



THE BRITISH INTERNATIONAL SCHOOL
ABU DHABI
A NORD ANGLIA EDUCATION SCHOOL



Curriculum Synopsis
Year 7
Term 1

Dear Parents,

Inside this curriculum booklet you will find the information needed to support your child through the first term of the academic year. We hope that this information will give you a better understanding of what is being taught and how you can support your child at home. For each subject there is a page split into three sections:

- **Curriculum Synopsis:** This section gives a brief outline of the content to be covered for the subject.
- **Supporting at Home:** Probably the most important section! Here each Head of Department has detailed how you can help your child through their curriculum.
- **Extension:** Here we have detailed resources and activities for extending your child beyond the curriculum. It should be noted that we do not expect students to complete all of these; they are simply suggestions for students to explore a subject they are passionate about.

Our hope in producing this booklet is that our parents will feel empowered to support their child at home and be partners in their learning. If you would like more information on any areas of the curriculum please check our contacts page and get in touch.

Kind regards,

Alan Grant

Assistant Head of Secondary School - Curriculum and Assessment

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Curriculum Synopsis

In Year 7 students are assessed in three different areas: Reading, Writing and Speaking and Listening. Although each element is assessed continually, each half term has one focus which will be assessed approximately every six weeks.

During each scheme of work, the learning objectives are made clear to the students. They are regularly involved in self and peer assessment and target setting. After each half termly assessment students are given written feedback that makes their next steps clear and achievable.

We begin Year 7 with a writing focus. Students will explore the genre of autobiographies. They will use modelled examples to develop an understanding of how to write an autobiography of their own. Their work will be assessed with a focus on the following skills:

- *Communicate effectively and imaginatively through adapting form, tone and register for specific purpose and audience*
- *Write clearly, using a range of vocabulary*
- *Write clearly using a range of sentence structures.*

During the second half of the term students will begin a class reader. All students in Year 7 will read 'Wonder' by R.J.Palacio. This is a wonderful book which follows the first day of school for a boy named August. August was born with Treacher Collins Syndrome. The novel follows the Pullman family through both happy and difficult times. The best-selling novel was made into a film a few years ago but we would strongly encourage our students to read the book before watching the film adaptation! In this unit of work our focus will be reading. The following skills will be assessed:

- *Be able to select, interpret and analyse ideas and perspectives*
- *Maintain a critical style and present an informed personal engagement with texts*
- *Analyse the language used in a text to create meaning and effect*
- *Analyse the structure used in a text to create meaning and effect.*

Supporting at Home

- Ask your child about the new skills they have been learning in English and what has changed since Primary School.
- Have a look at the activities completed in their exercise books – discuss with your child how they use targets set by their teacher to improve their next piece of work.
- Discuss the novel with your child – ask them about the characters and themes. See if they can talk about particular parts or quotes in the novel and what ideas these sections suggest to them.

Extending Beyond the Curriculum

To extend your child beyond the curriculum please encourage your child to read at home. We strongly recommend that all students read for a minimum of thirty minutes every day. They should also practise writing for an extended period; this could be through writing short stories, creating newspaper articles about key events that have taken place, writing poetry etc.

The following books may also be of interest to you:

New KS3 English Complete Study & Practice (with Online Edition) (CGP KS3 English)

Spelling, Punctuation and Grammar for KS3 - Workbook (with answers) (CGP KS3 English)

Curriculum Synopsis

In Year 7 students will study a range of topics in all the key strands of mathematics. Students in the top sets will also practise for the UKMT Junior Challenge and this will involve developing lots of techniques for problem solving. All students will be assessed on the same content. The topics in Term 1 will be:

- 1. Integers:** Students will use all four operations with negative numbers. This will also involve order of operation calculations.
- 2. Symbols:** Students will learn to simplify like terms and substitute into simple algebraic expressions.
- 3. Symmetry and Coordinates:** Students will plot coordinates on all four quadrants and be able to reflect shapes in straight and diagonal lines.
- 4. Fractions:** Students will learn to use equivalency to simplify and compare fractions, convert between mixed & improper fractions and find fractions of amounts.
- 5. Proportion:** Students will learn to convert between fractions, decimals and percentages as well as understanding basic place value and ordering of decimals.
- 6. Number Properties:** Students will learn the square numbers and their roots up to 15 as well as the cube numbers and their roots up to 5. They should also know the prime numbers up to 29 and be able to identify factors and multiples.
- 7. Circle:** Students will learn the key terminology for circles: radius, diameter, arc, circumference, centre, tangent, sector and segment.

Supporting at Home

All students will be issued with a homework pack via Teams and email at the start of term 1. This pack will contain 2 sections, retention and extension. The retention section focuses on the main questions we want students to be able to answer by the end of Year 7. This pack will contain lots of repetitive work sheets designed to enable students to memorise key concepts and algorithms.

