



THE BRITISH INTERNATIONAL SCHOOL
ABU DHABI

A NORD ANGLIA EDUCATION SCHOOL



*Curriculum Synopses
Year 9
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:

- 1. Curriculum Synopsis:** This section gives a brief outline of the content to be covered for the subject.
- 2. Supporting at Home:** Probably the most important section! Here each Head of Department has detailed how you can help your child through their curriculum.
- 3. Extension:** Here we have detailed resources and activities for extending your child beyond the curriculum. It should be noted that we would not expect students to do 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 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

Useful Contacts

Form Tutor

Tutor Group	Tutor	Email
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9E	Hannah Grange	hannah.grange@bisad.ae

Heads of Departments

Department	Tutor	Email
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Performing arts	Adriane O'Connor	adriane.oconnor@bisad.ae
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PE	Paul Cochlin	paul.cochlin@bisad.ae
STEAM	Chris Gildroy	christopher.gildroy@bisad.ae

Curriculum Synopsis

In Year 9, the English schemes of work target students' speaking and listening, reading and writing skills in full accordance with the National Curriculum. Students are encouraged to participate in a variety of ways to secure their learning. Students have the opportunity to read and study fiction and non-fiction texts, write in different styles and for different audiences and take part in discussions and presentations.

We begin the year with a challenging topic titled ‘19th Century Literature.’ Within this unit, students will read a variety of different extracts including those from Dickens, Poe, Wollstonecraft, Shelley and Eliot. Students will explore the writers’ craft and then emulate the genre, creating their own piece of creative writing.

Students will be assessed on their ability to:

- *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 structure*

In the latter half of the term students will study a novel. Depending on class teacher this could be either *To Kill a Mockingbird* or *Lord of the Flies*. Students will again explore writers' craft, context and themes surrounding the text. This will culminate in a reading assessment focusing on students' ability to:

- *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*
- *Show an understanding of the relationship between text and context*

Supporting at Home

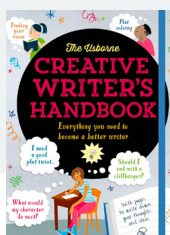
- Ask your child your child about the extracts and novel they are studying and their understanding of them.
- Ask your child if they can make references to specific parts or quotations and how they would connect their ideas about characters, setting or themes to these.
- Have a look in their books at class activities and ask if they understand targets / how they would meet them.
- Encourage your child to research the context online and continue to read widely.

Extending Beyond the Curriculum

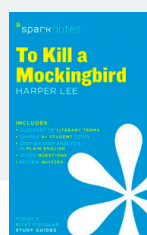
To extend your child beyond the curriculum, please encourage your child to read at home. We strongly recommend that all students read for a minimum of twenty minutes every day. They should also practise writing for an extended periods; this could be through writing short stories, creating a newspaper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

The following books may also be of interest to you:

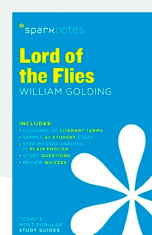
Creative Writer's Handbook
by Megan Cullis, Katie Daynes
ISBN-10: 9781474922494
ISBN-13: 978-1474922494



To Kill a Mockingbird
by Spark Notes
ISBN-10: **9781411469730**
ISBN-13: **978-1411469730**



Lord of the Flies
by Spark Notes
ISBN-10: **1411469860**
ISBN-13: **978-1411469860**



Curriculum Synopsis

In Year 9 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 Intermediate Challenge and this will involve developing lots of techniques for problem solving. All students will be assessed on the same content. These topics in Term 1 will be:

1. **Linear Equations:** Solve linear equations, with fractional coefficients, in one unknown in which the unknown appears on either side or both sides of the equation.
2. **Percentages:** Calculate using reverse percentages and repeated percentage change.
3. **Algebraic Manipulation:**
 - Factorise expressions by taking a common factor, a difference of two squares and quadratics where the coefficient of the 'x²' term is 1.
 - Expand the product of two linear expressions.

4. **Statistical Measures:** Calculate the mean, median, mode and range from a grouped frequency table.
5. **Expressions and Formulae:** Derive, solve and change the subject of an expression of formula.
6. **Linear Graphs:**
 - Construct and interpret linear graphs in a range of contexts.
 - Know that a straight line can be expressed as ' $y=mx+c$ ' and be able to find the values of 'm' and 'c' from a graph or coordinates.

