



THE BRITISH INTERNATIONAL SCHOOL
ABU DHABI
A NORD ANGLIA EDUCATION SCHOOL



Curriculum Synopsis
Year 7
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:

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

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Heads of Departments

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Curriculum Synopsis

Students will return from the Winter break and continue to read 'Wonder' by R.J.Palacio. During the first half of term we will use the novel as a stimulus to write a piece of transactional writing. Students will use their understanding of the key characters, themes and ideas to create their own piece of writing, emulating the wonderful writing of Pallacio. They will be assessed in the following areas:

- *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 structures.*

In February students will move onto a Shakespeare unit of work. This is a challenging unit for our students who will be offered an introduction to the works of Shakespeare including: extracts from a range of different plays, sonnets and poetry. Students will be assessed for their reading skills as outlined below.

Students will write an extended analysis in a similar way to how our GCSE student's complete coursework. They will have the opportunity to add to their notes throughout the term and then redraft a piece of work.

- *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*
- *Analyse the structure used in a text to create meaning and effect.*

Supporting at Home

- Continue to look at the activities completed in your child's exercise books – discuss with your child how they use targets set by their teacher to improve their next piece of work
- Discuss the novel with your child – how is the book written in a 'different' way to other books (the book is written in chapters from the viewpoint of different characters).
- Watch YouTube video clips of some of the cartoon versions of Shakespeare's famous plays.

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 thirty minutes every day. They should also practice 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.

The following books may also be of interest to you:

New KS3 English Complete Study & Practice (with Online Edition) (CGP KS3 English)

Spelling, Punctuation and Grammar for KS3 - Workbook (with answers) (CGP KS3 English)

Curriculum Synopsis

In Year 7 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 1 will be:

1. Angles and Polygons:

- Distinguish between acute, obtuse, reflex and right angles
- Use angle properties of intersecting lines, parallel lines and angles on a straight line
- Recognise and give the names of polygons
- Understand and use the term 'quadrilateral' and the angle sum property of quadrilaterals
- Understand the exterior angle of a triangle property and the angle sum of a triangle property
- Understand the terms 'isosceles', 'equilateral' and 'right-angled triangles' and the angle properties of these triangles

2. Mensuration of 2D Shapes:

- Convert measurements within the metric system to include linear and area units
- Find the perimeter of shapes made from triangles and rectangles
- Find the area of simple shapes using the formulae for the areas of triangles and rectangles

3. Graphical Representation of Data:

- Use different methods of presenting data: Pictograms, Bar Charts and Line Graphs
- Use appropriate methods of tabulation to enable the construction of statistical diagrams
- Interpret statistical diagrams

4. Linear Equations:

- Solve linear equations of the form $3x + 4 = 12$. Include negative numbers

Supporting at Home

All students will be issued with a homework pack via Teams and email at the start of term 1. This pack will contain 2 sections, retention and extension. The retention section focuses on the main questions we want students to be able to answer by the end of Year 7. This pack will contain lots of repetitive work sheets designed to allow pupils to memorise

key concepts and algorithms. The extension section will feature problem solving questions from the UKMT. These sheets should be used when students are scoring higher than 80% on tests and need more challenge than the retention sheets.

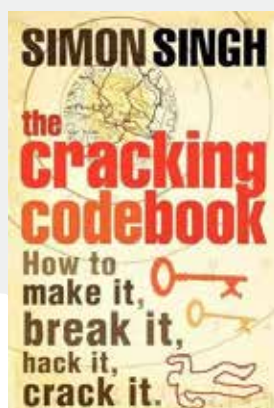
Extending Beyond the Curriculum

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

The Cracking Code Book
by Simon Singh

ISBN-10: 000717604X
ISBN-13: 978-0007176045

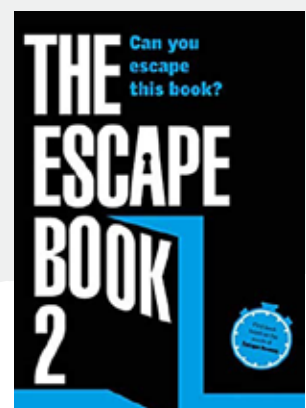
Available on paperback and kindle.



