



*Curriculum Synopses*  
Year 8 Term 2



THE BRITISH INTERNATIONAL SCHOOL  
ABU DHABI  
A NORD ANGLIA EDUCATION SCHOOL

# Academic Team

The academic team lead a team of teachers in each of their curriculum areas focused on delivering the highest level of teaching and learning for students. We are always happy to hear from parents to help support students further in lessons and with home study.



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# Year 8 Team

The Year 8 Pastoral Team is led by Ms. Kath Harvey, along with 6 form tutors and a wider extended team. Students attend form time registration each morning at 7:45am, when the National Anthem is played and a register is taken.

Various activities, assemblies and information giving takes place during the registration period and it is also an important time for students to update their BIS AD Diploma to reflect on their successes and progress. If you have any questions or concerns about your son / daughter, you should contact the form tutor in the first instance.



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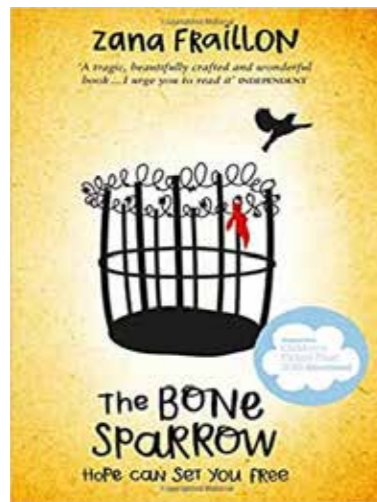


## What will students study in Term 2?

Students will return from the winter break and begin reading their class novel. Students will be reading 'The Bone Sparrow' by Zana Fraillon. In this unit of work, our focus will firstly be writing, and then moving on to reading for the second half of the term. Students will be exploring many aspects of the novel including presentation of themes, character and setting as well as looking at the context of the novel which is based on the life of a child living in a refugee camp in Australia.

**Bone Sparrow**  
by Zana Fraillon

**ISBN-10:** 1510101551  
**ISBN-13:** 978-1510101555



40% of students achieved  
a grade 7 in IB English  
(highest grade)



28% of students achieved  
a grade 9 in Mathematics  
at GCSE.



## What will students study in Term 2?

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:**
  - a. Find the area of trapeziums and parallelograms
  - b. Find circumferences and areas of circles using relevant formulae; find perimeters and areas of semicircles
- 2. Powers and Roots:**
  - a. Use index notation and index laws for multiplication and division of positive and negative integer powers including zero and 1
  - b. Express integers as the product of powers of prime factors
  - c. Find highest common factors (HCF) and lowest common multiples (LCM)
- 3. Constructions:**
  - a. Measure and draw lines to the nearest millimetre and angles to within 2 degrees
  - b. Construct triangles and other two-dimensional shapes using a combination of a ruler, a protractor and compasses
  - c. Construct perpendicular lines and angle bisectors
  - d. Trigonometry and Pythagoras' Theorem:
  - e. Know, understand and use Pythagoras' Theorem in two dimensions
- 4. Applying Number:**
  - a. Understand and carry out calculations using time and carry out calculations using money, including converting between currencies

## How can I extend my child?

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

## How can I support at home?

- Go through your child's One Note with them and discuss the targets set by their teacher to improve their work
- Discuss the novel with your child - ask them about the characters and themes.
- See if they can talk about particular parts or quotes in the novel and what ideas these sections suggest to them.
- Encourage your child to continue reading their own reading book at home. Reading out loud to you and discussing content is a good way to improve analytical reading skills. - Go through your child's One Note with them and discuss the targets set by their teacher to improve their work

## How can I support 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 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.

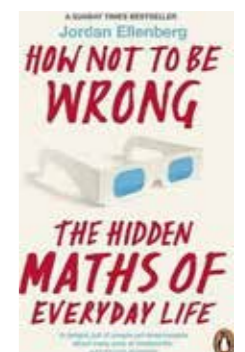
## How can I extend my child?

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:

**How not to be Wrong the Hidden Maths of Everyday Life**  
by Jordan Ellenberg

ISBN-10: 071819604X  
ISBN-13: 9780718196042

Available on paperback and kindle.





## What will students study in Term 1?

The aim of this course is to introduce students to the Arabic language and to immerse them within Arabic culture. Grammar will be a key focus as it builds the accuracy of the writing and speech.

For this term, the students will complete the theme "Local area, holiday and travel" and will be covering the themes "My Typical day, Daily chores & daily routine."

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 1 and term 2.