The extension section will feature problem solving questions from the UKMT. These sheets should be used when students are scoring higher than 80% on tests and need more challenge than the retention sheets.

Extending Beyond the Curriculum

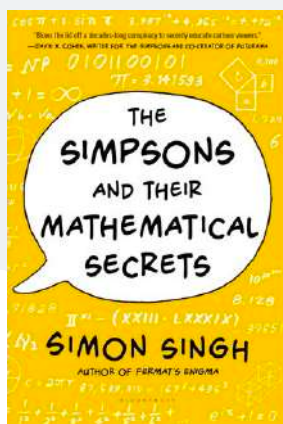
To extend your child beyond the school curriculum, please encourage them to read and solve problems as much as possible. Some of our more able students also enjoy coding solutions on computers and this is an excellent way to develop lateral thinking skills. The following books will be of use:

The Simpsons and Their Mathematical Secrets
by Simon Singh

ISBN-10: 1408842815

ISBN-13: 978-1408842812

Available on paperback and kindle.

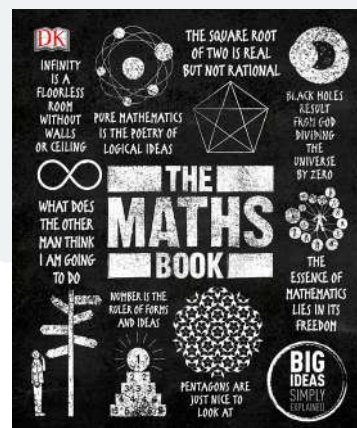


The Maths Book: Big Ideas Simply Explained

ISBN-10: 0241350360

ISBN-13: 978-0241350362

Available in hardcover.



Curriculum Synopsis

In Year 7 students start by studying the fundamentals of safety, hazards and collecting data. Students will develop their practical skills and understanding of how to collect data to determine the relationships between physical quantities. They will then move on to study Acids & Alkalis and finish with a module on Cells. The content covered in Term 1 is as follows:

1. Lab Safety
2. Identifying hazards
3. Explaining hazardous symbols
4. How Science works – making accurate observations
5. Drawing graphs
6. Data analysis
7. Define acids and alkalis in terms of neutralisation reactions
8. Describe the chemical properties of metal and non-metal oxides with respect to acidity
9. Using the pH scale for measuring acidity/alkalinity and indicators
10. Describe reactions of acids with alkalis to produce a salt plus water
11. Identify the similarities and differences between plant and animal cells
12. List the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts
13. Describe the structural adaptations of some unicellular organisms
14. Recognise cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope
15. The hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms
16. Explain heredity as the process by which genetic information is transmitted from one generation to the next.

Supporting at Home

Your child will have an account on the website Century Tech which can be accessed at any time to review learning and complete home learning. The teacher will set an assignment once every two weeks to either be completed on Century

Tech or in their lab books. There may be additional home learning assignments set when appropriate and in the build up to assessments.

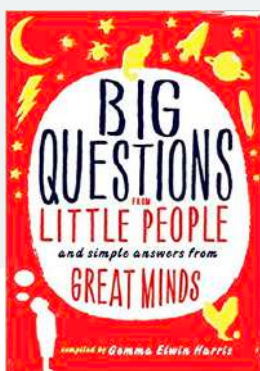
Extending Beyond the Curriculum

To help you nurture an interest in the Sciences and the applications of Science in the real world, the following books would be a good starting point:

Big Questions from Little People
by Gemma Elwin Harris

ISBN-10: 0062223224
ISBN-13: 978-0062223227

Available in paperback and hardback.



Can you Feel the Force?
by Richard Hammond

ISBN-10: 1465439048
ISBN-13: 978-1465439048

Available in paperback and hardback.



Curriculum Synopsis

The aim of this course is to introduce students to the Arabic language and to immerse them in the cultural aspects that will help them build their language proficiency. Grammar will be one of the learning focuses as it builds the accuracy of the written and spoken speech.

Area of Study:

- In the school: in this topic students will learn names of subjects and school facilities, describing the school using verbs, connective, pronouns, adverbs, adjectives and make conversation about school day using the time
- Shopping: In this topic students will learn names of clothes, names of shops, describing the clothes using verbs, connective, pronouns, adverbs, adjectives and make conversation about the topic.

Supporting at Home

Ask students to share what they are learning in class and have them teach you about what they know. You can support your child's learning at home by encouraging him to use the following interactive tools:

www.educationperfect.com (username and login provided by teachers)

www.linguascope.com (username and login provided by teachers)

www.arabalicious.com/secondary-resources.html

Extending Beyond the Curriculum

To extend your child beyond the curriculum, please encourage your child to read at home. We strongly recommend that all students read for a minimum of twenty minutes every day. They should also practise writing for extended periods; this could be through writing short stories, creating newspaper articles about key events that have taken place, or poetry etc.

