BRITISH INTERNATIONAL SCHOOL OF BOSTON
A NORD ANGLIA EDUCATION SCHOOL

MIDDLE SCHOOL CURRICULUM GUIDE

2023-24

YEAR 7 ENGLISH CURRICULUM

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular topics.

Weeks 1-7

Fiction Writing: Twisted Tales

In this term, students will be:

- Enhancing their grammatical and written communication skills.
- Learning a variety of techniques when writing short stories; focusing on developing their skills when engaging the reader via the creation of tension and suspense and ultimately creating a 'twist in the tale'.
- Analyzing a selection of short, suspenseful stories, including Roald Dahl's 'Lamb to the Slaughter', exploring the writer's craft.

Weeks 8-16

Poetry: 'The Seven Ages of Man' (used as a stimulus)

In this term, students will be:

- Using Shakespeare's 'The Seven Ages of Man' as a stimulus.
- Reading, analyzing and creating a selection of poetry for each 'age' of Shakespeare's soliloquy.
- Studying poetry ranging from Thomas Hardy, to Shakespeare, to Auden to Rudyard Kipling.
- Developing their knowledge of poetic and linguistic terminology.
- Enhancing their critical thinking skills and close literary analysis.

Weeks 17-22

Reading: Shakespeare
Writing: Non-Fiction
Text: *The Tempest* by William Shakespeare

In this term, students will be:

- Reading and performing Shakespeare's *The Tempest*
- Developing their skills when reading and analyzing Shakespeare's language; further challenging their skills of close literary analysis.

- Exploring and analyzing characters, themes, motifs, symbolism etc., as well as learning about the context of Shakespeare's theater.
- Developing their communication and speaking and listening skills in their practical exploration of the play text.

Weeks 23-27

Reading: Shakespeare (continued)
Writing: Non-Fiction

In this term, students will be:

- Exploring Shakespeare.
- Learning some of the features of writing non-fiction text, namely speeches and news articles.
- Learning the literary devices and techniques used when writing to persuade.
- Consolidating their non-fiction writing skills by producing a newspaper article based on the text.

Weeks 28-38

Prose: (Novel/Novella) study

Text: *Skellig* by David Almond and "The Secret Life of Walter Mitty" by James Thurber In this

term, students will be:

- Conducting a detailed prose study.
- Reading and analyzing James Thurber's short story, "The Secret Life of Walter Mitty" and the novel *Skellig,* by David Almond, in addition to various supplementary extracts and texts, including William Blake's poetry.
- Developing and enhancing their critical thinking and close analysis, particularly focusing on analyzing language, theme, character, symbolism etc. and constructing arguments within an essay.

Assessments:

- Students will have the opportunity during each unit to apply the skills they have learned and complete a practice assignment. At the end of each unit there will be a final assignment.

YEAR 7 MATHEMATICS

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular topics.

Suggested Textbook: Mathematics for the International Student 7 (Haese)

Summary:

The first year of Middle School Mathematics at BISB establishes student accuracy and confidence with numbers. Calculators are not introduced until the very end of the year, which instills fluency with different types of numbers, from fractions to decimals and percentages to primes.

Students will develop their knowledge of algebra. By the end of the year, all students will be able to solve, substitute, and simplify, and they will also have had experience with using algebra as a problem-solving tool.

Each learner will also develop their knowledge with geometry, learning about angle relationships, polygons, area and perimeter, as well as seeing how probability and statistics can help us better describe and understand the world around us.

After the Year 7 examinations, the students will continue to explore the uses and beauty of Mathematics. Enrichment activities will include: cryptography, mathematics and the environment, and mathematical embroidery.

Two Week Units:

Number Skills

- Round numbers to decimal places and significant figures
- Estimate the answers to calculations using significant figures
- Use operations in the correct order
- Perform operations with negative numbers

Properties of Numbers

- Work with numbers in index form
- Know and work with square and cube numbers
- Recognize prime numbers less than 100
- Write a number as a product of its prime factors
- Calculate the HCF and the LCM of two or more numbers

- Perform divisibility tests

Algebra- Expressions and Evaluation

- Form expressions using letters for numbers
- Use key vocabulary such as expression, equation, and coefficient
- Simplify expressions by adding and subtracting (collecting like terms)
- Simplify expressions by multiplying terms together
- Simplify expressions using the first law of indices
- Use substitution to find the values of algebraic expressions

Algebra- Equations

- Solve one-step linear equations
- Solve linear equations which can be solved in two steps
- Solve linear equations with the unknown on both sides
- Solve linear equations with fractions (unknown in the numerator)
- Form and solve linear equations from simple contexts

Angles and Lines

- Use angle notation to identify angles in diagrams
- Classify angles by size, using terms such as ‘acute’, ‘right’, ‘obtuse’, and ‘reflex’
- Use a protractor to draw and measure angles
- Find missing angles using angles at a point, on a line, or known angle facts
- Identify alternate, corresponding, and vertically opposite angles, and use these relationships to find missing angles
- Form and solve equations to find missing angles

Fractions

- Simplify fractions and use equivalent fractions to compare amounts
- Add and subtract fractions and mixed numbers
- Multiply and divide fractions and mixed numbers
- Solve word problems that involve fractions
- Solve fraction problems using the unitary method
- Find square roots of fractions and mixed numbers

Length and Area

- Convert between metric units of length
- Calculate the perimeter of polygons
- Convert between metric units of area

- Calculate the areas of rectangles, triangles, parallelograms, and trapezia
- Calculate the areas of compound shapes

Decimal Numbers and Percentages

- Understand place value and the meaning of decimal numbers
- Convert between fractions, decimals, and percentages
- Order decimals by size
- Add and subtract decimals and integers
- Multiply and divide by powers of 10
- Multiply decimals by integers and decimals
- Divide decimals by integers and decimals
- Understand that percentage means 'out of 100'
- Convert between fractions, decimals, and percentages
- Express one quantity as a percentage of another
- Find a percentage of a quantity
- Use the unitary method with percentage problems
- Increase or decrease an amount by a given percentage change

Brackets and Equations

- Expand a single set of brackets
- Simplify algebraic expressions involving brackets
- Solve equations involving brackets (including equations where brackets are implied)
- Solve word problems and geometric problems involving brackets

Statistics

- Understand the difference between a census and a sample, and the issue of bias in data collection
- Draw and read pie charts, bar charts, and pictograms for categorical data
- Calculate the mean, mode, median, and range from a list of data
- Calculate the mean, mode, median, and range from a frequency table
- Construct and interpret scatter graphs, identifying types of correlation

2D and 3D Shapes

- Classify a triangle using its side lengths and angles
- Know and be able to use the angle sum of a triangle
- Classify polygons using regular, irregular, and names of polygons up to 10
- Classify quadrilaterals and find missing angles inside quadrilaterals

- Follow and understand proofs for the angle sum of a triangle and the exterior angle theorem
- Find missing angles inside polygons with more than 4 sides
- Recognize, name and sketch common 3D shapes
- Count faces, edges and vertices
- Recognize common nets and draw nets for simple solids
- Be able to draw isometric projections of simple solids
- Identify and draw the plan, front elevation, and side elevation of a 3D shape

Ratio and Proportion

- Express a comparison between two quantities as a ratio
- Recognize the relationship between ratio and proportion
- Simplify ratios involving whole numbers (integers) and units
- Simplify ratios involving fractions and decimals
- Solve problems involving ratio and proportion
- Divide a quantity into a given ratio

Probability

- Understand the vocabulary of probability and the idea of a probability scale
- Calculate the theoretical probability of a single event
- Calculate the experimental probability (relative frequency) of an event from a table or from raw data
- Draw out or list a sample space (possibility diagram) for combined events to calculate more complicated probabilities

Algebra: Patterns and Sequences

- Work with number rules to find missing inputs and outputs, and deduce a rule from a table of inputs and outputs
- Substitute positive and negative numbers into formulae
- Find and use a formula to explore how a picture sequence is growing
- Solve word problems using formulae
- Find the next term in a sequence and describe a term-to-term rule in words
- Find and use the nth term for a linear sequence
- Find and use the nth term for simple non-linear sequences

Volume

- Calculate the volume of a cuboid
- Calculate the volume of a prism

- Convert between metric units of capacity
- Solve problems involving volume and capacity

Algebra: Patterns and Sequences

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Calculator Mathematics

- Use the power and root buttons on a calculator
- Apply Pythagoras theorem to find the hypotenuse of a right-angle triangle, given the other two sides
- Find any missing side of a right-angle triangle using Pythagoras' Theorem
- Use the factorial button on a calculator to evaluate expressions and solve simple problems

Application of Mathematics and Investigations

- Various activities to ensure students understand that all Mathematics is interwoven and relevant.
- Relevant and engaging investigations throughout the year to spark a love of learning and train students to problem solve.

Mathematical Graphs

- An introduction to graphing theory
- Plotting coordinates on a Cartesian plane
- Understand how to plot linear relationships on a graph
- Recognize special lines

Review

End of Year Exam

Assessments:

The curriculum is divided into 15 units of work, and the students are tested after each three units (approximately 6-7 weeks of work). The students' understanding is checked regularly in class and through marked homework assignments.

YEAR 7 SCIENCE

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular topics.

Suggested Textbook: Cambridge Lower Secondary Science (Collins): Stage 7 book

Unit 7.1 Cells

This unit introduces cells as the basic unit of all living organisms and microorganisms are considered as examples of single-celled organisms. Learners identify and describe the functions of some cell structures; they learn how the structures of some specialised cells are related to their function. Learners then study the similarities and differences between the structures of plant and animal cells and learn that cells can be grouped together to form tissues, organs and organ systems.

Learners will have opportunities to select equipment, plan how to make slides of plant and animal cells safely and use microscopes. If microscopes are not available, then videos could be used as an alternative. Learners will also evaluate models of cells, make measurements of cells and interpret the data.

Unit 7.2 Classifying matter

This unit covers atoms and elements as the building blocks of matter. The Periodic Table is introduced as a system of ordering the elements with metals and non-metals making up the two main groupings of the elements. Learners study the differences between metals and non-metals, and compounds and mixtures, including alloys. Learners also study the arrangement, separation and motion of particles in the three main states of matter. They explore the idea of a vacuum being a space devoid of matter and the lack of air resistance on movement in a vacuum.

Learners will have many opportunities in this unit to become familiar with chemical symbols and simple word equations. Learners will also develop using models to show their understanding of elements, compounds and mixtures and to become more familiar with particle diagrams. Learners will identify patterns and trends in the Periodic Table by watching demonstrations and they plan, carry out and evaluate practical work.

Unit 7.3 Forces in space

This unit covers gravity as a force of attraction between any two objects and how the size of gravity is related to the masses of the objects.

Learners apply their understanding of gravity to consider how planets are formed from dust and gas, and how gravity is the force that holds components of the Solar System in orbit around the Sun. This unit concludes with explanations of how solar and lunar eclipses happen.

Unit 7.4 Classifying life

This unit covers the characteristics of living organisms; it leads on to the concept, and definition, of species as groups of organisms that can reproduce to produce fertile offspring. Learners then use, and create, dichotomous keys to classify species and groups of related organisms.

Viruses are studied. Learners discuss the classification of viruses and discuss whether they can be considered as living organisms.