### Listening:

- Identify the overall message, key points, details, and opinions.
- Deduce meaning from a variety of spoken texts
- Be able to answer questions, extract information, evaluate and draw conclusions.

### Reading:

- Identify the overall message, key points, details, and opinions in texts.
- Recognize and respond to key information, important themes, and ideas in more extended written text, including authentic sources, adapted, and abridged as appropriate, by being able to extract information and answer questions.

### Writing:

- Communicates information relevant to the task with expansion of key points and ideas.
- Effective adaptation of language to narrate, inform, interest, and give convincing personal opinions.
- Produces frequently extended sentences, well linked together
- Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication.

### Speaking:

- Unambiguous; pronunciation supports clear communication.
- Responds to the set questions with consistently fluent and developed responses.
- Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.
- Pronunciation and intonation are consistently accurate and intelligible.

67% of students achieved at and above grade 8 at GCSE (Aug 2021).

## How can I support 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 tools:

- Languagenut <https://www.languagenut.com/global/> (username and login have already been sent out through school)
- Linguascope [www.linguascope.com](http://www.linguascope.com) Password : bisad / username 20twenty
- <http://www.arabalicious.com/secondary-resources.html>
- Interlingo <https://www.interlingo.co.uk>

## How can I extend my child?

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 time periodically, this could be through writing short stories, creating a newspaper article about a key event that has taken place or poetry etc.

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.

One third of students achieved at and above grade 8 at GCSE (Aug 2021).



## How can I support at home?

على مدار الأسبوع ستكون هناك واجبات منزلية، التي يمكنكم من خلالها معرفة ما يدرسه الطالب في الصف ومساعدته إن واجه بعض الصعوبة في حلها كما يمكنكم تشجيع الطلاب على قراءة الكتب باللغة العربية والتي ستزيد من رصيدهم اللغوي. يمكنكم أيضاً أن تسألوا الطالب عن النصوص التي قام بدراستها ومدى فهمه لها. ألقى نظرة على الأنشطة الموجودة في كتاب الطالب وأسأله عما إذا كان يفهم الأهداف وكيف يمكنه تحقيقها. شجع الطالب على البحث على نصوص ومواضيع مماثلة لما درسه في الصف ومواصلة القراءة على نطاق واسع. شجع الطالب على قراءة الكتب المثمرة المتوفرة على منصة كتيبي، وحل الأسئلة الملحقه بكل كتاب، وتسجيل صوته أثناء قراءة الكتاب.

## What will students study in Term 2?

خلال الفصل الدراسي الثاني للصف الثامن سنركز في التعليم على مهارات التحدث، الاستماع، القراءة والكتابة للطلاب بما يتوافق تمامًا مع منهج وزارة التربية والتعليم، و سيتم تشجيع الطلاب على المشاركة في مجموعات متنوعة أو بشكل فردي باتباع استراتيجيات مختلفة.

حيث سيقوم الطلاب بقراءة النصوص الأدبية وتحليلها، وتقييم مدى تحقيق الكاتب لغايته، وربط النص بسياقه التاريخي، والاجتماعي، والمعرفي، واستخلاص السمات الفنية. بالإضافة إلى الكتابة في أماط مختلفة ولجماهير مختلفة والمشاركة في المناقشات والعروض التقديمية. إلى جانب ذلك سيقوم الطالب بتحليل المادة المسموعة وتقييمها، وتقديم العروض باللغة العربية الفصيحة باستخدام الوسائط المتعددة مراعيًا آداب الاستماع والتحدث، وتوظيف المفاهيم النحوية، والصرفية، والإملائية، والبلاغية، المتصلة بالمرحلة توظيفًا سليمًا تحدثًا وكتابةً.

سيدرس الطلاب خلال الفصل الدراسي الثاني ما يلي:

- القراءة والنصوص: قصيدة الشهيد- الأساطير (نص معلوماتي)- قراءة نصوص إثرائية و تحليلها.
- النحو: التمييز - فعل الأمر- أدوات نصب الفعل المضارع- جزم الفعل المضارع.
- الاستماع: رجال اللؤلؤ.
- الكتابة: كتابة نص تفسيري

## How can I extend my child?

يرجى تشجيع الطالب على القراءة المستمرة في المنزل والتي ستزيد من مخزونهم اللغوي، كما نوصي بشدة ضرورة ممارسة الكتابة بشكل دوري، وقد يكون ذلك من خلال كتابة قصص قصيرة، أو شعر... إلخ. وليكن في علمكم ان المكتبة الخاصة بقسم اللغة العربية تزخر بمجموعة كتب قيمة ومتنوعة يمكن للطلاب أن يستعير منها ما يشاء. كما يمكن الطالب الدخول على منصة كتيبي واختيار ما يشاء من القصص والكتب القيمة بالإضافة إلى المهتمات التي ترسلها المعلمة عبر المنصة. يمكن للطلاب تصفح المواقع التالية حيث يوجد الكثير من الكتب والقصص والروايات التي يمكنه أن يستفيد منها.

