

Year 7 Guide



COMPASS INTERNATIONAL SCHOOL
DOHA
A NORD ANGLIA EDUCATION SCHOOL

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2. Message from the Heads of Secondary



Dear all,

Compass International School Doha mirrors my personal philosophy of education in having high academic standards, providing a progress pathway for learners of all abilities, engaging students in creative ways and allowing extension of learning through opportunities outside of the classroom. What distinguishes Compass, is the ability to have the same high expectations of all students, but the teaching prowess and expertise along with personalised learning to know when to make the result count.

We offer a skills based curriculum in Years 7, 8 and 9 which enables students to have the foundations for both academic success but also life in the 21st Century. These skills allow for a rapid take up of the requirements of IGCSE where the students are then independent enough to mature academically, ready for the demands of International Baccalaureate Diploma Programme.

The culture being fostered here that enthuses me most is the Growth Mindset work. I agree with Winston Churchill when he said "Continuous effort - not strength or intelligence - is the key to unlocking our potential." As well as helping foster a love for learning, Compass International School Doha's culture is to challenge all students to the best they can be and achieve.

Kind regards,

Tom Douch

**Head of Secondary at
Minat Khalifa Campus**



Dear students,

You are going to join our new state of the art Themaid campus at a very exciting time. After a very successful first year the new school continues to develop and it is already clear that in addition to Compass's well-established academic reputation, the new Themaid campus will be a beacon of Creative Arts and Sport.

It is well established that the dedication and growth mindset needed to succeed in Arts and Sports transfer to academic areas too. It's no coincidence that the best students in any school excel in these areas. It's not that good students learn a musical instrument, dance or excel in sport, it's that doing these activities at a high level makes students more likely to succeed academically too. Our spacious and well-equipped Music, PE, Dance, Drama, Science and Design Technology facilities, along with our outstanding teachers, mean that students have to greatest opportunities to excel in all subjects.

I am very proud of how our secondary students and staff have created such a warm, welcoming but academically and culturally successful school in such a short time.

Kind regards,

Simon Porter

**MA BSc DipRCM PGCE
Head of Secondary at Themaid Campus**

2. Welcome to Key Stage 3



We would like to extend a warm welcome to our new Year 7 students and parents. We are here to assist both parents and students in this transition from Primary to Secondary School.

What we will do for our parents

- We will support your child to become confident students, able to adapt to new subjects, new environments, new teachers and new classmates
- We will talk with children joining us from Year 6 to guide them through the process of moving into the Secondary School
- We will help your child if they are having any problems in any of their subject areas, discussing their concerns with them and working together to find solutions
- We will provide an environment where they feel safe and secure to ask questions in class
- We will keep open communication between you as their parents and the school so that you know what is going on and how you can support your child

How parents help

- Talk to your child about your experiences in Secondary School and how you overcame any challenges or took advantage of the many opportunities on offer
- Give them greater independence to make their own decisions with your guidance
- Encourage them to become involved in school life by joining Extra-Curricular Activities (ECAs) and other school based events
- Help them to meet other students outside school by being involved in ECAs, outings and other activities
- Set up a study area at home that is quiet and tidy for them to be able to concentrate when completing their homework and studying

- Help them to establish good routines, whether this is getting to school in the morning (without your assistance) or scheduling their study and ECA timetable
- Scheduling helps keep the mind clear and allows for your child to know by when activities are expected to be completed
- Ensure your child is following a healthy diet and that they are bringing wholesome food to school (no chocolates, sweets or sugary drinks)
- Encourage them to avoid screen-based activities before going to bed. Sleep is vitally important as they enter this educational stage where the workload increases and they are expected to become more independent. A rested mind will allow them to think and study clearly