Learners will have opportunities to research a variety of organisms, to consider whether a given hypothesis is testable and to evaluate models of viruses.

Unit 7.5 Explaining properties of matter

This unit covers the chemical and physical properties of substances. Learners will understand that acidity and alkalinity are chemical properties of substances and that these can be measured by pH. The use of indicators to distinguish between acidic, alkaline and neutral solutions is explored.

Learners study the chemical and physical properties of alloys and their constituents; they use the particle model to explain differences in their properties.

During this unit, learners have opportunities for individual and group work, planning investigative work and constructing appropriate tables for results. During practical work with dilute acids and alkalis, they will consolidate their understanding of hazard symbols and safe practice.

Unit 7.6 Energy and sound

This unit covers the changes in energy that are a result of an event or process; it will introduce the idea that energy tends to dissipate and in doing so it becomes less useful. Learners will also learn that particles vibrate in a sound wave and be able to explain why sound does not travel in a vacuum.

Learners will have opportunities to present and interpret observations and to evaluate some secondary sources of information. They will make predictions based on their scientific knowledge and understanding. Learners will use formulae to investigate how echoes can be used to calculate distances and how these calculations can be made more reliable by improving the experimental design.

Unit 7.7 Environment and ecosystems

This unit covers a wide range of topics that link to different aspects of environments and ecosystems. Learners start by considering the Earth at a geological level by studying plate tectonics, earthquakes, volcanoes and fold mountains. Learners investigate what causes tides and study the water cycle on Earth. Learners then learn about the composition of the atmosphere and the effect of pollutants.

The unit ends by considering living things on Earth and how they co-exist in ecosystems. As part of this, learners study the important role that microorganisms play in ecosystems and food webs.

Unit 7.8 Chemical changes and reactions

This unit covers how to identify when a chemical reaction has taken place. Learners will be able to use the particle model to describe chemical reactions and why precipitates form. They will study neutralisation reactions in terms of change of pH and learn the tests to identify hydrogen, carbon dioxide and oxygen gases.

The many opportunities for practical work in this unit. These include allowing learners to: make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding, carry out practical work safely, and make conclusions by interpreting results. Learners will also have opportunities to use symbols and formulae to represent scientific ideas.

Unit 7.9 Electricity

This unit introduces a simple model to describe electricity as a flow of electrons around a circuit. Learners describe electrical conductors as substances that allow electron flow and electrical insulators as substances that inhibit electron flow. Learners measure the current in series circuits and describe how adding components into a series circuit affects the current. By the end of this unit, learners will be familiar with the use of diagrams and conventional symbols to represent, make and compare circuits that include cells,

switches, lamps, buzzers and ammeters.

There are opportunities throughout this unit for learners to practise their circuit-making skills, although online alternatives are suggested. Learners will plan a range of investigations involving circuits and recognise that not all investigations can be fair tests. They will have opportunities to decide what equipment is required to carry out an investigation, to collect and record sufficient observations (and/or measurements) in a suitable form and they will present and interpret their data.

Assessments:

The students will be assessed during each unit. At the end of the year they will complete Cambridge Lower Secondary Exams for Science.

YEAR 7 HISTORY

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular areas.

Suggested Textbooks:

SHP What is History Year 7 (Ian Dawson)

Longman Secondary Histories: The Ancient World (L E Snellgrove)

Weeks 1-9: What is History?

What is History?

- Make links between different previous experiences

Why do we study History?

- Explain the importance of studying History

Working with chronology

- Explain why certain events are important

How do we find out about the past?

- Develop skills of interpreting sources. Evaluate the usefulness of sources
- Assess the reliability of sources (bias)

Why are individuals important in History?

- Able to explain why one individual was important in History
- Provide evidence for an individual's significance using own research

Essay writing skills

- Plan and analyze ideas into topic paragraphs
- Complete these functions under test conditions

Units 10-20: The Romans

A journey through Rome

- Understanding of Roman life including technology and entertainment Life in

Rome

- Understand what it was like to live in Rome
- Roman Society
- Family Life
- Food and Diet
- Roman Technology

How civilized were the Romans?

- Roman Technology
- Slavery
- Entertainment
- Religious tolerance

Roman Education, books, and writing

- Understanding of the advancements in Roman education and how they impact modern life

Pompeii

- Understanding of Roman life, society, and religion specific to Pompeii The

decline and fall of the Roman Empire

- Understand the reasons for the end of the empire and understand how Byzantine continued

What have the Romans given us

- Understand the lasting-legacy of the Roman Empire

Weeks 21-32: The Medieval World

1066- Contenders to the throne

- Assess who had the greatest claim to the throne of England in 1066 The

Battle of Hastings

- Research project- Why did William win the Battle of Hastings? Why

did William win the Battle of Hastings

- Analytical essay writing

Norman Castles

- How did William keep control of England?

Feudal System

- How did William keep control of England

The Doomsday Book

- How did William keep control of England?

Medieval Society

- What was it like to be a peasant in the Medieval World
- What was it like to be rich in the Medieval World

Medieval towns

- Understanding of how and why Medieval towns were constructed
- What would you find in a Medieval town?
- How did the Manor system impact life in a Medieval community?

Medieval Religion

- Why was religion so important in the Medieval World? The

Murder of Thomas Becket

- Use of range of historical sources and historical skills to form a judgement on Thomas Becket

Week 33: Review

Week 34: End of year examination Week

35:
The Black Death

- Understand the significance and the impact of the Black Death in the Medieval World

Week 36/37:
What makes a good king?

- A research and balloon debate

Week 38:
How dark were the Dark Ages?

- A research and essay task to summarize the unit of work

Assessments:

Assessments will be half termly.

YEAR 7 GEOGRAPHY

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular areas.

Weeks 1-6:
Unit 1: Geographical Skills

In this unit, students will build essential Geographical skills to interpret a range of maps & interpret patterns as well as build independence of a variety of practical geographical skills, showing application in a variety of contexts.

The students will learn to:

- Understand the key features of a map
- Use four figure grid references
- Use six figure grid references
- Interpret relief on an OS map
- Use six figure grid references
- Interpret relief on an OS map
- Construct climate graphs
- Describe physical & human features
- Conduct geographical fieldwork
- Describe results and evaluate findings from fieldwork

(Week 5: Summative Assessment – map skills)

Weeks 7-11:
Project based Learning

Weeks 12-22:
Unit 2: Geomorphological Processes

In this unit students will understand the processes associated with coastal erosion & associated management strategies and they will be introduced to the Hydrological Cycle and associated hazards. The students will learn to understand the processes associated with the formation of river features along its course.

The students will learn to:

- Locate the world's major rivers
- Understand why coastal locations are important and should be protected
- Identify different coastal landforms

- Understand how geology impacts a coastline
- Describe the four processes of coastal erosion
- Explain the formation of a range of coastal landforms
- Describe the four processes of transportation
- Apply knowledge of grid references in coastal locations
- Assess the pros and cons of a range of coastal defenses
- Understand the processes operating in the hydrological cycle
- Describe the features of a drainage basin
- Describe the changes in a river profile
- Explain the formation of a waterfall
- Explain the formation of a meander
- Explain the formation of an ox-bow lake

(Week 18: Decision Making Exercise – Coastal Management [application of existing skills])

Weeks 23-28:
Unit 3: Tectonics

In this unit the students will learn to understand the processes that create a number of tectonic hazards and will be introduced to a new range of vocabulary concerning plate tectonics. They will also learn to understand the range of impacts felt on a variety of scales resulting from hazard events.

The students will learn to:

- Describe the structure of the earth and the characteristics of each layer
- Identify different types of plate boundaries and their associated hazards
- Understand why volcanic eruptions occur at destructive plate boundaries
- Label the features of a volcano
- Understand the difference between a composite and shield volcano
- Describe the location of volcanoes utilizing lines of longitude & latitude
- Explore the processes & impacts behind the 2010 Icelandic eruption
- Compare the Icelandic eruption to that of Mt. Pinatubo (1980)
- Explore the processes & impacts behind the 2011 Haiti Earthquake
- Compare the 2011 Christchurch, NZ earthquake
- Introduce a range of study techniques for the upcoming exam 10 things you didn't know about earthquakes

Weeks 29-31:

- Review – Geographical skills
- Review – Coastal landforms and processes
- Review – River landforms & processes
- Review – Tectonic case studies & place specific information

Week 32:
Examination week

Weeks 33-35:
Unit 4: The Middle East

In this unit the students will be learning to understand the human & physical features of the Middle East and they will describe and explain the climatic features of the Middle East.

The students will learn to:

- Identify the physical and human features of the Middle East
- Describe the climate of the Middle East
- Explain the formation of Deserts
- Understand what population density is & how it is calculated
- Introduce the concept of oil & it's associated impacts
- Evaluate the future of the Middle East

Assessments:
Assessment will be within each unit.

YEAR 7 COMPUTER SCIENCE

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular topics.

The students have 2 lessons per week and one lesson focuses on programming skills using online platform, 'Talent box'. Students have the opportunity to learn programming principals through PYTHON, JAVA, and a range of other engaging courses.

Weeks 1-7:

Unit 1: E-safety and savvy computer The students will learn about:

- File management
- Social networking
- Keeping your data safe
- Using email
- Searching the web
- Assessment at the end

Weeks 8-16:

Unit 2: Introductory programming skills-Introducing the turtle The students will learn about:

- Using a ‘for loop’
- Text windows
- Using variables
- Conditions and branching
- Using random numbers

Weeks 17-22:

Unit 3: Hardware-Elements of a computer The students will learn about:

- The CPU
- Understanding binary
- Binary Addition
- Storage devices
- Convergence and new technologies

Weeks 23-27:

Unit 4: Spreadsheets-Computer modelling

The students will learn about:

- Creating a financial model
- ‘What if’ scenarios
- Conditional formatting and validation
- Macros and charts

Weeks 28-34:

Unit 5: App Development-Introduction to Apps The students will learn about:

- Home screen and navigation
- Adding files, links, and images
- Using map functions
- Programming with Blockly
- Publishing your app

Weeks 35-37:

Unit 6: Code Combat-Learn typed code through a programming game The students will be learning about:

- Python, JavaScript, and HTML
- Solving puzzles
- making their own coding games

Assessments:

Assessment will be at the end of each unit.

YEAR 7 ART

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular topics.

Weeks 1-15:
Unit 1: Op Art Unit
The students will learn about:

- History and key characteristics of the Op Art movement
- Exploration of the art movement through practical exploration
- Experimentation with graphite pencil, colored pencil, Marker, 3D boxes
- Elements and principles of Art including color, composition, pattern, contrast, line, shading

Weeks 16-26:
Unit 2: Aboriginal Art
The students will learn about:

- History and key characteristics of Aboriginal Art
- Exploration of the art movement through practical exploration
- Emphasis on planning, refining and modifying initial ideas to create an artwork
- Development of independence on choice of media. E.g. graphite shading, colored pencil, digital media

Weeks 27-36:

Unit 3: Observational Drawing

The students will be learning about:

- Technical skills, relating to first hand drawings of realistic, observational still life
- Elements and principles of art including color, composition, pattern, contrast, line, shade, proportion, tone, and value
- Sustained drawing of man-made objects; set up individually or in still life groupings.
- Exploration of graphite pencil, colored pencil, and paint.