- <http://www.syrianstory.com/amis.htm.4>
- <http://al-hakawati.net/stories>
- <https://read.kutubee.com>

## What will students study in Term 2?

The curriculum of Islamic Studies for grade seven aims at affirming the national identity of a student, strengthening the love and brotherhood bonds, and enhancing cooperation amongst them. It will prepare the students to participate actively in building their society, and to keep up to date with global changes, with the opportunity to open explore other cultures Islamic studies. The ongoing aims are to support students in the way of life, existence, values and 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.

We will cover the following out comes:

1. Divine revelation (Qur'an): The story of the Believer of the Family of Yas-n Surat Ya-Si-n (20-32).
2. The Holiest Mosques
3. The Conquest of Makkah
4. Umrah Rules
5. Secondary Madd
6. Prohibition of Frightening People

## How can I extend my child?

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>

42% of students who sat Islamic Studies attained a grade 8 or higher.



## How can I support 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.

70% of students who sat Islamic Studies attained a Grade 7 or higher.



## How can I support at home?

يهدف الدعم المنزلي على تمكين صلة الطالب بالقرآن الكريم كونه المصدر الأول للمعرفة والسلوك والقيم. وذلك لبناء عقلية ونفسية قرآنية سليمة. وعليه فإن المداومة على قراءة القرآن الكريم مع مراعاة أحكام التجويد أمر لابد منه.

من أساسيات هذا الدعم تقوية علاقة الطالب بالبيئة المحيطة به، والحفاظ عليها وإدراك قيمتها للإنسانية وذلك عن طريق المناقشات والحوارات حول القضايا المعاصرة.

بالإضافة إلى غرس حب رسول الله سيدنا محمد "صلى الله عليه وسلم" في قلب الطالب من خلال معايشة السيرة النبوية، وتقديم حياة الرسول الكريم "صلى الله عليه وسلم" كأسوة حسنة ومثل أعلى يقتدى به.

## What will students study in Term 2?

منهج التربية الإسلامية للصف الثامن يهدف إلى تأكيد الهوية الوطنية للطلاب، تقوية أواصر المحبة والأخوة، والتعاون فيما بينهم. كما يهدف إلى إعداد الطالب للمشاركة الفعالة في بناء المجتمع، مواكبة التغيرات العالمية، والانفتاح بوعي على الثقافات الأخرى. أضف إلى اشتماله على كل ما يرتبط بحياة الطالب ووجوده وقيمه وتراثه الإسلامي العظيم.

تنقسم معايير التربية الإسلامية الى ستة مجالات تعلم تمثل مكونات المادة، وهي: الوحي الإلهي (القرآن الكريم والحديث الشريف) والعقيدة، وقيم الإسلام وآدابه، وأحكام الإسلام ومقاصده، والسيرة والشخصيات، والهوية وقضايا المعاصرة.

يتضمن منهج التربية الإسلامية للصف الثامن من الفصل الدراسي الثاني على الدروس التالية:

1. الوحي الإلهي : سورة «يس» الجزء الثاني - مؤمن آل ياسين .
2. الحديث الشريف : أقدس البيوت
3. السيرة النبوية الشريفة ( فتح مكة )
4. العبادات : أحكام العمرة
5. الوحي الإلهي المد الفرعي
6. قيم الإسلام وآدبه : حرمة ترويع الإنسان

## How can I extend my child?

لتعزيز وإثراء محاور التربية الإسلامية يمكن استعارة المراجع والكتب المتوفرة في المكتبة. بالإضافة إلى الاستفادة من الروابط التالية :

<http://mrsasmaa.com/files/download84/>

[https://www.youtube.com/watch?v=Kofcc\\_jWEJM](https://www.youtube.com/watch?v=Kofcc_jWEJM)



## What will students study in Term 2?

تدرّس مادة التربية الوطنية والدراسات الاجتماعية وفقاً لمنهاج وزارة التربية والتعليم وذلك من خلال كتاب الدراسات الاجتماعية والتربية الوطنية و كتاب الإمارات تاريخنا.

