



THE BRITISH INTERNATIONAL SCHOOL  
ABU DHABI

A NORD ANGLIA EDUCATION SCHOOL



*Curriculum Synopsis*  
*Year 9*  
Term 2

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
HOY	Laura Griffiths	<a href="mailto:laura.griffiths@bisad.ae">laura.griffiths@bisad.ae</a>
9A	Lisa McManus	<a href="mailto:L.McManus@bisad.ae">L.McManus@bisad.ae</a>
9B	Esther Rubio	<a href="mailto:ester.rubio@bisad.ae">ester.rubio@bisad.ae</a>
9C	Mark Collinson	<a href="mailto:mark.collinson@bisad.ae">mark.collinson@bisad.ae</a>
9D	Drew Cyster	<a href="mailto:drew.cyster@bisad.ae">drew.cyster@bisad.ae</a>
9E	Hannah Grange	<a href="mailto:hannah.grange@bisad.ae">hannah.grange@bisad.ae</a>

### Heads of Departments

Department	Tutor	Email
Maths	Alan Grant	<a href="mailto:alan.grant@bisad.ae">alan.grant@bisad.ae</a>
Science	Oliver Lewis	<a href="mailto:oliver.lewis@bisad.ae">oliver.lewis@bisad.ae</a>
English	Sara Brazier	<a href="mailto:sara.brazier@bisad.ae">sara.brazier@bisad.ae</a>
MFL	Eric Depose	<a href="mailto:eric.depose@bisad.ae">eric.depose@bisad.ae</a>
Humanities	Victoria Juett	<a href="mailto:victoria.juett@bisad.ae">victoria.juett@bisad.ae</a>
Performing arts	Adriane O'Connor	<a href="mailto:adriane.oconnor@bisad.ae">adriane.oconnor@bisad.ae</a>
Arabic	Assile Al Amili	<a href="mailto:assile.alamili@bisad.ae">assile.alamili@bisad.ae</a>
PE	Paul Cochlin	<a href="mailto:paul.cochlin@bisad.ae">paul.cochlin@bisad.ae</a>
STEAM	Chris Gildroy	<a href="mailto:christopher.gildroy@bisad.ae">christopher.gildroy@bisad.ae</a>

## Curriculum Synopsis

Students will return from the winter break and complete reading their novel, depending on class teacher this is either *To Kill a Mockingbird* or *Lord of the Flies*. Students will use their understanding of the writer's craft to create their own imaginative piece of transactional writing. This will be assessed on the following writing 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 structure

Mid- February students will move onto a second reading focused unit titled: War Poetry. Students will study a range of poetry including: Wilfred Owen and Robert Frost. This unit prepares students for the piece of GCSE coursework which will be written in Year 11 and also for the English literature exam skills .

The assessment will be a comparative between two poems and will assess reading skills. Students will be assessed on the following skills:

- 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 to research war poets and poetry independently.
- 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.
- 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.
- Ask your child about the poetry terminology that they acquire this term.

## 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:

**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



# Maths

## 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 2 will be:

- **Polygons:** Know the meaning of regular and congruence. Be able to calculate interior and exterior angles of regular and irregular polygons.
- **Set Language and Set Notation:** Know the definition of a set including the notation  $\cap$ ,  $\in$  &  $\notin$ . Know the concept of the universal set, empty set and the compliment of a set.

- **Inequalities:** Solve inequalities in one variable and give the solution algebraically and on a number line.
- **Transformation Geometry:** construct and interpret enlargements as well as combinations of all transformations.
- **Measures:** Use the formula for speed, distance and time.

**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 2. This pack will contain 2 sections, past papers and extension. The past paper section has Foundation iGCSE papers reviewing all the content delivered at KS3. 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:

*Puzzle Ninja: Pit Your Wits Against The Japanese Puzzle Masters* by Alex Bellos

ISBN-10: 9781783351367  
ISBN-13: 978-1783351367

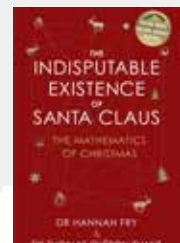
Available on kindle and paperback



*The Indisputable Existence of Santa Claus* by Hannah Fry

ISBN-10: 9781784162740  
ISBN-13: 978-1784162740

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. know that current is the rate of flow of charge
2. know and use the relationship between charge, current and time
3. know that voltage is the energy transferred per unit charge passed
4. know and use the relationship between voltage, current and resistance
5. know how current and voltage are distributed in series and parallel circuits
6. describe the qualitative effect of changing resistance on the current in a circuit
7. know and use the relationship between density, mass and volume
8. know and use the relationship between pressure, force and area
9. know and use the relationship for pressure difference
10. describe the arrangement and motion of particles in solids, liquids and gases
11. describe the changes that occur when a solid melts to form a liquid, and when a liquid evaporates or boils to form a gas
12. explain why heating a system will change the energy stored within the system and raise its temperature or produce changes of state

## Supporting at Home

Your child has an account on the website Century Tech (<https://bisad.century.tech/login>) which can be accessed at any time to review learning. The teacher will set a Century Tech assignment once every two weeks. There may be additional home learning assignments set when appropriate.



## Extending Beyond the Curriculum

To help you nurture an interest in Physics and Science and the applications of Science in the real world, the following are recommended:

[www.youtube.com/user/scishow](http://www.youtube.com/user/scishow)

**One Two Three . . . Infinity: Facts and Speculations of Science**  
by George Gamow



**The Time Machine**  
by H. G. Wells



# Biology

## Curriculum Synopsis

Students will continue the Biology IGCSE syllabus.

In Term 2 they will be covering the following topics:

### 1. Biological molecules and enzymes

- Identify the chemical elements present in carbohydrates, proteins and lipids and describe the structure of these
- Understand the role of enzymes as biological catalysts and how temperature changes can affect enzyme function

### 2. Nutrition and digestion in humans

- Understand what is contained in a balanced diet
- Describe the structure and function of the human alimentary canal
- Understand the role of digestive enzymes

- Understand the function of the liver and bile
- Understand how the small intestine is adapted for absorption, including the structure of a villus

### 3. Nutrition in flowering plants

- Understand the process of photosynthesis and know the word/symbol equation
- Understand how varying carbon dioxide concentration, light intensity and temperature affect the rate of photosynthesis
- Describe the structure of a leaf
- Know the nutrient minerals that are necessary for plant growth

## 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 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](http://www.abpschools.org.uk/page/resource/age.cfm)
- New Scientist magazine [www.newscientist.com](http://www.newscientist.com)
- BBC Science newpage [www.bbc.com/news/science\\_and\\_environment](http://www.bbc.com/news/science_and_environment)

Resources for biological investigations can be found at [www.biology-resources.com/biology-experiments2.html](http://www.biology-resources.com/biology-experiments2.html) and [www.biology-resources.com/biology-experiments-sup.html](http://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

Students will continue to work through the IGCSE syllabus, building on knowledge they acquired in term 1.

In Term 2 they will be covering the following topics-

1. To know what is meant by an Isotopes
2. Calculate the relative atomic mass of an element (Ar) from Isotopic abundance.
3. The reactivity of group 0/8 Elements
4. The reactivity of group 1 elements
5. The reactivity of group 7 elements

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

## Supporting at Home

Your child will have an account on the Century Tech website (<https://bisad.century.tech/login>) which can be accessed at any time to review learning and home learning tasks will also be set here to check/review learning from school. There may be additional home learning assignments set when appropriate.

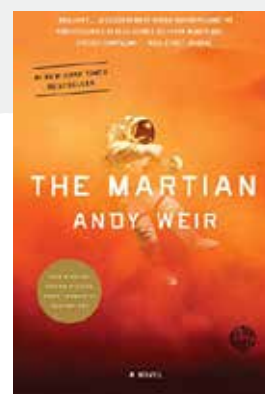
## Extending Beyond the Curriculum

Students are encouraged to use the internet to keep abreast of recent developments in Science, Engineering and Technology by using websites such as New Scientist magazine.

[www.newscientist.com](http://www.newscientist.com) and the BBC Science newspaper [www.bbc.com/news/science\\_and\\_environment](http://www.bbc.com/news/science_and_environment)

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

Classroom edition: **The Martian**, by Andy Weir





# Arabic B

## Curriculum Synopsis

For this term, we will be covering “Travel at home abroad” related to “Local area, holiday and travel” and “Environmental issues: being ‘green’; access to natural resources” related to “International and global dimension”.