Note: 9 set 5 will complete as much of this as possible. However, the pace of learning will be altered on the professional judgement of the teacher.

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 3 sections; revision, retention and extension. The revision section has lots of worksheets revising key year 8 content. The retention section focuses on the main questions we want students to be able to answer by the end of year 9.

This pack will contain lots of repetitive work sheets designed to allow pupils 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.

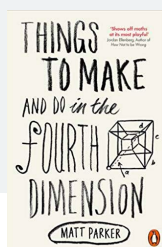
Extending Beyond the Curriculum

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:

Things to Make and Do in the Fourth Dimension
by Matt Parker

ISBN-10: 9780141975863
ISBN-13: 978-0141975863

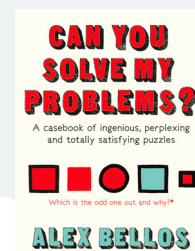
Available on kindle and paperback.



Can You Solve My Problems?: A casebook of ingenious, perplexing and totally satisfying puzzles
by Alex Bellos

ISBN-10: 9781783351152
ISBN-13: 978-1783351152

Available on kindle and paperback.



Physics

Curriculum Synopsis

In Year 9 students start by studying the fundamental Physics of forces and motion. Students will also develop their practical skills and understanding of how to collect data to determine the relationships between physical quantities. The content covered in Term 1 is as follows:

1. Plot and explain distance–time graphs
2. Know and use the relationship $\text{speed} = \text{distance} / \text{time}$
3. Plot and explain velocity-time graphs and determine acceleration from the gradient
4. Know and use the relationship $\text{acceleration} = \text{change in velocity} / \text{time taken}$
5. Identify different types of forces and their effects
6. Understand that force is a vector quantity
7. Calculate resultant force
8. Know that friction is a force that opposes motion
9. Know and use the relationship $\text{force} = \text{mass} \times \text{acceleration}$
10. Know and use the relationship $\text{weight} = \text{mass} \times \text{gravitational field strength}$
11. Describe the factors affecting vehicle stopping distance
12. Describe the forces acting on falling objects (terminal velocity)

Supporting at Home

Your child will have an account on the website Seneca (senecalearning.com) which can be accessed at any time to review learning. The teacher will set a Seneca assignment once every two weeks. There may be additional home learning assignments set when appropriate.

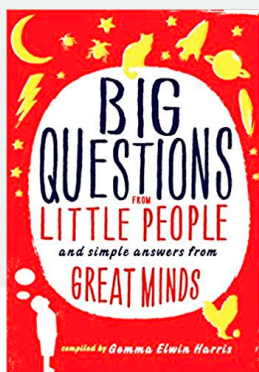
Extending Beyond the Curriculum

To help 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

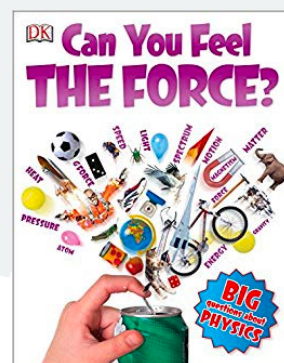
Available in paperback and hardback.



Can you feel the force?
by Richard Hammond

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

Available in paperback and hardback.



Biology

Curriculum Synopsis

Students will commence the Biology IGCSE syllabus. In Term 1 they will be covering the following topics:

1. **The nature and variety of living organisms**
2. **Structures and functions in living organisms**
 - Describe the levels of organisation in organisms: organelles, cells tissues, organs and systems.
 - Describe cell structures including the nucleus, cytoplasm, cell membrane, cell wall, mitochondria chloroplasts, ribosomes and vacuoles.

- Know the similarities and differences in the structure of plant and animal cells.
- Explain the importance of cell differentiation in the development of specialised cells
- Explain where stem cells are obtained from
- Understand the advantages and disadvantages of using stem cells in medicine.

There will ample opportunity to develop practical skills and exam technique in all these topics.

Supporting at Home

A copy of the IGCSE textbook and workbook will be available on Teams. Students are encouraged to review topics covered in lessons by reading the relevant sections in the textbook and trying relevant questions in the workbook. The Edexcel

International GCSE Biology Revision Guide is an excellent resource for the home. Students will also have a Century Tech account for the completion of home learning tasks and independent study.

