THE BRITISH INTERNATIONAL SCHOOL ABU DHABI A NORD ANGLIA EDUCATION SCHOOL

Currículum Synopsís Year 8 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

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Students will return from the winter break and complete reading their class novel. Students have thoroughly enjoyed reading 'The Many Worlds of Albie Bright' or 'Bone Sparrow' (depending on their class teacher) during the latter half of last term. Students will demonstrate their understanding of the writer's craft by creating their own piece of creative writing. The writing assessment will focus on students' 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 February students will begin a new topic: Women's Poetry. This is a favourite unit of work amongst students who are exposed to a range of different poetry across time. Students discuss themes and ideas and explore how context plays a part in content. The assessment for this unit of work is reading focused and students will be asked to demonstrate ability to write a comparative essay. The following skills we assessed:

- Be able to select, interpret and analyse ideas and perspectives
- Maintain a critical style and present an informed personal engagement with texts
- Analyse the language used in a text to create meaning and effect
- Show an understanding of the relationship between text and context

Supporting at Home

- Continue to look through your child's book; 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 to research a female poet of their choice and read some of their work.

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.

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







In Year 8 students will study a range of topics in all the key strands of mathematics. Students in the top sets will also practise for the UKMT Junior Challenge and this will involve developing lots of techniques for problem solving. All students will be assessed on the same content, these topics in Term 2 will be:

1. Mensuration of 2D Shapes:

- i. Find the area of trapeziums and parallelograms
- Find circumferences and areas of circles using relevant formulae; find perimeters and areas of semicircles.

2. Powers and Roots:

- Use index notation and index laws for multiplication and division of positive and negative integer powers including zero and 1
- iv. Express integers as the product of powers of prime factors
- v. Find highest common factors (HCF) and lowest common multiples (LCM)

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 3 sections, revision, retention and extension. The revision section has lots of worksheets revising key year 7 content. The retention section focuses on the main questions we want students to be able to answer by the end of Year 8. 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 form the UKMT. These sheets should be used when students are scoring higher than 80% on tests and need more challenge than the retention sheets.

Extending Beyond the Curriculum

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

The Escape Book: Can you escape this book? by Ivan Tapia

ISBN-10: 1781317437 ISBN-13: 978-1781317433

Available on kindle and paperback



How Not to Be Wrong: The Hidden Maths of Everyday Life By Jordan Ellenberg

ISBN-10: 071819604X ISBN-13: 978-0718196042

Available on kindle and paperback



3. Constructions:

- iv. Measure and draw lines to the nearest millimetre and angles to within 2 degrees
- v. Construct triangles and other two-dimensional shapes using a combination of a ruler, a protractor and compasses
- vi. Construct perpendicular lines and angle bisectors

4. Trigonometry and Pythagoras' Theorem:

- v. Know, understand and use Pythagoras' Theorem in two dimensions
- 5. Applying Number:
 - vi. Understand and carry out calculations using time and carry out calculations using money, including converting between currencies



Curriculum Synopsis

In Year 8 students will cover the following content in Term 2:

- 1. Light and its transmission
- 2. Angles of incidence and reflection
- 3. Refraction and prisms
- 4. Plants and Photosynthesis
- 5. The structure of a leaf
- 6. Factors limiting the rate of photosynthesis
- 7. The life cycle of a plant
- 8. The structure of flowers and seeds
- 9. Space
- 10. The planets in our solar system

Supporting at Home

Your child will have an account on the website Century Tech which can be accessed at any time to review learning and complete home learning. The teacher will set an assignment once every two weeks to either be completed on Century Tech or in their lab books. There may be additional home learning assignments set when appropriate and in the build up to assessments.