Assessments*:

- Students are given regular feedback on their progress, both verbally and formally.
- There is a formal assessment given on the outcome of student's artwork at the end of the unit.
- Peer and self-assessment are used in each unit.

*Please note there is no visual arts timed test in exam week for middle school.

YEAR 7 DRAMA

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular topics.

Weeks 1-7:

Unit 1: Introduction and Greek Theater Students

will look at basic skills of drama.

- They will be learning how to create characters and scenes while developing the appropriate mindset for the subject.
- There will be a short assessment of students' skills as they stage, as a group, the opening scene from Shakespeare's *The Tempest*.
- The students will travel back in time to the foundations of theater, looking at the performance style of ancient Greek Theater, utilizing skills of research before partaking in performances of their own.

Weeks 8-16:

Unit 2: Making a modern myth and starting devising project The

students will have an opportunity to:

- Deepen their knowledge of Greek Theater by researching some of the myths on which the ancient playwrights drew inspiration.
- Work in groups to create their own modern myth as a chilling warning to the foibles of today, with a final performance based on this idea, in the style of Greek Theater.
- Undertake a project on bullying. This is an excellent chance for the class to discuss this troubling social issue and the students will learn how to take a topic and stimulus material around it and turn it into a piece of thought-provoking theater.

Weeks 17-23:

Unit 3: Devising project

The students will now be refining their work on bullying, rehearsing and working as a team to produce something to make their classmates think.

Weeks 24-34:

Unit 4: Monologues

In this unit, the students will be looking at dramatic monologues. They

will need to use their skills in:

- Character creation
- Creative mindsets
- The students will perform dramatic monologues, first as a group in an avant-garde style, before working on an individual project. Students will also have to consider how design elements can add to their performances.
- Students will write their own monologues in preparation for a final assessment. They will work in pairs to devise something, based on the idea of 'conflict scenarios' which they will perform to the class by the unit.

Assessment:
Students are assessed at the end of each unit through performances.

YEAR 7 MUSIC

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular topics. Modifications and changes will be made to all music units this academic year to follow the COVID-19 guidelines and protocols regarding performing, singing and instrumental playing.

Weeks 1-7:

Unit 1: Film Music This

unit will focus on:

- The history of film music and the great film composers.
- How to use music technology to create thematic elements in music as leitmotifs for a character or action.
- Students will focus on musical elements and composition through matching appropriate music and volume to shots and scenes of film clips.

Weeks 8-16:

Unit 2: Music Notation and Rhythm This

unit will focus on:

- Reading and writing music in the treble and bass clef.
- Performing a rhythmic composition within a group and individually.
- The fundamentals of rhythmic Composition.

Weeks 17-23:

Unit 3: Ukulele Unit This

unit will focus on:

- Learning how to play several songs on the ukulele.
- The fundamentals of chords and harmony.

Weeks 24-28:

Unit 4: World Music

This unit will focus on:

- The music and instruments from Japan.
- The music and instruments from West Africa.
- The music and instruments from Ireland.

Weeks 29-34:

Unit 5: The Great Composers This unit will focus on:

- The music and history of Antiono Vivaldi
- The music and history of Ludwig Van Beethoven
- The music and history of Igor Stravinsky.

Assessment:

Students are assessed at the end of each unit through performances.

YEAR 7 PHYSICAL EDUCATION

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular topics.

Sports Covered:

Soccer:

Students will focus on:

- How to use basic principles of attack and defense to plan strategies and tactics for soccer.
- Improving the quality of their skills using various techniques.
- How to use skills, strategies, and tactics to outwit the opposition.

Touch Rugby:

Students will focus on:

- How to use basic principles of attacking and defending to plan different strategies for touch rugby.
- Improving the quality of their skills with the intention of outwitting their opponents.
- Correct rugby terminology and beginning to incorporate some of the rules into each modified game.

Basketball:

Students will focus on:

- How to use basic principles of attack and defense to plan strategies and tactics for basketball.
- Improving the quality of their skills using various techniques. Students will play different roles in games including offense and defense.

Volleyball:

Students will focus on:

- How to use basic principles of attack and defense to plan strategy and tactics for volleyball.
- Improving and developing techniques as well as implementing and refining strategic play to outwit opponents.
- Accurately score and officiate volleyball games.

Team Handball:

Students will focus on:

- Learning the basic principles of attacking and defending in team handball.
- Implementing specific rules such as "one handed passing" and the dribbling rule.
- Participating in modified team handball games.

Flag Football:

Students will focus on:

- Replicating and developing techniques as well as implementing and refining strategic play to outwit opponents in flag football.
- Demonstrating the essential elements of attack and defense.

Badminton:

Students will focus on:

- Developing the skills necessary to outwit opponents on a badminton court.
- Replicating shots with control and accuracy in small sided games.
- Serves, digs, sets, smashes, blocks, and short and deep shots will be developed through game play and conditional situations.
- Demonstrating high quality performances and accurate replication will be assessed.

YEAR 7 FRENCH

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular topics.

The course books that we will use throughout the year are Studio 1 & 2 (rouge) . All students have access to the digital textbooks through their account at pearsonactivelearn.com. In addition to this, we have a subscription to Education Perfect where students have access to a wealth of consolidatory and extension material.

Term 1

Studio 1

Unit 1: Mes Passetemps

- Talking about what we do on our computers and cellphones
- Using regular –er verbs
- Talking about which sports you play
- Using *jouer à*
- Talking about free time activities
- Using the verb *faire*
- Saying what you like doing
- Using opinion phrases followed by the infinitive

Unit 2: Ma Zone

- Understanding when to use tu and vous
- Talking about where you go at the weekend
- Using *à* + the definite article
- Asking others to go somewhere
- Using *tu veux/ je veux* + infinitive
- Saying what you can do in town
- Using *on peut* + infinitive

Term 2

Studio 2

Unit 3: T'es branché?

- Expressing and justifying opinions
- Talking about TV shows
- Using the negative structures ne...pas/ ne...jamais
- Film and literary genres
- Using adverbs of frequency
- Talking about how we use technology

Unit 2: Paris, je t'adore!

- Learning about Paris tourist attractions
- Using the perfect tense of regular and common irregular verbs
- Understanding information about tourist attractions
- Expressing opinions about past events: c' était.../ j'ai trouvé ça...
- Using the perfect tense with être
- Questions in perfect tense

Unit 4: Mon Identité

- Describing personality and adjectival agreement
- Talking about relationships and using reflexive verbs
- Talking about music, expressing opinions, agreeing and disagreeing with others
- Talking about clothes
- Using the near future
- Talking about your passion
- Using the past, present and future tenses

Term 3

Unit 5: Chez moi, chez toi

- Describing where you live
- Comparison adjectives
- Describing your home
- Using prepositions
- Talking about meals
- Using the verbs *boire* and *prendre*
- Using the structure *il faut...*
- Talking about an event
- Using three tenses

Students will sit summative assessments in each of the four keys skills twice throughout the year.

YEAR 7 SPANISH

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular topics.

The course books that we will use throughout the year are Viva 1 & 2 . All students have access to the digital textbooks through their account at pearsonactivelearn.com. In addition to this, we have a subscription to Education Perfect where students have access to a wealth of consolidatory and extension material.

Term 1

Viva 1

Mi tiempo libre

- Saying what you like to do
- Giving opinions using *me gusta* + infinitive
- Saying what you do in your spare time
- Using –ar verbs in the present tense
- Talking about the weather
- Using *cuando*
- Saying what sports you do
- Using *hacer* and *jugar*
- Reading skills: reading about different hobbies and understanding more challenging texts

Mi Insti

- Saying what subjects you study
- Using –ar verbs to say what we do
- Giving opinions about school subjects
- Using *me gusta(n) + el/la/los/las*
- Describing your school
- Using definite and indefinite articles
- Talking about break time
- Using –er and –ir verbs

Term 2

Mi familia y mis amigos

- Describing your family
- Using possessive adjectives
- Using the verbs *ser* and *tener*
- Saying what other people look like
- Describing where you live
- Using the verb *estar*

Mi Ciudad

- Describing your town or village
- Using words for 'some' an 'many'
- Saying the time in Spanish
- Using the verb *ir*
- Ordering in a café
- Using the verb *querer*
- Saying what you are going to do at the weekend
- Using the near future tense

Term 3

Mis vacaciones

- Talking about a past holiday
- Using the preterite of *ir*
- Saying what you did on holiday
- Using the preterite of regular verbs
- Saying what your holiday was like
- Using the preterite of *ser*

Students will sit summative assessments in each of the four keys skills twice throughout the year.

Assessment:

To accompany the course, and consolidate learning, there will be weekly vocab or grammar tests as appropriate.

YEAR 8 ENGLISH

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Weeks 1-7:

Unit 1: Non-fiction writing: Travel
In this unit students will be:

- Exposed to a variety of non-fiction texts based around the topic of travel.
- Deconstructing texts to identify the various tools and techniques used by writers in persuasive, descriptive and informative writing (including imagery, juxtaposition, superlatives, sensory description, pronouns, enumeration, alliteration, rule of 3, anecdotal evidence, statistics etc).
- Considering how purpose, audience and authorial perspective affect text construction and then be given the opportunity to emulate these techniques and processes in their own travel writing.

Weeks 8-16:

Unit 2: Genre Study
In this unit students will be:

- Considering the significance of genre in the creation of literary works.
- Using the Gothic genre as illustrative content, students will explore the various conventions that go into a genre and how these develop through time.
- Recognizing how writers write within the traditions of their art form and by studying a selection of short Gothic prose and poetry texts ranging from Irving's Sleepy Hollow to the poetry of Poe, students will consider the various recurring themes and tropes of the genre, such as setting, atmosphere, imagery, narrative voice, suspense, tension, mystery and pathetic fallacy.
- Embarking on a more detailed study of one Gothic text. Through this text, students will consider how these Gothic conventions can be transferred to the stage and will learn to make inferences sufficient to identify the thematic and ethical content of texts.

The unit will end with an assessment:

- An analysis of an unseen Gothic text, which is then compared to the work studied.

Weeks 17-22

Unit 3: Prose study – Lord of the Flies
In this unit students will be:

- Undertaking a prose novel study using *Lord of the Flies* as illustrative content.
- Exploring the craft of the writer and the use of various techniques and devices that are used across the novel, focusing on setting, foreshadowing, symbolism, character arcs, pathetic fallacy and imagery groups. Once students recognize that writers have a number of tools and techniques available to them to aid in their communication, they will explore the text as a multi-layered art form replete with multiple layers of meaning.
- Working to write analytical PEA responses to conceptual questions, incorporating analysis of literary devices and pertinent textual evidence.

Weeks 23-27

Unit 4: Poetry and Identity

In this unit students will be:

- Introduced to a series of poem pairs and guided to explore the similarities and differences between them.
- Reviewing the basics of poetry from Year 7 and apply their understanding of rhyme, meter, verse form, sound, imagery and sentence structures to draw pertinent connections between the poems.
- Given the opportunity to express their understandings of the shared and divergent qualities through various creative, visual forms.

Weeks 27-38

Unit 5: World Literature study

In this unit students will be:

- Considering how cultural practices and beliefs shape the production of texts.
- Exploring a number of translated texts from a continent or major country outside of North America and Europe and deconstruct them for local literary traditions and conventions.
- Analyzing ways in which different cultural contexts and traditions have influenced language and style and learn to infer authorial perspectives on issues such as community, society, globalization and independence.
- Considering both processes of how context shapes text production and how texts may shed further light on cultural context.
- Extending their understanding of the writer's craft by being taken out of their comfort zone and produce an essay which draws on a number of different sources to make claims about cultural perspectives and social practices.

