skills.

## Analyze

- Analyze patterns
- Discuss limitations
- Draw Conclusions
- Present Data

## Communicate

- Communicate Ideas
- Construct explanations
- Critique Claims
- Justify Opinions

## Enquire

- Collect Data
- Devise Questions
- Plan Variables
- Test Hypotheses

## Solve

- Estimate Risks
- Examine consequences
- Review Theories
- Interrogate Sources

Students will be supported with a variety of resources and bespoke lessons designed toward their learning. Revision materials are also made available to further support your child before each assessment. Regular Educake quizzes will monitor your child's understanding of scientific principles in addition to half termly and end of term written assessments.

## YEAR 7 COURSE OVERVIEW

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• <b>Working Scientifically</b></li> <li>• <b>Matter:</b> particle model and separating mixtures</li> <li>• <b>Organisms:</b> movement and cells</li> <li>• <b>Electromagnets:</b> voltage and resistance and current</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reactions:</b> metals and non-metals and acids and alkalis</li> <li>• <b>Forces:</b> speed and gravity</li> <li>• <b>Ecosystem:</b> interdependence and plant reproduction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Waves:</b> sound and light</li> <li>• <b>Energy:</b> energy costs and energy transfer</li> <li>• <b>Genes:</b> evolution and inheritance</li> </ul>

Assessment in Term 1	
<b>CFU 1</b>	<ul style="list-style-type: none"> <li>• Working scientifically</li> <li>• Matter</li> </ul>
<b>CFU 2</b>	<ul style="list-style-type: none"> <li>• Organisms</li> <li>• Electromagnets</li> </ul>
Assessment in Term 2	
<b>CFU 3</b>	<ul style="list-style-type: none"> <li>• reactions</li> <li>• speed and gravity</li> </ul>
<b>CFU 4</b>	<ul style="list-style-type: none"> <li>• ecosystems</li> </ul>
Assessment in Term 3	
<b>CFU 5</b>	<ul style="list-style-type: none"> <li>• All topics taught in year 7</li> </ul>



# YEAR 8 COURSE OVERVIEW

Term 1		Term 2		Term 3	
<ul style="list-style-type: none"> <li>• <b>Waves:</b> sound and light</li> <li>• <b>Energy:</b> energy costs and energy transfer</li> <li>• <b>Genes:</b> variation and human reproduction</li> <li>• <b>Forces:</b> contact forces and pressure</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Matter:</b> periodic table and elements</li> <li>• <b>Organisms:</b> breathing and digestion</li> <li>• <b>Electromagnets:</b> electromagnets and magnetism</li> <li>• <b>Reactions:</b> chemical energy and types of reaction</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Reactions</b></li> <li>• <b>Ecosystems</b></li> <li>• <b>Energy</b></li> <li>• <b>Earth Resources</b></li> <li>• <b>Genes:</b> evolution and inheritance</li> </ul>	
<b>Assessments in term 1</b>					
<b>CFU 1</b>	<ul style="list-style-type: none"> <li>• sound and light</li> <li>• energy</li> </ul>				
<b>CFU 2</b>	<ul style="list-style-type: none"> <li>• genes</li> <li>• forces</li> </ul>				
<b>Assessments in term 2</b>					
<b>CFU 3</b>	<ul style="list-style-type: none"> <li>• matter</li> <li>• organisms</li> </ul>				
<b>CFU 4</b>	<ul style="list-style-type: none"> <li>• electromagnets</li> </ul>				
<b>Assessments in term 3</b>					
<b>CFU 5</b>	<ul style="list-style-type: none"> <li>• All topics taught in year 8</li> </ul>				

# USEFUL LINKS

## Useful links and tools for parents:

- Key stage three national curriculum: <https://t.ly/RQwR>
- KS3 AQA science specification: <https://t.ly/Ak-k>
- CGP revision book (optional purchase): <https://amzn.eu/d/ih9YDkF>
- CGP question book (optional purchase): <https://amzn.eu/d/8hhbujF>
- CGP revision cards (optional purchase): <https://amzn.eu/d/2HC5iB5>

## Useful links for students:

- KS3 Bitesize Science: <https://t.ly/XIL6>
- Educake: <https://myeducake.co.uk>
- Seneca: <https://senecallearning.com>
- The Science Break (YouTube): <https://t.ly/3Y-LG>
- Fuse School (YouTube): <https://t.ly/-U3W>
- Revision Monkey (YouTube): <https://t.ly/48H68>



# ART

At Key Stage 3, students follow the English National Curriculum in Art and Design. In Year 7, students will learn a variety of skills and techniques across both art specialisms, art and design and textiles. In both year groups students focus on the four assessment areas - research, development, recording from life and realising intentions. Each area connects and demonstrates pupils' progress from initial idea to resulting final piece. The two subjects will work on rotation, two terms of art and one term of textiles. When students have these subjects will be determined by the rotation schedule.

The topics in Year 7 for art are fantasy buildings and food with the later topic being extended further through Pop Art textiles. Students will focus on the skills of drawing, material manipulation, photography, embroidery, hand sewing, applique, tie dye, printing. Topics within the units will include colour theory, concept design, mark making, repetition, presentation, and research.

In Year 8 students explore the work of Tim Burton and Pop Art with the later topic being extended through Edo Morales textiles. Students will focus on the skills of drawing, clay building, material manipulation, tie dye, applique, painting, and collage. Topics within the units will include model making, portraiture, culture.

Students will be continually assessed under the four assessment objectives throughout the year.

# YEAR 7 COURSE OVERVIEW

Rotation 1	Rotation 2
<p>Students will develop their understanding of the topic of 'The World Around Us' through observational drawings of objects and buildings. Developing these drawings inspired by Mona Al Khaja 's work to realise intentions by creating an abstract outcome incorporating pattern and colour.</p> <p>Students will develop their skills in drawing, painting, printing and use of colouring pencils.</p>	<p>Students will select objects that represent them - This will be the focus for observational drawing and development of ideas, exploring cultural patterns, symbols and motifs that represent us. They will create observational drawings of still life objects. Developing these drawings inspired by Mexican artist; Victoria Villasana's work to realise intentions by creating a textile outcome.</p> <p>Students will learn the skills of applique, fabric painting and hand embroidery.</p>
<b>Assessment</b>	
<p>AO1 - Artist Research AO2 - Development AO3 - Observational Drawings AO4 - Realising intentions - final piece</p>	<p>AO1 - Artist Research AO2 - Development AO3 - Observational Drawings AO4 - Realising intentions - final piece</p>

# YEAR 8 COURSE OVERVIEW

Rotation 1	Rotation 2
<p>Students will begin the unit of work learning the rules of portraiture and the abstract manner in which artists such as Chuck Close created a portrait. Students will develop their understanding of the topic of Tim Burton through observational drawings of skulls. Developing these drawings inspired by Tim Burton's work to realise intentions by creating a Tim Burton clay piece.</p>	<p>Students will develop their understanding of Street art through exploring the work of the artist Tom Quigley focusing specifically on 'My Dog Sighs'. Student will develop their work experimenting with a variety of techniques such as stenciling, spray painting, machine stitches and hand felting. Students will realise intentions by creating their own drawstring bag.</p>
<b>Assessment</b>	
<p>AO1 - Artist Research AO2 - Development AO3 - Observational Drawings AO4 - Realising intentions - final piece</p>	<p>AO1 - Artist Research AO2 - Development AO3 - Observational Drawings AO4 - Realising intentions - final piece</p>