Extending Beyond the Curriculum

To help your nurture an intertest in the Sciences and the applications of Science in the real world, the following book and podcast would be a good starting point:

Podcast

60-Second Science by Scientific American



Book

The Disappearing Spoon: And Other True Tales of Rivalry,

Adventure, and the History of the World from the Periodic Table of the Elements by Sam Kean





For this term, we will be covering "Hobbies" related to the "free time and social activities" theme and "Asking for help and dealing with problems; directions; countryside and city, problems in countryside and city" related to "Local area, holiday and travel" theme.

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 several supporting details in organized dialogues about several personal and general topics, and in extended narrative and descriptive texts.

Reading:

Understand the main idea and supporting details in texts about personal and general interests. The reader can understand relatively long narrative and descriptive texts using different tenses.

Writing:

Write on academic, specialized and general topics. The writer can also express experiences and events using different tenses and using connected (cohesive) and organized paragraphs.

Speaking:

Engage in conversations about familiar topics beyond his daily life. He can handle various and somewhat complicated social situations. He can narrate events and experiences in some details using different tenses. The speaker can describe people, places and things with appropriate details. The speaker can give organized oral presentations about various issues.

Supporting at Home

Ask students to share what they are learning in class and have them teach you about what they know. You can support your child's learning at home by encouraging him to use the below interactive tool www.educationperfect.com (username and login provided by teachers)

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 (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.



The curriculum of Islamic Studies for year eight aims to enforce the national identity of a student, strengths the love and brotherhood bonds, and builds cooperation between students.

Moreover, it will prepare the students to participate actively in building their society, and to keep up to date with global changes and with the opportunity to open explore other cultures.

The ongoing aims are to support students in the way of life, existence, values and to gain great Islamic heritage.

The standards of Islamic education focus on six areas of learning: 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 your son/daughter will be covering the following topics:

- 1. Divine revelation (Qur'an): The story of the Believer of the Family of Yas~n Surat Ya~Si~n (20-32)
- 2. Divine revelation (Qur'an): Ahkam An-Noon As-sakina
- 3. life of the prophet (Sirah): The Conquest of Makkah
- 4. Rulings Pertaining to the Acts of worship (Ahkam-'Ibadat)

Supporting at Home

By continuing to read the Quran and taking into account the provisions of intonation (Tajweed). We document your child's/children'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.

One of the pillars of this support is to strengthen the student's relationship with the surrounding environment, and to preserve and realize its value to humanity in general, as well as the way of discussions and dialogues on contemporary issues.

In addition to this, implanting the love of Prophet Muhammad "peace be upon him" in the heart of the student through the experience of the Prophet's biography, (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 use the following link with your child/children at home:

https://www.islamicstudies.info/tafheem.php?sura=66&verse=1&to=5 https://yassarnalquran.files.wordpress.com/2014/11/a-day-in-the-life-of-muhammad.pdf http://www.islamicplayground.com/scripts/prodList.asp?idCategory=29 https://yassarnalquran.files.wordpress.com/2010/12/al-qaaida-an-nooraaniyyah.pdf





In Year 8 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 wellreasoned decision making as members of a cultured society in an interdependent world.

Topics in Term 2 will be:

- 1. Islamic Science
- 2. Ibn Al Haytham The Science of Sight
- 3. Islamic Medicine
- 4. Astronomy & the Astrolabe
- 5. The House of Wisdom
- 6. The Father of Algebra
- 7. Faith and Science in Islam
- 8. Islamic Architecture
- 9. The tribal origins of the modern UAE

Students will be assessed on a research project on an Islamic Scientist and on the completion of an astrolabe project on historical validity. As part of this unit students will undertake a visit to the Louvre Abu Dhabi to learn about early works of science and navigation.

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/ Travelling around the Emirates and visiting sites of historical significance is strongly recommended.

Extending Beyond the Curriculum

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

National Geographic Kids: Ibn al-Haytham ISBN-10: 1426325002 ISBN-13: 978-1426325007



National Geographic Kids: 1001 inventions and awesome facts from Muslim Civilization ISBN-10: 9781426312588 ISBN-13: 978-1426312588



Moral Education



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 8 students will focus on Unit 2 of the Moral Education curriculum: Making good decisions. Throughout this unit, students will identify ways to keep themselves and others safe and apply ways to respond to danger. Students will gain knowledge of basic first aid as well as exploring the consequences of irresponsible behaviour.