Extending Beyond the Curriculum

Students are encouraged to use the internet to keep abreast of recent developments in Science, Biochemistry and Biotechnology by using websites such as:

- Interactive web exercise on stem cells www.abpschools.org.uk/page/resource/age.cfm
- New Scientist magazine www.newscientist.com
- BBC Science newpage www.bbc.com/news/science_and_environment

Resources for biological investigations can be found at www.biology-resources.com/biology-experiments2.html and www.biology-resources.com/biology-experiments-sup.html

In this way students can find what area of Biology interests them the most and inspires them in terms of future studies and careers.

Chemistry

Curriculum Synopsis

In Year 9 students will study the principles of Chemistry. All students will be assessed on the same content. The topic in Term 1 will cover the following content from the syllabus:

1. Understand the interconversions between the three states of matter
2. Understand how the results of experiments involving the dilution of coloured solutions and diffusion of gases can be explained
3. Understand how to classify a substance as an element, compound or mixture
4. Describe the experimental techniques for the separation of mixture
5. Understand how a chromatogram provides information about the composition of a mixture
6. Understand how to use the calculation of R_f values to identify the components of a mixture
7. Know the structure of an atom in terms of the positions, relative masses and relative charges of sub-atomic particles.

Supporting at Home

All students will have access to Century Tech for home learning and revision materials, as well as their class Team. The revision guide accompanying the course will also be available along with other resources deemed useful by their teacher.

Extending Beyond the Curriculum

The following websites can be used to read around the curriculum:

www.bbc.com/bitesize/examspecs/zy984j6
www.physicsandmathstutor.com/chemistry-revision/gcse-edexcel/
www.revisionscience.com/gcse-revision/chemistry

Curriculum Synopsis

The aim of this course is to introduce students to the Arabic language and to immerse them with the cultural aspect that would 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:

- **Who I am:** in this topic students will learn to give basic details about themselves, describing family and friends using verbs, connectives, pronouns, adverbs & adjectives, and make conversation about the topic.
- **My home:** describing your house, where you live, and what you do round the house.

Supporting at Home

Ask students to share what they are learning in class and have them teach you about what they know, and you can support your child's learning at home by encouraging your child to use the below interactive tool.

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 an extended period; this could be through writing short stories, creating a newspaper articles about 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 in different levels with assessments and activities.

www.kutubee.com (username and login provided by teachers) can be installed on iPad from the play store.

Improve reading by using the Arabic library books. Please encourage you child to seek the help of the Arabic teacher to choose the books that interest from the library.

The Arabic department in the secondary school will provide support for extended writing. Therefore, your child may receive writing tasks with instructions that can help him produce good quality writing. We recommend students aquire a dictionary, the Arabic bank of vocabulary, and grammar books for second language learners like Arabic grammar in context.

Social Studies B

Curriculum Synopsis

In Year 9 students will continue to 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 practice 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 timeline task and an in-depth leadership study. Topics in Term 1 will be:

1. The UAE in a regional context – neighbours and friends
2. Oman and its context
3. Turning points in Omani History
4. Digging in the past – Tawam and Archeology
5. Leadership & Sultan Qaboos
6. Leadership in the UAE
7. Leadership and Nation Building

Supporting at Home

There are excellent online resources developed by the government which can be used as a reference point:

www.government.ae/en/about-the-uae

The UAE Annual Book is also a detailed source of information. The National Archives have been involved in the development of the Social Studies curriculum and are an excellent source of information: www.na.ae/en/

Information about Oman can be found at the Sultanate of Oman website: www.omansultanate.com The BBC country profile also gives a brief outline of the countries history and circumstance:

www.bbc.com/news/world-middle-east-14654150

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: 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 9.

Year 9 topics
Morality in the context of communities
Valuing diversity
The growth of consultative governance in the UAE
Morality in the context of state
Dealing with conflict

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.

Geography

Curriculum Synopsis

At the beginning of Year 9 Geography, students will be studying Climate Change and Energy. The purpose of this unit is to begin to consider complex global issues through several lenses; economic, environmental, social and political. Students will begin to gather and process evidence from a range of sources and make justified suggestions and decisions. Students will begin to evaluate qualitative and quantitative data and evidence to support their claims and decisions, thus developing their social sciences research methodologies.