By the end of the term your son /daughter will have the opportunity to build the language skills through a variety of learning outcomes, which are outlined in the curriculum brief of term 2.

### Listening:

Understand the main idea and most supporting details in texts about various personal, general and professional topics and in extended narrative and descriptive texts.

### Reading:

Understand the main idea and supporting details on a variety of familiar and unfamiliar topics. The reader can understand narrative and descriptive texts in multiple paragraphs having different tenses.

### Writing:

Write on a wide range of academic, specialized, and general topics. The writer can also express experiences and events using different tenses, using extensive and coherent, well-organized paragraphs.

### Speaking:

Talk about familiar topics and usual experiences and events in a clear and detailed manner using various tenses. The speaker can also express his viewpoint while discussing with others a number of issues.

## 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](http://www.educationperfect.com) (username and login provided by teachers)

[www.linguascope.com](http://www.linguascope.com) (username and login provided by teachers)

<http://www.arabalicious.com/secondary-resources.html>

Booklet in Arabic student ‘folder, worksheets on teams and copybook.

## 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 practice writing for an extended period periodically, this could be through writing short stories, creating a newspaper article about a key event that has taken place or poetry etc.

Please encourage the students to use the website Nahla & Nahel, it is very useful website involved a lot of stories in different levels with assessments and activities about the stories.

[www.kutubee.com](http://www.kutubee.com) (username and login provided by teachers) this can be installed on iPad from the play store.

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

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

# Islamic B

## Curriculum Synopsis

The curriculum of Islamic Studies for year nine aims to recognise the attributes of Emirati students and to reinforce their national identity and strengthen their loyalty to their homeland. Moreover, the curriculum allows students to acquire religious knowledge and concepts and it links them to modern life in accordance to the teachings of Islam, which are based on the concepts of moderation, love, peace and tolerance. Furthermore, it strengthens Islamic values in students that help them build their personality and provides them with diverse learning activities.

The standards of Islamic education focus on six areas of learning representing the components of the subject, namely: divine revelation (the Quran and the Hadith) and

belief, the values and literature of Islam, the provisions and purposes of Islam, and biography and personalities, identity and issues of the period.

**In term2 we will be covering the following topics:**

2. Surat Al-Waqilah 1-26
3. Forbidden (Halal) and forbidden (Haram) foods and drinks.
4. Bearing good news and warning.
5. The Prophet's method of educating a generation.

## Supporting at Home

The support at home aims to document the student's relationship with the Holy Quran as the first source of knowledge, behavior, values, taste and beauty in order to build a Quranic mentality and psychology, by continuing to read the Qur'an and taking into account the provisions of intonation (tajweed).

One of the key elements of the support is to instill the love of Prophet Muhammad "peace be upon him" in the heart of the student through the experience of the Prophet's biography, and provide the life of the Prophet (peace and blessings of Allah be upon him) as a good example and a role-model to follow.

## Extending Beyond the Curriculum

In order to promote and enrich the themes of Islamic education, you can benefit from the following links:

[www.youtube.com/watch?v=Kw8JQZnHDmc](http://www.youtube.com/watch?v=Kw8JQZnHDmc)  
[www.mawdoo3.com](http://www.mawdoo3.com)  
[www.soundvision.com/article/halal-and-haram-food-in-the-quran-and-hadith](http://www.soundvision.com/article/halal-and-haram-food-in-the-quran-and-hadith)

[www.youtube.com/watch?v=ruEwoHLgKP8](http://www.youtube.com/watch?v=ruEwoHLgKP8)  
[www.sosyalarastirmalar.com/cilt10/sayi50\\_pdf/5egitim/asikev\\_hacer.pdf](http://www.sosyalarastirmalar.com/cilt10/sayi50_pdf/5egitim/asikev_hacer.pdf)

Also, you can use the following link for Qura'n and Tajweed memorization:

<http://www.memorize-quran-app.com/>

# 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. Topics in Term 2 will be:

1. Thesiger and the UAE
2. What did Thesiger discover in the desert?
3. Being a Bedouin in the 21st Century
4. How useful are Thesiger's photographs to Historians?
5. Travel and Trade in the UAE
6. The Economy of the UAE
7. Tourism in RAK
8. Sustainable Development in UAE

Students will be assessed on a presentation task about the life and journeys of Wilfred Thesiger and a Sustainable development decision making task .