In addition to his, 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.

STEAM Autonomous Cars

Currículum Synopsis

This unit of work involves students learning about building and programming autonomous cars. Their cars must drive completely independently and require no outside assistance.

Students must consider how and why self-driving cars make the decisions required to navigate. They will have to debate a policy for how they think self-driving cars should behave. Students will then build a basic HTML webpage to share their findings. We will be using Adobe Dreamweaver to build this site.

Students will have to test their coding and problem solving skills by designing, building and programming their very own

autonomous vehicle using our Lego EV3s. This will require them to learn about sensors and how robotics use these sensors to detect the world around them.

Their autonomous cars will test student engineering and



programming skills on a custom road map laid out in their classroom. They will have to negotiate a two way road system, junctions, corners and obstacles to see if they can reach their destination successfully.

Supporting at Home

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

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

The task:

"Have a go at building your own obstacle for DuckTown. Try and recycle products and items that would otherwise be thrown out at home. Make your obstacle as realistic as you can. You might want to talk to your art teacher to find out more ways in which you can make your obstacles look more interesting or more unique. "

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

Extending Beyond the Curriculum

Students can continue programming autonomous cars via the online simulation Blockly.

www.blockly-games.appspot.com/maze





During this term students will be learning to write computer code in the text-based programming language Python 3. In addition to this, students will be learning about the UAE Hope to Mars project where the UAE is manufacturing a space exploration probe that is set for launch in 2020.

This unit is split into two core components...

- 1. Learn the fundamentals of text-based programming
- 2. Build a 2D "Hope to Mars" computer game

Within Python students will be learning the following core programming skills (Python 3)

- The importance of key words
- Variables and data types
- The importance of sequence or order
- Selection IF statements
- Boolean Conditions
- Typecasting data types (converting one data type into another data type)

Once students have mastered the core fundamental programming skills, they will start building their very own Hope to Mars computer game. They will be using the Integrated Development Environment Stencyl.

Supporting at Home

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

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

The task:

"Download the Stencyl software at home (for free). The software can be found at www.stencyl.com Either build more creative sprites for your game or if you are feeling like you would like a challenge, add additional functionality by programming custom behaviors to your game. Extensive tutorials and support can be found either on their website or YouTube."

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

Extending Beyond the Curriculum

The UAE is active in space exploration and there are various initiative that you may be interested in exploring. These include...

Hope to Mars space probe www.emiratesmarsmission.ae/ Mars 2117 Initiative www.worldgovernmentsummit.org/initiatives/mars-2117 Mohamed Bin Rashid Space Centre www.mbrsc.ae/spaceexplorer/



STEAM Dneumatics

Currículum Synopsis

During this term, students will learn about how computers can be used to keep track of equipment and supplies within construction. They will do this by building a single table, flat-file; database in Microsoft Access. They will then learn the engineering skills involved with pneumatics. This will include the advantages that pneumatics bring to a construction site over alternative methods of getting the work completed.

Students will then be given an engineering challenge to complete where they must combine all their skills. They must use our Lego Pneumatics equipment to build a solution to the given problem whilst thinking about the cost of their design by producing a database that keeps track of the components used and calculates the cost of their design. Finally, students will be given the opportunity to refine their design in attempt to produce the most efficient, and cost effective, solution.

The database skills covered in this unit of work include....

Data types

- Use of data dictionaries (for a single flat file database)
- Basic validation rules
- Queries and basic queries criterion (using QBE)
- Building reports to share findings.



Supporting at Home

Homework in STEAM is more than just additional work to complete at home. **There is only one homework task and this is optional**. It is designed to be completed as a family; that is, the focus of this homework is to engage your child outside of school with what they have learnt in their lessons. It shouldn't be onerous or hard work. Instead it should be a starting point to an investigation whilst you are out or a good excuse to talk about what your child has been doing in lessons.