يركز منهج الدراسات الاجتماعية والتربية الوطنية للصف الثامن على إتقان مهارة القراءة والتعرف على تاريخ دولة الإمارات العربية المتحدة وذلك من شأنه مساعدة الطلاب على استخلاص الدروس من الماضي والاستفادة منها في الحاضر. بالإضافة إلى تركيزه على التفكير النقدي في مختلف القضايا المهمة، تنمية قدرات الطالب على حل المشكلات واتخاذ القرارات، تعزيز ثقافة الحوار والإففتاح مما يساهم في تعزيز التكيف مع التطورات المتسارعة في عالم اليوم، والتوعية بالأمن الوطني والتعلم عن علم السكان والاقتصاد والتنمية البشرية.

عدد الحصص: ثلاث حصص.

الدروس الواردة في هذا الفصل

١- الوحدة الأولى تاريخنا حاضر ( الدرس الأول الدولة الأموية)

٢- الدرس الرابع ( زايد وحلم الشباب)

٣- الوحدة الثانية آفاق مستقبلية ( الدرس الأول الإمارات من سفينة الصحراء إلى مسبار الأمل )

٤- الدرس الثالث ( الإمارات عاصمة الاقتصاد الإسلامي)

٥- كتاب تاريخنا الإمارات ( سيتم تحديد الدرس لاحقاً )



## How can I support at home?

\* البحث عن معلومات عن تاريخ الدولة الإسلامية وعمّا تعلّمه الطالب من الدروس السابقة ذكرها.  
\* متابعة ملف الطالب والدقة الخاص بمادة الدراسات الاجتماعية  
\* حثّ الطلاب على عمل بحث من خلال استخدام المواقع المذكورة أدناه لكسب معلومات تحليلية عن تاريخ دولة الإمارات والاكتشافات الأثرية.  
هناك العديد من المواقع التابعة لوزارة التربية والتعليم التي تحتوي على معلومات قيمة كوسيلة للبحث والمعرفة منها:

<https://www.government.ae/en/about-the-uae>

<https://www.na.ae/en/>

<http://www.omansultanate.com/>

[www.thebfsa.org](http://www.thebfsa.org)

**المشروع : التربية الوطنية والإبداع.**

قدم فكرة إبداعية يمكن أن تساهم في جعل الدولة مركزاً للامتياز في اللغة العربية وحدد الإجراءات التي يجب القيام بها لتحقيق فكرتك الإبداعية.

**المشروع: الموضوع: الابتكار.**

تخيل دولة الإمارات وقد انتهت من بناء أول مدينة على المريخ بحلول ٢٠١٧م وارسم بالتعاون مع زملائك لوحة إبداعية توضح المدينة المصغرة المتكاملة المزمع إنشاؤها على الكوكب الأحمر والحياة فيها مضمنة وسائل التنقل والسكن والغذاء على كوكب المريخ.

## What will students study in Term 2?

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 well-reasoned 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
10. Sport in the 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.

## How can I extend my child?

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

## How can I support at home?

There are excellent online resources developed by the government which can be used as a reference point (<https://www.government.ae/en/about-the-uae>). The UAE Annual Book is also a detailed source of information. The National Achievers have been involved in the development of the Social Studies curriculum and are an excellent source of information (<https://www.na.ae/en/>). Travelling around the Emirates and visiting sites of historical significance is strongly recommended.

للتواصل:

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### What will students study in Term 2?

All students will continue to study the course content. The topics we will cover are:

Picture of Health

- Food Testing
- Deficiency and disease
- Pathogens
- Vaccinations
- Inheritance, Chromosomes and DNA

Energy

- Energy Stores and pathways
- Energy Transfers
- Renewable and Non-renewable energy
- Designing a sustainable island
- Exothermic and Endothermic reactions
- Energy in food practical All students will continue to study the course content.

Assessments will include a mixture of multiple choice and long answer questions. These will include questions where they are expected to apply their knowledge to data and analyse it.

*Half of students achieved a grade 7 or above in the Sciences.*



*30% of students achieved grade 9 at GCSE (Aug 2021).*



### What will students study in Term 2?

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.

### How can I extend my child?

Students can extend their scientific knowledge by reading the daily read which is posted in the general channel of the Science Team each week, or find further scientific articles to read at either <https://www.sciencenewsforstudents.org/> or <https://ysjournal.com/> There are also plenty of challenges on Global Campus and the MIT website which students can access to further extend their curiosity with the Sciences.