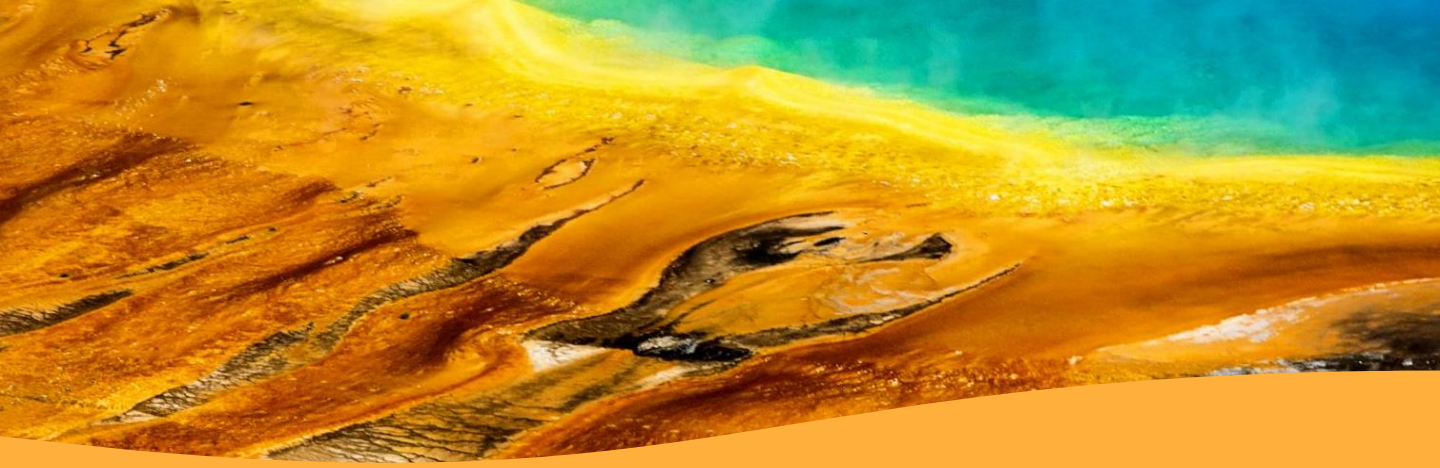
# USEFUL LINKS

## Year 7

- **Mona Al Khaja** <https://www.aishaalabbar.art/artists/39-mona-al-khaja/biography/>
- <https://dubaicollection.ae/en/artist/mona-al-khaja>
- **Lucy Arnold** <https://lucyarnold.com/>
- **Yousef Al Habshi** <https://theegallery.armsmcgregor.com/artists/yousef-al-habshi/>
- **Kelly Stanford** <https://kellystanford.co.uk/about-me>

## Year 8

- **Tim Burton** <https://www.biography.com/movies-tv/tim-burton>
- **Tim Burton: A life in pictures**  
[https://www.youtube.com/watch?v=\\_rDi2ndMZu0](https://www.youtube.com/watch?v=_rDi2ndMZu0)
- **What is Pop Art? Tate Kids**  
<https://www.youtube.com/watch?v=DhEyoDCTSDQ>



# COMPUTER SCIENCE

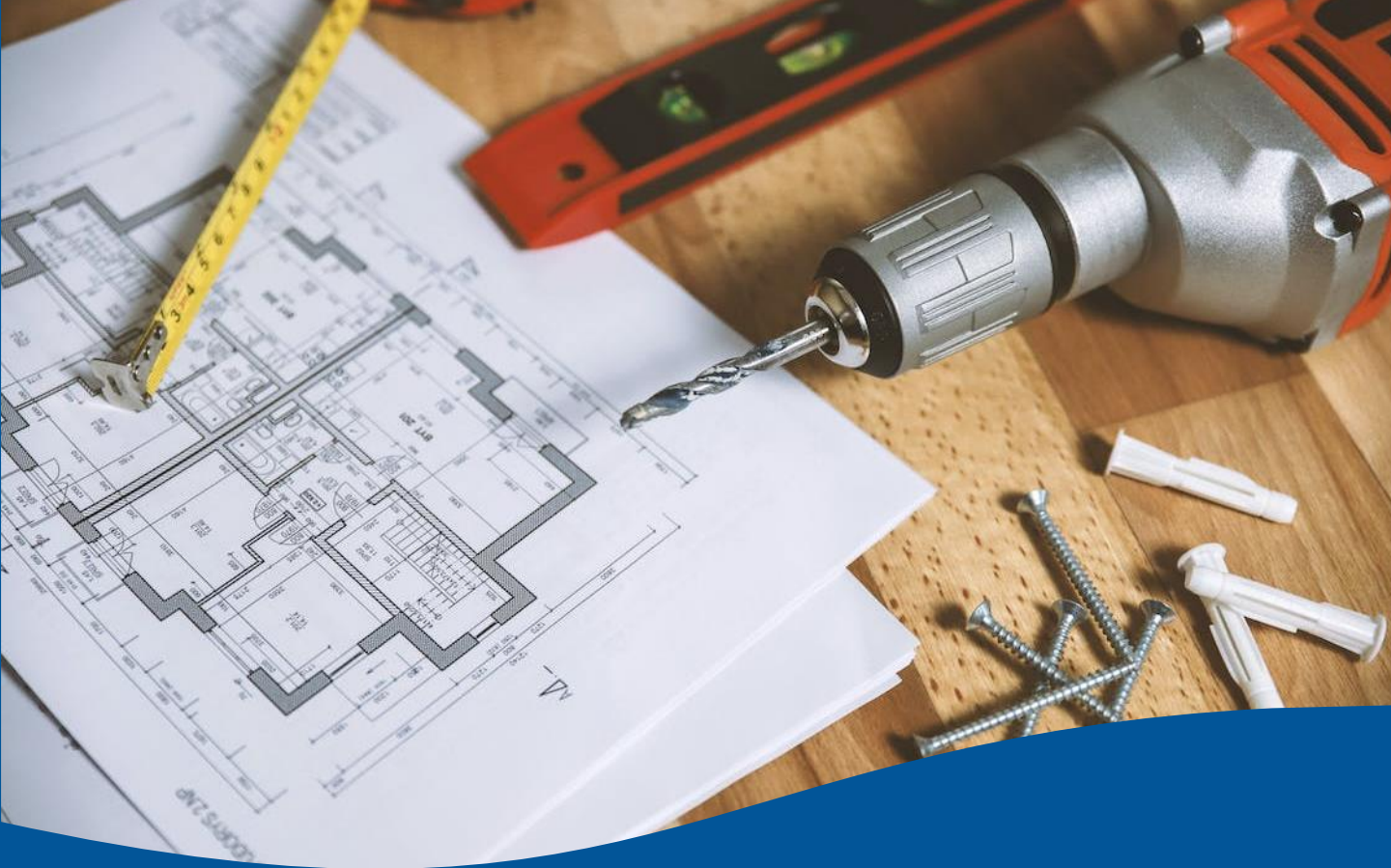
Students begin studying Computer Science in year 8.