YEAR 8 MATHEMATICS

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Suggested Textbook: Mathematics for the International Student 8 (Haese) (Each unit is

approximately 2 weeks in duration)

Number Skills

- Add, subtract, multiply, divide with negative number
- Apply the order of operations to calculations
- Add & subtract fractions and mixed numbers
- Multiply & divide fractions and mixed numbers
- Solve problems involving fractions
- Add, subtract, multiply, divide with decimals
- Round to given number of decimal places and significant figures
- Simplify ratios including those with fractions
- Find factors, multiples, HCF, LCM
- Write a number as a product of primes
- Divide into a given ratio
- Solve problems with ratios

Algebra Review

- Write algebraic terms correctly and use key vocabulary
- Simplify algebraic sums and product
- Change words to symbols
- Substitute numbers into expressions
- Simplify expressions by collecting terms
- Simplify products and quotients of expressions
- Solve simple linear equations including equations with one fraction in
- Solve equations with repeated unknowns

Radicals and Pythagoras' Theorem

- Understand and use the terms radical and surd
- Solve simple quadratic equations
- Simplify expressions with radicals in by collecting like terms
- Simplify expressions involving radicals by multiplying terms
- Use the relationship $\sqrt{ab}=\sqrt{a}\sqrt{b}$ to rewrite a radical in its simplest form
- Expand brackets involving radical terms
- Find any missing third side of a right angled triangle using Pythagoras' theorem

- Use the converse of Pythagoras' theorem to test whether a triangle is right angled
- Recognize whether a set of three numbers is a Pythagorean triple
- Draw a diagram and solve more challenging problems involving Pythagoras' theorem

Percentages

- Convert between fractions, decimals and percentages
- Express one quantity as a percentage of another
- Find percentages using the unitary method
- Find percentages using the multiplier method
- Find percentage changes including profit and loss
- Increase or decrease by a percentage using a multiplier
- Find the original amount before a percentage increase or decrease
- Solve problems involving simple interest
- Solve problems involving compound interest

Length and Area

- Convert between metric units of length
- Work with imperial units when given a conversion factor
- Calculate the perimeter of polygons
- Find the circumference of a circle, if given either the radius or diameter
- Find the perimeter of composite shapes and simple fractions of circles
- Convert between metric units of are
- Calculate the areas of rectangles, triangles, parallelograms and trapezia
- Find the area of a circle, if given either the radius or the diameter
- Find the areas of composite shapes including simple fractions of circles
- Solve word problems involving area and perimeter

Brackets and Factorization

- Expand single brackets
- Expand and simplify expressions with single bracket
- Factorize a two term polynomial
- Expand and simplify expressions with two sets of brackets
- Expand and simplify expressions with three sets of brackets
- Factorize a quadratic expression in the form $ax2+bx+c$ where $a=1$
- Factorize the difference of two squares

Geometry of Polygons

- Find missing angles using angle facts and relationships including angles at a point, angles on a line, alternate, corresponding, cointerior and vertically opposite angles
- Use the angle sum of a triangle and the properties of isosceles and equilateral triangles to find missing angles

- Use sums of exterior and interior angles to find solve angle problems involving regular and irregular polygons
- Identify the number of lines of symmetry of a 2D shape and its order of rotational symmetry
- Recognize special quadrilaterals (including the kite, square, rectangle, rhombus, trapezium, parallelogram and kite) and know their properties
- Construct ASA, SSS, and SAS triangles, and recognize that this information is enough to ensure congruence
- Construct an angle bisector and a perpendicular bisector
- Solve problems involving simple loci
- Follow simple deductive proofs and use angle facts to justify geometric statements

Probability

- Find theoretical probabilities (including complementary events)
- Use a list or sample space (possibility) diagram to display the outcomes of 2 or more events
- Use the multiplication method for 2 event

Indices and Standard Form

- Use the first three laws of indices to simplify expressions
- Expand more complicated expressions involving brackets and indices
- Understand and work with zero and negative indices
- Convert between numbers written in standard form (also known as scientific notation) and ordinary numbers
- Perform simple calculations with numbers in standard form, both with and without a calculator

Coordinate Geometry

- Plot coordinates and recognize the equations of horizontal and vertical lines
- Plot a linear graph using a table of values
- Check whether a point lies on a line
- Read and draw gradients of line segments
- Identify the gradient and yintercept of a line from its equation, rearranging it first if necessary
- Sketch or draw a linear graph given its equation, using the gradient and y-intercept
- Find the equation of a line in the form $y = mx + c$ by looking at its graph
- Find the gradient of a line going through two points
- Find the equation of a line going through two points

Problem Solving with Algebra

- Form an algebraic expression from a word problem or statement
- Form and solve an equation from a word problem

- Substitute values into formulae
- Change the subject of a formula
- Recognize when two variables are in direct or inverse proportion and solve simple proportion problems
- Solve equations with fractions including equations where the unknown occurs in the denominator

Quantitative Statistics

- Describe types of data using the terms quantitative, qualitative, discrete and continuous
- Draw and read from tally charts, frequency tables, bar charts and histograms with equal class widths
- Draw a stem and leaf diagram
- Find the mean, median, mode and range from a list or stem and leaf diagram
- Calculate the mean, median, mode and range for data given in a frequency table
- Compare two distributions using statistical vocabulary
- Construct and interpret scatter graphs, identifying types and strength of correlation and drawing on a line of best fit by hand
- Find and interpret the equation of a line of best fit using technology

Simultaneous Equations

- Solve two linear simultaneous equations using a graphical method
- Solve two simultaneous linear equations which begin with y = using substitution
- Use substitution to solve any two linear simultaneous equations
- Solve two linear simultaneous equations using elimination
- Solve word problems by setting up and solving a system of two linear equations

Volume and Surface Area

- Convert between metric units of volume and capacity
- Calculate the volume of a prism
- Find the surface areas of cuboids, cylinders and other prisms

Application of Mathematics and Investigations

- Various activities to ensure students understand that all Mathematics is interwoven and relevant.
- Relevant and engaging investigations throughout the year to spark a love of learning and train students to problem solve.

Revision

End of year examination Assessments:

The curriculum is divided into 15 units of work, and the students are tested after each three units – this is roughly equal to six or seven weeks' worth of work. The students' understanding is checked regularly in class and through marked homework assignments.

YEAR 8 SCIENCE

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular topics.

Suggested Textbook: Cambridge Lower Secondary Science (Collins): Stage 8 book

Unit 8.1 Gases

Considering the properties and behaviour of the gases that are found all around us will help learners in understanding scientific phenomenon (e.g. diffusion) and concepts (e.g. purity).

This unit begins with a review of the particle model and the properties of gases; air is described as a mixture of gases and it is clarified it is also possible to have a pure sample of gas. In addition, diffusion and air pressure are introduced.

This unit provides opportunities for learners to develop their understanding of models and representations and to carry out experiments to observe phenomenon associated with gases, diffusion and air pressure.

Unit 8.2 Liquids

The liquid phase is important to understand as it is a medium for many biological processes; this phase is often used in chemistry for the preparation, reaction and purification of substances.

This unit begins with a review of the use of the particle model to describe liquids; the model is then applied in a variety of contexts including pressure, diffusion, chromatography and the effect of temperature on solubility. Learners will have the opportunity to apply different representations of the particle model; they will decide which representation is most appropriate to convey the important aspects under study.

Learners can relate their knowledge of liquids to liquids they are with and distinguish between samples of pure substances and mixtures. They will become more familiar with the scientific terminology relating to solutions (e.g. concentration). Learners will examine the effect temperature has on solubility and understand how to use paper chromatography to separate, and identify, substances in a sample.

This unit will give learners opportunities to develop a wide range of scientific enquiry and practical skills.

Unit 8.3 Respiration and the respiratory system

Living organisms require oxygen and food to support the processes of life. This unit looks in detail at this process and will learn that respiration is the process of converting oxygen and glucose (from food) into carbon dioxide and water whilst transferring energy to the cell.

Learners will consider the differences between the process of respiration at a cellular level and the respiratory systems used by many animals to transport oxygen from the air to the cells where it is needed for respiration. They will understand the role that red blood cells play in transporting the oxygen around the body.

This unit gives learners opportunities to work scientifically. Learners will make predictions and apply their understanding of models (including analogies) to biology.

Unit 8.4 Light and colour

This unit allows learners to examine the nature of light including how light behaves at surfaces and colour.

Learners will investigate the relationship between the angle of incidence and reflection to arrive at the law of reflection by taking careful measurements, recording their observations in an appropriate form and describing trends in the results, identifying anomalous results where necessary. Learners will also develop their use of models to describe how light is affected by different mediums.

This unit also covers how a prism can show that white light is made of many colours and describes how coloured light is reflected and absorbed by different materials.

Unit 8.5 Atomic structure and chemical reactions

During this unit, learners will develop a deeper understanding of atoms. They will be introduced to the Rutherford model of the atom (i.e. a nucleus at the centre, containing positively-charged protons, surrounded by a cloud of electrons which are negatively charged). Later, neutrons were discovered and have no charge.

Learners will also explore chemical reactions and learn how to describe them with words. Learners will look at some examples of chemical reactions; including metals reacting with oxygen, water and dilute acids. Learners will also consider inert (or unreactive) substances (e.g. plastics) and their environmental impact.

This unit will introduce learners to some key models and representations of atoms and chemical reactions; these will be used in later stages.

Unit 8.6 Health

This unit provides learners with a deeper understanding of what is in their diet and what their bodies require to function. It begins with learners considering the importance of eating a balanced diet including protein, carbohydrates, fats and oils, water, minerals (limited to calcium and iron) and vitamins (limited to A, C and D). Learners will consider why carbohydrates and fats are particularly important for energy and can also be used as a store of energy in the body.

Learners then consider how energy is needed for movement, growth and reproduction and how muscles require energy in order to contract and move the bones.

In addition to diet, learners will examine how human growth, development and health can be affected by lifestyle, including diet and smoking. Learners then move from impacts on an individual organism and consider how toxic chemicals can be passed through food webs and can affect the health of all organisms in the web.

Unit 8.7 Speed, motion and forces

This unit builds on learners' understanding about motion and forces. Learners will learn how to quantify and calculate speed using the formula speed = distance / time. They will also look at interpreting distance / time graphs.

Learners will consider the effect of balanced and unbalanced forces on motion (including changes in direction and speed). Then, their understanding of forces will be applied to turning forces and the calculation of moment.

Throughout this unit learners will have opportunities to handle, manipulate and interpret data.

Unit 8.8 Earth and the Solar System

In this unit, learners will continue their studies of the Earth. They will learn that the Earth has a magnetic field, generated by the planet's core that protects us from ionising radiation; this will be supported by carrying out experiments and observations of magnetic fields.

Learners will then consider the ecosystems on Earth and the effect invasive species can have to that ecosystem. This then moves to considering Earth's atmosphere and the evidence that the Earth's climate exists in a cycle between warm periods and ice ages. Learners will consider the impact of atmospheric change on the Earth's climate and the differences between climate and weather.

