

Curriculum Booklet

Key Stage 3



The British School Al Rehab

April 2020

Aims and Purpose of Key Stage 3

This booklet is designed to provide a basic overview of the curriculum demands for students in years 7 and 8. Key Stage Three (KS3) is a very important period in a student's journey through compulsory education as it marks the end of Primary education and the beginning of Secondary education. The curriculum at this stage aims to help students negotiate these two enormous changes. Therefore, the curriculum has not just been written to provide students with information, facts and answers, it has also been written to encourage them to take control of, and be responsible for their learning.

We follow the National Curriculum for England at Key Stage 3. While responding to curriculum developments in UK schools, we endeavour to focus on the ever-changing needs of our parents and students for assessment (see appendix).

Our curriculum for Key Stage 3 consists of the nine subjects; English, Mathematics, Science, French, Geography, History, ICT, Art and Physical Education. Provision is also made for the compulsory Arabic curriculum taught by locally hired specialists. This Key Stage 3 Booklet informs parents and students about the courses they will follow and provides advice and guidance on how students and parents can make the most of their time at TBS.

Assessment

A weekly homework task is set in all classroom-based subjects to complement, extend and consolidate work done in class. Marks are recorded and advice is given on how to improve; more details appear in an appendix to this booklet. Regular formative assessments take place throughout the year, which helps teachers to intervene with individuals and groups and inform future teaching plans.

FACULTY OF ENGLISH AND HUMANITIES

ENGLISH

Curriculum Type: International Lower Secondary Curriculum

Qualification title: Edexcel Award in Lower Secondary English

Accreditation status: Accredited as UK National Curriculum

Aims

TBS students will be able to build on the knowledge and skills that they have been taught at key stage 2. All students will be taught UK versions of English, supported by materials endorsed by the UK national curriculum. Hence, the overarching aim for English in the UK national curriculum is to promote high standards of language and literacy by equipping TBS students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all students can develop their English Language skills so they can:

- read easily, fluently and with good understanding,
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary,
- an understanding of grammar and knowledge of linguistic conventions for reading, writing and speaking the language.

We aim for our students to be able to elaborate and explain clearly their understanding and ideas in a way that demonstrates competency in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in students' development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of students' reading and writing during key stage 3 and we try to ensure our students develop confidence and competence with these skills.

Students will also be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.

Reading and writing

Reading at key stage 3 will be wide, varied and challenging. Students are expected to read whole books, to read in-depth and to read for pleasure and information. Students will be able to continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They will be taught to write formal and academic essays as well as writing imaginatively.

They will be taught to write for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar. Opportunities for students to enhance vocabulary will arise naturally from their reading and writing. Students will be shown how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use figurative language.

Students will be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They will understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This will involve consolidation, practice and discussion of language.

COURSE CONTENT

Year 7					
	Autumn		Spring		Summer
Duration per focus	Term 1.1 (6 weeks)	Term 1.2 (4 weeks)	Term 2.1 (8 weeks)	Term 2.2 (5 weeks)	Term 3 (6 weeks and 3 days)
Focus: topic of study	Baseline testing and Autobiographies v Biographies	Media Challenge (understanding non-fiction)	Author Study (comparing a contemporary author to a pre-1914)	Frankenstein: A Play (drama)	SPY and Mystery (non-fiction and fictional writing) project based

Year 8					
	Autumn		Spring		Summer
Duration per focus	Term 1.1 (6 weeks)	Term 1.2 (4 weeks)	Term 2.1 (8 weeks)	Term 2.2 (5 weeks)	Term 3 (6 weeks and 3 days)
Focus: topic of study	Class novels are: <ul style="list-style-type: none"> ● Of Mice and Men ● Stone Cold ● Trash Bottom ● Storm Catchers 	Multi-cultural poetry	Shakespeare	Media Unit: Superheroes	Begin IGCSE Units

For Year 8, it is also important that students make some initial preparations for iLower Edexcel exams.