Term 1	
Topic	Learning objectives/outcomes
<p><b>E-Safety which consists of:</b></p> <ul style="list-style-type: none"> <li>- How The Web Works</li> <li>- Safe and Responsible Use</li> <li>- Who's Watching</li> <li>- Security Risks</li> <li>- AI and Ethics</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how data travels around the internet</li> <li>- Understand how to keep yourself safe online</li> <li>- Understand ethical issues surrounding using online data</li> <li>- Understand the main methods to protect against online security threats</li> <li>- Understanding of AI tools and discussion of ethics to how to use them for learning.</li> </ul>
<p><b>Resources to help:</b></p> <p>OneNote , which students can access with their own school login.            YouTube videos (provided in OneNote) weekly lessons            BBC Bitesize resources and videos</p>	
<p><b>Assessment:</b></p> <p>Project , an opportunity for students to show their learning as they wish to . Rubrics and expectation will be shared to guide them through the project.</p>	
<p><b>Home learning tasks:</b></p> <p>Continue working on the project/ optional home learning</p>	

Term 2	
Topic	Learning Objectives
<b>Python Programming which consists of:</b> <ul style="list-style-type: none"> <li>- Variables</li> <li>- Inputs/Outputs</li> <li>- Selection</li> <li>- Iteration</li> </ul>	<ul style="list-style-type: none"> <li>- Understand what a variable is</li> <li>- Be able to use inputs and outputs in your code</li> <li>- Be able to use selection to improve your code</li> <li>- Know what is meant by iteration</li> <li>- Create programs which use iteration</li> </ul>
<b>Resources to help:</b> OneNote YouTube tutorials	
<b>Assessments:</b> Project to design their own game/ story based using the programming structures learnt.	
<b>Home learning tasks:</b> Working on the project	

Term 3	
Topic	Learning Objectives
<b>Graphics consists of:</b> <ul style="list-style-type: none"> <li>- Vector Graphics</li> <li>- Bitmap Graphics</li> <li>- Bezier Curve</li> <li>- Removing Backgrounds</li> <li>- Gradients</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the characteristics of vector and bitmap graphics</li> <li>- Be able to use the Bezier curve tool to create graphics</li> <li>- Know how to remove the background from images</li> <li>- Use gradients in your shapes</li> </ul>
<b>Resources to help:</b> OneNote YouTube Tutorials	
<b>Assessment:</b> Graphics Project to design a marketing campaign for an event	
<b>Home learning tasks:</b> Working on the project	





# DESIGN & TECHNOLOGY

## YEAR 7 OVERVIEW

In Year 7, students will be introduced to different areas of design and technology through three rotations with each rotation focusing upon a different material area. The aim of the course is to develop students' competence and knowledge in a way that allows them to explore exciting and innovative techniques and technologies, which are used within real life. During the year, students will gain a sound understanding of health and safety throughout all material areas, as well as get the opportunity to make a wide range of products or recipes.



	<b>Rotation 1</b>	<b>Rotation 2</b>	<b>Rotation 3</b>
<b>Content</b>	<p><u>Designer Inspired Clock</u> (Resistant Materials)</p> <p>Conduct research about product designers of the last 200 years</p> <p>Design and develop ideas together with enhancement/rendering techniques.</p> <p>Introduced to workshop tools and machines- clear Health and Safety demonstrations given- leading to the making of the final product.</p> <p>Fully evaluate the final product against the requirements of the client and the project.</p>	<p><u>Pizza Toast Packaging</u> (Graphics)</p> <p>Conduct research about commercial brands and use this to help to inspire student's own ideas.</p> <p>Learn about different typography styles and logos to enhance the aesthetics of a brand.</p> <p>Design and develop ideas together with rendering techniques and annotation to justify decisions.</p> <p>Introduced to graphic modelling equipment and construction methods in order to manufacture a final product.</p>	<p><u>Introduction to Food Tech</u> ( Food Technology)</p> <p>Students will learn about the basic principles of food safety, investigate into food science by hypothesizing and experimenting with enzymic browning, learn about the requirements of a healthy, balanced diet, demonstrate their different culinary cuts and implement their knowledge on how to plan a balanced meal.</p> <p>Recipes students will make include: pizza toast, fruit smoothie, cous-cous salad, fruit crumble, rock cakes and pasta salad.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Teacher assessments based upon research, designing and making ( RM and Textiles) and planning, making and evaluative assessments within Food Technology</li> <li>- Self and Peer assessments during all three projects</li> </ul>		

## USEFUL LINKS

### Useful websites:

[www.technologystudent.com](http://www.technologystudent.com); [www.ifst.org/lovefoodlovescience](http://www.ifst.org/lovefoodlovescience);  
[www.thegastronaut.com](http://www.thegastronaut.com)

# YEAR 8 OVERVIEW

In Year 8, students will build upon the skills that they have learnt within Year 7, with the additional introduction of projects working with wood, as well as learning to cook various recipes within the food technology room. Students will be completing three rotations during the year within Resistant Materials, where they will be manufacturing a Picture Frame, Graphics where they will be making a Pop-up card and Food Technology where they will make homemade chicken/halloumi nuggets, pasta & ragu, vegetable curry, bread and their own planned 'school meal' recipe.

	<b>Rotation 1</b>	<b>Rotation 2</b>	<b>Rotation 3</b>
<b>Content</b>	<p><u>Picture Frame</u> ( <u>Resistant Materials</u>)</p> <p>Critical research on the environmental and sustainability of wood and plastic materials as well as manufacturing techniques</p> <p>Learn how to draw in 3D and enhance designs with rendering techniques</p> <p>Learn and refine manufacturing techniques in multiple lessons to create a final product.</p> <p>Fully evaluate the final product against the requirements of the client and the project.</p>	<p><u>Pop-up card (Graphics)</u></p> <p>Skills building task in relation to design research and typography techniques.</p> <p>Design and develop ideas independently with rendering techniques and include detailed annotation</p> <p>Work independently to produce a Pop-up card which incorporates a number of modelling techniques taught throughout the term.</p> <p>Learn about electronic circuits and incorporate a light into the Pop-up card project.</p> <p>Fully evaluate the final product against the requirements of the client and the project.</p>	<p>( <u>Food Technology</u>)</p> <p>Students will build upon their existing knowledge of food safety and the requirements of a healthy, balanced diet from year 7, compare homemade &amp; takeaway/shop bought food products (both in terms of sensory properties and nutrition), investigate into food science by hypothesizing and experimenting with different food sources, researching and planning their own 'school meal' recipe in line with the nutrition and expectations of school meals.</p> <p>Recipes students will make include homemade chicken/halloumi nuggets, bolognaise, honeycomb, stir fry, scones and hummus on toast.</p>
<b>Assessment</b>	Continuous teacher assessments based upon research, designing and making ( RM and Graphics) and planning and making assessments within Food Technology Self and Peer assessments during all three projects		

## USEFUL LINKS

- [www.technologystudent.com](http://www.technologystudent.com)
- [www.ifst.org/lovefoodlovescience](http://www.ifst.org/lovefoodlovescience)
- [www.exploratorium.edu/cooking](http://www.exploratorium.edu/cooking)



# GEOGRAPHY

In WSO Geography, students will study an array of topics within Physical, Human and Environmental Geography. A wide range of skills will be applied in delivering the curriculum and different pedagogical styles will be applied to allow all students to access the curriculum. Aims of the curriculum are to develop students' knowledge and understanding about the planet we all live on, provide students with the skills to illustrate, research and refine their understanding, to ensure that students are given a grounded understanding of key geographical concepts and to enable students to reach conclusions and begin to question the world around them.