Please encourage the students to use the website Nahla & Nahel; it is a very useful website, including a lot of stories at different levels with accompanying assessments and activities.

www.nahlawanahil.com

Social Studies B

Curriculum Synopsis

In Year 7 students will study a range of topics designed to meet the National Agenda of UAE. The new curriculum of social sciences provides a coordinated, systematic study of information, skills, and concepts in the disciplines of history, geography, political science, economics, anthropology, psychology, law, archaeology and sociology. Students are learning to make connections between peoples and nations

of the world, between science, technology and society and learning to practise good citizenship. Students will be aided to develop informed and well-reasoned decision making as members of a cultured society in an interdependent world. Students will be assessed on a presentation task, extended writing and a modelling task. Topics in Term 1 will be:

1. The Hydrological Cycle
2. Drainage Basins
3. River Processes
4. River Landforms in the Upper, Middle and Lower Course
5. Floods
6. Comparing the impacts of floods in more and less developed countries
7. Flood prevention strategies

Students will be assessed by test on their overall knowledge of the rivers section, they will complete a decision-making exercise and complete a project comparing the impacts of floods in more and less developed nations.

Supporting at Home

There are excellent online resources developed by the government which can be used as a reference point
<https://www.government.ae/en/about-the-uae>
The UAE Annual Book is also a detailed source of information.

Travelling around the Emirates and engaging in cultural experiences is strongly recommended. There are a number of sustainable urban developments such as Masdar City which exemplify the content of the course.

Extending Beyond the Curriculum

To extend your child beyond the school curriculum please read and encourage discussion surrounding the articles produced by the International Association for the study of Arabia shared in the BFSa:
<https://www.thebfsa.org/publications/bulletin/>

Moral Education

Curriculum Synopsis

Moral education seeks to foster in students a set of universal values, which will enable students to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. These lessons enable students to develop mutual understanding, respect for difference and empathy in order to sustain our cohesive and prosperous society.

Through dialogue and interaction, students are provided with opportunities to explore different worldviews, to challenge one another's assumptions and attitudes and to develop the knowledge, skills and attitude necessary to think critically, to make informed ethical decisions and to act on them in the interests of their society.

On the right are the topics which we focus on in year 7.

Year 7 topics

Equality, justice and fairness

Physical health and diet

How the UAE grew into the diverse, inclusive society that it is today

Respect and tolerance in a diverse society

Mental health

Supporting at Home

Personal, Social and Moral Education seeks to empower our students to become active, responsible, local and global citizens. Support at home in upholding these values and reinforcing them on a regular basis will enable our students

to become well-rounded individuals. Opportunities outside school will give our students more opportunities to make meaningful contributions to their BISAD Diploma, which forms part of our Moral Education assessment.

Extending Beyond the Curriculum

Developing our students holistically is of paramount importance. Personal, Social and Moral Education is not only taught as part of our curriculum, it weaves throughout all aspects of life at BIS Abu Dhabi, helping to ensure the

wellbeing of all our students. This curriculum is linked closely to several key foci throughout the year including International Day, National Day, House Day and Service events to name but a few.

Curriculum Synopsis

During this term students will be learning about the Abu Dhabi 2030 vision and will work through various types of computer modelling. They will discover how they can be used to support the city and emirate of Abu Dhabi to grow and prosper.

This unit of work contains two core components.

- Students will learn about financial modelling using Excel spreadsheets;
- Students will learn how to produce conceptual architectural 3D designs for buildings within Abu Dhabi that follow the Abu Dhabi 2030 vision.

Before students begin to learn about any computer modelling, they will first be introduced to the fundamentals of banking and how loans, mortgages and credit cards work.

They will then develop computer models to predict cost over time and will calculate the true cost of borrowing money and how banks make money from these products.

Students will be using Virtual Reality to explore and find inspirational buildings across the world. Their findings will help them decide what building they would like to develop for Abu Dhabi, whilst at the same time meeting with the aims of the 2030 vision.

Finally, students will build conceptual 3D models using MIT's Sketchup application. Once completed, students will be able to print their models using one of our 3D printers.

(Note: students' 3D models will be on display in school and will only be available to collect at the end of the academic year).

Supporting at Home

Homework in STEAM is more than just additional work to complete at home. **There is only one homework task and this is optional.** It is designed to be completed as a family; that is, the focus of this homework is to engage your child outside of school with what they have learnt in their lessons.

It shouldn't be onerous or hard work. Instead it should be a starting point to an investigation whilst you are out or a good excuse to talk about what [child's name] has been doing in lessons.

The task:

Visit Warehouse 421 in Abu Dhabi and view the exhibit 'Transformations: The Emirati National House'. Find out more about how Abu Dhabi began and the problems they had when starting to build housing. Find out what considerations were made to ensure buildings would meet the needs of the people of Abu Dhabi.

Additionally, revision packs are issued via our Microsoft Teams page that can be used to help your child revise for the end of unit tests. These are available from the start of the term. Please contact your child's classroom teacher if you are unsure.