## 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](http://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](http://www.na.ae/en)

## 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/](http://www.thebfsa.org/publications/bulletin/)

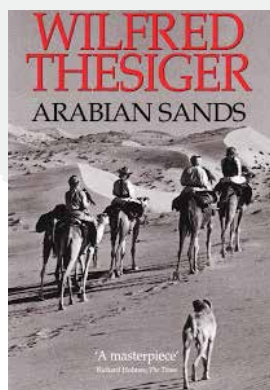
There is an exhibition at Al Jahili Fort in Al Ain regarding Wilfred Thesiger which is worth a visit, details can be found here:

<https://visitabudhabi.ae/en/see.and.do/attractions.and.landmarks/iconic.landmarks/al.jahili.fort.aspx>

**Wilfred Thesiger – Arabian Sands**

ISBN-10: 0141442077

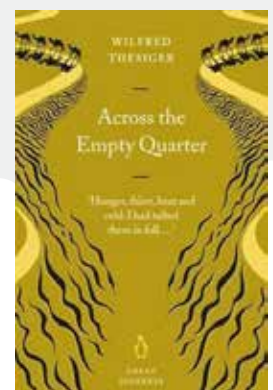
ISBN-13: 978-0141442075



**Wilfred Thesiger – Across the empty quarter**

ISBN-10: 0141025492

ISBN-13: 978-0141025490



# 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. 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 and skills necessary to think critically, to make informed ethical decisions and to act on them in the interests of their society.

In term 2, Year 9 students will focus on Unit 2 of the Moral Education curriculum: Valuing diversity. Throughout this unit, student will gain an understanding of the cycle of bias and discrimination and how it can be overcome. Students will also have an opportunity to discuss what can be learnt from people or movements that have fought discrimination.

In addition to this, students will also receive a Non-Academic report at the end of January. This report is designed to complement the academic report and give information about the personal and social development of your son / daughter. It will be completed jointly by the student and the form tutor and is based on the personal and social learning that takes place in classes every day. It is also based on the evidence which is collated in the BISAD Diploma about each students' non-academic achievements and which is available for you to view at Parents' Evenings.

## *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 enable students 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 term 2, including International day, House day and Service events to name but a few.

# Geography

## Curriculum Synopsis

In the second term of Year 9 Geography students will be studying Tectonics and Natural Hazards. This unit focusses on understanding the processes of tectonic movement and the resultant hazards. Investigations into earthquakes, tsunamis and volcanoes in a range of different tectonic settings will be carried out. Students will be learning about how vulnerability can lead to limited capacity to cope and how the impact of hazards varies depending on the level of development within a country.

Key areas of study are as follows:

1. Structure of the Earth.
2. Different kinds of plate boundary and the hazards associated with them.
3. Why do people live in Hazard prone areas?
4. Earthquakes, Tsunamis and Volcanoes in countries at different levels of development.
5. How can vulnerability be reduced and capacity to cope increased in countries at different levels of development?

Students will be assessed by test on their overall knowledge of the tectonics. Students will also complete a comparative research project into the impact of earthquakes in two countries at different levels of development. They will also undertake a dragons-den style design exercise about improving capacity to cope in hazards.

## Supporting at Home

Students will be given regular homework and revision tasks. Lesson resources will be on TEAMS as will revision materials. More information about the earthquakes can be found here: <https://earthquake.usgs.gov/learn/kids/>. Information on plate boundaries here: <https://pubs.usgs.gov/gip/dynamic/understanding.html>. For revision they can use Key stage 3 BBC bitesize (<https://www.bbc.co.uk/bitesize/guides/zwcfxsg/revision/1>). Key terms and subject language can be practiced using quizlet online (<https://quizlet.com/454670/plate-tectonics-review-flash-cards/>). Students will also need support carrying out effective research for their comparative projects.