The task:

"Visit the Dubai Municipality Museum in Deira, Dubai. Find out about the planning and construction required in the early days of Dubai and what helped towards the development of the Emirates. Entry is free. Ask you teacher for direction and further details."

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

Extending Beyond the Curriculum

Databases have many uses they extend well beyond the classroom. It would be useful for you to consider examples in your own line of work of how a database might be used and share this with your child. You may consider asking them to build you a simple database for something at home or for a local sports club. This could include...

- Keeping track of contact details for a local sports club
- A calendar of key family events through the year



In the second term of Year 8 Geography students will be studying Development. This unit focusses on understanding the complex process of development and how it can be observed and stimulated. Students will be learning about how countries develop and what can help and hinder development. Key areas of study are as follows:

- 1. How development can be measured a range of indicators of quality of life and economic well being
- 2. The Sustainable Development Goals
- 3. The role of trade in development including fair trade
- 4. The role of Aid in development.
- 5. Informal industry and work in developing countries
- 6. Squatter settlements and living conditions in cities

Students will be assessed by test on their overall knowledge of the development. Students will also complete a comparative research project into levels of development in two countries. They will also undertake a decision-making exercise about improving living conditions in a squatter settlement.

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 Sustainable Development goals can be found here: https://sustainabledevelopment. un.org/?menu=1300. The Hans Rosling foundation has some excellent resources at www.gapminder.org For revision they can use Key stage 3 BBC bitesize (https://www.bbc.co.uk/bitesize/guides/zvp39j6/revision/2). Key terms and subject language can be practiced using quizlet online (https://quizlet.com/83370724/geography-development-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 read and engage with development and poverty issues in the mainstream. The NAE Global Campus has social enterprise suggestions with Unicef that students can get involved in https://globalcampus.nae.school/course/index.php?categoryid=69. Oxfam has lots of interesting information and case studies https://www.oxfam.org/en. There are some good documentaries and films on Netflix such as "The Boy who harnessed the wind", "Girl Rising" and "living on one dollar". There are also a number of TED talks about global development: https://www.ted.com/talks?topics%5B%5D=global+development

Bamboo People

A story about the hardship of growing up in a developing country, Cambodia by Mitali Perkins

ISBN-13: 978-1580893282



Trash A story about young people living on a dump site by Andy Mulligan

ISBN-10: 876381644X ISBN-13: 978-0385752169



History

In Term 2 Year 8 students will study the French Revolution and its consequences for France in the late 18th and early 19th centuries. In this unit students will be assessed on their understanding of the historical concept of causation and how a range of long-term and short-term factors contributed to such a major change. In the first enquiry students will explore the events of 1789-93 in depth before looking at the rise of Napoleon and the changes that his reign brought to Europe and the rest of the world. Following this we will study the Haitian Revolution of 1791-1804 and how this successful slave revolt utilised the French revolutionary aims of liberty, equality and fraternity to shake off the shackles of chattel slavery.

- What is a revolution?
- How unequal was France in 1789?
- What were the long term causes of the revolution?
- What was the significance of the Tennis Court Oath?
- What was the significance of Bastille Day?
- How did the French Revolution ignite twenty years of conflict?
- Why did the French execute their king in 1793?
- Why was Haiti called the 'Pearl of the Antilles'?
- What was the 'aristocracy of the skin'?
- How were the enslaved Haitians inspired by the events of 1789?
- Why did Napoleon invade Haiti in 1802?
- What was the long-term significance of the Haitian Revolution?

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:

http://www.bbc.co.uk/history/historic_figures/louis_xvi.shtml https://www.bbc.co.uk/bitesize/guides/zpwp34j/revision/5 https://www.ducksters.com/history/french_revolution/

Extending Beyond the Curriculum

Although the examination will only assess a small selection of specified points, 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 during the Age of Revolution.