# YEAR 7

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Content</b>	<p><b>Prisoners of Geography</b></p> <ul style="list-style-type: none"> <li>A look at major physical features of the world of various countries. We will look at how these physical features have influenced the social and economic development of those countries.</li> </ul>	<p><b>Dynamic Demographics</b></p> <p>This unit will analyse how countries populations can change over time. We will look specifically at:</p> <ul style="list-style-type: none"> <li>Changes to population in different types of countries.</li> <li>Policies to increase or decrease populations.</li> <li>Migration and its effects.</li> </ul>	<p><b>Earths Everchanging Ecosystems</b></p> <p>This unit aims to showcase the diverse nature of the world's ecosystems.</p> <ul style="list-style-type: none"> <li>Major global ecosystems.</li> <li>How animals and plants adapt to their surroundings.</li> <li>How humans affect ecosystems.</li> </ul>
<b>Assessment</b>	<p>Students will be tasked to create a profile of their home countries. They must analyse the physical aspects of the country and make inferences to how it has impacted the social and economic development of the country. This will be assessed against a rubric and presented in video, podcast or report format.</p>	<p>Students will be tasked to 'Create your own country'. The students can showcase their understanding of how population changes over time in their country. This will be assessed against a rubric and presented in any format they choose. Parents will be invited in to see the finished presentation day.</p>	<p>Students will be tasked to create an ecosystem in a box. This will be a physical model that will be assessed against a rubric to showcase an understanding of the key aspects of their chosen biome.</p>

# YEAR 8

	Term 1	Term 2	Term 3
<b>Content</b>	<p><b>The Almighty Dollar</b></p> <p>This unit introduces economic geography. The unit follows the construction of a 'Dollar Store' radio and looks at social implications of slave labour and the environmental implications of exploitation of materials in less developed nations.</p>	<p><b>8870 - The Top of The World</b></p> <p>This unit looks at the story of Mount Everest. We use the example of Everest to discuss plate tectonics, pressures of tourism, geology, adventure tourism amongst other topics.</p>	<p><b>Tomorrow's World</b></p> <p>This unit discusses the major threats our existence including Climate Change, water shortage, pressures, energy shortage and food shortage. The unit focuses on innovation and how human endeavor can overcome such challenges.</p>
<b>Assessment</b>	<p>Mapwork assessment. The students showcase their global knowledge and topic knowledge by producing a map of a product of their choosing, discussing its social, environmental and economic impacts of its journey.</p>	<p>Decision Making Exercise based on the impacts of tourism in Nepal.</p>	<p>The students must pitch an innovative solution to one the global pressures discussed. The students will be assessed on presentation skills as well topic content.</p>

## USEFUL LINKS

### Useful websites

<http://www.ordnancesurvey.co.uk>

<http://www.geography.org.uk>

<http://www.geographyalltheway.com>

<https://www.bbc.co.uk/bitesize/subjects/zkw76sg>

[www.senecalearning.com](http://www.senecalearning.com)

[www.geographyhubs.com](http://www.geographyhubs.com)

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-geography-0460/>





# HISTORY

## YEAR 7 COURSE OVERVIEW

In exploring the question 'What is History?', Year 7 students will delve into fundamental concepts essential for studying the subject: chronology, causation, consequence, change, continuity, significance, and interpretation. They will also develop crucial skills in analysing historical sources, as employed by historians.

In Year 7, Term 1 History initiates a journey into critical thinking, delving into unsolved historical mysteries such as "Who bears responsibility for the sinking of the Titanic?" and "What happened to the Mary Celeste?". Students refine their analytical skills by scrutinising evidence for each mystery, constructing PEEL paragraphs (Point, Evidence, Explanation, Link) to advocate their stance on the historical mystery. The PEEL paragraphs form both written compositions in class and whole class debates.

Term 2 shifts focus to the exploration of "Horrible Leaders in History", fostering critical thinking as students debate the title of the most despised figure in history, justify their choices using the PEEL argument. Leaders such as Genghis Khan and Vlad the Impaler become subjects of study, with assessment of their treatment of women, society at large, and employment of torture under scrutiny. This unit of work culminates in a whole class CFU resembling a jury trial, where students present their arguments for the most reprehensible leader leading to a jury vote.

In Term 3, students further hone their evaluative skills with a deep dive into British history, specifically the 1066 and Medieval England era. Exploring pivotal events like the Battle of Hastings and the post-1066 English society, students investigate why the English lost the battle and assess the Norman impact on Anglo-Saxon life.

Throughout these studies, lessons will be interactive, emphasising debates, discussions, presentations, and extended writing. These activities are designed not only to deepen students' historical knowledge but also to develop their ability to listen, consider differing viewpoints, and articulate their own perspectives.

# YEAR 7 COURSE CONTENT

Term 1	Term 2	Term 3
<p><b>What is History? History Mysteries</b></p> <ul style="list-style-type: none"> <li>• Introducing historical key concepts such as chronology and significance.</li> <li>• Source analysis and evaluation on Medieval England to assess how historians use information and its usefulness.</li> <li>• The Tollund Man investigation- Who was the Tollund man and what happened to him?</li> <li>• Princes in the Tower- What really happened to the princes?</li> <li>• Students will also develop their own history mystery applying skills acquired from across the unit.</li> </ul>	<p><b>Horrible History: Who was the worst leader of all time?</b></p> <ul style="list-style-type: none"> <li>• Students will explore a range of historical leaders from Genghis Khan to Mary Tudor critically examining how horrible they were.</li> <li>• The evaluation will be based on development of empire, brutality of rule, fairness towards women and other minority groups.</li> <li>• Students will culminate this unit with a whole class trial to decide who really was the worst leader.</li> </ul>	<p><b>1066 and all that: How far did the Norman victory change England?</b></p> <ul style="list-style-type: none"> <li>• Beginning with the Battle of Hastings, students will explore the situation in England at the time of Edward the Confessors death. Students will take part in a game show deciding who should be the next King of England including contenders such as Harald Hardrada.</li> <li>• The Battle of Hastings will be reenacted to assess the Norman victory over the English.</li> <li>• Exploration of life in Norman England including the development of castles, and implications of the Feudal system.</li> </ul>
<b>Assessment</b>		
Newspaper article to assess a history mystery	Group presentations leading to a whole class trial on the worst leader in history.	Game show style presentation via in- class showcase on who should be the next king of England in 1066.

# YEAR 8 COURSE OVERVIEW

In Year 8 history, students embark on a captivating journey delving into African civilisations prior to the era of enslavement. Student exploration encompasses social, economic, and political dynamics that shaped Western African countries. This then allows for the transition into the Trans-Atlantic slave trade, where students will scrutinise pivotal events like the Middle Passage Journey and the realities of life on plantations, gaining profound insights into the plight of enslaved Africans. The culmination of this unit sees students passionately engaging in an abolition campaign, where they articulate their findings on various catalysts for the end of enslavement, evaluating each factor's significance.