What we expect from our students

- Use your learning diary provided and have it signed by parents on a weekly basis
- Do your homework the night it is given to ensure that you are keeping up with your work. Check online 'Show My Homework' to keep this part of school life well managed
- Contact your classmates to discuss classwork or homework or just to have some fun time socially
- Bring your school bag daily
- Bring your pencil case with the required stationary to school
- Bring your PE kit to school on the days you have practical lessons
- Take good care of your diet by bringing healthy snacks for break times
- Wear the correct school uniform. Hoodies or other clothing that is not part of the uniform will be confiscated and returned at the end of school day
- Leave mobile phones at home or in your locker - students are not allowed to use them in school. If discovered, they will be confiscated and returned at end of the school day

2.1. Key Stage 3 Sample Timetables

Year 7 Sample Timetable

Lesson	Sunday	Monday	Tuesday	Wednesday	Thursday
1	Form Group 7D 74Lab	Form Group 7D 74Lab	Form Group 7D 74Lab	Form Group 7D 74Lab	Form Group 7D 74Lab
2	Assembly 80H	Islamic Studies 56	Mathematics 54	English 48	Science 74Lab
Break					
3	Geography 59	Physical Education 80H	Science 74 Lab	Spanish 59	Mathematics 54
4	Mathematics 70	Mathematics 56Art	Spanish 54	Physical Education 80H	Music 43
Break					
5	ICT 45ICT	Spanish 48	English 48	Art 56Art	English 48
6	Science 74Lab	English 48	Geography 59	History 51	Qatari History 59

Year 7 Sample Homework Schedule

	7A	7B	7C	7D
Sunday	Mathematics Geography	ICT Music	History Science	ICT Islamic Studies
Monday	Science Islamic Studies	Geography English	Geography Languages	Language Sciences
Tuesday	History Music	Islamic Studies Art	English Maths	Mathematics English
Wednesday	Art English	History Mathematics	Islamic Studies ICT	Art History
Thursday	Language ICT	Languages Science	Art Music	Music Geography



3.1. English

Course Characteristics

In Year 7, students follow an exciting and vibrant English curriculum, which will continue their reading, writing, speaking and listening journey from Primary School, yet at the same time begin their fascinating new adventure towards IGCSE. Students will extend their prior learning to include language analysis and the critical examination of literature as well as improving their comprehension, vocabulary, oral and written abilities.

Course Content

Our English teachers use English literature as the basis of the teaching programme. We concentrate on grammar, structures, and knowledge of different types of texts, such as magazines, newspapers and use of the Internet. Students take part in whole class discussions, small group work as well as individual activities. In class, students are encouraged to give presentations both individually, in pairs and in small groups.

Students will study a novel, a play and poetry throughout the year. Classes do not study on a topic basis as in Science but they will all cover the same skills at some point during the year depending on the text they are studying. They will be introduced to tasks based on newspapers, magazines, advertisements and other non-fiction examples. They are encouraged to undertake research using the Internet and the Library.



Students will be taught how to write the following text types:

- Letter
- Speech
- Script
- Diary
- Essay – narrative, descriptive and persuasive
- Literature analysis
- PEE (Point, Evidence, Explanation) paragraphs to increase confidence in analysing a writer's use of language

In terms of reading they will be taught:

- Comprehension skills
- Interpretation skills
- Summarising and reviewing techniques

We operate a “Book in the Bag” system where students are expected to have a book with them at all times, so that in any lesson – not just English – if they finish their class work, they may take out their book to spend a few quality minutes reading.

Students also receive a READTHEORY login to continue their comprehension skills at home or on the move. This can be accessed from any device.

A recommended book list from which students may choose novels of recognised quality and classics is available to each student.



3.1. English (cont.)

Resources

- Oxford English Programme Book 1
- Grammar Matters
- Novels and Plays
- Mrs Frisby and the Rats of NIMH (novel): Robert C. O'Brian
- Esperanza Rising (novel): Pam Munoz Ryan
- Fast (play): David Grant
- Iqbal (novel) Francesco D'Adamo
- Boy (autobiography): Roald Dahl
- The Boy in the Striped Pyjamas (novel): John Boyne
- Holes (novel): Louis Sachar
- The Terrible Fate of Humpty Dumpty (play): David Calcutt
- Car Jacked (novel): Ali Sparkes
- Jekyll's Mirror (novel): William Hussey

**Please note these texts may be used with other year groups who have not read them before.*

Poetry is decided by individual staff members unless a year group assessment is planned, where a poem will be chosen to be studied across the year group.