Key areas of study are as follows:

1. What is climate change?
2. What is the evidence for climate change?
3. How does climate change?
4. What are the Environmental and Social impacts of Climate change?
5. What are the main sources and classification of energy?
6. What is Conventional Energy?
7. Evaluating unconventional energy sources Vs renewable energy sources
8. What are Carbon Technologies and how feasible are they?
9. Making decisions about energy and carbon

Students will be assessed by the completion of an energy policy document for a named country, participation in a climate conference and an end of unit test.

Supporting at Home

Students will be given regular homework and revision tasks. For revision they can use BBC Bitesize: www.bbc.co.uk/bitesize/guides/zwr6fg8/revision/1

Key terms and subject language can be practiced using Quizlet online:

www.quizlet.com/176999081/energy-geography-flash-cards/

www.quizlet.com/5843443/geography-climate-change-flash-cards/

Students can be supported in researching the energy needs and appropriate application of different energy types for specific countries in their unique geographical contexts.

Extending Beyond the Curriculum

To extend your child beyond the school curriculum please encourage them to engage with reports about Climate Change in the Media and information from Civil Societies such as Greenpeace. The United Nations work on Climate Change can be viewed here: www.un.org/en/climatechange/

Students can read and watch National Geographic on TV or online: www.nationalgeographic.com/environment/climate-change/
The work of Climate Activist Greta Thunberg is also interesting to follow via her Twitter account.

History

Curriculum Synopsis

In Year 9 students will begin an in-depth study of the 20th century world. This will begin with a consideration of the key players on the world stage at the turn of the 20th century and the various actions and factors that drew them inexorably towards the war in 1914.

The Causes of the First World War:

- **The Alliance System:** How did secret treaties and pledges make a European war likely in 1914?
- **Nationalism:** How did the growth of extreme nationalism make the thought of war desirable to so many throughout Europe c.1870-1914?
- **Imperialism:** What was the role of Imperialism in making a European war a global one?
- **Militarism:** What were the ideas that promoted war in Europe and how significant were they as a factor in causing the war?
- **Propaganda:** What was the role of propaganda in suppressing dissent and boosting support for the war?
- **The Home Front:** How did the war transform lives for those at home?
- **Revolution:** What was the Russian Revolution and to what extent was it a direct consequence of the First World War?

Supporting at Home

Students will be given an electronic revision pack that encompasses all the key topics covered this term to help them review and consolidate learning as well as prepare for internal assessments. They should also make use of the following sites:

www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/1

www.bbc.co.uk/bitesize/articles/znhrhj6

www.historyhit.com/the-4-m-a-i-n-causes-of-world-war-one/

Extending Beyond the Curriculum

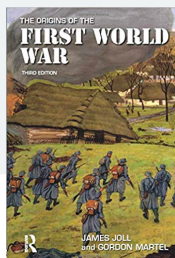
Although the examination will only assess a small selection of specified points directly, students who engage in wider reading about the topic always have a much firmer grasp of the period being studied than those who don't. The two books below are very broad and engaging reads on topics that will be assessed, and they go beyond the curriculum in ways that will help students develop a better picture of the world on the eve of the First World War.

The Origins of the First World War (Origins Of Modern Wars)
by James Joll

ISBN-10: 0582423791

ISBN-13: 978-0582423794

Available on paperback and kindle.

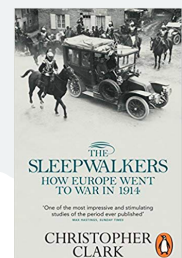


The Sleepwalkers: How Europe Went to War in 1914
By Christopher Clark

ISBN-10: 0141027827

ISBN-13: 978-0141027821

Available in paperback and kindle.



Curriculum Synopsis

This term, students will be working towards the bronze iDEA award and will need 250 points which are awarded when a badge is completed (other conditions apply). More information about the iDEA award can be found by visiting their website idea.org.uk

Your child will be studying data modelling on a computer (spreadsheets) and what it takes to become an entrepreneur. The badges that will be completed in lesson are listed here:

- Citizen - Data play (10 points)
- Citizen - Teamwork (8 points)
- Worker - Data visualisation (8 point)
- Worker - Projects (8 points)
- Entrepreneur - Money Management (8 points)

- Entrepreneur - Researcher (10 points)
- Entrepreneur - Jargon Buster - (8 points)
- Entrepreneur - Growth hacking (8 points)

Students will be learning to use Microsoft Excel. The content they will be taught is based on the IGCSE curriculum, which includes looking at formulae, cells, formatting in excel, using charts and preparing outputs.