Term 2 amplifies students' analytical skills honed in Term 1, focusing on the probing inquiry, "To what extent was nationalism the primary cause of the outbreak of WWI?" Through examination of various causes of WWI, students dissect the roles of militarism, alliances, nationalism, and imperialism, engaging in debates to ascertain each factor's impact on causing the war.

In the concluding Year 8 History unit, students develop their understanding of WWI by delving into the trenches of WWI, where students explore experiences of soldiers. From assessing battles such as Battle of the Somme where students scrutinise General Haig's culpability in British losses during this battle to the profound influence of propaganda and censorship on morale, students also delve into the diverse cultures and religions that shaped soldiers' experiences on the global stage.



# YEAR 8 COURSE CONTENT

Term 1	Term 2	Term 3
<p><b>African Civilisations and enslavement</b></p> <ul style="list-style-type: none"> <li>• What was life like in African before the enslavement Trade?</li> <li>• Why did the Transatlantic enslavement triangle exist?</li> <li>• What was life like as an enslaved African?</li> <li>• What was the Middle Passage journey like?</li> <li>• What was life like on a plantation?</li> <li>• Why was enslavement finally abolished?</li> </ul>	<p><b>Causes of World War One</b></p> <ul style="list-style-type: none"> <li>• Study of the long and short term causes of WWI including MAIN (militarism, alliance, imperialism and nationalism)</li> <li>• How did the Assassination of Archduke Franz Ferdinand lead to war?</li> <li>• Student debate on causes of WWI.</li> </ul>	<p><b>Life in WWI</b></p> <ul style="list-style-type: none"> <li>• Life during WWI - What the Trench System like?</li> <li>• The soldiers experience of trench warfare including food, uniform, spare time, roles in battles and censorship of letters.</li> <li>• Key battles in WWI including the Battle of the Somme and how far General Douglas Haig was the reason for the British failure at the Battle of the Somme?</li> <li>• Exploration of how WWI ended including assessment of the armistice.</li> <li>• The Treaty of Versailles and an assessment of how far it doomed Germany.</li> </ul>
<b>Assessment</b>		
<p>1: Radio broadcast on an interview with an enslaved African describing their life</p> <p>2: Campaign Project on abolition of enslavement. .</p>	<p>1: PEEL essay critically assessing causes of WWI leading to an overall judgment on why war broke out in the summer of 1914.</p>	<p>1: Life in World War One Night at the Museum showcase identifying aspects of life in WWI to presented in a museum exhibition.</p>

## USEFUL LINKS

### Useful websites

[The History Learning Site Covering All Historical Topics Home. Understanding Slavery Initiative](#)  
[www.historytoday.com](http://www.historytoday.com)  
[www.getrevising.com](http://www.getrevising.com)  
[www.historylearningsite.com](http://www.historylearningsite.com)  
[www.gcsebitesize.com/history](http://www.gcsebitesize.com/history)



# MODERN FOREIGN LANGUAGES

## YEAR 7 COURSE OVERVIEW

New students starting with us in Year 7 choose which language to study throughout Key Stage 3 in the summer. Existing students will be carrying on with the language they studied in Year 6. They have been assigned a class accordingly. We follow the Pearsons textbooks and schemes of work: Studio (French), Viva (Spanish) and Stimmt (German). In all three languages, students will develop the language learning skills of listening, speaking, reading and writing through a Mastery approach. This approach will encourage students to independently evaluate their performance in the various course elements and it will regularly give them time to work on their identified area for improvement allowing for personalised learning and feedback.

They will cover topics including greetings and introductions, talking about home and family, school subjects and opinions, local area, free time activities and holidays.

Throughout key stage 3, all our lessons are taught mainly in the target language and our students are encouraged from the start to reply in the target language. It might take a couple of weeks for your child to get used to this. However, they will soon become familiar with classroom routines, and they should not worry at all if they initially feel a little daunted. In order to prepare them for iGCSEs, there will be an emphasis on skills such as translation. Grammar is also taught in depth to ensure it commits to long-term memory.

# FRENCH

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>- Greetings and introductions</li> <li>- Describing yourself and others</li> <li>- School, school subjects and opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Sports and free time activities</li> <li>- Use of technology</li> <li>- Local area</li> </ul>	<ul style="list-style-type: none"> <li>- Holidays</li> <li>- Future plans</li> <li>- Revision and project</li> </ul>
<b>Assessment</b>		
Continuous assessment in listening, reading, writing and speaking		

# GERMAN

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>- Greetings and introductions</li> <li>- Describing yourself and others</li> <li>- Family and friends</li> <li>- Sports and free time activities</li> </ul>	<ul style="list-style-type: none"> <li>- School, school subjects and opinions</li> <li>- Describing town</li> </ul>	<ul style="list-style-type: none"> <li>- Holidays</li> <li>- Revision and project</li> </ul>
<b>Assessment</b>		
Continuous assessment in listening, reading, writing and speaking		

# SPANISH

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>- Greetings and introductions</li> <li>- Describing yourself and others</li> <li>- Sports and free-time activities</li> <li>- The weather</li> </ul>	<ul style="list-style-type: none"> <li>- Family and friends</li> <li>- Describing people</li> <li>- School, school subjects and opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Describing town</li> <li>- Ordering food and drink</li> <li>- Future plans</li> <li>- Revision and project</li> </ul>
<b>Assessment</b>		
Continuous assessment in listening, reading, writing and speaking		

# YEAR 8 COURSE OVERVIEW

In Year 8, students will continue with the language they studied in Year 7. In French, they will follow the Studio scheme of work, in Spanish the Viva scheme of work and in German the Stimmt scheme of work. In all three languages, students will continue to develop the language learning skills of listening, speaking, reading and writing and extend their knowledge of grammar. We will also start introducing a Mastery approach to develop these skills. This approach will encourage students to independently evaluate their performance in the various course elements and it will regularly give them time to work on their identified area for improvement allowing for personalised learning and feedback. Like in Year 7, all of our lessons are taught mainly in the target language and students are encouraged to reply in the target language also. In order to prepare them for iGCSEs, there will be an emphasis on skills such as translation. Grammar is also taught in depth to ensure it commits to long-term memory.