Websites:

www.readtheory.org

www.bbc.co.uk/education/subjects/z3kw2hv

www.grammarmechanics.com

www.bbc.co.uk/bitesize/ks3/games

www.educationquizzes.com



3.2. Mathematics

Course Characteristics

As students move up to Secondary School and start Key Stage 3 (KS3) Mathematics, what new skills will they learn? Students will find some of the work similar to Primary School, but it will be more challenging and the children are expected to work more independently.

Students are encouraged to pick up from where they left off in Key Stage 2 as each topic is introduced. With all topics the children will be studying, they'll be developing 'mathematical process' skills, which include reasoning, analysis and evaluation.

Course Content

Term 1:

- Sequences and Functions
- Negative Numbers
- Decimals
- Perimeter and Area
- Fractions
- Percentages

Term 2:

- Averages, Probability, Expressions and Formulae
- Angles and Shapes

Term 3:

- Linear Equations
- Functions and Graphs
- Quadrilaterals Statistics Project

Resources

Textbooks:

Mathematics for the Intermediate student (Years 7 and 8)
(Haese Mathematics)

Websites:

Myimaths.com

Hegartymaths.com

Mathsisfun.com

Nrich.maths.org

Youtube:

Look for videos from:

[Vi Hart](#)

[Numberphile](#)

All students are expected to bring a calculator to all Mathematics lessons. We recommend the *Casio fx-83* or similar calculator with a wide, natural display.



3.3. Science

Course Characteristics

The study of Science develops intellectual curiosity in the world around us. Our team of specialist Science teachers build on the skills acquired in Year 6. Secondary students learn through experiencing practical laboratory work as well as studying scientific theory. We explore the nature of Science and scientific method by collecting data and analysing, evaluating and referring to what is already known, in order to build knowledge of the major disciplines of Physics, Chemistry and Biology.

We develop literacy and communication through learning to make accurate observations and present them in a logical way. Learning Science includes learning about scientific discoveries from the past and the methods that have developed from earlier experiments. Understanding how to test hypotheses, control variables and measure accurately are revisited throughout Secondary School.

Students are taught in their Form Groups throughout Secondary School. They have the opportunity to present their work through oral presentations, models and posters as well as more formal, written exercises.

Course Content

Term 1:

- Introduction to Science
- Mixtures and Separation
- Acids and Alkalis
- Ecosystems
- Cells, Tissues and Organs, and Systems

Term 2:

- Energy
- Current Electricity
- Muscles and Bones
- Forces



Term 3:

- The Particle Model
- Atoms, Elements and Molecules
- Sound

Resources

Textbook: Exploring Science (Pearson Education)

Students are encouraged to research using books and the internet.

All students will use standard school laboratory equipment.

Safety in the laboratories is important and every student is trained to use equipment safely.



3.4. History

Course Characteristics

While students do need to remember events and describe what happened and when, the most important skills in History involve explaining why things happened, evaluating the information that they have been given and then synthesising this into complex answers.

There are two main types of assessment utilised throughout the year. The first is causation assessments, which focus on explaining why things happen, how the different factors are inter-related, and evaluating which factor is the most important. The second type is source analysis, which focus on using the information in a source to construct an argument, explaining how the evidence supports the argument, and working out how reliable the sources of information are to decide whether this affects how useful the information is.

Course Content

Term 1: The Romans and their Empire

During Term 1, students look at the legend of how Rome was founded to explore whether the legend is based on real events or if the story about Rome's construction was simply made up. The reasons why the Roman Empire was so strong and successful and how they balanced the strength of the army against keeping their people happy are examined. Finally, why did the Roman Empire collapse and what were the main reasons for this? Was it their own fault or because too many enemies were attacking them at once?



Term 2: The Dark Ages?