In the Reign of Terror: A Story of the French Revolution by G. A. Henty

ISBN-10: 0486466043



Avengers of the New World: The Story of the Haitian Revolution By Laurent Dubois

ISBN-10: 0674018265





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: music and Fashion

- Talking about personality; Adjectival agreement
- Talking about relationships; Reflexive verbs,
- Talking about music, possessive adjectives
- Agreeing, disagreeing and giving reasons; the present tense: venir
- Talking about clothes; The near future tense
- Talking about your passion; Past, present and future tenses

Module 4: At home

- Describing where you live; irregular adjectives, comparatives
- Describing your home; prepositions
- Talking about meals; boire and prendre, partitive articles
- Discussing what food to buy ; il faut + infinitive, quantities using « De »
- Talking about an event ; using three tenses
- Assessment: End of Year assessment on module 1-3 in February.

Supporting at Home

At home, you can encourage and check the consistent learning and revision of vocabulary. In Year 8, 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; 20twenty) is great for basic vocabulary games.

Extending Beyond the Curriculum

YouTube is a mine for French songs and videos that would help develop listening skills. **TV5 Monde** is a free French speaking channel that can easily be accessed through your TV provider and online. https://lyricstraining.com/fr/ is a fun way to extend vocabulary and develop listening skills.

Useful websites to revise or extend vocabulary and grammar:

www.languagesonline.org.uk

Don't forget to come and celebrate the French culture and language at our BIS Abu Dhabi International day. Our Francophone week will take place from 22nd to 28th March. The languages library has a few graded books that students can borrow to read for pleasure.





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Module 3: Food and drinks

- Talking about typical breakfasts; using the verb essen
- Discussing traditional German food; using the verb nehmen
- Understanding and using recipes; du form of the imperative
- Talking about healthy lifestyles; using the verb müssen
- Understanding and responding to longer texts; developing note-taking skills

Module 4: My routine

- Understanding rules ; using dürfen and müssen
- Discussing daily routine; using reflexive and separable verbs
- Understanding and giving directions; using imperatives in the du, ihr, and Sie forms
- Describing a festival; using adjectives to describe nouns
- Learning and writing about festivals in Switzerland; describing a festival you have visited

Assessment: End of Year assessment on module 1-3 in February.

Supporting at Home

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Extending Beyond the Curriculum

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

https://lyricstraining.com/fr/ is a fun way to extend vocabulary and develop listening skills. Useful website to revise or extend vocabulary and grammar: www.languagesonline.org.uk

Don't forget to come and celebrate the Germanic cultures and language at our **BIS Abu Dhabi International day**. The languages library has a few graded books that students can borrow to read for pleasure.







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: Holidays

- Describing past holidays using the preterite of ser and ir
- Talking about transports
- Saying what you did on holiday
- Expressing opinions about past events; Using the preterite of -ar verbs

Module 4: Food

- Talking about mealtimes and using time expressions
- Shopping for food and using high numbers
- Ordering food in a restaurant
- · Understanding the difference between tú and usted
- Talking about a past meal

Assessments: Mid-year assessment on Modules 1-3 in February

Supporting at Home

At home, you can encourage and check the consistent learning and revision of vocabulary. In Year 8, 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; 20twenty) is great for basic vocabulary games.

Extending Beyond the Curriculum

YouTube is a mine for Spanish songs and videos that would help develop listening skills. **TV5 Monde** is a free French speaking channel that can easily be accessed through your TV provider and online. www.lyricstraining.com/fr/ 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.languagesonline.org.uk

Don't forget to come and celebrate the Spanish and Hispanic cultures and language during our BIS Abu Dhabi International Day.