Extending Beyond the Curriculum

We are running a club during lunch which will give students additional time to work on their 3D modelling skills. You must sign up to join this club and numbers are limited. You may also wish to encourage your child to produce 3D models

at home. The package we use at school is the web based Sketchup (provided by Trimble). If you have a machine that is capable then your child will be able to develop 3D models at home.



Curriculum Synopsis

This term, students will be learning about basic mechanics within a formula one car (electric) as well as how to produce digital graphics using Adobe Illustrator. This term is split into two parts:

1. Students will be developing a 'skin' for a F1e Car
2. Students will learn about basic mechanics and will build and race their very own F1e car using Lego.

Students must imagine they are working for 'Team BISAD'

and must think about how to design a visually appealing F1e car which includes all of the school sponsors. Their car will be a UAE team, so students will have to think carefully about how to ensure their car not only includes their sponsors but also represents BISAD and UAE pride.

At the end of this unit, students will have the opportunity to demonstrate their understanding of basic mechanics by racing their car against other in the class. Those students who apply the mathematics and theory correctly will end up with the fastest car and will win the race!

Supporting at Home

Homework in STEAM is more than just additional work to complete at home. **There is only one homework task and this is optional.** It is designed to be completed as a family, that is, the focus of this homework is to engage your child outside of school with what they have learnt in their lessons.

It shouldn't be onerous or hard work. Instead it should be a starting point to an investigation whilst you are out or a good excuse to talk about what [child's name] has been doing in lessons.

The task:

Visit the F1 track in Abu Dhabi (it is open every Tuesday evening and it is free). Look at how the track is constructed and how different materials and textures have been used on different parts of the track. Pay attention to the corners. Take photo and try to explain why the surfaces have been used like they have. How does this affect *the race, car and drivers?* **Share this with your class.**

Additionally, revision pack are issued via our Microsoft Teams page that can be used to help your child revise for the end of unit tests. These are available from the start of the term. Please contact your child's classroom teacher if you are unsure.

Extending Beyond the Curriculum

There are various graphic design packages available which you can use at home. The best package available is Adobe Illustrator, but that can be rather expensive. If your child would like to continue developing 2D computer graphics at home I would encourage you to download the free graphics

editing package GIMP. This includes many of the tools used in lesson and is a great start when trying to master the skills required in 2D graphic design www.gimp.org.



Curriculum Synopsis

Students will initially investigate the human water life cycle and research water use within the UAE and problems that the government here must overcome. They will present their findings in an extended piece of writing in the form of an essay.

Students will then be given an opportunity to solve a series of problem-solving tasks using autonomous Lego robots (EV3). This will help develop their programming skills, which include:

- (Construct) Sequence
- (Construct) Selection
- (Construct) Iteration
- (Concept) Input / Output within physical devices
- (Concept) Problem solving and perseverance



Students will be guided through two different problem-solving techniques (trial and error & research) as well as using the sensors and equipment within the Lego EV3 equipment.

Supporting at Home

Homework in STEAM is more than just additional work to complete at home. **There is only one homework task and this is optional.** It is designed to be completed as a family; that is, the focus of this homework is to engage your child outside of school with what they have learnt in their lessons.

It shouldn't be onerous or hard work. Instead it should be a starting point to an investigation whilst you are out or a good excuse to talk about what your child has been doing in lessons.

The task:

Take a camera or smartphone out with you on a trip within the UAE. It could be around your home, a place you visit as a family or around the school. Take photographs and make notes of any way in which you see the human water life cycle. Build a basic portfolio of both responsible and irresponsible use of water by taking a photo or video. Share this with your class.

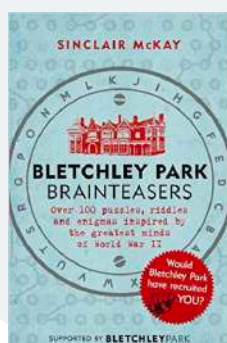
Additionally, revision packs are issued via our Microsoft Teams page that can be used to help your child revise for the end of unit tests. These are available from the start of the term. Please contact your child's classroom teacher if you are unsure.

Extending Beyond the Curriculum

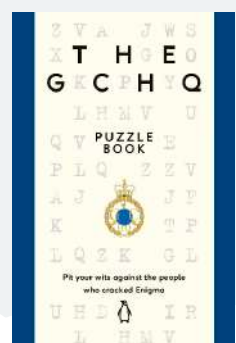
To extend your child beyond the school curriculum' please encourage them to read and solve problems as much as possible. Some of our more able students also enjoy coding solutions on computers and this is an excellent way to develop lateral thinking skills. The following books will be of use:

Bletchley Park Brainteasers
by Sinclair McKay

ISBN: 1472252608



The GCHQ



Geography

Curriculum Synopsis

In the first term of Year 7, Geography students will be studying Rivers. This unit begins with a focus on Physical Geography. Students will be learning about how the water cycle interacts within drainage basins and the processes involved in the formation of river landforms. Students will study how landforms change throughout the course of the

river, from source to mouth. The unit then continues with a more human focus on management of settlements and river resources in the context of different global locations. Finally, students will look at Flooding and Flood management. Key areas of study are as follows:

1. The hydrological cycle
2. Drainage basins
3. River processes
4. River landforms in the upper, middle and lower course
5. Floods
6. Comparing the impacts of floods in more and less developed countries
7. Flood prevention strategies.