During Term 2, students will examine:

- How life changed in both Europe and the Middle East after the fall of the Roman Empire?
- What took place in Britain with the different groups of invaders and colonisers, and how did this eventually lead to the creation of the Norman state under William the Conqueror?
- What took place in the Middle East where the Sassanids and Byzantines fought each other?
- Students will also examine the importance and speed of growth of Islam and how it affected life in the Middle East.

Term 3: Contrasts and Connections

In Term 3, students study the Crusades and look at European and Islamic interpretations of the events, causes and consequences for both regions. The social, political and demographic effects of the Black Death that swept across the world in the Fourteenth Century, but proved particularly deadly in Europe are discussed.

Resources

There is no set textbook for the Year 7 course, but we do use the Schools History Project (SHP) textbook to support the course at certain points as well as numerous bespoke resources teachers have produced for our students.

3.5. Geography



Course Characteristics

The Geography course 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. The course will focus on how this knowledge provides a geographical context for understanding the actions of processes.

Students will:

- 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.
- Gain competency in the Geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork which deepen understanding of geographical process
 - 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

Course Content

Term 1:

Topic A: What is Geography? - Geog. 1 Chapter 1

- The 3 main spheres of Geography: Human, Physical, and Environmental
- An overview of the skills used in Geography
- The World: Oceans, rivers, mountains, continents, countries and capital cities
- Longitude and Latitude

Topic B: Ordnance Survey (OS) Mapping Skills - Geog. 1 Chapter 2

- O.S (Ordnance Survey) Mapping Skills: including direction, scale, distance, grid references, height on maps, describing land use and routes on maps
- An introduction to Geographical Information Systems (GIS) – computerised mapping

Term 2:

Settlement and Shopping - Geog. 1 Chapter 3 and Chapter 4

- Settlement types and patterns
- Factors affecting the location of early and modern settlements
- The different function of settlements
- Settlement hierarchy
- Land use models – Burgess and Hoyt
- Urbanisation and changing land use patterns
- Introducing shopping: different types of shops and their location
- Spheres of influence, threshold population and range of goods and services

Term 3:

Natural Hazards – Geog. 1 Chapter 9

- The structure of the Earth
- Plate tectonics, convection currents and plate boundaries
- The global distribution of earthquakes and volcanoes
- A focus on earthquakes: Measuring and management
- A case study of an earthquake and the 3Ps – Predict, Prepare, Protect
- A focus on volcanoes: The structure of a volcano and their hazards
- Measurement and management: A focus on Montserrat

Resources

Textbook: Geog. 1 Geography

BBC Bitesize KS3 Geography: <http://www.bbc.co.uk/education/subjects/zrw76sg>

3.6. Computing

Course Characteristics

Computers are now part of everyday life and, for most of us, technology is essential to our lives, at home and at work. 'Computational thinking' is a skills that all learners must learn to be ready for the workplace and be able to participate effectively in the digital world.

Computing has three distinct strands: information technology, computer science and digital literacy. Each strand is essential to preparing learners in an increasingly digital world.

Computer science is the scientific and practical study of computation: what can be computed, how to compute it, and how computation may be applied to the solution of problems.

Information technology is concerned with how computers and telecommunications equipment work, and how they may be applied to the storage, retrieval, transmission and manipulation of data.

Digital literacy is the ability to effectively, responsibly, safely and critically navigate, evaluate and create digital artefacts using a range of digital technologies.



Course Content

Students in Year 7 will follow a range of computing aspects across the English National Curriculum which include:

- Computer programming using text-based and graphics-based languages
- Web Authoring using HTML and cascading style sheets
- Modelling using spreadsheets
- Robotics using Lego Mindstorms EV3







Course Characteristics

In Music, students will be drawn into a Juilliard-curated repertoire comprising twelve core categories that encompass a wide range of genres, styles and cultures. Each of the 12 categories is exemplified by an iconic work supplemented with carefully curated extension works, enabling students to explore different elements of music and its role in our society.