Supporting at Home

The iDEA award is free and open to anyone, of any age. You can freely register online at idea.org.uk and can work through the award at your own pace and support your child

through it. Also ensuring the badges mentioned above are completed by the end of term 1 will ensure students are on target of achieving the Bronze award.

Extending Beyond the Curriculum

The aim of this unit is to help develop students' skills in modelling data using a computer. They can research examples of data modelling online and how Excel is used around the world to model data. Students can also speak to relatives or family friends and ask if they use Excel in their work to give students ideas of its practicality.

They can also visit: www.edu.gcfglobal.org/en/excel/ where students can view tutorials to help further their learning or at least reinforce what they have learnt.

French

Curriculum Synopsis

Learning a language enables students to develop an appreciation of other people's culture 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

Education Perfect World championship (6th Aug - 3rd Sept)

Module 1: Teenage life

- Discussing (social) media; Describing and giving opinions on people
- Arranging an outing, express the future
- Give opinions on past outing
- Describing a music event
- Use three tenses

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: Health and fitness

- Revising body parts; preposition "à"
- Talking about sport, using *il faut*
- Making plans to get fit
- Talking about illness; describing injuries;
- At the chemist's/doctor's
- Young people's health issues

Education Perfect Northern championship (6th – 13th 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 9, 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 will 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 culture and linguistic systems, stimulating a variety of transferrable cognitive abilities.

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Education Perfect World championship (6th Aug - 3rd Sept)

Module 1: Teenage life and health

- Talking about role models; the present tense
- Talking about experiences; the perfect tense
- Learning parts of the body, the imperative
- Talking about overcoming misfortune
- More on the perfect tense
- Explaining how a role model inspires you
- Understanding a person's achievements
- Tackling a longer reading text.

Assessment Module 1

- End of Module Assessment (listening, reading, writing and speaking)
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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: Music and festivals

- Talking about types of music
- Using subject and direct object pronouns
- Talking about playing or singing in a band
- Using *seit* (for/since)
- Discussing different bands (comparisons)
- Describing a music festival (perfect tense)
- Interviewing at a music festival (questions)
- Understanding formal and informal register
- Recognising key features of written text types

Education Perfect Northern Championship (6th – 13th 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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Extending Beyond the Curriculum

YouTube YouTube is a mine for German songs and videos that will help develop listening skills:

www.lyricstraining.com/de/

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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)



Spanish

Curriculum Synopsis

Learning a language enables students to develop an appreciation of other people's culture 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

Education Perfect World championship (6th Aug - 3rd Sept)

Module 1: Teenage life

- Discussing (social) media; Describing and giving opinions on people
- Arranging an outing, express the future
- Giving opinions on past outings
- Using three tenses.

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: Health and fitness

- Revising body parts
- Talking about illness
- Describing injuries
- At the chemist's/doctor's.

Language Perfect Northern Championship (6th – 13th 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 9, 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 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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Music

Curriculum Synopsis

In Year 9 students will study a range of topics within the three musical strands/components of listening, performing and composing, with a focus on core works and techniques from the Julliard Curriculum.

Electropop: Students will learn the history and context of electropop music and develop their performance skills in learning music of this genre. Areas of learning will include reading musical notations, performing as part of a musical ensemble and playing with accuracy of pitch and timing.

Songwriting: Utilising a variety of music instruments and their voices, students will develop skills in creating their own musical ideas including melody and chord sequences.

Supporting at Home

Students will be given listening activities via Teams to maintain their skills in listening and appraising music using the core musical elements. Resources such as instrumental practice worksheets and useful web links will be posted

using Teams to complement classroom learning. Students should endeavor to make links between the song forms and compositional techniques used in songwriting with the music they hear outside the classroom.

Extending Beyond the Curriculum

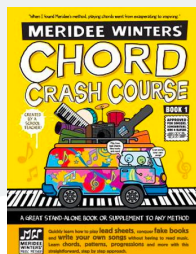
To extend your child beyond the school curriculum, students are encouraged to practice singing and other vocal techniques as well as learning musical instruments such as keyboard and ukulele. Many tutorials for learning specific skills on instruments are widely available online and through tutorial music books.