## FRENCH

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>- TV programmes, films, music, reading</li> <li>- Describing what you do in different weathers</li> <li>- Tourism in Paris</li> </ul>	<ul style="list-style-type: none"> <li>- Describing personality and friendships</li> <li>- Saying what you did last weekend</li> <li>- Clothes</li> <li>- French regions</li> <li>- Describing your home and where you would like to live</li> <li>- Planning an event</li> </ul>	<ul style="list-style-type: none"> <li>- Talent and ambition</li> <li>- Describing what you can and must do</li> <li>- Saying what you can do with the French language</li> <li>- Revision and project</li> </ul>
<b>Assessment</b>		
Continuous assessment in listening, reading, writing and speaking		

## GERMAN

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>- The weather</li> <li>- Town and where you live</li> <li>- Talking about what you did on holiday</li> <li>- Countries, transport, activities</li> </ul>	<ul style="list-style-type: none"> <li>- Cinema</li> <li>- TV</li> <li>- Reading and opinions</li> <li>- Technology and screen-time</li> </ul>	<ul style="list-style-type: none"> <li>- Food and drink</li> <li>- Healthy lifestyle</li> <li>- Discussing traditional German food</li> <li>- Understanding recipes</li> <li>- Rules and daily routine</li> <li>- Clothes and fancy dress</li> </ul>
<b>Assessment</b>		
Continuous assessment in listening, reading, writing and speaking		

# SPANISH

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>- Holidays (past tense)</li> <li>- Countries, transport, activities</li> <li>- Technology, types of music, TV</li> <li>- Saying what you did yesterday</li> <li>- Other people's lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>- Food and mealtimes</li> <li>- Organising a party</li> <li>- Shopping for food</li> <li>- Arranging to go out and making excuses</li> <li>- Clothes and fancy dress</li> <li>- Sporting events</li> </ul>	<ul style="list-style-type: none"> <li>- Describing a holiday, activities, summer camp</li> <li>- Directions</li> <li>- Revision and project</li> </ul>
<b>Assessment</b>		
Continuous assessment in listening, reading, writing and speaking		

## USEFUL RESOURCES

### Useful links and tools for students:

[www.pearsonactivelearn.com](http://www.pearsonactivelearn.com) (individual student logons)

[www.quizlet.com](http://www.quizlet.com) (student will create an account at the beginning of the year and will join their class group)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk) (Useful for grammar practice)

[www.wordreference.com](http://www.wordreference.com) (Online dictionary)

<https://en.pons.com/translate> (Personalised online dictionary)

[www.language-gym.com](http://www.language-gym.com) (individual student logons)

[www.senecalearning.com](http://www.senecalearning.com) (free access to a wealth of resources)

# MANDARIN

This course is designed for Year 7 and Y8 students who are first-language Chinese speakers. All instruction and communication within the course will be conducted in Chinese. We will be using the official Chinese government-approved textbook, which is aligned with national education standards.

Course Focus:

The primary objective of this year is to ensure students' continuous development in their understanding and usage of Chinese characters and words. We aim to deepen students' comprehension of various forms of modern Chinese writing, including:

记叙文 (narrative writing)

说明文 (expository writing)

小说 (fiction)

In addition to reading comprehension, the course will emphasise cultivating students' ability to appreciate literature while also enhancing their fundamental writing skills.

## YEAR 7

TERM 1	TERM 2	TERM 3
《白鹭》《落花生》《桂花雨》	《猎人海力布》《牛郎织女》	《圆明园的毁灭》《太阳》《松鼠》
《搭石》《什么比猎豹的速度快》	《少年中国说》（节选）	*《慈母情深》《父爱之舟》 (Year 8 only)
<b>Assessment</b>		
Continuous assessment in listening, reading, writing, and speaking		

# YEAR 8

TERM 1	TERM 2	TERM 3
<ul style="list-style-type: none"> <li>Abolishing the school examinations</li> <li>Embracing the halls of boarding schools</li> <li>Unveiling the benefits of school uniform</li> <li>Adolescent indulgences and habits</li> <li>Venturing into rural service</li> <li>背影/朱自清</li> </ul>	<ul style="list-style-type: none"> <li>Reflections on 'Kung Fu Panda'</li> <li>Silencing the social network</li> <li>The digital backpack</li> <li>Urban realms and suburban dreams</li> <li>藤野先生/鲁迅</li> </ul>	<ul style="list-style-type: none"> <li>Unforgettable journeys</li> <li>Embracing a low-carbon lifestyle</li> <li>Chinese New Year vs. Christmas</li> <li>Globalization of gastronomy</li> <li>时间的脚印/陶世龙</li> </ul>
<b>Assessment</b>		
Continuous assessment in listening, reading, writing, and speaking		



# PERFORMING ARTS

## DRAMA

At Key Stage 3, students develop practical and analytical skills through the study of drama. In Year 7 students work on ensemble building, honing their collaborative skills to create a short group performance. They interpret a play text and apply vocal and physical performance skills to build their cultural capital, their confidence and stage presence. In Year 8 students develop these skills further, exploring improvisation skills and the devising process to create an original performance. Year 9 focuses on the study of a play text; how this is realized from a variety of theatre-making perspectives: designer, director and performer. We lay the foundation for GCSE by growing their theatrical instincts, technical vocabulary and personal area of creative interest.

## YEAR 7 DRAMA COURSE OVERVIEW

Term 1	Term 2	Term 3
<p><b>Ensemble Movement</b></p> <ul style="list-style-type: none"> <li>• Linking to prior learning on the Ancient Greek Theatre and their use of the chorus.</li> <li>• Approaching work as an ensemble, building collaborative skills</li> <li>• Using poetry as a stimulus to create an original performance incorporating techniques studied</li> </ul>	<p><b>From Stage to Film</b></p> <ul style="list-style-type: none"> <li>• Studying the history of film in the 20th Century, from Silent Movies to Talkies.</li> <li>• Students will research key influences and explore their styles practically</li> <li>• Students will apply their learning to create their own silent movie</li> </ul>	<p><b>Play Text Study</b></p> <ul style="list-style-type: none"> <li>• Students study <i>Wendy &amp; Peter Pan</i> by Ella Hickson from the perspective of a theatre maker.</li> <li>• Application of textual analysis, vocal and physical skill to bring characters to life on stage.</li> </ul>
<b>Assessment</b>		
Sharing of practical work in class	Creation of a short film	Sharing of practical work in class



# YEAR 8 DRAMA COURSE OVERVIEW

Term 1	Term 2	Term 3
<p><b>Theatre Roles</b></p> <ul style="list-style-type: none"> <li>• Students discover a variety of creative and technical theatre roles</li> <li>• By experiencing a recorded theatre production, students explore the scope of the performance industry</li> <li>• Students engage in a series of practical tasks related to lighting &amp; AV design, set design and stage management</li> </ul>	<p><b>Textual Analysis</b></p> <ul style="list-style-type: none"> <li>• Students study a play text from the perspective of a director and performer.</li> <li>• Application of textual analysis, vocal and physical skill to bring characters to life on stage.</li> <li>• Students are introduced to significant 20th century theatre practitioners including Brecht and Stanislavski.</li> </ul>	<p><b>Your Voice</b></p> <ul style="list-style-type: none"> <li>• Students explore vocal technique and how to use their voice to engage an audience</li> <li>• Students apply vocal technique to a variety of audiences and contexts, including animation, podcasts and public speaking.</li> </ul>
<b>Assessment</b>		
Ongoing CFUs	Sharing of practical work in class	Multimedia product

## USEFUL RESOURCES

### Useful links and tools for students:

[What do we know about ancient Greek culture? - BBC Bitesize](#)

[Konstantin Stanislavski - Naturalism and Stanislavski - GCSE Drama Revision -](#)

[WJEC - BBC Bitesize](#)

[\(166\) How We Made It - YouTube](#)

[GCSE Drama glossary.pdf \(pearson.com\)](#)

[Devising - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

## DANCE

At Key Stage 3, in Year 7, students explore and create movement about a 'City life'. Students develop their skills and understanding of collaborating with others and improving their confidence when performing their choreography in front of others. In year 8 students build on the skills gained in year 7 and develop their dance skills to allow them to create choreography and performance through exploration of GCSE dance Set Phrases. Students also begin to develop an understanding of one professional work at GCSE Dance and develop analytical skills when watching this.