Students will be assessed on their overall knowledge of the rivers section. They will also complete a decision-making exercise and complete a project comparing the impacts of floods in more and less developed nations.

Supporting at Home

Students will be given regular homework and revision tasks. For revision they can use Key stage 3 BBC Bitesize:
<https://www.bbc.co.uk/bitesize/topics/zs92tfr>

Key terms and subject language can be practised using Quizlet online:
<https://quizlet.com/subject/geography-rivers/>

Students will also need support carrying out effective research for the Threats to Oceans display task.

Extending Beyond the Curriculum

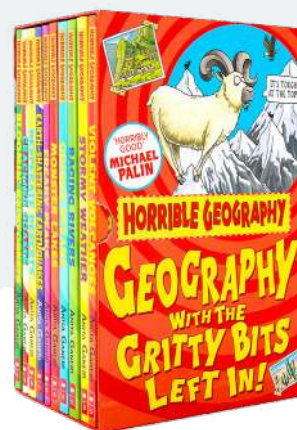
To extend your child beyond the school curriculum, please encourage them to read and watch National Geographic online and on TV:

<https://www.nationalgeographic.org/encyclopedia/river/>

The **Horrible Geography** Series also includes “Raging Rivers”.

ISBN10: 140713518X

ISBN13: 9781407135182



History

Curriculum Synopsis

In Year Seven, students will begin to develop historical skills including research, interpretation, source analysis and debate through a number of enquiry led topics. These topics include:

What is History? An introduction to key concepts and key skills in History. Key concepts include understanding significance, change and continuity, causation and consequence. Students also begin to build knowledge of key skills through source-based activities.

What makes a good empire? Students are introduced to this topic by considering what an empire is and what constitutes a 'good empire.' Students then research three case studies; Egypt, Greece and Rome, before reaching a conclusion that is rooted in their historical understanding.

How terrible was the Black Death? Students investigate the gruesome Black Death with particular focus on the causes and effects of the Black Death. One such effect, the peasants' revolt, led some historians to argue that the Black Death was not so terrible after all.

Why was the Renaissance such a big deal? Students investigate Europe between the 14th and 17th Century and explore the different factors that led to discovery and progress in this period, debating which factors played a more significant role in change.

Why does everyone remember Henry VIII? Students research the Tudor period with particular focus on the role that Henry VIII played in changing religion.

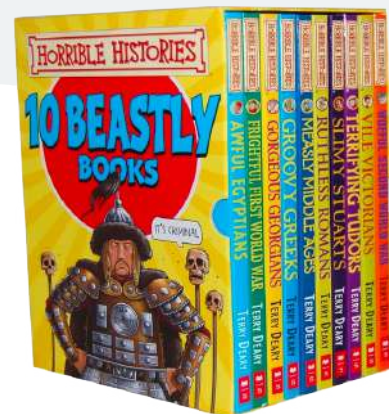
Supporting at Home

Students can be encouraged to spend time at home reading in order to improve literacy, which has a direct impact on learning in subjects such as History. Students should be encouraged to spend time researching topics using books,

the internet, visits to museums, podcasts and videos. In particular, BBC Bitesize contains a huge range of resources that can be utilised to develop subject knowledge in History.

Extending Beyond the Curriculum

Horrible Histories is a range of illustrated books on various historical topics.



Curriculum Synopsis

A language enables students to develop an appreciation of other people's cultures and linguistic systems. Learning a language towards communicative proficiency obviously develops cognitive abilities that can be applied to other subjects using different parts of the brain. Students are given opportunities to develop their awareness of the target language culture.

By offering languages at BIS Abu Dhabi, we aim to stimulate students' interest in and enjoyment of discovering a foreign language, to develop a critical understanding of the language (structure, grammar and culture) and to enable them to acquire a sound ability to understand oral and written text as well as participate in simple communicative situation in familiar topics.'