CURRICULUM BREAKDOWN

There are four skill areas developed in English:

1. Reading: Students are taught to:

– **develop an appreciation and love of reading, and read increasingly challenging material independently through:**

- reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
 - English literature, both pre-1914 and contemporary, including prose, poetry and drama;
 - William Shakespeare;
 - seminal world literature;
- choosing and reading books independently for challenge, interest and enjoyment;
- re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

– **understand increasingly challenging texts through:**

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries;
- making inferences and referring to evidence in the text;
- knowing the purpose, audience and context of the writing and drawing on this knowledge to support comprehension;
- checking their understanding to make sure that what they have read makes sense.

– **read critically through:**

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these;
- understanding how the work of dramatists is communicated effectively through; performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts;
- studying a range of authors, including at least two authors in-depth each year.

2. Writing: Students are taught to:

– **write accurately, fluently, effectively and at length for pleasure and information through:**

- writing for a wide range of purposes and audiences, including:
 - well-structured formal expository and narrative essays
 - stories, scripts, poetry and other imaginative writing
 - notes and polished scripts for talks and presentations
 - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

– **plan, draft, edit and proof-read through:**

- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- paying attention to accurate grammar, punctuation and spelling.

3. Functional English: Students are taught to:

– **consolidate and build on their knowledge of grammar and vocabulary through:**

- extending and applying their grammatical knowledge to analyse more challenging texts
- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using Standard English confidently in their writing and speech
- discussing reading, writing and speaking the language with precise and confident use of linguistic and literary terminology.

4. Spoken English: Students are taught to:

– **speak confidently and effectively, including through:**

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

SPECIAL FEATURES

- Intervention: ASAs and Extra English classes will be offered to help boost students who feel they need that extra help. Many students will be provided with this support if baseline testing justifies it helps meet their particular needs.
- Library lessons: An enrichment programme exists to get students reading for pleasure to improve vocabulary and comprehension.

GEOGRAPHY

Curriculum Type: Endorsed by UK Department for Education

Qualification title: Geography

Accreditation status: UK National Curriculum

A high-quality geography education inspires in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As students' progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

AIMS

The national curriculum for geography aims to ensure that all students:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

SUBJECT CONTENT

Students will be able to consolidate and extend their knowledge of the world's major countries and their physical and human features. They will understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they will become aware of increasingly complex geographical systems in the world around them. They will develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way, students will continue to enrich their locational knowledge and spatial and environmental understanding.

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place Knowledge

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
 - physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
 - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mappings, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

HISTORY

Curriculum Type: Endorsed by UK Department for Education

Qualification title: History

Accreditation status: UK National Curriculum

Students will be able to extend and deepen their chronologically secure knowledge and understanding of British, Egyptian and world history so that it provides a well-informed context for wider learning.

Students will be able to identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They will be able to use historical terms and concepts in increasingly sophisticated ways. They will pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.

They will understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, Egyptian and world history outlined below, teachers will combine overview and depth studies to help students understand both the long arc of development and the complexity of specific aspects of the content

Examples of content include:

- **What is History?** Chronology; Evidence and Archaeology; interpretation; Significance; Empathy; Primary and Secondary Sources; Source Analysis and Reliability
- **Medieval Times** Bayeux Tapestry; The Anglo Saxons; Battle of Hastings and William the Conqueror; Feudalism; The Manor; Castles; Trade and Town; King John and the Magna Carta; Plague; Witches; Comparative study; Medieval East and West; The Crusades.
- **What is revolution?**
 - The Tudors; Religious conflict; The 20th Century Conflict; World War 1; Militarism; Imperialism; Interpretation; Significance; Empathy; Primary and Secondary Sources; Source Analysis and Reliability; Gunpowder Plot; The Civil War; Charles' Mistake; Royalists and Roundheads; Execution of King Charles; Cromwell - Hero or Villain?
 - The French Revolution -Events; The French Revolution - Consequences; Napoleon - Hero or Villain?
 - England change over time; Conditions for people living in the Industrial Age; Consequences of the Industrial Revolution.
- **20th Century Conflict**
 - *World War 1*: Militarism; Imperialism; Interpretation; Significance; Empathy; Alliances; Nationalism; Social Climate; The assassination of Franz Ferdinand; Propaganda and Recruitment; The Trenches; The Battle of the Somme; Field Marshall Haig: Hero or Villain? Roles of World War 1, Primary and Secondary Sources; Source Analysis and Reliability Gunpowder Plot;
 - *End of WW1 Primary Sources*: Memoirs, Letters Diaries; The Golden Interwar years; Causes of World War2; Wall Street Crash; Treaty of Versailles
 - *Types of Government and Leaders*: Communism, Fascism, Socialism Hitler's Aggression; Appeasement; Wartime Art and Culture; War Crime.