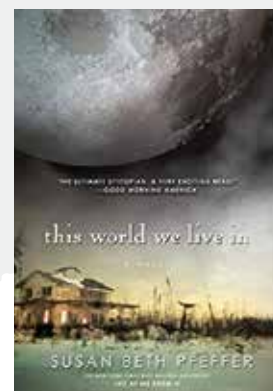
## Extending Beyond the Curriculum

To extend your child beyond the school curriculum please encourage them to listen to podcasts available from the USGS <https://www.usgs.gov/natural-hazards/earthquake-hazards/photos-videos-and-podcasts>. National Geographic has a range of good resources on natural disasters <https://www.nationalgeographic.com/environment/natural-disasters/earthquakes/>. There are some good documentaries and films on Netflix such as “7:19”, “72 Dangerous Places to live” and “Into the Inferno”.

**Ashfall** – set in the Yellowstone national park a story about a volcanic eruption  
by Mike Mullin  
ISBN-10: 1933718749  
ISBN-13: 978-1933718743



**This world we live in** – a story about coping with natural disasters  
by Susan Pfeffer  
ISBN-10: 0547550286  
ISBN-13: 978-0547550282



# History

## Curriculum Synopsis

In Year nine, students continue to look at historical events in the 20th century that help understand the world that we live in today and prepare them for their IGCSE History. They explore the concepts of democracy, dictatorship, revolution. These topics include:

1. **Communism in Russia:** We start this unit by exploring what Russia was like under the leadership of the Tsar in order to understand the reasons that ordinary Russia people felt disillusioned by 1905 due to the political and socio-economic changes that have taken place in the 19th Century. We go on to study the causes and consequences of the three revolutions which take place in the 20th Century, culminating in the leadership of

Lenin. This unit finishes by investigating how Stalin transformed Russia into a Communist state and the effects that we still see today.

2. **Fascism in Germany:** Students explore the rise of the most infamous Historical figure in modern History; Adolf Hitler. They investigate the impact of the First World War, the Weimar Government and the Great depression have on Hitler's ascension to power. Students then explore how Hitler swiftly destroys democracy, replacing it with a totalitarian state which aims to control all aspects of German lives.

## 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 utilized to develop subject knowledge in History.

## Extending Beyond the Curriculum

There are a huge number of documentary series that explore both Communist Russia and Hitler's Germany. A couple to get started on include:

- Hitler in colour (can be accessed on YouTube)
- The Russian Revolution (Netflix)

**The Book Thief**  
by Markus Zusak



# STEAM

## Curriculum Synopsis

This term students will continue 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](http://idea.org.uk)

Your child will be studying about problem solving and python programming language. and complete programming related iDEA badges. The badges that will be completed in lesson are listed below:

- Maker - Animation (10)
- Maker - Automation (20 points)
- Worker - Random coding (20 points)
- Worker - Collaboration (8 points)
- Entrepreneur - Innovation (8points)
- Entrepreneur – Blockchain (8points)
- Gamer – Game Designer (10 points)



Students will start to develop problem solving and programming skills by learning to program using the language Python 3. The skills they will be taught are:

- Errors and Variables
- Data types
- Operators
- Selection
- Simple iteration



## Supporting at Home

The iDEA award is free and open to anyone, of any age. You can freely register online at [idea.org.uk](http://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 to ensure students are on target of achieving the Bronze award.

Resources to support learning at home:

- **Standard lesson resources** (all worksheets and lesson Presentations)
- **Revision Packs will be made available**
- **Classroom notes taken in OneNote**

## Extending Beyond the Curriculum

The aim of this unit is to help develop student's skills in problem solving and learning a about how programs are created by making simple programs using Python. They can research examples of software created using Python to give

them an insight into how powerful the language really is. They can also visit: <https://www.learnpython.org/where> students can view tutorials to help further their leaning 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 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 3: Jobs and future careers

- Describing jobs; using masculine and feminine nouns for jobs
- Learning languages; using modal verbs (pouvoir, vouloir, devoir)
- Saying what you used to do; using the imperfect tense
- Discussing your future and your past; practising the future and imperfect tenses
- Talking about your job; question forms; using different tenses together

### Module 4: Holidays

- Discussing holidays; the pronoun "y", asking questions using inversion
- Imagining adventure holidays; using the conditional
- Talking about what you take with you on holiday; using reflexive verbs
- Describing what happened on holiday; combining different tenses (regular, irregular forms)
- Visiting a tourist attraction; using emphatic pronouns, using three tenses

**Mid year assessment:** Module 1-3. Students will be assessed in all four skills

There will also be regular quizzes to test vocabulary and grammar throughout each module.