Engaging activities developed by Juilliard will help students understand the language of music and develop creative skills such as improvisation and composition. Our outstanding teachers will use the Juilliard Creative Classroom to access these activities and a host of other teaching materials, recordings and videos for their lessons in school.

Students will be connected to Juilliard's worldwide network of performers, teaching artists and curriculum specialists, regularly interacting with them through workshops, masterclasses and performances in our schools.

The keyboard acts as an entry point for music theory learning in our school. There is no better way for students to understand musical concepts than from first-hand experience. Every student will actively use the keyboard to explore the fundamentals of music and notation.

The art of composition can be as broad and deep as the imagination will allow. Students can find that learning to compose often seems an intimidating and complex task that can also be an immensely fulfilling one. Aspiring composers must listen to a diversity of music and learn how to listen intelligently.

Course Content

Term 1:

Juilliard Creative Classroom (JCC) Core work: Stravinsky – Rite of Spring, timbre, melody, intervals, harmony, accompaniment.

Keyboard/Theory Focus: Focus on fingering in both hands; recap treble clef and introduce bass clef; play melodic extracts; rhythmic dictation; sharps and flats; note and rest values; dots ties and beaming; consonance and dissonance.

Compose Yourself Focus 1 and 2: Laying the foundations: tempo, pulse, metre and rhythm.

Term 2:

JCC Core work: Ligetti - 6 Bagatelles for Woodwind Quintet, counterpoint, texture, melody accompaniment.

Keyboard/Theory Focus: Tones and semitones; constructing a major scale; scale degrees; key signatures (CGDF); articulation, phrasing, dynamics and notation; melodic dictation.

Compose Yourself Focus 3 and 4:

Pitch; simple melody-writing (the four-bar phrase).

Term 3:

Keyboard/Theory focus: Intervals, tonic triads, rhythm, symbols, Italian terms; melodic dictation.

Compose Yourself Focus 5 and 6:

Tonic and Dominant; simple ternary form.

Resources

- Juilliard Creative Classroom activities
- 'Compose Yourself' by Paul Harris and Robert Taylor
- ABRSM Grade 1 Theory
- Music Medals Keyboard

3.8. Art and Design (Madinat Khalifa Campus)

Course Characteristics

During Key Stage 3, students explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media to develop confidence, competence, imagination and creativity.

They learn to appreciate and value images and artefacts across times and cultures. At the same time, they learn to understand the context in which they are made.

Students reflect critically on their own and other people's work, judging quality, value and meaning.

Course Content

Term 1: An Introduction to the Art Elements

Students will work through the Seven Elements of Art; Line, Shape, Colour, Texture, Form, Space and Value. They will learn how to relate the theory taught to various practical projects.



Term 2: Techniques and Media

- Students progress onto large scale projects to further develop techniques and experiment with different media
- Continue to build on subject specific vocabulary
- Learn how to use one-point perspective to create a landscape painting or drawing

Term 3: Drawing from Observation

- Having learnt about the elements of line, shape and value, students will be introduced to drawing from observation
- Advance from drawing and shading single objects to groups of objects



3.9. Art and Design (Themaidd Campus)

Course Characteristics

During Key Stage 3, students explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media to develop confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures. At the same time, they learn to understand the context in which they are made. Students reflect critically on their own and other people's work, judging quality, value and meaning.

Course Content

Term 1: An Introduction to the Art Elements

Students will work through the seven Elements of Art; line, shape, colour theory, texture, form, space and value. They will learn how to relate the theory taught to various practical projects.



Term 2: Artists and Food

- Students progress onto large scale projects to develop techniques and to combine and experiment with different wet and dry media such as charcoal, watercolour painting, oil pastels and collages
- Continue to build on subject specific vocabulary used in Key Stage 4 Art and Design
- Research and develop inspiration in their own work from food artists such as Kerstin Heistermann, Wayne Thiebaud and Claes Oldenburg

Term 3: Application of Visual Elements

- Having learnt about the elements of line, shape and value, students will be introduced to drawing from observation
- Understanding a range of artists and how artist work is used as inspiration in their own work from famous artists Andy Warhol, Pablo Picasso and Hattie Stewart
- Advance from drawing and shading single objects to groups of objects

3.10. Design and Technology (Themaidd Campus)

Course Characteristics

During Key Stage 3, students will learn Design and Technology which is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education make an essential contribution to the creativity, culture, wealth and well-being of the nation.