The unit ends the wider Solar System and how the Earth is one planet amongst others in the Solar System. They will also learn that asteroids are smaller than planets and are formed from rocks left over from the formation a planetary system and then go beyond our system to consider the components of a galaxy.

Through this unit, learners will appreciate that Earth is a closed system with multiple interconnecting phenomenon and Earth exists as one planet in the Solar System, which is itself one planetary system of many.

Unit 8.9 Applications of science

This unit focuses on how we apply some of our scientific knowledge to improve our lives.

Learners start by considering non-renewable resources include fossil fuels which can be used to make materials such as plastic and can be burned for heating and for electricity generation. Learners will consider how burning fossil fuels is a chemical reaction and an example of an exothermic reaction which can be identified by an increase in the temperature of the surroundings. In contrast, an endothermic reaction can be identified by a decrease in the temperature of the surroundings: endothermic reactions are also useful.

Learners will then be taught about how renewable resources are being used to make materials such as bioplastics as well as for electricity generation. Wind power relies upon moving air to turn a turbine whereas tidal power relies upon moving water to turn a turbine: in both cases the turning motion leads to electricity generation.

To finish the unit, learners will look at how we use our understanding of magnets and electricity to make electromagnets which have a variety of applications.

Assessments:

The students will be assessed during each unit. At the end of the year they will complete Cambridge Lower Secondary Exams for Science.

YEAR 8 HISTORY

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Suggested Textbooks:

Oxford Renaissance, Revolution and Reformation (Aaron Wilkes) Longman

Secondary Histories: The Early Modern Age (L E Snellgrove) Get Ready for

Social Studies (Nancy White)

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Weeks 1-6:

Unit 1: The Black Death

Introduction to the Black Death

- Make links with previous knowledge on the Medieval Period

Symptoms

- Links to medicine

Causes

- Links to trade and religion

Modern Interpretations

Develop skills of interpreting sources. Evaluate the usefulness of sources

- Assess the reliability of sources (bias)
- Debate Skills

What was the Impact of the Black Death?

- Economic History
- Protest – The Peasants Revolt
- Links to Art - Renaissance

Essay writing skills and Assessment

- Knowledge based test
- Plan and analyze ideas into topic paragraphs
- Complete these functions under test conditions

Weeks 6-12

Unit 2: The Renaissance Introduction to

the Renaissance

- Understanding of Early Modern Period culture, society and politics

Renaissance Art

- Art and Artists

Renaissance Science

- Early Modern Technology
- Scientific thinking
- Religion and Galileo on trial

The Medici Politics and Patronage

- Florentine politics and culture
- Machiavelli

Key individuals of the Renaissance

- Research skills

Thomas Moore – Utopia

- Philosophy

Weeks 13-24

Unit 3: Slavery to Civil Rights – US Depth Study The Slave

Trade

- Using Primary sources

The Slave economy and conditions

- Note taking skills

Abolition

- Debate skills

Segregation and Jim Crow

- Social History

Key Individuals

- Role of MLK
- Malcolm X
- Compare and Contrast skills

Significant Events

- Montgomery Bus Boycott
- Little Rock 9
- March on Washington
- Black Panther Party
- MLK assassination
- Civil Rights Act

Essay Skills

- Essay planning skills and effective arguments

Weeks 25-32

Unit 4: The American Revolution Colonial America

- Social, economic and political conditions

Causes of the Revolution

- Long and short term causes

Boston and the Revolutions

- Field Trip

Revolutionary Organizations

- Sons of Liberty

Battles of the Revolution

- Research and Presentation skills

Consequences of the Revolution

- Long and short term
- Connections to America today

Week 33: Revision

Week 34: End of year examination Week

35:

Feedback and Evaluation

YEAR 8 GEOGRAPHY

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Weeks 1-6:
Unit 1: Geographical Skills
To build essential
In this unit students will build essential Geographical skills to identify human & physical features of Geography as well as to build independence in the application of physical processes to real world locations.

The students will learn to:

- Understand the key features of a Choropleth Map
- Interpret the pattern shown from a Choropleth Map
- Describe the process of Flooding in Urban Environments
- Understand the methods used to protect against flooding
- Apply understanding to a real world location [Feedback lesson & Bangladesh Floods Case Study]
- Apply Mathematical skills to development

The students will also complete a geographical skills project.

Weeks 7-21:
Unit 2: Biomes of the World

In this unit students will understand where & why the world's biomes are located where they are. They will also be describing physical adaptations of flora & fauna; applying knowledge of climate and justifying why Biomes have physical and human value & why their presence is threatened.

The students will learn to:

- Understand what an Ecosystem & Biome is, and where they are located
- Construct and interpret a Climate Graph
- Apply the understanding of climate graphs to named Biome
- Apply understanding of Biomes to real world locations [Sahara / Bear Grylls]
- Describe the adaptations of a Camel
- Create a climate Graph extension
- Locate the world's Tropical Rainforests
- Describe the characteristics of the Tropical Rainforest
- Understand the threats to the Tropical Rainforest
- Apply Mathematical skills to understand Geographical Data
- Describe the characteristics of a Coral Reef

This unit also includes a:

- Group project – Deserts of the world. The students will be preparing an introduction, research and present findings.
- Decision Making Exercise- Madagascar
- Paired project- Values & Threats of Biomes

Weeks 22-28:
Unit 3: Geography of Crime
In this unit the students will learn to understand how to map and interpret patterns of crime as well as exploring the causes, impacts & solutions of Global crimes and understand how case studies are utilized in Geography.

The students will learn to:

- Display patterns of Crime on a variety of scales
- Construct a choropleth map to show patterns of Crime
- Understand the global nature of a named Crime
- Map & describe the route of a named Crime
- Explore the Global Impacts of a named Crime
- Explore the solutions of a named Crime
- Locate the countries impacted by Piracy
- Explain the causes of Piracy in a named location
- Explore the global impacts of Piracy
- Compare the possible solutions to Piracy

Weeks 29-35:
Unit 4: Megacities
In this unit students will learn to understand how to map and interpret patterns of crime as well as exploring the causes, impacts & solutions of Global crimes and understand how case studies are utilized in Geography.

The students will learn to:

- Construct a divided bar graph to showcase Megacity Growth
- Identify the global impacts of Megacity Growth
- Understand why Megacities have grown [population + demographics]
- Complete a Megacities Case Studies: Andrew Marr
- Complete a Megacities Case Studies: Andrew Marr
- Explore how Megacities are managed
- Understand sustainability [Y9 link] and Dubai

- Revision Lessons-Biomes, Geography of Crime

Week 32:
Examination week

Assessments:
Assessment will be within each unit.

YEAR 8 COMPUTER SCIENCE

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular topics.

Weeks 1-7:
Unit 1:Computer Crime and Cyber security

The students will learn about:

- Email use in school
- Email scams
- Computer misuse
- Protecting personal data
- Copyright
- Health and Safety

Weeks 8-16:

Unit 2: Programming in PYTHON
The students will learn about:

- Strings and variables
- Data types and Arithmetic
- Selection
- Writing algorithms
- While loops
- Searching

Weeks 17-22:

Unit 3: Programming a game in JAVA

The students will learn:

- How to use Java
- To create games and apps
- Mathematical simulations.

Weeks 23-27:

Unit 4: Elements of a computer system

The students will learn about:

- Elements of a computer

- The CPU
- Understanding binary
- Binary Addition

Weeks 28-34:
Unit 5: Turtle Graphics in small basic

The students will be learning about:
- Introducing the turtle
- Using a For loop
- The text window
- Using variables
- Conditions and branching
- Using random numbers

Weeks 35-37:

Unit 6: Code Combat-Learn typed code through a programming game
The students will be learning about:
- Python, JavaScript, and HTML
- Solving puzzles
- Making their own coding games

Assessment:

Assessment will be at the end of each unit.

YEAR 8 ART

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Weeks 1-15:

Unit 1: Self Portraits

Students will be learning about:

- History and key characteristics of Picasso's portraiture
- Exploration of the artist movement through practical exploration
- Development of graphite pencil skills
- Introduction of shading techniques including tortillons and the grid technique
- Elements and principles of Art including color, composition, pattern, contrast, line, shading, tone
- Design development – refinement and adaptation of imagery

Weeks 16-26:

Unit 2: Perspective

Students will be learning about:

- History and key characteristics of perspective and the Renaissance Art movement
- Exploration of the art movement through practical exploration
- Exploration of line and structure to create a landscape using the rules of 1, 2 or 3 point perspective

Unit 3: Sea Life

The children will be learning about:

- Elements and principles of Art including color, composition, pattern, contrast, line, shading
- Students will research the work of Ernst Haeckel the German Zooligist

Weeks 27-36:

Unit 4: Observational Drawing

Students will be learning about:

- Technical skills unit relating to first hand drawings of realistic observational still life
- Elements and principles of Art including color, composition, pattern, contrast, line, shade, proportion, tone, value
- Sustained drawing of natural objects, set up individually or in still life groupings.
- Exploration of graphite pencil, colored pencil and paint.

Assessments

- Students are given feedback on their progress both verbally and formally throughout each unit.
- There is a formal assessment given on the outcome of student's artwork at the end of the unit.
- Peer and self-assessment is used in each unit

*Please note there is no visual arts timed test in exam week for middle school.

YEAR 8 DRAMA

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Weeks 1-7:

Unit 1: Fractured Fairytales

Students will look at some basic skills of Drama.

- Students will create fairytales with a twist. Creativity will be required in taking well- known stories and giving them a new flavour.
- Students will create some humour as they use skills of exaggeration and teamwork to create stock characters and see how those characters react to the unexpected.
- This project requires maturity and mutual respect as groups work together to create some genuine high quality work.

Weeks 8-16:

Continuation of Unit 1: Fractured Fairytales

- The students will complete and deliver their fractured fairytale, with time for a final reflection on the skills they have used and what they have learned about creating effective drama.

Unit 2: Blood Brother

The students will have an opportunity to:

- Build on the skills from the fractured fairytales unit as they apply their talents to Willy Russell's *Blood Brothers*.
- Learn how to bring Drama texts to life as they take the roles of actor, director and designer, all at different times in the term.
- Develop teamwork skills and students will be encouraged to reflect on and improve their work.

Weeks 17-23:

Continuation of Unit 3: Blood Brothers

Continuing with the *Blood Brothers* script, working in groups students will move towards an assessment where they will design, direct and perform in a short extract of the play.

Weeks 24-34:

Unit 4: Melodrama

In this unit students will:

- Use the skills they have developed in both devising and working through scripts, in the previous terms, students will now bring the year together as they take on the (somewhat ridiculous!) world of melodrama.
- Be introduced to the genre, perform short extracts of Victorian melodramas and eventually devise their own piece – a melodrama for the modern age. Who knows what terrible fates await the characters they'll create – what might melodrama mean for the twenty-first century? It's up to the students to use their dramatic skill to show us.

Assessment:
Students are assessed at the end of each unit through performances.

YEAR 8 MUSIC

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students can increase their skills in certain areas. Modifications and changes will be made to all music units this academic year to follow the COVID-19 guidelines and protocols regarding performing, singing and instrumental playing.