## 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](http://www.languagesonline.org.uk) offers vocabulary and grammar activities following our curriculum.

[www.linguascope.com](http://www.linguascope.com) (bisad; 20twenty) is great for basic vocabulary games and GCSE content.

## 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.languagesonline.org.uk](http://www.languagesonline.org.uk)

Don't forget to come and celebrate the French language and culture at our annual International Day event.

In addition, the Francophone week (Semaine de la Francophonie) will take place from 22th to 28th March.





## 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 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 3: Jobs and future careers

- Discussing crazy ambitions; using the conditional
- Talking about reasons for doing jobs; using um ... zu (in order to)
- Discussing what you would like to be or do; using correct word order (verb second)
- Talking about working in a ski resort; using in and auf with the accusative and dative cases
- Understanding and responding to voicemail messages

### Module 4: My childhood

- Talking about your childhood; using als to mean 'when' in the past
- Talking about childhood activities; using the imperfect of modal verbs
- Comparing primary school and secondary school; using the superlative
- Talking about Grimms' fairy tales; the imperfect tense; writing a story in your own words

Mid-Year Assessment on Module 1 to 3 in February  
Module 4 assessment at the end of term.

## 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](http://www.languagesonline.org.uk) offers vocabulary and grammar activities following our curriculum.

[www.linguascope.com](http://www.linguascope.com) (user: bisad; password: 20twenty) is great for basic vocabulary games and GCSE content.

## Extending Beyond the Curriculum

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

[www.lyricstraining.com/de/](http://www.lyricstraining.com/de/)

**Useful website to revise or extend vocabulary and grammar:**

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

Don't forget to come and celebrate the Germanic cultures and language during our annual International Day.



# 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 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 3: Health

- Learning parts of the body; using me duele and me duelen
- Describing symptoms using ser and tener
- Talking about healthy and unhealthy food; using para to make more complex sentences
- Using the three tenses together

### Module 4: Money

- Talking about earning and spending money; using the third person verb form
- Talking about what you would like to do ; using me gustaría
- Talking about jobs and using masculine and feminine job titles; using the future tense.

**Mid-Year Assessment on Module 1 to 3 in February  
Module 4 assessment at the end of term.**

## 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](http://www.languagesonline.org.uk) offers vocabulary and grammar activities following our curriculum.

[www.linguascope.com](http://www.linguascope.com) (user: bisad; password: 20twenty) 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/](http://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.language-gym.com](http://www.language-gym.com)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

Don't forget to come and celebrate the Hispanic cultures and language during our annual International Day.



# Music

## Curriculum Synopsis

In Year 9 students will study a range of topics with the three musical components of listening, performing and composing, with reference to core works and techniques from the Julliard Curriculum.

**Band Skills and Workshop:** Students will develop their knowledge of playing band instruments and vocal skills. Workshops will offer the opportunity to experience performance techniques on instruments such as guitar, drums as well as singing as part of a band. Areas of learning will include reading a range of musical notations, learning by ear and playing with accuracy of pitch and timing.

**In At The Deep End:** In an immersive approach to musical learning, students will engage in the practice strategies embraced by many successful pop and rock musicians; choosing their own repertoire, building interpersonal skills in practicing and then performing their own versions of their chosen songs.

## Supporting at Home

Students will be offered musical activities to complete at home aiming to maintain their skills based around the core musical elements. Resources such as instrumental practice worksheets and useful web links will be provided to

complement classroom learning. Students should endeavor to make links between the song forms and compositional techniques used in rock and pop music with the songs 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 where possible. Many tutorials for learning specific skills on instruments are widely available online and through tutorial music books.

### Books that may be of interest:

**Hal Leonard Guitar Method**  
by Will Schmid and Greg Koch

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

Available in paperback and kindle.



### Other learning resources:

#### Online video tutorials

Video tutorials on all band instruments and vocal skills are widely available on platforms such as YouTube.