Course Content

Term 1: Skateboard Project

An introduction into health and safety of the workshop as our students will be able to use a range of machinery, equipment and materials to make new products. The first project is to create a mini-skateboard which will consist of designing, refining ideas and making models of different prototype using a range different of materials. Pupils will research the environmental impacts of using different materials such as plastic, wood and metals and how to create new products which are environmentally friendly and sustainable, using Sir David Attenborough as a reference.

Term 2: Graphics Project

Students will develop their understanding of typography, advertising and packaging which can be developed using other technologies such as Computer Aided Design (CAD) and Computer Aided Manufacturer (CAM) to make their new products using our brand-new laser cutter, vacuum former and pillar drill. Students will understand how products can be manufactured using different methods of production; one-off, batch and mass produced.

Term 3: Cushion Project

Our Year 7 pupils will learn how to hand sew, how to create different styles of hand stitches and experiment with different types of fabric decorating techniques such as batik, fabric painting and tie-dyeing. Our students will follow the design process of researching, designing a new product to suit a chosen target market, making a new product and then evaluating and analysing their outcome. Pupils will research current products on the market, identify different fashion designers and how to make new products that are more eco-friendly, which is a common trend developing in today's society.

3.11. Physical Education

Course Characteristics

Our Physical Education (PE) programme in Secondary School will continue to develop and refine a range of skills in every student so that they are equipped to follow a healthy and active lifestyle.

Participation in lessons will enable our students to:

- **Improve physical fitness:** Students will understand the components of fitness and will develop their muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance
- **Revise and refine their skilled performances and movement patterns:** Students will develop their motor skills for accuracy and control in a range of physical activities
- **Develop cross-curricular links:** Reinforce knowledge learned across the curriculum in other subject areas such as Science and Maths
- **Promote self-discipline:** Facilitate the development of student responsibility and allow students to lead others and give feedback on performances via peer assessment
- **Reduce stress:** Physical activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience
- **Strengthen Peer Relationships:** Physical Education can be a major force in helping children to socialise with their peers in a range of different activities that promote teamwork and communication skills
- **Improved self-confidence and self-esteem:** Physical Education instills a stronger sense of self-worth in students based on their mastery of skills and concepts in physical activity
- **Set Goals:** Physical education provides students with the opportunity to set and strive towards personal and collective goals



Course Content

Students in Year 7 will follow a range of sports across the English National Curriculum which include:

Games: Football/Netball, Hockey, Basketball, Handball

Net/Wall: Badminton, Volleyball

Body Management: Athletics, Gymnastics, Swimming

Field/Run Scoring: Cricket, Rounders, Softball

Artistic and Aesthetic: Dance



3.12. Spanish

Course Characteristics

Year 7 Spanish is for non-native speakers who may already have some previous knowledge of Spanish.

The course will follow the English National Curriculum disciplines of language learning; listening, reading, writing and speaking.

Course Content

Term 1:

Students will study how to speak about themselves, talk about family members and learn the present tense.

Term 2:

Students will look at school, telling the time, discussing lessons, the weather, the verb “gustar” and they will be introduced to the “near future” tense.

Term 3:

Students continue studying where they live, what food they eat and holidays in addition to learning past tense.



Resources

Textbook: Zoom Español

Internet based language learning sites:

www.languagesonline.org.uk

www.thisislanguange.com



3.13. French

Course Characteristics

Year 7 French is for non-native speakers who may already have some basic understanding of the French language.

The course will follow the English National Curriculum disciplines of language learning; listening, reading, writing and speaking.