Weeks 1-7:

Unit 1: Film Music

This unit will focus on:

- Students will gain insight into the emotional content of music and how the music can be used to manipulate the emotions of our audience.
- Students will understand the history and origin of Film Music, as well as explore famous musicians and composers.
- Students will learn the basic functions of GarageBand, including the use of provided loops, basic multitrack mixing, lengthening/shortening loops, editing volume/pan tracks and possible recording instruments or vocals through the GarageBand interface.

Weeks 8-16:

Unit 2: Four Famous Notes & Beethoven 250th Birthday

This unit will focus on:

- Beethoven's life and history
- The transition to the romantic period of music.
- Beethoven's most popular compositions.

Weeks 17-23:

Unit 3: Igor Stravinsky & Rhythm

This unit will focus on:

- The importance of rhythm in Igor Stravinsky's compositions.
- Rhythmic games, conducting and performances.
- Composing and performing a rhythmic composition.

Weeks 24-28:

Unit 4: Jazz Music

This unit will focus on:

- The history of jazz.
- Famous jazz musicians and the instruments used in jazz music.

Weeks 24-30:

Unit 5: Songwriting Unit

This unit will focus on:

- Learning the terminology used to describe the parts of songs.
- Writing a song and performing it with a backing track or live instruments.

Assessments: The students are assessed at the end of each unit through performance.

YEAR 8 P.E.

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas. Modifications and changes to rules may be applied to all games this academic year to adhere to COVID-19 guidelines and protocols.

Rounders:

Students will focus on:

- Develop an understanding of basic batting, bowling and fielding skills.
- Develop a range of batting, bowling and fielding techniques.
- Understand and identify specialist positions for Rounders.

Tag Rugby:

Students will focus on:

- Developing team attacking and defending strategies for touch rugby.
- New offensive strategies and the proper way to "hold the line" when defending.
- Applying skills and tactics to more "gamelike" situations.

Basketball:

Students will focus on:

- Developing team attacking and defending strategies and techniques in basketball.
- Learning what a "man-to-man" defense looks like versus what a "zone" defense looks like.

Volleyball:

Students will focus on:

- Developing the basic techniques as well as implementing more advanced strategic play to outwit opponents.
- Demonstrating the essential elements of attack and defense with increased fluency and control.
- Being able to accurate score and officiate volleyball games.

Handball:

Student will focus on:

- Improving on previous taught skills for handball.

- Learning a variety of offensive tactics to succeed in a modified game of team handball.
- Playing offense, defense and goalkeeper.

Flag Football:

Students will focus on:

- Identifying different areas of the court and be able to move between these areas using a variety of techniques.
- Practicing the essentials of attacking and defending and will be introduced to doubles team play.

Badminton:

The students will focus on:

- Develop necessary skills to outwit opponents.
- Replicate strokes and shots with control and accuracy.
- Serves, overhead clears, drop shots and smashes will be developed through game play and conditioned situations.

YEAR 8 FRENCH

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

The course book that we will use throughout the year is Studio 2. All students have access to the digital textbook through their account at pearsonactivelearn.com. In addition to this, we have a subscription to Education Perfect where students have access to a wealth of consolidatory and extension material.

Weeks 1-7:

Unit 1: T'es branche?

- Expressing and justifying opinions
- Talking about TV shows
- Using the negative structures ne...pas/ ne...jamais
- Film and literary genres
- Using adverbs of frequency
- Talking about how we use technology

Weeks 8-16:

Unit 2: Paris, je t'adore!

- Learning about Paris tourist attractions
- Using the perfect tense of regular and common irregular verbs
- Understanding information about tourist attractions
- Expressing opinions about past events: c'etait.../ j'ai trouve ca...
- Using the perfect tense with etre
- Questions in perfect tense

Weeks 17 -23

Unit 3: Mon Identite

- Describing personality and adjectival agreement
- Talking about relationships and using reflexive verbs
- Talking about music, expressing opinions, agreeing and disagreeing with others
- Talking about clothes
- Using the near future
- Talking about your passion
- Using the past, present and future tenses
-

Weeks 24-30:

Unit 4: Chez moi, chez toi

- Describing where you live
- Comparison adjectives
- Describing your home
- Using prepositions
- Talking about meals
- Using the verbs *boire* and *prendre*
- Using the structure *il faut...*
- Talking about an event
- Using three tenses

Weeks 31 - 37

Unit 5: Quel talent !

- Talking about talents and ambition
- Using the verb *vouloir*
- Encouraging and persuading people
- Using the verbs *pouvoir* and *devoir*
- Using the imperative
- Using superlatives

Students will sit summative assessments in each of the four keys skills twice throughout the year.

YEAR 8 SPANISH

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

The course book that we will use throughout the year is Viva 3. All students have access to the digital textbook through their account at pearsonactivelearn.com. In addition to this, we have a subscription to Education Perfect where students have access to a wealth of consolidatory and extension material.

The course book will be Viva 3

Weeks 1-7:

Unit 1:

- Talking about things that we like
- Using regular and common irregular verbs in the present tense
- Talking about your week
- Talking about films
- Talking about a birthday
- Using the preterite tense
- Talking about life as a celebrity

Weeks 6-12: Orientate

Unit 2:

- Saying whst you have to do at work
- Using *tener que*
- Saying what job you would like to do
- Using adjectival agreement
- Talking about your future
- Using the near future tense
- Describing your job
- Using three tenses

Weeks 13 - 19:

Unit 3: La Forma

- Talking about diet
- Using object pronouns
- Talking about an active lifestyle

- Using stem changing verbs
- Talking about daily routine
- Using reflexive verbs
- Talking about getting fit
- Using *se debe / no se debe*

- Talking about ailments and using *me duele(n)*
- Developing a conversation about fitness and routine
- Using complex structures

Weeks 20-26

Unit 4: Jovenes en Accion

- Talking about children's rights
- Using the verb poder
- Talking about Fair Trade
- Expressing your point of view
- Talking about recycling
- Using *se deberia*
- Talking about how a town has changed
- Using the imperfect tense

Weeks 27-38

Unit 5: Una Aventura en Madrid

- meeting and greeting people
- using expressions with tener
- Using the superlative
- Discussing buying souvenirs
- Using the comparatives
- Saying what you will do
- Using the simple future tense

Students will sit summative assessments in each of the four keys skills twice throughout the year.

YEAR 9 ENGLISH

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Weeks 1-7:

Unit 1: Narrative Voice- Open Chapters

In this unit students will be:

- Exploring the significance of the narrative voice, exposition and characterization in order to show an understanding of writer's craft.
- Completing close textual analysis of imagery, setting, pathetic fallacy as well as exploring the Limited, Omniscient, Objective third person narrative voices, use of first person unreliable narrator, the difference between narrator and protagonist as well as retrospective narratives.
- Displaying the sophistication of their understanding by self-selecting an initial chapter to extend into the next stage of narrative, taking on appropriate events, tone, narrative voice and characterization which has been inferred from the original text.

Opening chapters from the following novels are used: *The Woman in Black, Huckleberry Finn, Fahrenheit 451, A Study in Scarlet*.

Weeks 8-16:

Unit 2: Prose study
In this unit students will be:

- Exploring the context, themes, characterization, symbolism, writer's craft etc. of the novel, whilst developing and enhancing their skills of close analysis and essay construction.
- Exploring the significance of the time period that the author was writing in in order to enhance understanding of the literary and linguist devices used within the text.
- Exploring intertextuality, via the motif of identity and concomitantly developing skills in comparative analysis.
- Developing skills of planning, writing and editing extended analytical essay compositions, focusing on a specific thesis.

Weeks 17-27

Unit 3: Shakespeare Study: *Romeo and Juliet* by William Shakespeare

In this unit students will be:

- Studying the context, themes, characters, ideas etc. of the play text, and applying their knowledge, as they create, organize and deliver an interactive workshop for Y6 (5^{th} grade) students, which will both communicate and enhance their knowledge of the text and the contextual elements of Shakespearean performance.
- Identifying and exploring the attributes of tragedy that are contained within the text, including applying Aristotle's theory on tragedy, the Tragedy of Fate, Tragedy of Character, Hamartia, Denouement and Catharsis.
- Exploring the formal features of the text such as asides, prose, blank verse and rhyming verse and how these aide the communication of meaning.
- Developing their skills of close textual analysis, inference and formal essay writing.

Weeks 27-38

Unit 4: Media and Film

In this unit students will be:

- Building on the media and film language originally introduced in the *Romeo and Juliet* unit to create a comparative analysis between two texts in the action hero genre.
- Drawing evidence from both *Casino Royale* and *Indiana Jones* to explore the effective representation of the respective characters.

The focus on the analysis is a comparative essay with appropriate film and media language. Key terms such as chiaroscuro, mise en scène, mise en shot etc. will be used.

YEAR 9 MATHEMATICS

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Suggested Textbook: Mathematics for the International Student 9 (Haese) (Each unit is approximately 2 weeks in duration)

Indices and Standard Form

- Evaluate expressions written using indices
- Use the first three laws of indices to simplify expressions
- Understand and work with zero, negative and fractional indices
- Convert between numbers written in standard form (also known as scientific notation) and ordinary numbers
- Perform calculations with numbers in standard form, both with and without a calculator

Brackets and Factorization

- Simplify algebraic expressions (Like terms and products)
- Expand and simplify expressions involving single brackets
- Factorize expressions into single brackets
- Expand and simplify expressions involving double brackets
- Factorize expressions into double brackets
- Expand and simplify expressions with three sets of brackets
- Factorize more complicated expressions by removing a bracket as a factor

Pythagoras' Theorem and Trigonometry

- Find any missing third side of a right angled triangle using Pythagoras' theorem
- Use trigonometric ratios (sin, cos and tan) to find missing sides in right-angled triangles
- Use trigonometric ratios to find missing angles in right-angled triangles
- Solve problems using trigonometry including those that involve angles of elevation or depression
- Use and understand bearings
- Apply trigonometry to solve questions involving bearings

Equation and Problem Solving

- Solve linear equations
- Solve rational equations
- Solve and graph linear inequalities
- Form and use equations to solve problems

Perimeter, Area and Volume

- Find the perimeters and areas of shapes made from triangles, quadrilaterals and circles, including arc lengths and sector areas
- Convert between units of length, area and volume
- Find the surface areas of prisms, cylinders and square-based pyramids
- Find the volumes of prisms, cylinders and pyramids
- Find the surface areas and volumes of cones and spheres

Formulae

- Substitute numbers into formulae
- Change the subject of a formula
- Construct a formula from a word or geometric problem
- Find the formula for the nth term of simple sequences
- Find the formula for the nth term of quadratic sequences

Coordinate Geometry

- Find the distance between two coordinate points
- Find the midpoint of a line segment
- Read and draw gradients of line segments
- Sketch or draw a linear graph, given its equation in the form $y = mx +$ □
- Find the equation of a line in the form $y = mx + c$ by looking at its graph
- Recognize and work with the equations of horizontal and vertical lines
- Check whether a point lies on a line
- Find the equation of a line given the gradient and one point on the line, or given two points on the line
- Use gradients to solve problems with parallel and perpendicular lines
- Work with equations of linear graphs in general form ($Ax + By = C$)
- Use axes intercepts to sketch graphs in general form

Percentages

- Use a multiplier method to calculate percentage changes
- Increase or decrease a quantity by a given percentage
- Find percentage changes including profit and loss