#### Listening and appraising

Students are encouraged to listen to specific elements of music and performance skills present in music with which they are familiar, such as music heard on Spotify and iTunes.

#### Music Technology

There are many applications and other technologies available for students to support their learning including programs such as GarageBand and Audacity.

## 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 2. An outline of these key concepts can be found below:

### Yr9 Boys PE:

1. *Gymnastics*
2. *Dance*
3. *Striking & fielding*
4. *Swimming*

### Yr9 Girls PE:

1. *Athletics*
2. *Net & Wall*
3. *Striking & Fielding*

## 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 can you 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/](http://www.passabudhabi.com/)
- Emirates Karate [www.emirateskarate.com/](http://www.emirateskarate.com/)
- Be Fit [www.facebook.com/Befitsc/](https://www.facebook.com/Befitsc/)
- Al Mahara Diving Center [www.divemahara.com/](http://www.divemahara.com/)
- Amadeus Music Institute [www.amadeusmusicinst.com/](http://www.amadeusmusicinst.com/)
- Neptune Swim Academy [www.facebook.com/NeptuneSwimming09/](https://www.facebook.com/NeptuneSwimming09/)
- Gulf Star [www.gulfstarsports.com/](http://www.gulfstarsports.com/)

# Drama

## Curriculum Synopsis

In term two Year 9 students will be introduced to a range of skills that will be consistently developed over the course of KS3.

### Unit 3

Students will engage in the process of page-to stage, leading up to their formal Year 9 Assessment. Using a contemporary script, students will explore language, character and performance skills to enhance their understanding of theatre and performance.

In addition, they will be introduced to the devising process, creating their own scenes, based upon extracts of the scripts they will study. Students will be introduced to alternative ways of approaching text and story through various practical exercises to broaden their knowledge of text, character and language.

## Supporting at Home

Encourage your child to read as much as possible. Whether they are reading fiction, biographies, newspaper articles does not matter. The more they read the wider their

knowledge of the world around them; aspects of which they can draw upon to create imaginative pieces of theatre and informed characters.

## Extending Beyond the Curriculum

Getting to the theatre can be a costly exercise and not always as easy as we would like. There are however numerous websites where students can watch theatre online. The National Theatre (UK) have some wonderful online resources, including libraries of previous shows and interviews with leading industry professionals.

<https://www.nationaltheatre.org.uk/backstage>

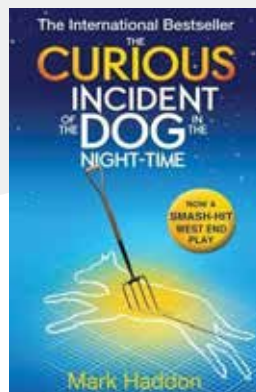
Digital Theatre is an online library of some of the best productions and plays. You can rent plays and also subscribe to the channel to watch live theatre, online.

[www.digitaltheatre.com](http://www.digitaltheatre.com)

Workshops for KS3:

<https://culturalfoundation.ae/en/childrenslibrary>

**The Curious Incident of the Dog in the Night-Time**  
by mark haddon



# Visual Art

## Curriculum Synopsis

**Design, Print & Portraiture Unit: Heroes and Leaders**

Using Shepard Fairey's mixed media and graphic design techniques, students will complete their self-portrait. Students will research and use imagery within their collaged

background that provides context, conveys meaning and reflects their interests and ambitions, whilst exploring wood block printing, collage, stencil making techniques and refining painting skills.

## Supporting at Home

Encourage your son/daughter to look carefully at the work of Shepard Fairey and to look closely at how the artist combines pattern and colour. This term, students are working on an individual project over several weeks, discuss with your son/daughter the benefits of learning to work on a longer project and how these skills are used in the working world.

## Extending Beyond the Curriculum

Visit an art gallery and take pictures and/or draw their favourite work of art or sculpture (Louvre, Manarat Al Saadiyat etc.).

Art and design careers don't necessarily involve drawing, painting, sculpture or computer-based work. Indeed, fashion design and computer graphics are other rewarding artistic careers that you might not have considered. Learn more about careers in Art and Design at <https://www.allaboutcareers.com/careers/industry/art-design>.



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