FACULTY OF MATHS AND SCIENCE

MATHS

Curriculum Type: International Lower Secondary Curriculum

Qualification title: Edexcel Award in Lower Secondary Mathematics

Accreditation status: Accredited as UK National Curriculum

Mathematics is a creative and highly interconnected discipline that has been developed over centuries (much of it here in Egypt), providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The course aims to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

How the subject will be taught?

The subject will be taught by teacher-led instruction involving a wide range of resources from relevant real-life examples. There will be some use of technology to enhance classroom learning. There is the use of textbooks in the classroom and a separate practice book, which will be extensively used to set homework.

The involvement of coursework:

No coursework required.

Special requirements of the course:

There are no special requirements of the course, as it is a CORE subject and is therefore compulsory.

Scheme of assessment for this subject

The Key Stage 3 Curriculum is split down into Number, Algebra, Geometry and Statistics. Internal assessment is carried out informal half termly tests, as well as continually as part of informal assessment in the classroom; all of this in line with the school assessment policy in the appendix.

Why our students study Key Stage 3 Mathematics

Higher level mathematics skills are applicable in many jobs, as part of their job description. Being able to apply logical thinking and problem solving can help to enhance performance in many jobs. Mathematics is a non-optional subject, as it is of such high importance and applicable in most career paths, in one form or another.

COURSE CONTENT

The two year course comprises topics that appear in both years 7 and 8 where year 8 will take each topic to a higher level. The topics are broken down into the following groupings:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

SCIENCE

Curriculum Type: International Lower Secondary Curriculum

Qualification title: Edexcel Award in Lower Secondary Science

Accreditation status: Accredited as UK National Curriculum

TBS has adopted the Edexcel Lower Secondary Curriculum in Science that, while meeting the UK national curriculum standards, is also designed specifically for international schools. It gives the year 7 and 8 students excellent preparation for iLower, IGCSE and International Advanced Level and provides an international benchmark of achievement. Areas covered include basic genetics, human biology, physics, chemistry and astronomy.

AIMS OF THE COURSE

- to build on their scientific knowledge and understanding from Key Stage 2 and make connections between different areas of science;
- to use scientific ideas and models to explain phenomena and events;
- to understand a range of familiar applications of science;
- to be able to think about the advantages and drawbacks of scientific and technological developments for the environment and in other contexts, considering the reasons for different opinions;
- to carry out investigations of different types, on their own and in groups, making use of reference sources and evaluating their work;
- to communicate what they did and its significance;
- to learn how scientists work and the importance of experimental evidence in supporting scientific ideas.

COURSE CONTENT

The course for years 7 and 8 are based on three strands, each of which crosses other curriculum areas and develop a deeper understanding of scientific thinking and knowledge:

1. Scientific knowledge and conceptual understanding

The principal focus of science teaching in key stage 3 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of **biology**, **chemistry** and **physics**. The programmes of study describes a sequence of knowledge and concepts. While it is important that students make progress, it is also vitally important that we ensure they develop a secure understanding of each key block of

knowledge and concepts to progress to the next stage. Students will be able to describe associated processes and key characteristics in common language, but they will also be familiar with, and use, technical terminology accurately and precisely. Our students will also develop their use of scientific vocabulary, including the use of scientific nomenclature and units and mathematical representations.

2. Spoken Language

The national curriculum for science reflects the importance of spoken language in students' development across the whole curriculum – cognitively, socially and linguistically. TBS believes this is a vital element of a holistic view of education at this school where English is the main language of instruction and, therefore, science teaching must play its part in developing students language skills.

3. Attainment targets

By the end of key stage 3, students are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Assessment criteria and reporting will be in line with school assessment procedures outlined in the appendix.