Simultaneous Equations

- Solve two linear simultaneous equations using substitution

- Recognize and explain why a pair of simultaneous equations may have no solutions or an infinite number of solutions
- Solve two linear simultaneous equations using elimination
- Solve word problems by setting up and solving a system of two linear equations

Venn Diagrams and Probability

- Use set notation
- Recognize special number sets including the empty set
- Understand universal and complementary set
- Use Venn diagrams
- Calculate relative frequency/ experimental probability
- Display outcomes in the form of a sample space (possibility) diagram
- Calculate theoretical probabilities
- Understand the terms 'mutually exclusive' and 'independent'
- Use product rule for combining events
- Calculate the expectation of events
- Use Venn diagrams for probability
- Use Tree diagrams to calculate probability

Transformations of Shapes

- Translate a shape by a vector
- Rotate a shape by a multiple of 90° in either direction
- Reflect a shape in horizontal and vertical mirror lines as well as the lines $y = x$, $y = -x$
- Enlarge a shape by a scale factor (positive and/or fractional)
- Enlarge a shape by a scale factor (negative)
- Describe a transformation that maps an object onto an image
- Understand the terms congruent and similar

Quadratics

- Solve quadratic equations by factorization
- Solve quadratic equations by using the quadratic formula
- Plot the graph of a quadratic function accurately by plotting a series of points
- Sketch the graphs of quadratic functions using x and y intercepts
- Find the equation of the axis of symmetry of a parabola, as well as the coordinates of its vertex

Functions

- Recognize whether a rule or graph corresponds to a mathematical function
- Use standard function notation

- Read and use the modulus sign
- Sketch graphs of linear functions involving the modulus sign
- Solve simple linear equations involving the modulus sign
- Find composite functions

Statistics

- Find the mean, median, mode and range from either a list of data or from data given in a frequency table
- Draw and read from stem and leaf diagrams
- Find the quartiles and interquartile range (IQR) of a set of data
- Draw and read from a box and whisker diagram
- Formally identify outliers in a set of data
- Draw and read from a cumulative frequency diagram

Application of Mathematics and Investigations

- Various activities to ensure students understand that all Mathematics is interwoven and relevant.
- Relevant and engaging investigations throughout the year to spark a love of learning and train students to problem solve.

Revision

End of year examination Assessments:

The curriculum is divided into 15 units of work, and the students are tested after each three units – this is roughly equal to six or seven weeks' worth of work. The students' understanding is checked regularly in class and through marked homework assignments

YEAR 9 SCIENCE

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular topics.

Suggested Textbook: Cambridge Lower Secondary Science (Collins): Stage 9 book

Unit 9.1: Chemical bonding

This unit covers fundamental ideas about chemical bonding including covalent and ionic bonding; it consolidates and builds upon learners' prior knowledge of atomic structure. They will use their understanding of bonding to explain what a molecule is and consider various representations of molecules.

Learners will examine various types of models and develop skills in moving between multiple representations of substances.

Unit 9.2: Plant Biology

In this unit, learners will learn more about photosynthesis including where it takes place and the summary word equation for the process. They will consider the role of light energy, chloroplasts and chlorophyll and understand that carbohydrates are made during photosynthesis.

Learners will investigate the pathway of water and mineral salts from the roots to the leaves in flowering plants and consider why plants need magnesium and nitrates.

The unit ends by learners studying the carbon cycle and the important roles that photosynthesis, respiration, feeding, decomposition and combustion have in the cycle.

During this unit, learners have opportunities for suggesting hypotheses, planning investigative work, carrying out risk assessments and practical work, drawing conclusions and evaluating investigations.

Unit 9.3: Chemical structures and properties

This unit provides learners with an opportunity to revisit the structure of the atom, build on prior their learning and to be introduced to electron arrangements. This new understanding is used to explain the chemical properties of chemical structures. Learners then consider the physical property of density.

Learners will have the opportunity to make observations of properties and propose trends. They will examine various types of models and develop skills in moving between multiple representations of substances. Learners will practise carrying out calculations, including rearranging formulae, choosing appropriate units and drawing conclusions from the data obtained.

Unit 9.4: Sound and energy

In this unit, learners draw and label waveforms, explore transverse and longitudinal waves and how they transfer energy. Learners will consider that sound travels as longitudinal waves and that electromagnetic waves travel as transverse waves. They will also learn about principles of wave interference using sound waves.

Learners go onto explore the theory of conservation of energy and begin to apply it to energy transfers and

heat dissipation. As part of this learners will discuss and explain the difference between heat and temperature before considering transfer of energy by conduction convection and radiation and cooling by evaporation.

This unit provides opportunities for learners to carry out practical work and to consider models, including their strengths and limitations.

Unit 9.5: Human biology

This unit starts with learners considering excretion in the context of the human renal system. Learners then study reproduction (another characteristic of living organisms) in the human context; they focus on gametes and fertilisation while exploring the role of DNA, genes and chromosomes. The inheritance of biological sex is studied in terms of XX and XY chromosomes. Finally, learners discuss how fetal development is influenced by maternal health including her diet and whether she drinks alcohol, smokes or uses drugs (legal or illegal).

During this unit, learners have opportunities for describing the strengths and limitations of models as well as understanding that models reflect current scientific evidence and they can change when new evidence is discovered. Learners also have opportunities to use symbols to represent scientific ideas when using information about XX and XY chromosomes and to interpret data about fetal development in relation to maternal health.

Unit 9.6: Electricity

This unit extends learners' knowledge and understanding of electricity by making and testing the current in different parts of parallel circuits. They extend their knowledge of circuit diagrams by drawing parallel circuits and their knowledge of electrical components and circuit symbols by using fixed and variable resistors. Learners will be introduced to using a voltmeter to measure the voltage in series and parallel circuits; they learn to calculate resistance from voltage and current using the formula $R = V / I$. Learners use this relationship gain an understanding of how factors such as voltage and resistance affect the flow of current in circuits.

This unit provides opportunities for learners to make circuits and investigate current and resistance. It also gives opportunities to discuss the strengths and limitations of models used to describe and explain electricity.

Unit 9.7: Chemical reactions

In this unit, learners will learn about chemical reactions and how mass and energy are conserved in them. They will be introduced to displacement reactions and learn how to prepare common salts and then purify the final product. Learners will also consider what factors can affect the rate of reaction including concentration, surface area of reactants and temperature. Throughout the unit learners will use symbols to represent and describe chemical reactions.

Learners will have the opportunity to plan investigations using their prior knowledge and reference materials. They will also carry out standard practical procedures, revisiting previous understanding of separation techniques. They will consider how the particle model is extended to collision theory when looking at chemical reactions.

Unit 9.8: Species and their environment

In this unit, learners consider variation within a species and relate this to genetic differences between individuals. Learners also study the scientific theory of natural selection and how it relates to genetic changes over time.

This understanding of species then supports learners when they investigate what could happen to the population of a species (including extinction) when there is an environmental change. Learners then describe the historical and predicted future impacts of climate change, including sea level change, flooding, drought and extreme weather events. Finally, learners consider the consequences of asteroid collision with the Earth, including climate change and mass extinctions.

During this unit, learners have opportunities to make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding, and to decide what equipment is required to carry out an investigation. Learners also have opportunities to collect, record and summarise sufficient observations in an appropriate form and to evaluate the strength of the evidence collected.

Unit 9.9: Earth and beyond

This unit covers important ideas about tectonic processes on Earth and how they have shaped our continents and oceans. Learners will apply their understanding of convection to the movement of tectonic plates and will examine the variety of evidence for this theory.

The unit then covers ideas about the formation of the Moon. It considers different hypotheses and how evidence from samples of Moon rock and the relative movement of the Earth and Moon led to the development of the collision theory (Giant impact hypothesis). The unit concludes with learning about nebulae and the theory of star formation from nebular collapse.

This unit provides learners with opportunities to consider scientific evidence and how it is used to prove or disprove a hypothesis. Learners will also consider a range of models throughout the unit.

Assessments:

The students will be assessed during each unit. At the end of the year they will complete Cambridge Lower Secondary Exams for Science.

YEAR 9 HISTORY

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Suggested Textbooks:

Oxford Technology, War and Identity (Aaron Wilkes) Oxford

Industry, Reform and Empire (Aaron Wilkes)

Longman Secondary Histories: The Late Modern Age (L E Snellgrove)

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Weeks 1-10:

Unit 1: The Industrial Revolution

Overview of the Period

- Make links with previous knowledge
- Source analysis

The Population Explosion

- Causes and Impact

The Agricultural Revolution

- Crop Rotation, Selective Breeding, Enclosure

The Transport Revolution

- Steam power
- Role of Stephenson
- Watt

Role of Inventors and Entrepreneurs

- Presentation Skills

Why were Victorian Cities so unhealthy?

- Housing, water, waste, disease and crime
- Essay writing skills/assessment
- Plan and analyze ideas into topic paragraphs

Child Labor

- Trip
- Historical Fiction

Assessment

- Knowledge based test
- Essay (See above)

Weeks 11-12:

Unit 2: Political Revolutions The

French Revolution

- Links to previous learning on American Revolution
- Significance

Causes

- Long term
- Short term

Key Events

- Research

Key individuals

- Research skills

Consequences Assessment

- Knowledge based test

Weeks 13-22:

Unit 3: World War One Depth Study The

Significance

- Making connections

The Causes

- Militarism, Alliances, Imperialism, Nationalism
- Role of Individuals
- Assassination

Historiography

- Debate skills

Assessment

- Essay on the Causes of World War One
- Planning and argument skills

Stalemate

- Why wasn't it over by Christmas

The Somme

- Trench warfare
- Total War
- Interpretations

Consequences

- Treaty of Versailles
- Bolshevik Revolution

Assessment

- Knowledge based test

Weeks 23-32:

Unit 4: The Twentieth Century World 1920s

- Boom and Bust USA

Ways to Run a country

- Democracy
- Dictatorship

Ideologies of the 20th Century

- Fascism - Italy
- Communism - Russia

Hitler's Germany

- Nazism
- Social Policies
- Racism

Key turning points of World War Two

- Causes of WW2
- Battle of Britain
- Barbarossa
- Pearl Harbor
- D-Day
- Hiroshima

Week 33: Revision

Week 34: End of year examination Week

35: Feedback and Evaluation

YEAR 9 GEOGRAPHY

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Weeks 1-5:
Unit 1: Advanced Geographical Skills
In this unit students will build essential Geographical skills to calculate scale, interpret relief & locate places accurately as well as practicing the skills required to succeed in a summative assessment.

The students will learn to:

- Understand how to effectively use an Atlas to interpret a variety of maps
- Use lines of longitude & latitude to locate global tectonic hazards
- Apply understanding of Map Skills from Year 7
- Apply understanding of Map Skills from Year 7
- Interpret topgraphical maps effectively & apply understanding of climates from Year 8
- Construct a Cross Section of a specified area using an OS Map

The students will also complete a geographical skills project and a summative assessment.

Weeks 6-14:
Unit 2: Development

In this unit students will to understand how population is calculated and its relationship with development as well as understanding the factors that impact a nation's development including exploring a country in detail to ascertain why it's development is ranked as it is.

The students will learn to:

- Explain how population has changed
- Interpret different population structures & consider their challenges
- How & why population changes occur
- Understand how development is measured
- Introduce the concept of natural resources and assess their impact on global development
- Reconsider the notion of "rich & poor" countries

This unit also includes some project based learning.