Module 1:

- Revision of classroom language
- Revision of basic personal details: name, age, birthday, place...
- Family and pets, possessive adjectives (*mon, ma, mes*)
- Colours as adjectives and their agreement with nouns
- To have (*avoir*) and to be (*être*), there is (*not*)
- Descriptions (hair and eyes, character)
- Further use of adjectives
- Introduction of the present tense : regular -er verbs

Module 2:

- Description of school: *j'étudie, il y a, facilities,*
- School subjects (*le dessin, la biologie, les maths...*) and timetable (*le lundi, j'ai..., qu'est-ce que tu as le mardi?*)
- likes and dislikes: *j'aime / je n'aime pas...*
- Opinions and reasons using connectives: *parce que / car / je pense que (c'est)*
- Teachers
- School day and activities: *j'étudie, j'écoute, je lis, j'écris,* etc
- Snacks : *Je mange/je bois/ je prends + du/de la/des* (partitives)

Assessment Module 1:

- End of Module Assessment (listening, reading, writing and speaking)
- New topic vocabulary
- Online assessment and tasks (Education Perfect)

Assessment Module 2:

- End of Module Assessment (listening, reading, writing and speaking)
- New topic vocabulary
- Online assessment and tasks (Education Perfect)

Supporting at Home

Encourage and check the consistent learning and revision of vocabulary. In Year 7, students will be set a regular home learning task on Education Perfect, our language platform. These tasks are designed for the students to drill vocabulary of the lesson/module.

Education Perfect also offers the opportunity to practise specific grammar aspects.

YouTube is also a mine for French songs and videos that will help develop listening skills.

TV5 Monde is a free French speaking channel that can easily be accessed through your TV provider and online.

www.languagesonline.org.uk offers vocabulary and grammar activities following our curriculum.

www.linguascope.com (BISAD; 19nguages) is great for basic vocabulary games.

Extending Beyond the Curriculum

Useful websites to revise or extend vocabulary and grammar:

- www.educationperfect.com (username and login provided by teachers)
- www.linguascope.com (username and login provided by teachers)
- www.languagesonline.org.uk

We have two competitions coming up this term:

- Language Perfect Word Championship (27th August – 3rd September)
- Language Perfect Northern Championship (6th - 13th November)

These 2 competitions are meant to engage the children in their language learning experience and give them the opportunity to practise further, as well as discover other languages.

French

Curriculum Synopsis

Learning a language enables students to develop an appreciation of other people's cultures and linguistic systems, stimulating a variety of transferrable cognitive abilities.

By offering languages at BIS Abu Dhabi, we aim to stimulate students' interest in and enjoyment of discovering a foreign

Module 1:

Education Perfect World championship (6 Aug-3 Sept)

- Revision of classroom language
- Revision of basic personal details: name, age, birthday, place...
- Family and pets, possessive adjectives (*mon, ma, mes*)
- Colours as adjectives and their agreement with nouns
- To have (*avoir*) and to be (*être*), there is (*not*)
- Descriptions (hair and eyes, character)
- Further use of adjectives.
- Introduction of the present tense: regular -er verbs

Assessment Module 1

- End of Module Assessment (Listening, reading, writing and speaking)
- New topic vocabulary
- Online assessment and tasks (education perfect)

language and to develop a critical understanding of the language (structure, grammar and culture). To enable them to acquire a sound ability to understand oral and written text as well as participate in simple communicative situation in familiar topics, we will be working on all four skills: Speaking, Listening, Reading and Writing.

Module 2:

- Description of school: *j'étudie, il y a, facilities,*
- School subjects (*le dessin, la biologie, les maths...*) and timetable (*le lundi, j'ai..., qu'est-ce que tu as le mardi ?*)
- Likes and dislikes: *j'aime / je n'aime pas...*
- Opinions and reasons using connectives: *parce que / car / je pense que (c'est)*
- Opinions on teachers
- School day and activities: *j'écoute, je lis, j'écris...*
- Snacks: *Je mange/je bois/ je prends + du/de la/des (partitives)*

Education Perfect Northern championship (6-13 Nov)

Assessment Module 2

- End of Module Assessment (listening, reading, writing and speaking)
- New topic vocabulary
- Online assessment and tasks (Education Perfect)

Supporting at Home

At home, you can encourage and check the consistent learning and revision of vocabulary. In Year 7, students will be set a regular home learning task on Education Perfect, our language platform. These tasks are designed for the students to drill vocabulary of the lesson/module.

We will use Teams to set home learning, to communicate with the students and to share relevant resources.

Education Perfect also offers the opportunity to practise a specific grammar aspect.

www.languagesonline.org.uk offers vocabulary and grammar activities following our curriculum.

www.linguascope.com (bisad; 19nguages) is great for basic vocabulary games.

Extending Beyond the Curriculum

YouTube is a mine for French songs and videos that would help develop listening skills.

TV5 Monde is a free French speaking channel that can easily be accessed through your TV provider and online.

Useful website to revise or extend vocabulary and grammar:

www.educationperfect.com (username and login provided by teachers)

www.linguascope.com (username and login provided by teachers)

www.languagesonline.org.uk

We have two **Education Perfect** competitions this term to engage students in their language learning experience:

- Language Perfect World Championship (27th August – 3rd September)
- Language Perfect Northern Championship (6th - 13th November)



Curriculum Synopsis

Learning a language enables students to develop an appreciation of other people's cultures and linguistic systems, stimulating a variety of transferrable cognitive abilities.