The Escape Book 2: Can you escape this book?
by Ivan Tapia

ISBN-10: 1781319529
ISBN-13: 978-1781319529

Available in hardcover.



Science

Curriculum Synopsis

In Year 7 students will cover the following content in Term 2:

1. Forces- balanced and unbalanced
2. The difference between mass and weight
3. Stretch and compression
4. Friction and its uses
5. Magnetism and force
6. Atoms, elements, compounds and mixtures
7. Chemical reactions and the difference between physical and chemical changes
8. Endothermic and exothermic reactions
9. Reactions of acids and metals
10. Reactivity series and displacement reactions
11. Circuits- simple and parallel
12. Insulators and conductors
13. Potential difference
14. Static electricity

Supporting at Home

Your child has an account on the website Century Tech which can be accessed at any time to review learning and complete home learning on. The teacher will set an assignment once every two weeks to either be complete 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 you nurture an interest in the Sciences and the applications of Science in the real world, the following books would be a good starting point:

**Why Can't Elephants Jump?
And 113 Other Tantalising Science
Questions by New Scientist**

ISBN-10: 978-1605982618

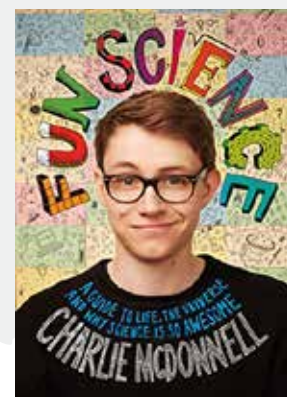
ISBN-13: 160598261



**Fun Science: A Guide To Life, The
Universe And Why Science Is So
Awesome by Charlie McDonnell**

ISBN-10: 9781849498029

ISBN-13: 978-1849498029



Arabic B

Curriculum Synopsis

For this term, we will be covering “What school is like: school types; school day; subjects; rules and pressures; school activities: school trips” related to the theme “school” and “Work: jobs; careers and professions” related to “Future aspirations, study and work” 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 some supporting details in familiar and unfamiliar dialogues. The listener can sometimes understand the meaning contained in texts that describe different events and experiences.

Reading:

Easily and confidently understand information and details in texts related to daily life, personal interests and studies. The reader can understand cohesive narratives and descriptive texts.

Writing:

Write about various topics, including events, experiences and topics related to his or her immediate environment, using different tenses and shows ability to produce a connected and organized text.

Speaking:

Easily and confidently participate in conversations about familiar topics and can handle daily social situations that are somewhat complicated. The speaker can also narrate events and experiences using different tenses, and can describe persons, places and things. He can also give organized oral presentations about work, society and topics that he has researched.

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)

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.

Islamic B

Curriculum Synopsis

The curriculum of Islamic Studies for year seven 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 concept.

It links them to modern life in accordance with the teachings of Islam, which are based on the concepts of moderation, love, peace and tolerance. Furthermore, it strengthens Islamic values in students that enable them to build their personality and provide 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. These areas are working together to achieve the measurable learning outcomes.

In term2 we will be covering the following topics:

- Surat Ar-Rahman 1-12
- Rules of noon sakinah and tanween
- Thinking in Islam
- The prayers of traveler and of the sick people

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 considering the provisions of intonation (tajweed).

One of the key elements of this support is to implant the love of Prophet Muhammad "peace be upon him" in the heart of the student through the experience of the Prophet's biography, and to highlight 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 promote and enrich the themes of Islamic education, you can benefit from the following links:

www.researchgate.net/publication/319200889_Scientific_Thinking_In_Islamic_Thought_Concept_And_Its_Importance
www.mawdoo3.com
www.youtube.com/watch?v=95ZjTiscPrU
www.youtube.com/watch?v=8DPK6_GmxtY

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

www.memorize-quran-app.com

Social Studies B

Curriculum Synopsis

In Year 7 students will 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. Jebel Faya – 200,000 – 10,000 years ago
2. Climate change between 10,000 – 3,200 BCE
3. Hunting and Domestication Society
4. Jebel Buhais Excavations
5. The Neolithic people of the UAE
6. Maritime Trade
7. The Emergence of Oases

Supporting 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. Travelling

around the Emirates and engaging in cultural experiences is strongly recommended. Students can also be working through their ADEK social studies work books.