In Year 8, students will study a range of topics with the three musical strands/components of listening, performing and composing, with a focus on core works and techniques from the Julliard Curriculum. Students will develop their ability to perform with awareness of rhythmic and melodic features using the elements of music, with a particular focus on **Musical Theatre and Opera.** Students will have the opportunity to make cross curricular links between their music, dance and drama learning and will develop an understanding of the history and context of musical theatre as a genre. Students will be assessed on their ability to incorporate different aspects of their vocal, instrumental and ensemble skills, including stage movement, design and characterization.

Supporting at Home

Students will be given listening tasks via Teams to test their ability to identify and appraise the elements of music and compositional techniques used. Resources such as instrumental practice worksheets and links will also be provided via Teams to complement classroom learning. There are many musicals available on DVD and online platforms, which students can use to enhance their knowledge and share enjoyment with their family. Ukuleles and keyboards are affordable instruments for students to have available at home for instrumental practice.

Extending Beyond the Curriculum

To extend your child beyond the school curriculum please encourage them to explore chord patterns within a variety of songs that they enjoy using a chosen instrument such as guitar, ukulele and piano.

Musical Theatre: A History by John Kenrick

ISBN-10: 1474267009 ISBN-13: 978-1474267007



Wicked Phantom of the Opera Oklahoma Carousel Guys and Dolls Les Miserables The Magic Flute (Die Zauberflote) Miss Saigon Dear Evan Hansen The Greatest Showman Hairspray We Will Rock You! Mamma Mia Footloose The King and I

In Year 8 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:

Boys' PE:

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

Girls' PE:

- 5. Athletics
- 6. Net & Wall
- 7. 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 8 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 Extracurricular 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



In term two Year 8 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 8 Assessment. Using a contemporary script and heightened language play, students will explore language, character and performance skills to enhance their understanding of theatre and performance. 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. Thea National Theatre (UK) have some wonderful online resources, including libraries of previous shows and interviews with leading industry professionals.

productions and plays. You can rent plays and also subscribe to the channel to watch live theatre, online. https://www.digitaltheatre.com

Digital Theatre is an online library of some of the best

Workshops for KS3: https://culturalfoundation.ae/en/childrenslibrary

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



Pop Art: The artwork of Eduardo Paolozzi.

Students will start this unit exploring the elements and contextual influences of Eduardo Paolozzi's artwork.

They will complete an observational colour study using colouring pencil crayons techniques to examine in detail the formal aspects of his work. Students will progress to exploring how Paolozzi used printmaking and mass production in his art work and start to create their own print making plate.

They will learn how to take inspiration from Paolozzi's artwork and his use of mechanical parts to engrave a printing plate. With review and refinement they will develop the skills required to make their own successful one and two colour print. Students will develop:

- An understanding of Art & Crafts from different cultures, contexts and times
- Their visual analysis skills and use of specialist vocabulary
- An ability to explore different art media, techniques and processes
- · Their ability to record accurately from observation
- The ability to make their own personal creative response/practical outcome

Supporting at Home

How can I help at home?

Investigate and discuss art and artists from the Pop Art Movement. Encourage your child to persevere with drawing challenges to develop their hand and eye co-ordination. Explore the videos and activities on the KS3 Art & Design program on BBC bitesize to encourage your child to think about how Art & Design shapes our world, https://www.bbc.com/bitesize/subjects/z6f3cdm Visit and an art gallery and take pictures and/or draw their favourite work of art or sculpture (Louvre, Manarat Al Saadiyat etc.).

Explore the videos and activities on the KS3 Art & Design program on BBC bitesize to encourage your child to think about how Art & Design shapes our world.

Extending Beyond the Curriculum

Visit a local Art Gallery and get inspired by Art from different cultures, context and times: www.louvreabudhabi.ae www.manaratalsaadiyat.ae/en/default.aspx www.warehouse421.ae/en/ Encourage your child to sign up for an evening or weekend art class at one of the following art studio resources: www.abudhabiart.ae/en/visitors/art.studio.aspx www.abudhabiart.ae/en/visitors/art.studio.aspx www.artbeatad.com www.artcentral.ae/art-workshops



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