Books that may be of interest:

Chord Crash Course
by Meridee Winters

ISBN-10: 1943821003
ISBN-13: 978-1943821006

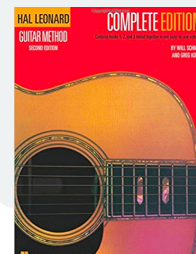
Available in paperback.



Hal Leonard Guitar Method
by Will Schmid and Greg Koch

ISBN-10: 0881881392
ISBN-13: 978-0881881394

Available in paperback and kindle.



Curriculum Synopsis

In Year 9 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:

Yr9 Boys PE:

- *Fitness for sport*
- *Net & Wall games*
- *Invasion games*
- *Athletics*
- *Swimming*

Yr9 Girls PE:

- *Fitness for sport*
- *Invasion Games*
- *Fitness & the body*
- *Striking & Fielding*
- *Swimming*

Supporting at Home

It would 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 please encourage your child to engage in the 'Year 9 PE Curriculum Teams forum online, contributing to the posts submitted by teacher.

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.

- 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/
- Amadeus Music Institute www.amadeusmusicinst.com/
- Neptune Swim Academy www.facebook.com/NeptuneSwimming09/
- Gulf Star www.gulfstarsports.com/

Drama

Curriculum Synopsis

Throughout the course of Year 9 students will follow a range of specialised practical schemes of work, designed to combine the skills learnt throughout Years 7 and 8 and to extend their knowledge of Drama and Theatre.

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 develop their knowledge of devised theatre and the ways in which original theatre and performances are created. Using articles from the UN Convention on the Rights of the Child, students will explore, research and create their own pieces of theatre, highlighting the relevance of their chosen article.

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

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

Books to read:

Read autobiographies of young, inspirational people who fight to give young people a voice, just like Malala.

Places to Visit:

Childrens Library

Digital Media Workshop
Poetry Jam Workshop

Cultural Foundation

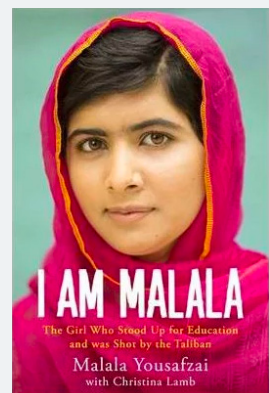
Caracalla Dance Theatre www.culturalfoundation.ae

Dubai Opera

Much Ado About Nothing

National Theatre of Great Britain

Take a virtual tour around the ground breaking theatre company and meet the artists.
www.nationaltheatre.org.uk/backstage



Visual Art

Curriculum Synopsis

Art & Design shapes the visual world in which we live...

Design, Print & Purpose Unit: Heroes and Leaders

Students will consider what makes a leader and the characteristics and qualities we admire in others. Using Shepard Fairey's mixed media and collage techniques and inspired by the UN's Global Goals they will start to create their own portrait of a leader who inspires them. They will research and use imagery within their collaged background that provides context, conveys meaning and reflects the life and work of their chosen subject, whilst exploring wood block printing, collage, stencil making techniques and refining painting skills.

Supporting at Home

Research the UN's Global Goals for sustainable development and young leaders who are striving to make a positive impact on the planet to address the goals. Encourage your son/daughter to research the work of Shepard Fairey and experiment copying some of his artworks in different art media. These will be used later as part of their homework project assignment.

Consider watching **Abstract: The Art of Design**, an original Netflix documentary series highlighting the work of leading artists and innovators in the field of Design. This documentary features the work of Automobile, Product, Interior and Stadium Set Designers to Architecture and the use of Photography as a creative medium to call for positive global change. The documentary is an inspiring insight into just a few of the many possibilities of where Art & Design creative practice could lead our students in the future.

Extending Beyond the Curriculum

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

1. www.louvreabudhabi.ae
2. www.manaratalsaadiyat.ae/en/default.aspx
3. 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:

1. www.abudhabiart.ae/en/visitors/art.studio.aspx
2. www.artbeatad.com
3. 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.

- **200 Projects to Strengthen Your Art Skills:** For Aspiring Art Students (Aspire Series) by Colston, Valerie (2008) Paperback

Get inspired by the intention behind Shepard Fairey's meaningful artwork with a copy of:

- **Obeys: Earth Crisis Two Volumes Set In Slipcase** Paperback – 30 Mar 2017



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