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 BFSAs (<https://www.thebfsa.org/publications/bulletin/>).

Moral Education

Curriculum Synopsis

Moral education seeks to foster in students a set of universal values, which will enable students to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. 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 7 students will focus on Unit 1 of the Moral Education curriculum: Equality, Justice and Fairness. Throughout this unit, the core values of compassion, respect and tolerance will be explored. Students will also have an opportunity to present and discuss ideas about the concept of identity and how other people's behaviours could have a positive or negative effect on our own self-esteem.

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.

STEAM AD2030

Curriculum Synopsis

During this term students will be learning about the Abu Dhabi 2030 vision and will work through various types of computer modelling. They will discover how they can be used to support the city and emirate of Abu Dhabi to grow and prosper.

This unit of work contains two core components.

- Students will learn about financial modelling using Excel spreadsheets;
- Students will learn how to produce conceptual architectural 3D designs for buildings within Abu Dhabi that follow the Abu Dhabi 2030 vision.

Before students begin to learn about any computer modelling, they will first be introduced to the fundamentals of banking and how loans, mortgages and credit cards work.

They will then develop computer models to predict cost over time and will calculate the true cost of borrowing money and how banks make money from these products.

Students will be using Virtual Reality to explore and find inspirational buildings across the world. Their findings will help them decide what building they would like to develop for Abu Dhabi, whilst at the same time meeting with the aims of the 2030 vision.

Finally, students will build conceptual 3D models using MIT's Sketchup application. Once completed, students will be able to print their models using one of our 3D printers.

(Note: students' 3D models will be on display in school and will only be available to collect at the end of the academic year).



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 [child's name] has been doing in lessons.

The task:

Visit Warehouse 421 in Abu Dhabi and view the exhibit 'Transformations: The Emirati National House'. Find out more about how Abu Dhabi began and the problems they had when starting to build housing. Find out what considerations were made to ensure buildings would meet the needs of the people of Abu Dhabi.

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

Within school we are running a club during lunch which will give students additional time to work on the 3D modelling skills. You must sign up to join this club and numbers are limited. You may also wish to encourage your child to

produce 3D models at home. The package we use at school is the web based Sketchup (provided by Trimble). If you have a machine that is capable then your child will be able to develop 3D models at home.



STEAM F1

Curriculum Synopsis

Through this term Students will be learning about basic mechanics within a formula one car (electric) as well as how to digital graphics using Adobe Illustrator. This term is split into two parts:

1. Students will be developing a 'skin' for a F1e Car
2. Students will learn about basic mechanics and will build and race their very own F1e car using Lego.

Students must imagine they are working for 'Team BISAD'

and must think about how to design a visually appealing F1e car which includes all of the school sponsors. Their car will be a UAE team, so students will have to think carefully about how to ensure their car not only includes their sponsors but also represents BISAD and UAE pride.

At the end of this unit, students will have the opportunity to demonstrate their understanding of basic mechanics by racing their car against other in the class. Those students who apply the mathematics and theory correctly will end up with the fastest car and will win the race!



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 [child's name] has been doing in lessons.

The task:

Visit the F1 track in Abu Dhabi (it is open every Tuesday evening and it is free). Look at how the track is constructed and how different materials and textures have been used on different parts of the track. Pay attention to the corners. Take photo and try to explain why the surfaces have been used like they have. How does this affect *the race, car and drivers?* **Share this with your class.**

Additionally, revision pack 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

There are various graphic design packages available which you can use at home. The best package available is Adobe Illustrator, but that can be rather expensive. If your child would like to continue developing 2D computer graphics at home I would encourage you to download the free graphics

editing package GIMP. This includes many of the tools used in lesson and is a great start when trying to master the skills required in 2D graphic design www.gimp.org.



STEAM

Curriculum Synopsis

Students will initially investigate the human water life cycle and research water use within the UAE and problems that the government here must overcome. They will present their findings in an extended piece of writing in the form of an essay.