CURRICULUM BREAKDOWN

There are four core content areas: Biology, Chemistry, Physics and Scientific Enquiry. Overarching topics that cover these areas are given below.

Biology	Chemistry	Physics	Scientific Enquiry
<ul style="list-style-type: none"> ● Structure and function of living organisms ● Humans and animals ● Plants ● Organisms and their environment. 	<ul style="list-style-type: none"> ● Matter ● Periodic Table ● Earth and atmosphere ● Chemical reactions. 	<ul style="list-style-type: none"> ● Energy ● Electricity ● Waves ● Forces 	<ul style="list-style-type: none"> ● Scientific ideas ● Investigating ● Obtaining and presenting evidence ● Conclusions ● Evaluating.

FACULTY OF CREATIVE STUDIES

ART

Curriculum Type: Endorsed by UK Department for Education

Qualification title: Art and Design

Accreditation status: UK National Curriculum

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education will be able to engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As students' progress, they will be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape history, and contribute to the culture, creativity and wealth of nations.

AIMS

The national curriculum for art and design aims to ensure that all students:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

CURRICULUM CONTENT

Pupils will be taught to develop their creativity and ideas, and increase proficiency in their execution. They will be able to develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Students will be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas;
- to use a range of techniques and media, including painting;
- to increase their proficiency in the handling of different materials;
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work;
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

FACULTY OF COMMERCIAL STUDIES

COMPUTING

Curriculum Type: Endorsed by UK Department for Education

Qualification title: Computing

Accreditation status: UK National Curriculum

In Key Stage 3, computing lessons focus on computer science, where children learn about the principles of information and computation, how digital systems work, and how to use information technology to create their programs and systems. The curriculum aims to equip them to use, express themselves and develop their ideas through computer technology at the level needed for the future workplace.

In computing, students should be taught to:

- understand and use the basic principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- analyse problems in computational terms, and write computer programs to solve these problems
- evaluate and use IT to solve problems
- use technology responsibly, confidently and creatively.

AIMS

Computing aims to ensure that all students:

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

CURRICULUM

Students will be taught to:

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

FACULTY OF LANGUAGES

FRENCH

Curriculum Type: Endorsed by UK Department for Education

Qualification title: Languages (Applied to French)

Accreditation status: UK National Curriculum

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality language education helps foster students' curiosity and deepen their understanding of the world. The teaching of French will enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provides opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching provides the foundation for learning further languages, equipping our students to study and work in other countries.

AIMS OF THE COURSE

- To equip students with the language skills needed for practical communication with speakers of other world languages.
- To encourage students to develop an interest, curiosity and respect for other cultures.
- To provide students with an awareness of and interest in how language works, including comparisons and contrasts with English, to promote basic literacy skills.
- To provide enjoyment and a sense of achievement for all students
- To enable students to develop their communication skills, by building confidence in listening and speaking.
- To provide a firm foundation for further language study and independent use of the target language in the future.
- To provide intellectual stimulation and challenge.
- To promote key skills, including problem solving, working with others, thinking skills, and to encourage creativity.

ASSESSMENT

Students in both years will be assessed in the four skills of reading, writing, listening and speaking throughout the year. Formative assessment takes place 5 times a year for both years in line with the school assessment methods and policy set out in the appendix.

COURSE CONTENT

In Year 7, students will study the following topics:

- Talking about television programs, films, reading, Internet and ‘what I did yesterday’
- The present tense and the perfect tense.
- Talking about verb faire and Aller verbs ir-re
- Talking about what you did yesterday with the use of perfect tense of regular verbs and irregular verbs
- Saying what you did in Paris (monuments)
- Understanding information about a tourist attraction and saying what you want and how
- Asking questions in perfect tense
- Talking about personality
- Adjectival agreement
- Reflective verbs
 - Agreeing and disagreeing along with reasons
 - The near future tense
 - Talking about music
 - Talking about your passion
 - Past, present and future
- Describing where you live
- Comparative adjectives
- Describing your home
- Different meals (boire et prendre)
- Discussing what food to buy
- Talking about the Internet
- Using three tenses
- Talking about an event (Aller et faire verbs)
- Talking about a talent and ambition
- Infinitive and the verb (vouloir, devoir)
- The imperative
- Superlative and adjectives