## YEAR 7 DANCE COURSE OVERVIEW

Term 1	Term 2	Term 3
Students will explore 'city life' and create movement and choreography in relation to their explorations.	Students will create movement from a chosen stimulus in collaboration with other students in the class.	Students will explore the GCSE professional work 'A Linha Curva' and learn repertoire from the work. Students will also create their own movement in relation to the professional work.
Assessment		
Practical assessment-performance	Practical assessment-performance	Practical assessment-Performance

## YEAR 8 DANCE COURSE OVERVIEW

Term 1	Term 2	Term 3
Dance Skills Development - Choreography & Performance Development through exploration of GCSE dance Set Phrases.	Exploring 2 different styles (Lyrical and Afrobeats) and creating performance material in relation to these styles.	Exploring repertoire from the GCSE professional work Emancipation of expressionism and creating performance material.
Assessment		
Practical assessment-performance	Practical assessment-performance	Practical assessment-performance

## USEFUL RESOURCES

### Useful links and tools for students:

- <https://www.aqa.org.uk/subjects/dance/gcse/dance-8236> - AQA dance page has some useful information
- Teams pages for each class- will post things on here (key videos/movements from lessons)

# MUSIC

In Year 7, pupils will take part in a new and exciting structure in teaching music. They will be taught through concepts of music. Pupils will study the concepts of Rhythm, Melody and Harmony over the course of the year. They will understand and apply the fundamentals of each knowledge in a practical and meaningful way. This will allow them to explore a range of styles and genres and discuss links between them and how these are linked with the music we listen to today. Along with this, we will also develop our skills as a musician from performing, composing and listening to music.

In Year 8 Music, students will build and develop the skills they have gained in Year 7. Year 8 Music will focus on students developing performing, composing and appraising skills. We will also focus on the use of Music Technology and how it can be used by musicians in the 21<sup>st</sup> Century. Students will develop skills on a range of different instruments such as keyboard, guitar, drums, percussion and voice. They will gain knowledge and skill in a range of styles and genres and will develop an awareness of the possibilities in taking Music or Music Technology at GCSE

## YEAR 7 MUSIC COURSE OVERVIEW

Term 1	Term 2	Term 3
<p><b>Performing Skills</b></p> <p>This is an opportunity for students to get to know the instruments in the music room. We will spend the term learning to play keyboard and guitar with the correct techniques. Students will be introduced to simple notation and chord diagrams that will aid their learning in the future..</p>	<p><b>Rhythm</b></p> <p>Pupils will build on knowledge of reading rhythms and Key Stage 2. They will discover Polyrhythms, Syncopation, and Time Signatures. Pupils will explore a range of genres and styles and discover their rhythmic features (e.g African Rhythms, Samba, Arabic, Reggae, Jazz)</p>	<p><b>Melody</b></p> <p>Pupils will build on their knowledge of Rhythm from the previous term. They will discover major and minor scales, relationships of intervals, pentatonic scales and phrases. They can explore a range of styles and genres within this (e.g. Programme Music, Ostinatos, Theme and Variation)</p>
<b>Assessment</b>		
<p>Assessment takes place throughout the year. The main emphasis will be to assess pupils' ability in Performing (instrumental and singing), Composing (Creating ideas) and Appraising (Listening and responding to music). With this in mind, they will also be assessed on their knowledge of each concept to ensure a sound progression into Year 8.</p>		

# YEAR 8 MUSIC COURSE OVERVIEW

Term 1	Term 2	Term 3
<p><b>4 Chord Song and Songwriting</b></p> <p>Pupils will engage with music through listening and understanding the importance of harmony. They discover music that uses primary chords and will learn how these can be used to adapt music and to create their own pieces of music.</p>	<p><b>Music Technology and Solo Performance</b></p> <p>Students will be given the opportunity to perform an instrument or sing. This will be a solo performance as an introduction to GCSE Music. They will also be introduced to Music Technology and what the discipline entails at Year 9 as an option.</p>	<p><b>Structure and Form</b></p> <p>Students will take what they have learnt over the past two years and apply this to create a piece of music in 2 sections. They will compose songs and music for different media that requires the music to change.</p>
<p><b>Assessment</b></p>		
<p>Assessment takes place throughout the year. The main emphasis will be to assess pupils' ability in Performing (instrumental and singing), Composing (Creating ideas) and Appraising (Listening and responding to music). With this in mind, they will also be assessed on their knowledge of each concept to ensure a sound progression into GCSE.</p>		

## USEFUL RESOURCES

Edu.bandlab.com

<https://musiclab.chromeexperiments.com/Song-Maker/>

<https://musiclab.chromeexperiments.com/Rhythm/>

<https://musiclab.chromeexperiments.com/Chords/>

<http://www.musictheory.net/>

<http://www.classicsforkids.com/>

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>



# PHYSICAL EDUCATION

## YEARS 7 & 8

KS3 students will have two lessons of practical PE each week, covering a variety of sports from different areas of the curriculum: invasion, net/wall, striking & fielding, gymnastics, swimming & aquatics, athletics etc. Each group will have two blocks of swimming lessons throughout the year.

Every 5 weeks, students will begin two new sports, and over the course of the block, be assessed on their ability to perform skills in isolation, as well how well these skills are used in a game situation. Knowledge of skills, rules and tactics will also be included in this assessment.

A student's assessment score will be based on an average score of their best three sports over the course of the year.

An online platform, known as Seneca, will be used as a supporting tool for year 8 students who are considering GCSE PE. After the winter break, Seneca will be opened, and there will be an optional activity to complete every fortnight for home learning. This will not impact a student's assessment grade, but will help to inform us on the suitability of a student in choosing GCSE PE.

## YEAR 9

In year 9, students will follow a similar scheme to year 7&8, however, we are looking to further develop their higher levels of performance, and more tactical skills and approaches.

Core PE will not be assessed; only GCSE PE students will be assessed, and this will contribute to their GCSE assessment grade.

## EXPECTATIONS

Please be advised, that our expectations for uniform and kit remain extremely high in PE.

Students in year 7-9 are permitted to attend school in their PE kit on the days that they have PE.

They are not permitted to wear their woolen school jumpers in PE lesson, nor will tights/stockings be permitted. If students wish to have their arms and legs covered, long sleeved under shirts and leggings (in black or navy colour) can be worn underneath their PE kit.

Sliders are not included in the PE kit, and are only allowed to be used on poolside during swimming lessons.

World School Games tops are not a part of the school PE kit and will not be permitted.

Jewellery and chewing gum are not permitted in lesson, neither are mobile phones. Students will be expected to store away any of these possessions prior to attending the lesson.

Student who have hair at shoulder length or longer, are required to tie back their hair for health and safety reasons.

If a student is unable to participate in a PE lesson, a note from home must be submitted. This can be in the form of an email to the PE teacher, prior to the lesson.