Course Content

Term 1:

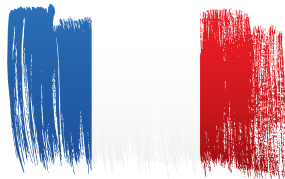
Students will study likes and dislikes:

- To talk about their survival kit using 'avoir' (je, tu, il/elle)
- To describe themselves and to understand adjective agreement (singular)
- To talk about other people and to understand adjective agreement (plural)

Term 2:

Students will learn how to talk about their hobbies and to practise using the present tense of -er verbs:

- To talk about films and to practise using of avoir and être
- To talk about reading and to practise using -ir and -re verbs
- To talk about the internet and to practise the verbs aller and faire
- To talk about what they did yesterday evening and to practise using the Perfect Tense



Term 3:

Students will study personal and cultural identity:

- To talk about personality and to practise adjectival agreement
- To talk about relationships and to practise using reflexive verbs
- To talk about music and to practise agreeing, disagreeing and giving reasons
- To talk about clothes and to practise using the Near Future Tense
- To talk about their passion and to practise using the past, present and future tenses

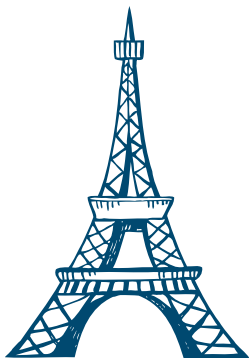
Resources

Textbook: Studio Rouge

Internet based language learning sites:

www.languagesonline.org.uk

www.thisislanguange.com



3.14. Arabic as a Foreign Language (Themaidd Campus)

The Arabic as a Foreign Language curriculum for non-native speakers is based on our standards for the English language curriculum as well as international standards for teaching foreign languages.

In the first term, students will learn how to introduce and describe themselves, family, school, days of the week, months of the year, colours, numbers and time.

In the second term, students will learn about the letters of the Arabic language and conversation lessons around the airport, travelling, eating out, shopping and other useful sentences.

In the third term, students will learn the types of sentences in the Arabic language and how to distinguish between them, as well as the present tense.

The curriculum also includes lessons about events in Arab culture, such as Qatar National Sports Day, Ramadan, holidays, as well as some very short stories.

At the end of the year, students will be able to use the Arabic language in their daily lives.



نعتمد منهج وزارة التعليم والتعليم العالي في دولة قطر: وهو منهج متكامل، يشكل نقلة نوعية للوصول باللغة العربية إلى مكانها اللائق بها كلغة للتواصل الفعال، ومقوم أساسي من مقومات الهوية الثقافية والوطنية والدينية .

يهدف المنهج إلى تنمية مهارات الطالب الأساسية :
 -القراءة: من خلال نصوص متنوعة تربط الطالب بواقعه في إطار من القيم العربية والإسلامية والإنسانية .
 وتوظيف الكلمة والجملة لفهم النصوص والبعد عن الخطأ واللحن.
 -الكتابة: كتابة فقرات ونصوص متكاملة وقصص قصيرة بلغة سليمة وأسلوب جيد.
 -الاستماع: تدريب الطالب على تجنب المشتتات، واستيعاب المعلومات شفاهة.
 -التحدث: تنمية مهارة التواصل مع الآخر، والتعبير الواضح عن الأفكار.

ويوزع المنهج كالتالي : (علماء أن المنهج مقسم إلى فصلين)

-الفصل الأول:

ست وحدات.

-الفصل الثاني:

أربع وحدات.

-الفصل الثالث:

أربع وحدات.

يتم تقييم الطالب بطرائق متعددة منها:

-امتحان منتصف الفصل.

-امتحان نهاية الفصل.