In Year 8, students will study the following topics:

- Talking about social Media using present tense verbs
- Giving your opinion about someone
- Using direct object pronouns
- Arranging to go out using near future tense
- Describing a music event
- Using three tenses
- Learning the parts of the body / using a+ definite article
- Learning about healthy eating / using future tense
- Making plans to get fit / Practising the future tense
- Describing levels of fitness/ using three tenses together
- Learning languages/ using modal verbs
- Saying what you used to do/ Using the imperfect tense
- Discussing your future and your past
- Practising the future and imperfect tenses
- Discussing holidays
- Asking questions using inversion using reflexive verbs
- Describing what happened on holiday
- Combining different tenses

PHYSICAL EDUCATION AND HEALTH

Curriculum Type: Endorsed by UK Department for Education

Qualification title: Physical Education Programmes

Accreditation status: National Curriculum of England

AIMS OF THE COURSE

- The overall aim of the Physical Education curriculum is to improve the Personal and Social Development of the individual through sport. The curriculum that the students will follow will be broad, balanced and relevant to the student's needs to:
- Challenge and improve their overall fitness through exercise for a healthy body and a healthy mind.
- Present a variety of opportunities through exercises to help students develop social and personal skills.
- Provide sporting opportunities, represent the school, through an extensive programme of extra-curricular activities.

COURSE CONTENT

- Appreciate and enjoy challenging themselves to achieve personal goals.
- Develop more advanced skills and confidence in physical activities.
- Understand and participate in a wide range of activities.
- Be able to participate on their own and in groups, in competitive and co-operative situations.
- Understand what level they are working at and how to improve.
- Value health and safety codes to minimise risk. To avoid danger and to respond appropriately and quickly when necessary in emergencies.
- Appreciate the importance of fair play and abiding by the rules. Follow the codes of conduct in all activities at all times.
- Understand the importance of Physical Education has towards improving their health, well-being and lifestyle.
- Develop relevant skills, knowledge and understanding for future vocations in sport.

CURRICULUM BREAKDOWN

Both years 7 and 8 will have the opportunity to cover the following areas of activity:

- Athletics
- Basketball
- Dance – Girls only
- Fitness
- Football
- Handball
- Step class – Girls only
- Swimming
- Tennis
- Cricket
- Yoga – Girls only

ASSESSMENT

Students are assessed at the end of each half term module. According to the results, the students can identify their overall progress. From the assessment, it is possible to determine whether students are working below the expected level, 'working at the expected level', or 'working above the expected level.' Assessment slips are given to each student identifying what level they are at and how they can improve. This allows the teacher to monitor progression throughout the year.

Appendix 1 Assessment

Five formal summative assessments take place each year, colloquially called half term assessment (HTA's). These may be formal tests, extended projects or a significant piece of work that allows for a 'snapshot' view of a student's attainment. Effort and attainment grades are reported to parents. Where necessary, individual or group intervention is planned after analysing assessment data.

As the curriculum evolves, we aim to maintain consistency across subject areas by using 9-1 levels (explained in more detail in an appendix in this booklet) and applying them to the changing curriculum. As the effect of these changes become clearer, our assessment and reporting system will evolve to reflect this.

Each subject is assessed using Levels 9 to 1 (9-1). Level 9 is the highest grade and level 1 is the lowest level, U being ungradable. Students attainment is very individual. Teachers can make judgements on student attainment and predictions through a range of teaching and learning practice, diagnostics and assessments. Students should be attaining the following levels.

- Year 7: Levels 1 to Level 4.5
- Year 8: Levels 4 to Level 7

When students complete their IGCSE at the end of Key Stage 4, the examinations are also assessed using this 9-1 grading system, where students are targeted to achieve 8 IGCSE subjects from level 5 up to 9 (previously grades C and above).

Day-to-day assessment is often an informal part of every lesson. Its purpose is to:

- Check that students are developing mental skills: for example, that they can recall facts, estimate, calculate mentally, and use visual imagery;
- Check that students have grasped the main teaching points in a particular lesson or unit of work, whether they have any misunderstandings that you need to put right, and whether they are ready to move on;
- Give you information that will help you adjust day-to-day plans.