Weeks 15-18:
Unit 3: Russia

- In this unit the students will learn to understand the Geography of Russia as well as identifying connections between Russia's Geography & it's development

The students will learn to:

- Locate the Human & Physical features of Russia on a map
- Construct a choropleth map of Russia's population density
- Describe how life varies in Russia according to urban & rural areas
- Consider how Russia's natural resources have impacted its development in the past, present & future
- Analyze Russia's energy conflict with Ukraine
- Consider the role Russia will play in the future of energy

Weeks 19-31:
Unit 4: Energy Security
In this unit students will learn to understand the current energy crisis & evaluate the solutions available to us as well as applying understanding of alternative energy sources to real world locations. They will also synthesize knowledge of Theme 1 & 4 to effectively make decisions.

The students will learn to:

- Understand how population & energy consumption vary globally
- Explain the enhanced Greenhouse effect & it's links to energy sources
- Where Fracking takes place & how we obtain energy using this process
- Explore the impacts of Fracking in the world in which we live
- Explore the impacts of Fracking in the world in which we live
- Evaluate the role Fracking can play in the current energy crisis
- Explain how Nuclear Energy works
- Describe where Nuclear takes place & evaluate the pros & cons
- How to respond when a Nuclear disaster occurs
- Consider how effective Hydroelectric power is as an alternative energy source [case study: China]

Also during this unit students will complete:

- An individual Task: Tully Town
- A paired Project: Fracking

Week 32:
Examination week

Weeks 33-35:
Unit 5: Sustainability
In this unit students will define sustainability and describe it's global pattern as well as recalling & analyzing real life examples of sustainability.

The students will learn to:

- Consider where the most sustainable places are on our planet
- See sustainability in action in the developing world [Dharavi]
- See what a sustainable city looks like in the developed world [Dubai]
- Consider how water can be managed unsustainably
- Synthesize what we know about climate change & sustainability

Assessments:
Assessment will be within each unit.

YEAR 9 COMPUTER SCIENCE

Please note: While this is an overview of the curriculum, there may be modifications to ensure that students are able to strengthen their skills in particular topics.

Weeks 1-7:
Unit 1: PYTHON – Next steps
The students will learn about:

- The Basics
- Loops
- Lists
- Functions
- Returning values

Assessment at the end through portfolio of evidence

Weeks 8-16:
Unit 2: Website coding
The students will learn about:

- HTML
- CSS
- Design
- Development
- Web Forms

Assessment at the end through portfolio of evidence

Weeks 17-22:
Unit 3: Networks
The students will learn about:

- The Internet
- Connectivity
- Topologies
- Client-server networks
- Encryption Assessment at the end of unit

Weeks 23-27:
Unit 4: Database development
The students will learn about:

- What is a database?
- Tables
- Queries
- Input forms
- Reports

Weeks 28-34:
Unit 5: Control Systems
The students will learn about:

- Flow charts
- Sequencing
- Sensors
- Subroutines
- Actuators
- Variables

Weeks 35-37:
Unit 6: Code Combat-Learn typed code through a programming game
The students will learn about:

- Python, JavaScript, and HTML
- Solving puzzles
- making their own coding games

Assessment:
Assessment will be at the end of each unit.

YEAR 9 ART

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Weeks 1-15:

Unit 1: Pop Art Unit

The students will learn about:

- History and key characteristics of Pop Art
- Exploration of the art movement through practical exploration
- Experimentation with graphite pencil, colored pencil
- Elements and principles of Art including color, composition, pattern, contrast, line, shading

Weeks 16-26:

Unit 2: Musical Instruments The

students will learn about:

- History and key characteristics of Art movement Cubism
- Exploration of the art movement through practical exploration
- Emphasis on planning, refining and modifying initial ideas to create an artwork ready for exhibition
- Development of independence on choice of media. E.g. graphite shading, colored pencil, digital media

Weeks 27-36:

Unit 3: Observational Drawing

The students will learn about:

- Technical skills unit relating to first hand drawings of realistic observational still life
- Elements and principles of Art including color, composition, pattern, contrast, line, shade, proportion, tone, value
- Sustained drawing of man-made objects, set up individually or in still life groupings.
- Exploration of graphite pencil, colored pencil and paint.

Assessments

- Students are given feedback on their progress both verbally and formally throughout each unit.
- There is a formal assessment given on the outcome of student's artwork at the end of the unit.
- Peer and self-assessment is used in each unit

*Please note there is no visual arts timed test in exam week for middle school.

YEAR 9 DRAMA

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Weeks 1-16:

Unit 1: Puppet Project

Students will attend a workshop, laid on by a professional puppet theatre, to introduce them to the basics of puppetry.

The Students will be:

- Collaborating with the art department, in order to produce their own puppets, puppet sets and ultimately devise their own puppet performance.
- Covering some of the basics of Drama through a fun and different medium, whilst also being highly creative in devising a performance.
- Rehearsing and developing their puppet performance before the final end of term puppet show!

Weeks 17-27:

Unit 2: Newspaper Theater

The students will be:

- Introduced to the political power of theatre through the work of Augusto Boal and his theatre of the oppressed.
- Looking at the techniques of Boal's Newspaper Theatre, students will work in groups, choosing their favorite to create a powerful piece of theatre of their own.
- Devising and rehearse their performance, with a final production given at the end of term.

Weeks 28-35

Units 3 and 4: Devise from a Stimulus and a Short Script study

The students will be:

- Evaluating both process and performance, using specific drama related vocabulary, with maturity and insight.
- Devising a performance from a given stimulus, demonstrating creativity and originality, utilizing a range of practical theatrical ideas.

- Adopting the role of director, exhibiting effective leadership qualities, where applicable, in order to produce an effective performance.
- Demonstrating dexterity when utilizing vocal tone, pitch and expression to create and communicate differing characters.
- Demonstrating an insightful awareness of space and utilize proxemics to enhance performance, with an insightful understanding of the effect on the audience.

Assessment:
Students are assessed at the end of each unit through performances.

YEAR 9 MUSIC

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

Modifications and changes will be applied to all music units this academic year to adhere to COVID-19 guidelines and protocols with regards to performing, instrumental playing and singing.

Weeks 1-7:

Unit 1: Film Music

This unit will include:

- Students will gain insight into the emotional content of music and how the music can be used to manipulate the emotions of our audience.
- Students will learn to use music technology to compose thematic elements throughout a piece, creating leitmotifs for characters.
- Students will learn musical elements through matching appropriate music and volume to shots and scenes of the visuals.
- Students will learn about the different styles of music used in films through history.

Weeks 8-16:

Unit 2: Understanding Musical Notation and Rhythm

This unit will include:

- Students will study the fundamentals of reading and writing music notation.
- Music Composition and chord writing will be explored.
- A collaborative composition using instruments and body percussion will be written and performed.

Weeks 17-28:

Unit 3: Music from Around the World

This unit will include:

- Music of East Asia: Themes, Instruments and Characteristics.
- Music of West Africa: Rhythms, Dance, Instruments and Characteristics.
- Latin Music: Rhythms, Dance Instruments and Characteristics.
- Music of Oceania: Polynesian Voice and Australian Aboriginal Music.

Weeks 24-32:

Unit 4: Dance Music

This unit will include:

- The history of dance and dance music.
- How to choreograph a dance.
- The musical element sused to create a successful performance.

Assessments: The students will be assessed during performances every half term.

YEAR 9 P.E.

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas. Modifications and changes to rules may be applied to all games this academic year to adhere to COVID-19 guidelines and protocols.

Rounders:

The students will focus on:

- Develop a range of different batting, fielding and bowling techniques.
- Understand and identify specialist positions in Rounders.
- Umpire small sided games.

Tag Rugby:

The students will focus on:

- Developing, implementing and refining team and individual game strategies to succeed in touch rugby.
- Participating in different roles such as attackers, defenders and officials.
- Playing modified games with the intent of developing enough strategy to play a more organized game with a good amount of success.

Basketball:

The students will focus on:

- How to use previous principles of attacking and defending to plan different strategies in basketball games.
- How to properly "set picks" and how to rebound using the correct boxing out technique.

Volleyball

The students will focus on:

- Replicating and further developing techniques as well as implementing and refining strategic offensive plays to outwit opponents.
- Executing with a good amount of success the essential elements of attack and defense.
- Confidently scoring and officiating volleyball games.

Handball:

The student will focus on:

- Both individual and team based tactics to apply in all team handball activities.
- The finer details of the game and start to use different defensive formations that best suit their opponents.
- Participating as an official to help learn all of the rules to team handball.

Badminton:

The students will focus on:

- Learning and performing more basic badminton skills with accuracy and control.
- Continual development and adaptations of the necessary skills that will contribute to producing an improved performance in the sport of Badminton.

YEAR 9 FRENCH

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

The course book will be Studio GCSE

Term 1: Qui suis-je?

- Revising family and describing people
- Revising places in town and activities
- Talking about friends and what makes a good friend
- Using irregular verbs in the present tense
- Talking about family relationships
- Using reflexive verbs in the present tense
- Making arrangements to go out
- Using the near future tense
- Describing a night out with friends
- Using the perfect tense
- Talking about your life when you were younger
- Using the imperfect tense
- Discussing role models
- Using the present, perfect and imperfect tenses

Term 2:Le temps des loisirs

- Revising sport and music
- Revising technology, films and TV
- Talking about sport
- Using depuis + the present tense
- Talking about your life online
- Using the comparative
- Talking about books and reading
- More practice of the imperfect tense
- Talking about television programmes
- Using direct object pronouns
- Talking about actors and films
- Using superlative adjectives

Term 3: Jours ordinaires, jours de fete

- Describing your daily life
- Using pouvoir and devoir
- Talking about food for special occasions
- Using the pronoun en
- Describing family celebrations
- Using venir de + infinitive
- Describing festivals and traditions

YEAR 9 SPANISH

N.B. Whilst this is an overview of the curriculum there may be alterations as the course progresses to ensure students have the opportunity to increase their skills in certain areas.

The course book will be Viva! GCSE Higher

Term 1: ¡Desconéctate!

- Revision of the present and preterite tenses
- Discussing vacations and weather
- Discussing what you do in the summer
- Using opinion phrases for yourself and others
- Using the preterite tense to say what you did on vacation
- Describing where you stayed
- Using the imperfect tense
- Booking accommodation and dealing with problems
- Giving an account of a holiday in the past
- Using three tenses

Term 2: Mi vida en el insti

- Giving opinions about school subjects
- Describing school facilities
- Describing school uniform and the school day
- Talking about school subjects and teachers

- Using comparatives and superlatives
- Justifying opinions using a range of language
- Describing your school
- Using negatives
- Talking about school rules and problems
- Using phrases followed by the infinitive
- Talking about plans for a school exchange
- Using the near future tense
- Talking about activities and achievements
- Using object pronouns
- Saying how long you have been doing something

Term 3: Mi gente

- Talking about socialising and family
- Describing people
- Talking about social networks
- Using *para* with infinitives
- Extending responses by referring to others
- Making arrangements
- Using the present continuous tense
- Talking about reading preferences
- Using a range of connectives
- Using *ser* and *estar*
- Understanding more detailed descriptions
- Talking about friends and family
- Using a range of relationship verbs
- Referring to the present and the past