Students will then be given an opportunity to solve a series of problem-solving tasks using autonomous Lego robots (EV3). This will help develop their programming skills, which include:

- (Construct) Sequence
- (Construct) Selection
- (Construct) Iteration
- (Concept) Input / Output within physical devices
- (Concept) Problem solving and perseverance



Students will be guided through two different problem-solving techniques (trial and error & research) as well as using the sensors and equipment within the Lego EV3 equipment.

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:

Take a camera or smartphone out with you on a trip within the UAE. It could be around your home, a place you visit as a family or around the school. Take photographs and make notes of any way in which you see the human water life cycle. Build a basic portfolio of both responsible and irresponsible use of water by taking a photo or video. Share this with your class.

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 aim of this unit is to help develop student's problem skills and make them more robust when facing difficult challenges. Learning the skill of perseverance is difficult and requires lots of practice and support.

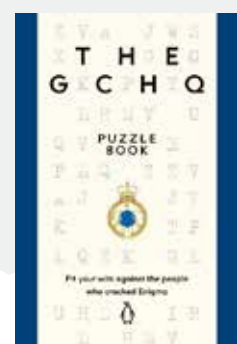
I highly encourage you to work through difficult puzzles with you child and focus on rewarding the effort taken to solve the puzzle rather than rewarding if they complete a puzzle. I can personally recommend the two books listed below but please don't be afraid of buying one of the many puzzle books available at your local book shop.

Bletchley Park Brainteasers
by Sinclair McKay

ISBN: 1472252608



The GCHQ



Geography

Curriculum Synopsis

In the second term of Year 7 Geography students will be studying Geographical Skills. This unit focusses on the development of a range of Geographical skills such as map skills, spatial observation, fieldwork, understanding graphs and geographical data, research and enquiry skills. Student will be learning key skills which underpin the study of geography and applying their knowledge to specific places. Key areas of study are as follows:

- Observation Skills – how to draw inference from Geographical Sources including maps, photographs and written sources
- Map skills – Grid references, contours, height, direction, scale, symbols and Atlas skills.
- Graph Skills – how to draw, build and analyse the right kind graph for your Geographical data

- Fieldwork – how to conduct and structure a fieldwork enquiry.
- Research skills – how to conduct library and online research and the importance of referencing.

Students will be assessed by test on their overall knowledge of the skills section, they will complete a mapping project which allows them to apply their knowledge of contours, spatial observation & map making. Students will also complete a research project into an area of geography of their choice.

Supporting at Home

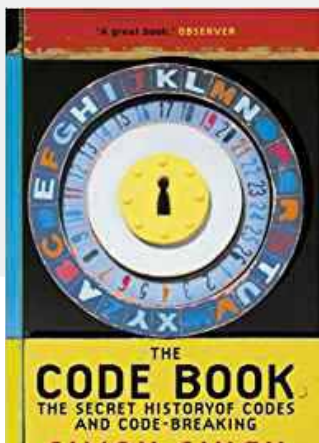
Students will be given regular homework and revision tasks. Lesson resources will be on TEAMS as will revision materials. The Ordnance Survey site for students is an excellent resource to use at home (<http://www.ordnancesurvey.co.uk/mapzone/>). For revision they can use Key stage 3 BBC bitesize (<https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1>). Key terms and subject language can be practiced using quizlet online (<https://quizlet.com/1156491/map-skills-vocabulary-flash-cards/>). Students will also need support carrying out effective research for their individual projects.

Extending Beyond the Curriculum

To extend your child beyond the school curriculum please encourage them to read and watch National Geographic online and on TV (<https://www.nationalgeographic.com/maps/>).

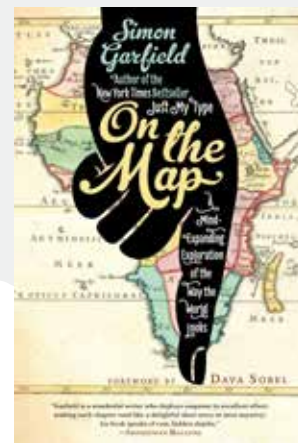
MAPS

By Aleksandra Mizielinska
ISBN-10: 0763668966
ISBN-13: 978-0763668969



On the Map

By Simon Garfield
ISBN-10: 1592407803
ISBN-13: 978-1592407804



History

Curriculum Synopsis

In Term two, Year Seven students will begin to develop historical skills including research, interpretation, source analysis and debate through a number of enquiry led topics. These topics include:

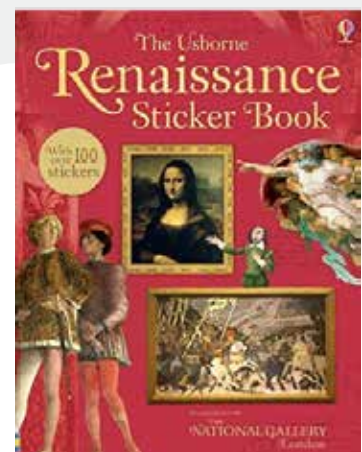
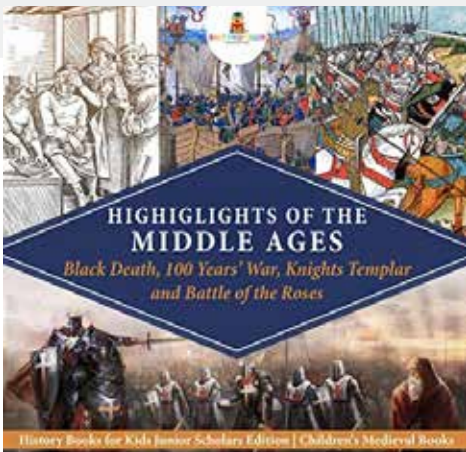
- 1. How terrible was the Black Death?** Students investigate the gruesome Black Death with particular focus on the causes and effects of the Black Death. One such effect, the peasants revolt, lead some historians to argue that the Black Death was not so terrible after all.
- 2. How important was the peasants revolt?** One significant consequence of the Black Death was an event called the peasants revolt. In this unit, students explore how the peasants revolt began, the events of the revolt and the importance it has in History.
- 3. Why was the Renaissance such a big deal?** Students investigate Europe between the 14th and 17th Century and explore the different factors that led to discovery and progress in this period, debating which factors played a more significant role in change.

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



French

Curriculum Synopsis

A language enables students to develop an appreciation of other people's culture and linguistic systems. Learning a language towards communicative proficiency obviously develops cognitive abilities that can be applied to other subjects using different parts of the brain. Students are given opportunities to develop their awareness of the target language culture.

By offering languages at BIS Abu Dhabi, we aim to stimulate students' interest in and enjoyment of discovering a foreign language, to develop a critical understanding of the language (structure, grammar and culture) and 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.'

Module 3: Hobbies and Freetime

Say what you like and dislike: j'aime / je n'aime pas

How do you use technology? PC and mobile phones,

Sports and activities: je joue à / je fais de

What I like doing: verbs if liking followed by infinitive: j'aime jouer...

Talking about other people's hobbies: il/elle verb patterns

Module 4: Where I live

Talk about where you live: location, preposition with countries

Describing your home: rooms in the house, adjectives, Describe your bedroom: furniture (there is), compare (plus... que, moins...que)

Say what you do in your bedroom and at home / what you like doing...

Use the "nous" form of verbs.

Mid-year assessment on modules 1 to 3

Assessment on module 4 at the end of term

Supporting at Home

As a department, we use Microsoft Teams to set homework and communicate with our students. You can access your child's Teams with their school credentials.

To support your child, encourage the consistent learning and revision of vocabulary for each module from their knowledge organisers (vocabulary list and "I Can" sheet in their book and on teams).

In Year 7, 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 unit/module.

Education Perfect also offers the opportunity to practise a specific grammar aspect

Extending Beyond the Curriculum

YouTube is also 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.

Useful website to revise or extend vocabulary and grammar:

www.linguascope.com (BISAD; 20twenty) is great for basic vocabulary games

www.languagesonline.org.uk offers vocabulary and grammar activities following our curriculum

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



Curriculum Synopsis

A language enables students to develop an appreciation of other people's culture and linguistic systems. Learning a language towards communicative proficiency obviously develops cognitive abilities that can be applied to other subjects using different parts of the brain. Students are given opportunities to develop their awareness of the target language culture.