If a student cannot participate in PE from more than 2 lessons, a doctor's note is required, indicating an approximate return to fitness date.



# MORAL, SOCIAL & CULTURAL STUDIES

The ultimate outcome of Moral Education is to create a generation of citizens who:

- Build character traits that include resilience, perseverance, work ethic, critical thinking and discipline
- Prepare students with the skills they need for adult life. Skills include financial literacy, awareness of addiction, mental and physical well-being and digital literacy
- Teach students the practical and ethical values that are represented in the ethos of the course, which includes tolerance, honesty, dignity, respect, and humility
- Encourage and enable students to become engaged members of their community
- Teach students about culture, both of the UAE and of the wider world, and enable them to value the wealth of culture available across the world

In KS3, students will have a deeper understanding of social, political, and economic systems. They will develop an understanding of events, trends, personalities and movements in local, national and world history and geography. They will also grasp how the concepts of social science can help interpret human actions and prepare them for careers and lifelong learning.

## CURRICULUM OVERVIEW

The curriculum is designed to promote cohesion, enrichment and cultures of the UAE society:

- Emphasize diversity in its social and cultural components
- Deliver international content
- Use spiral learning to enable deep and rich understanding
- Challenge and inspire students
- Prepare students for 4<sup>th</sup> industrial revolution workplace
- Utilize content and expertise of strategic partners
- Reinforce UAE vision Key concepts for Sustainable development



# YEAR 7

TERM	PILLAR	UNIT
1a	CHARACTER AND MORALITY	CM11 – Equality, justice as fairness ^
1b	INDIVIDUAL AND COMMUNITY	IC11 – Physical health and diet v
2a	CIVIC STUDIES	CIS2 – How the UAE grew into the diverse, inclusive society that it is today v
2b	CIVIC STUDIES	CIS2 – How the UAE grew into the diverse, inclusive society that it is today v
3a	CHARACTER AND MORALITY	CM12 – Respect and tolerance in a diverse society v
3b	INDIVIDUAL AND COMMUNITY	IC12 – Mental health v

## YEAR 7 CURRICULUM CONTENT

Term	Outcomes	Unit
1a	<ul style="list-style-type: none"> <li>Significant people, events and developments; their effect on and in different places</li> <li>Patterns of stability and transition over time</li> <li>Relationships between people and events</li> </ul>	History
1b	<ul style="list-style-type: none"> <li>A sense of belonging and loyalty to their community</li> <li>Identity</li> <li>Forms of government and their functions</li> <li>Roles of community members</li> </ul>	National Education
2a	<ul style="list-style-type: none"> <li>Earth properties and their relationship with human interactions</li> <li>Interrelations between human societies and the physical environment</li> </ul>	Geography
2b	<ul style="list-style-type: none"> <li>Economic principles and systems</li> <li>Markets and how they work</li> <li>The role of the Government in the development of National and Global economy</li> </ul>	Economics
3a	<ul style="list-style-type: none"> <li>Collecting evidence on topics related to Social Studies; using a range of sources</li> <li>Evaluating sources</li> </ul>	Evaluating sources and using evidence
3b	<ul style="list-style-type: none"> <li>Using technology, gather data and information on various topics</li> <li>Work collaboratively with others to learn more about disciplinary content and concepts</li> <li>Prepare arguments and explanations</li> <li>Discuss and critique to reach conclusions</li> </ul>	Communicating Conclusions



# YEAR 8

TERM	PILLAR	UNIT
1a	CHARACTER AND MORALITY	CM13 – Individual moral responsibilities, duties and obligations ▼
1b	INDIVIDUAL AND COMMUNITY	IC13 – Making good decisions ▼
2a	CIVIC STUDIES	CIS3 – Trade, travel and communications: the UAE in an increasingly globalized and interconnected world; cultural exchange ▼
2b	CIVIC STUDIES	CIS3 – Trade, travel and communications: the UAE in an increasingly globalized and interconnected world; cultural exchange ▼
3a	CHARACTER AND MORALITY	CM14 – Human needs ▼
3b	INDIVIDUAL AND COMMUNITY	IC14 – Digital challenge ▼

## YEAR 8 CURRICULUM CONTENT

TERM	OUTCOMES	UNIT
1a	<ul style="list-style-type: none"> <li>Significant figures, events and developments; their effect on and in different places</li> <li>Distinguish between historical fact and interpretation</li> <li>Create historical timelines and interpret data</li> </ul>	History
1b	<ul style="list-style-type: none"> <li>Describe ways of preserving heritage in the country and the importance of constitution</li> <li>Assess laws and rules intended to address public issues</li> </ul>	National Education
2a	<ul style="list-style-type: none"> <li>Describe the locations of human populations and the cultural characteristics of the UAE and the GCC</li> <li>Explain how geography influenced the economic development of the UAE</li> </ul>	Geography
2b	<ul style="list-style-type: none"> <li>Identify areas for innovation and creativity in economic activities</li> <li>Compare and contrast traditional vs. contemporary economic activities</li> <li>Define trades barriers as tariffs, quotas, embargoes, standards, and subsidies</li> </ul>	Economics
3a	<ul style="list-style-type: none"> <li>Assess credibility of primary and secondary sources and draw conclusions</li> <li>Orally presents= information to an audience using visuals to show findings and support evidence</li> </ul>	Evaluating sources and using evidence
3b	<ul style="list-style-type: none"> <li>Implement a plan of action to solve a local/national issue</li> <li>Analyse several possible solutions to a contemporary issue citing relevant information</li> </ul>	Communicating Conclusions



# STUDY SKILLS

We are continuing to place emphasis on study skills as we want to truly show active opportunities to allow our students to become 'world ready' and continually prepare our students for academic success.

We believe by routinely embedding skills and toolkits related to thinking and learning, students will feel empowered on their many different pathways and enrich their educational stories with productive functionality. Last academic year, the student feedback acknowledged the benefits of creating and opening opportunities to reflect and refine skills. As a result, this year we aim to build and once again provide students in Year 7-11 a chance to practise, see the windows for transferability and master skills such as revision techniques and thinking routines.



# GROWELL PROGRAMME

At WSO we believe in our students growing successfully in ways beyond the academic. To be World Class, World Ready we are helping our students develop key character traits, which will create students who are ready to face the unknown with every chance of success.

Through the strength of other existing well-being approaches such as PERMAH\*, ISCA\*\* we as practitioners can help our maturing GEMS flourish. Research suggests that successful academics thrive through establishing ways to promote social and emotional well-being.

Here at WSO we have taken the elements of each well-being approach and cultivated the growth of five key themes which fit our landscape and student body. Our lessons in Year 7-13 will be devised around global and contextual trends. Lessons will also respond to results analysed from our PASS Survey data. The importance of well-being has certainly been exasperated over the pandemic and we know and want to acknowledge the validity in the power of maintaining a healthy relationship with our minds and bodies.



\*PERMAH: Professor Martin Seligman, one of the world's leading researchers in positive psychology and human flourishing, suggests that wellbeing is cultivated by the presence in our lives of positive emotion, engagement, relationships, meaning and accomplishment. This framework is often referred to as 'PERMA'.

\*\*ISCA-International School Counselor's Association.



# NOTES

# WORLD CLASS WORLD READY

*A story for every child*



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