### Why Can't Elephants Jump? And 113 Other Tantalising Science Questions

by New Scientist

ISBN-10: 978-1605982618  
ISBN-13: 160598261



### How can I support at home?

Students should be encouraged to review their learning at home with the resources available on OneNote and Teams. They also have access to Seneca which will help to review their knowledge and understanding.

Encourage your child to talk to you about what they have learnt in class each week, ask them questions about their learning and ask them to give you explanations of the various content they've been studying.

### How can I support at home?

Students will be given regular homework and revision tasks. Lesson resources will be on OneNote 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 <https://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.

### How can I extend my child?

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>.



**Mitali Perkins- Bamboo People**  
A story about the hardship of growing up in a developing country – Cambodia

ISBN-13: 978-1580893282



## What will students study in Term 2?

In Term 2 Year 8 students will continue their study of 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.

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

## How can I extend my child?

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  
ISBN-13: 978-1407165684



**Avengers of the New World: The story of the Haitian Revolution**  
by Laurent Dubois

ISBN-10: 0674018265  
ISBN-13: 978-1407165684

*74% of students achieved a grade 7 or higher in Aug 2021.*

## How can I support 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](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/zk26n39](https://www.ducksters.com/history/french_revolution/zk26n39)

*One third of students attained a grade 9 in computing (August 2021)*



## How can I support at home?

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.



## What will students study in Term 2?

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 around their work. 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 skill 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



## How can I extend my child?

Students can continue programming autonomous cars via the online simulation Blockly.  
<https://blockly-games.appspot.com/maze>





## What will students study in Term 2?

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 2 continued : A Visit

- Talking about a recent visit
- Describing an attraction
- Means of transports
- Using the perfect tense with avoir and etre
- Giving opinions in the past
- Asking questions in the past

### 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

Assessment will include Modules 1, 2 and part of 3

## How can I extend my child?

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

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

[www.linguascope.com](http://www.linguascope.com) (user: **bisad**; password:

**bisad2022**) is great for vocabulary games and GCSE content.

Our **Francophone** week will hopefully take place from **20th to 24th March**.

The languages library has a few graded books that students can borrow to read for pleasure.

*76% of students attained a 9 at GCSE in Aug 2021.*



## How can I support 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](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.

*71% of students attained a 9 at GCSE in Aug 2021.*



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In Term 2, the Year 8 Spanish students will continue studying the topic of "Leisure".

They will then move on to the topic of "Holidays".

They will be working and strengthening the use of the **present** and **near future** tenses. Students will also learn how to use the **simple past tense** of mainly regular verbs.

They will be practicing the four skills: listening, speaking, reading and writing.

Assessment will include modules 1, 2 and 3

## How can I extend my child?

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

<https://lyricstraining.com/es/> is a fun way to extend vocabulary and develop listening skills.

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

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

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

[www.linguascope.com](http://www.linguascope.com) (user: **bisad**; password:

**bisad2022**) is great for vocabulary games and GCSE content.



## What will students study in Term 2?

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: 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 will include Module 2 and 3

Module 4 will be assessed at the end of term

## How can I extend my child?

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

[www.linguascope.com](http://www.linguascope.com) (user: **bisad**; password: **bisad2022**) is great for vocabulary games and GCSE content.

100% of students achieved a grade 6 and higher at GCSE in Aug 2021.



## How can I support 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](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.

28% of students gained a 9 at GCSE in August 2021



## How can I support at home?

Taking an interest in your child's artwork to see what assignments they have been set and the progress they are making. Ensure they have access to all the practical art making equipment and paper they need to fulfill the assignments.

These include:

- A4 plain white paper
- Pencil, rubber, sharpener, ruler
- Colouring pencils
- Coloured felt tip pens
- Basic set of watercolour paints.

## What will students study in Term 2?

In this unit, students will learn about Pop Artist Eduardo Paolozzi. They will work independently to explore the work of Paolozzi, engaging in a small research project. For the Mid-Year Assessment, students will use a viewfinder to select a section of an artwork by Paolozzi to be enlarged to A6 using colouring pencils. This will lead on to a collaborative artwork, using a range of techniques and media to produce a large Paolozzi inspired print-based artwork. To increase their proficiency in the use of different media, students will learn about relief printmaking techniques to develop a larger scale outcome that visually communicates a concept related to 'power'.