- نعتد منهج وزارة التعليم والتعليم العالي المخصص للمدارس الخاصة والذي يتكون من ثلاث وحدات توزع على الشكل التالي:
- الفصل الأول: الوحدة الأولى (تاريخ) تتحدث عن النهضة الكبرى التي تعيشها قطر، وعن حكامها العظام الذين أسسوا الدولة الحديثة ، وقادوها لتصبح في مصاف الدول المتقدمة.
- الفصل الثاني: الوحدة الثانية (مواطنة) تشرح مواد الدستور القطري، وتعرف الطالب على رؤية قطر لعام ٢٠٣٠
- الفصل الثالث: الوحدة الثالثة (مواطنة) يدرس الطالب علاقة دولة قطر مع العالم ومع الدول العربية والإسلامية ومع محيطها الخليجي.
- ويتعرف أهم سمات تلك العلاقات الدولية القائمة على الاحترام المتبادل وعدم التدخل في الشؤون الداخلية .



- يهدف المنهج إلى تنمية المهارات التالية للطالب
- تطبيق أحكام التجويد تطبيقاً صحيحاً فيما يتلو أو يسمع
- تفسير الآيات المقررة تفسيراً صحيحاً
- بيان الأحاديث النبوية الشريفة المكونة لشخصية المسلم
- الإيمان بالله تعالى والاستدلال على وجوده بمظاهر قدرته
- معرفة مقاصد الشريعة وتأديتها بطريقة صحيحة
- معرفة معالم سيرة النبي -صلى الله عليه وسلم- ومنهج تعامله والتعبير عن الإيمان به ومحبه وطرق الاقتداء به
- معرفة بعض قصص الأنبياء والقصص القرآني واستخلاص الدروس والعبر، والعمل على ربطها بحياته وسلوكه
- التحلي بالأخلاق الإسلامية في علاقته مع الله -تعالى

يتم تدريس كتاب التربية الإسلامية المقرر من وزارة التعليم والتعليم العالي للصف السابع كالتالي:

- القرآن الكريم وعلومه
- الحديث الشريف
- العقيدة الإسلامية
- الفقه الإسلامي وأصوله
- السيرة والبحوث الإسلامية
- الآداب والأخلاق الإسلامية

ويتم تقييم الطالب عن طريق:

- اختبارات قصيرة تحريرية وشفوية
- واجبات الطالب الأسبوعية
- تسميع القرآن والأحاديث النبوية الشريفة المقررة
- امتحان منتصف ونهاية الفصل





4. IGCSE, A-Levels and IB Diploma

Here at Compass International School Doha, we offer highly respected and globally recognised programmes for our examination students. As a leading school, we are confident that the IGCSE, A-Levels and IB Diploma, have the required academic credentials for our students to 'Be Ambitious' in their applications to well-regarded universities around the world.

Below are some headline facts about each examination course.

International General Certificate Secondary Education (IGCSE):

- Two year examination course
- Core subjects must be studied: Maths, English, Science and a modern Foreign Language
- Three subjects to be chosen from an extensive range of curriculum areas
- Most subject are completed with a final examination which is externally assessed and graded
- IGCSEs are globally recognised as a strong standard of completion of Secondary School

AS and A Levels:

- Two year examination course (AS-Levels completed at the end of Year 12)
- Recommended that students study four subjects in their first year to give a broad range of subjects. In some cases, students may choose to study three subjects after discussions with teachers and parents
- Students can choose their subjects from a range of options and there are no core subjects
- All subjects will be assessed through a final examination which is externally assessed and graded
- In Qatar, students can enter some universities with a minimum of two AS-Level subjects

- Successful completion of Year 13 and A-Level qualifications enables students to apply for entry to the world's top universities
- World-renowned universities regard the Cambridge A-Level programme as a course which produces well-rounded individuals who are prepared to embrace opportunities anywhere in the world

International Baccalaureate Diploma Programme (IBDP):

- Two year examination course
- Students to select six subjects: three at Higher Level and three at Standard Level
- Six subject categories; Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics and the Arts
- Students must also complete the three core elements; Theory of Knowledge, Extended Essay (4000 Words) and Creativity, Activity & Service (CAS) projects
- All subjects will be assessed through a final examination which is externally assessed and graded
- IB Diploma is globally recognised as a rigorous and highly respected qualification accepted by universities around the world



“Widening students' intellectual horizons through new experiences.”

Be Ambitious



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