By offering languages at BIS Abu Dhabi, we aim to stimulate students' interest in and enjoyment of discovering a foreign

Module 1:

Education Perfect World championship (6 Aug-3 Sept)

- Greetings and Introducing yourself
- Counting to 19
- Using the verb *sein* (to be)
- Using the German alphabet
- Using *wohnen* to say where you live
- Describing your character
- Using *mein(e)* and *dein(e)*
- Asking and answering questions about your belongings

Assessment Module 1

- End of Module Assessment (listening, reading, writing and speaking)
- New topic vocabulary
- Online assessment and tasks (Education Perfect)

language and to develop a critical understanding of the language (structure, grammar and culture). To enable them to acquire a sound ability to understand oral and written text as well as participate in simple communicative situation in familiar topics, we will be working on all four skills: Speaking, Listening, Reading and Writing.

Module 2:

- Talking about pets
- Using pronouns
- Talking about 'superpets'
- Using *kann* + infinitive
- Talking about family members and age
- More practice of present tense verbs
- Describing family members
- Using adjectives with nouns
- Talking about birthdays
- Using ordinal numbers (first, twentieth, and so on)

Education Perfect Northern championship (6-13 Nov)

Assessment Module 2

- End of Module Assessment (listening, reading, writing and speaking)
- New topic vocabulary
- Online assessment and tasks (Education Perfect)

Supporting at Home

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Module 1:

Education Perfect World championship (6 Aug-3 Sept)

- Greetings,
- Classroom objects and language,
- Numbers and alphabet
- Age and birthday,
- To have (tener)
- Saying where you live
- Present tense of regular verbs in -ar (*llamarse*) and verbs in -ir (*vivir*)

Assessment Module 1

- End of Module Assessment (Listening, reading, writing and speaking)
- New topic vocabulary
- Online assessment and tasks (education perfect)

language and to develop a critical understanding of the language (structure, grammar and culture). To enable them to acquire a sound ability to understand oral and written text as well as participate in simple communicative situation in familiar topics, we will be working on all four skills: Speaking, Listening, Reading and Writing.

Module 2:

- School subjects
- What you do in class (-ar, -er, -ir verbs)
- Describing teachers, using adjectives
- Giving opinions and reasons (*gustar / porque*)
- Talking about snacks
- Counting up to 100

Education Perfect Northern Championship (6-13 Nov)

Assessment Module 2

- End of Module Assessment (listening, reading, writing and speaking)
- New topic vocabulary
- Online assessment and tasks (Education Perfect)

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We will use Teams to set home learning, to communicate with the students and to share relevant resources.

Education Perfect also offers the opportunity to practise a specific grammar aspect.

www.languagesonline.org.uk offers vocabulary and grammar activities following our curriculum.

www.linguascope.com (bisad; 19nguages) is great for basic vocabulary games.

Extending Beyond the Curriculum

YouTube is a mine for Spanish songs and videos that will help develop listening skills.

www.lyricstraining.com/es/ is a fun way to extend vocabulary and develop listening skills.

Useful website to revise or extend vocabulary and grammar:
www.educationperfect.com (username and login provided by teachers)

www.linguascope.com (username and login provided by teachers)

www.languagesonline.org.uk

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Curriculum Synopsis

In Year 7 students will study a range of topics across the key strands of Physical Education. Boys and Girls PE groups will be taught separately however may cover similar key concepts in term 1. An outline of these key concepts can be found below:

Yr7 Boys' PE:

- *Fitness & the Body*
- *Net & Wall games*
- *Invasion games*
- *Athletics*
- *Swimming*

Yr7 Girls' PE:

- *Dance*
- *Invasion Games*
- *Fitness & the body*
- *Striking & Fielding*
- *Swimming*

Supporting at Home

It will be advantageous if your child pursues sporting interests as well as other physical activity opportunities outside of school curriculum. Therefore, please encourage your child to participate in the CCA programme. Also, you can encourage your child to engage in the Year 7 PE Curriculum Teams forum online, contributing to the posts submitted by teachers.

Extending Beyond the Curriculum

To extend your child beyond the school curriculum please encourage them to attend the wide range of sporting extra-curricular activities that the school provide.

We would also encourage parents to be proactive in researching sports coaching providers within the area for your child to continue participation in a chosen sport or physical activity.

- Amadeus Music Institute - www.amadeusmusicinst.com
- Neptune Swim Academy - www.facebook.com/NeptuneSwimming09/
- Gulf Star - www.gulfstarsports.com
- PASS Abu Dhabi Football - www.passabudhabi.com
- Emirates Karate - www.emirateskarate.com
- Be Fit - www.facebook.com/Befitsc/
- Al Mahara Diving Center - www.divemahara.com

Drama

Curriculum Synopsis

In term one Year 7 students will be introduced to a range of skills that will be consistently developed over the course of KS3.