Some key features of day-to-day assessment are:

- Objectives being shared with students and RAGged
- Peer- and self-assessment

- Student engagement and immediate feedback
- Effective use of high-quality resources

Periodic assessment is the process of standing back and considering the information that has been gathered through day-to-day assessment concerning the National Curriculum. Judgments are refined into 'developing' or 'attained' within a level. This is done holistically by taking into account how independently, how consistently and in what range of contexts students demonstrate their attainment. This constitutes an 'intelligent' differentiation. Its purpose is to:

- Review students' progress over the previous cycle of work in relation to assessment criteria and therefore national standards (checklists in years 7 & 8)
- Provide a broader view of progress for the teacher and the learner
- Help improve curriculum planning
- Provide information to feed into reporting

It will be decided what level the student is working at overall – using a 'best fit' approach.

Transitional assessment is the process of reviewing students' progress and attainment against the school and national targets, based on periodic assessment and using tests from national sources. Its purpose is to:

- Assess students' work against national standards
- Formally recognise achievement
- Give supplementary information about students' attainment and progress to be reported to parents/carers and, if appropriate the next teacher/school;
- Help set targets for future years;
- Highlight any weaknesses that should be flagged up in Schemes of Work for the next year.

Appendix 2 Homework

Introduction

Homework is important to student learning at TBS. The purpose of this homework plan is to guide teachers, parents and students in ensuring that homework is meaningful and supports the learning experience for all our students.

Homework is defined as the time students spend outside the classroom in assigned learning activities. TBS believes the purpose of homework should be to practice, reinforce, or apply acquired skills and knowledge; thus developing the deeper learning principle central to teaching and learning. TBS also believe, as research supports, that moderate assignments completed and done well are more effective than lengthy or difficult ones done poorly.

Homework serves to develop regular study skills and the ability to complete assignments independently. Completing homework is the responsibility of the student, and as students mature they are more able to work independently. Therefore, parents play a supportive role in monitoring completion of assignments, encouraging students' efforts and providing a conducive environment for learning. To that end, TBS will provide feedback in a way that assists parents in supporting their children.

The basic principles of homework

- Activities or assignments that students can complete independently. Carefully constructed as to be completed within a reasonable time allotment, with minimal adult help.
- Connected to subject curriculum.
- Suitable time is allowed for completion
- Connected to class instruction.
- Engaging, purposeful and relevant.
- The marking system is compatible with assessment outcomes (e.g. IGCSE Cambridge/ Edexcel)

Student Guidelines

- Complete homework as assigned.
- Record homework when assigned in a class by the teacher into their planner
- Seek clarification from teachers when unclear about homework before the due date homework has to be handed into the teacher.
- Use class time provided for completing classwork and/or starting homework.
- Seek assistance from teachers when demonstrating an inability to complete homework.

Assistance for homework

It is recommended that students seeking assistance with homework speak and work directly with their teachers as they will be able to recommend strategies to improve.

Teachers and parents shall communicate with each other at the earliest possible opportunity once the student has demonstrated a consistent inability to complete homework **and discuss possible solutions.**

Students who demonstrate quality, effort and spend sufficient time attempting to complete homework should be stopped when a parent observes that continuing is detrimental to the child's well-being. In such cases, parents should note the amount of time spent on the assignment and sign the paper.

If a student is consistently unable to complete assigned work, the parent should contact the teacher first for support and accommodations as necessary. Teachers should also contact parents if a student consistently is unable to complete the assigned work.

If a parent anticipates their child is out sick for an extended period of time, more than 5 days, then they should contact their child's teachers via the school front desk frontdesk_tbs@Gemsedu.com

Students who miss school work because of an authorised absence shall be allowed to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

Students who miss school work because of unauthorised absences may be allowed to make up missed work for full or reduced credit. Teachers shall assign such make up work as necessary to ensure academic progress, not as a punitive measure.

Students suspended from school shall be given assignments to complete. The teacher of any class from which a student is suspended may require the student to complete tests missed during the suspension.