## How can I extend my child?

To extend your child beyond the curriculum, arrange a family visit to the Louvre Abu Dhabi, Manarat Al Saadiyat or Warehouse 421 Art Galleries. We strongly recommend that all students virtually visit an art gallery through the Google Arts and Culture site. They could also practice using a specific art medium for an extended period, this could be using pencils in a colouring book, painting a scene from their window using watercolour paints or constructing and painting toy models from a pre-purchased pack (we like Virgin Megastore for these).

Google Art and Culture: <https://artsandculture.google.com/?hl=en>

Virgin Megastore: <https://www.virginmegastore.ae/Toys/LEGO-Bricks/Building-Sets-Models/c/n060803>

Art2Day: <https://www.art2day.co.uk/>





## What will students study in Term 2?

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 7 Assessment. Using a contemporary script from the Juilliard Creative Classroom; 'The Boy on the Edge of Everything' by Finnegan Kruckmeyer, is a play about a twelve-year-old boy with an over-scheduled life and his counterpart, The Boy, who lives at the farthest point of the universe. Through a series of unexpected and theatrical events, the two boys meet and quite literally gain a new perspective on their lives.

Throughout this unit 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.

## How can I extend my child?

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.

### National Theatre at Home

The National Theatre (UK) have some wonderful online libraries of previous shows and interviews with leading industry professionals.

<https://www.ntathome.com>

### The National Theatre of Great Britain

Take a tour backstage of one of the most influential theatre companies in the UK. Explore how they create theatre, the production roles (Set designer/Lighting Designer/Props Master etc.) and tasks involved in the production of a full scale show.

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



*Half the students taking Drama achieved a grade 7 or higher in Aug 2021.*



## How can I support 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.

*60% of students achieved an A\* in Music in Aug 2021.*



## How can I extend my child?

To extend your child beyond the school curriculum, please encourage them to attend the wide range of creative arts extra-curricular activities that the school provides.

**YouTube** is an excellent resource for listening skills as well as for instrumental tutorials. **Musictheory.net** is great for extending your child's grasp of music theory and notation.

Encourage your child to **sign up for instrumental/vocal lessons** through the **International Music Institute** or **Juli Music Institute**. More details at <https://www.imig.ae/>. BIS Abu Dhabi student pricing for online classes available at <https://www.musicart.ae/>

Encourage your child to download one of the following free resources for music creation and arrangement:

**GarageBand** (Apple, free with devices)  
**SoundTrap** (all devices using school account)  
**MuseScore** (all devices, no signup required)



## What will students study in Term 2?

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 Juilliard 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. Students will be guided by the Nord Anglia Performing Arts Learner Ambitions in the following areas:

- **Curious** - seek out multiple viewpoints and interpretations.
- **Performers** - sing/play solo and ensemble pieces with an awareness of all parts. balance technical and artistic goals.
- **Culturally aware** - make perceptive observations that show knowledge and sensitivity for various musical traditions.

## How can I support at home?

- There are many musicals available on DVD and streaming online that students can use to enhance their knowledge and share enjoyment with their family. There are also many opportunities to experience music live in the local area, including Dubai Opera, the Abu Dhabi Cultural Foundation and the new Theatre by Erth.
- Encourage your child to show their learning from Music lessons at home.
- Practicing at home can help improve physical coordination and stamina when performing music. For example, being able to sustain a constant steady rhythm for the duration of a piece takes practice to maintain a high standard.
- If your child has access to a musical instrument, encourage five to ten minutes of playing music every day. Additional practice can bring significant improvement to your child's confidence and understanding in Music.

## What will students study in Term 2?

In Year 8, students will undertake a skills-based unit within the concept of Athletics events. Aiming to encourage students to not only maintain their physical activity levels through Athletics-related physical training sessions but also aim to develop technically across a range of events associate with the topic.

Each week there will be a unit specific focus on both the physical and skill-related fitness components related to events taught. Throughout the unit, tasks will be related to the below concepts:

- Running (sprint, middle and long distance)
- Throwing for distance
- Jumping for height and distance

*56% of students achieved a grade 8 or higher in Aug 2021.*



## How can I extend my child?

To extend your child beyond the school curriculum please encourage them to pursue further sporting opportunities within the area. There are several sports clubs that are offering sport-specific online training opportunities on their relevant social media with the aim of keeping students active and engaged in sport.

The relevant sports coaching providers within the area for your child include:

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

## How can I support at home?

Please encourage your child to partake in the online lesson during the relevant lesson times. Also can you encourage your child to engage in the 'Year 7 PE Curriculum Teams forum online, contributing to the posts submitted by the PE teachers. Please also encourage them to maintain their physical activities levels considering the current climate and restrictions.