Unit 1

Students will be introduced to the range of skills necessary to be successful in drama. These skills will be introduced through play and games designed specifically to involve all students and encourage discussion about drama. Students will begin to develop their reflective practice and set targets based upon this for the year ahead.

Unit 2

Students will work towards being able to use and appreciate monologue as a dramatic technique, a means to revealing character and a point of view. They will be able to recall, select and interpret another's narrative using movement and voice to convey meaning.

Supporting at Home

Encourage your child to make themselves aware of the world around them. e.g. online newspapers, watching the news and reading articles. Allow time to discuss what they have seen and help them to establish not only their perception

of current affairs, but a balanced point of view that they can meaningfully discuss. The more that drama students are aware of the world around them, the greater the depths of exploration within the subject.

Extending Beyond the Curriculum

Online articles/speeches:

Greta Thunberg speech to UN about Climate Change
www.youtube.com/watch?v=VFkQSGyeCWg

Online news channels for children:

www.kidsnews.com.au/news
www.newsforkids.net

Workshops and Places to Visit:

Childrens Library
Digital Media Workshop
Poetry Jam Workshop

Cultural Foundation

Caracalla Dance Theatre www.culturalfoundation.ae

Curriculum Synopsis

In Year 7 students will study a range of topics with the three musical strands/components of listening, performing and composing, with a focus on core works and techniques from the Julliard Curriculum.

Musical elements: Students will have the opportunity to review and expand their knowledge of describing and reading music. This will include looking at how to analyse a score, key words, form and structure, and the instruments of the orchestra. Students will develop their ability to compose and improvise with awareness of rhythmic and melodic features using the elements of music and have the opportunity to perform and appraise a range of pieces, including the core work 'The Rite of Spring' by Stravinsky.

Samba: Students will learn about the context of music from South America with a particular focus on rhythmic features. They will have the opportunity to perform as part of an ensemble and compose in the Samba style, as well as make links across the Creative Arts with dance and costume components.

Supporting at Home

Students will be given listening tasks via Teams to test their ability to identify and appraise the elements of music and compositional techniques used. Resources such as instrumental practice worksheets and links will also be

provided via Teams to complement classroom learning. Students should also continue to develop their performance and composing skills by trying out new ideas on a chosen instrument, using the Samba genre as inspiration.

Extending Beyond the Curriculum

To extend your child beyond the school curriculum, please encourage them to try to identify musical elements in a variety of pieces using the key words learned in class.

Books that may be of interest:

The Brazilian Guitar Book
by Nelson Faria

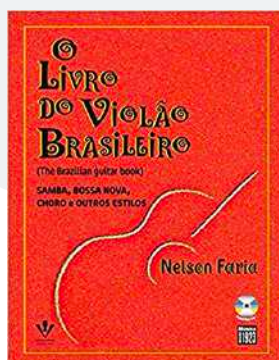
ISBN-10: 1883217024

ISBN-13: 978-1883217020

Available in hardcover and kindle.

Listening that may be of interest:

- Buena Vista Social Club
- Bellini (Samba Do Brasil)
- Bateria Batucada
- Bachata, Merengue and Salsa dance music



Visual Arts

Curriculum Synopsis

Basic Skills Unit: The Formal Elements of Art & Design

This term, students will learn about the 7 Formal Elements of Art & Design with a particular focus on drawing and painting.. They will develop their observational drawing skills and learn how to apply tonal shading effectively through blended and cross hatching techniques. Students will study colour theory, and practise mixing and blending colours using watercolour paint successfully to create a 3D tonal affect in their artworks. Frottage and Collage art making techniques will be explored, inspired by the work of Surrealist Max Ernst.

Supporting at Home

Encourage your son/daughter to develop their drawings skills by practising what they are learning in school with you at home (You Tube video tutorials can be a useful inspirational tool). Explore the videos and activities on the KS3 Art & Design program on BBC Bitesize to encourage your child to think about how Art & Design shapes our world.

www.bbc.com/bitesize/subjects/z6f3cdm

Extending Beyond the Curriculum

Visit a local Art Gallery and get inspired by Art from different cultures, context and times:

www.louvreabudhabi.ae

manaratalsaadiyat.ae/en/default.aspx

www.warehouse421.ae/en/

Encourage your child to sign up for an evening or weekend art class at one of the following art studio resources:

www.abudhabiart.ae/en/visitors/art.studio.aspx

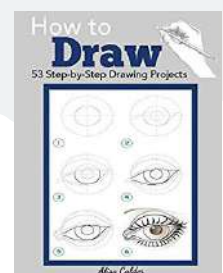
www.abudhabiart.ae/en/visitors/art.studio.aspx

www.artbeatad.com

www.artcentral.ae/art-workshops

The art activity book below can be a fun way of developing your child's skills and confidence through practice and lots of fun activities at home.

How to Draw: 53 Step-by-Step Drawing Projects (Beginner Drawing Books) Paperback – 19 Jan 2018





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