By offering languages at BIS Abu Dhabi, we aim to stimulate students' interest in and enjoyment of discovering a foreign language, to develop a critical understanding of the language (structure, grammar and culture) and 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.'

Kapitel 3: Freetime

- Talking about which sports you play; using gern with the verb spielen
- Talking about leisure activities; giving your opinion, Irregular verbs fahren, lesen, sehen
- Talking about how often you do activities; using correct word order after time expressions

- Talking about mobiles and computers; talking about the future using the present tense
- Developing prediction strategies; understanding longer listening texts

Kapitel 4: School

- Talking about school subjects, using weil to give reasons and opinions
- Talking about days and times, more about word order
- Describing your teachers, using sein (his) and ihr (her)
- Talking about school facilities and rules; verb dürfen , using prepositions in, an, auf, neben
- Understanding longer reading texts; looking up words you don't know

Mid-year assessment on modules 1 to 3
Assessment on module 4 at the end of term

Supporting at Home

As a department, we use Microsoft Teams to set homework and communicate with our students. You can access your child's Teams with their school credentials.

To support your child, encourage the consistent learning and revision of vocabulary for each module from their knowledge organisers (vocabulary list and "I Can" sheet in their book and on teams).

In Year 7, 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 unit/module.

Education Perfect also offers the opportunity to practise a specific grammar aspect

Extending Beyond the Curriculum

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

Useful websites:

www.linguascope.com (BISAD; 20twenty) is great for basic vocabulary games

www.languagesonline.org.uk offers vocabulary and grammar activities following our curriculum and beyond.

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.



Spanish

Curriculum Synopsis

A language enables students to develop an appreciation of other people's culture and linguistic systems. Learning a language towards communicative proficiency obviously develops cognitive abilities that can be applied to other subjects using different parts of the brain. Students are given opportunities to develop their awareness of the target language culture.

By offering languages at BIS Abu Dhabi, we aim to stimulate students' interest in and enjoyment of discovering a foreign language, to develop a critical understanding of the language (structure, grammar and culture) and 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.'

Module 3: My family

Talking about the family and pets ; Using tener y ser
Describing your appearance and character ; Using adjectives after nouns
Using text models for creative writing and speaking

Module 4: Where I live

Describing where you live
Talking about your home
Countries and places
Talking about activities you do in your house ; Understanding stem-changing verbs
Describing your bedroom using prepositions

Mid-year assessment on modules 1 to 3

Assessment on module 4 at the end of term

Supporting at Home

As a department, we use Microsoft Teams to set homework and communicate with our students. You can access your child's Teams with their school credentials.

To support your child, encourage the consistent learning and revision of vocabulary for each module from their knowledge organisers (vocabulary list and "I Can" sheet in their book and on teams).

In Year 7, 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 unit/module.

Education Perfect also offers the opportunity to practise a specific grammar aspect

Extending Beyond the Curriculum

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

Spanish channels can easily be accessed through your TV provider (TVE on Elife).

Useful websites to go further:

www.linguascope.com (BISAD; 20twenty) is great for vocabulary games and GCSE content.

www.languagesonline.org.uk offers vocabulary and grammar activities following our curriculum.

Don't forget to come and celebrate the Hispanic 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.



Curriculum Synopsis

In Year 7 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:

Yr7 Boys' PE:

- *Gymnastics*
- *Dance*
- *Striking & fielding*
- *Swimming*

Yr7 Girls' PE:

- *Athletics*
- *Net & Wall*
- *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 7 PE Curriculum Teams forum online, contributing to the posts submitted by teacher.

Extending Beyond the Curriculum

To extend your child beyond the school curriculum please encourage them to attend the wide range of sporting Extra-curricular activities that the school provide.

We would also encourage parents to be proactive in researching sports coaching providers within the area for your child to continue participation in a chosen sport or physical activity.

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

Drama

Curriculum Synopsis

In term two Year 7 students will be introduced to a range of skills that will be consistently developed over the course of KS3.

Unit 3

Students will be introduced to the range of skills necessary to be successful in drama. Using a KS3 appropriate script students will explore language, character and performance skills to enhance their understanding of theatre and performance. Students will use 'The Terrible Fate of Humpty Dumpty', a play about the effects of bullying, to explore the theme and impact of bullying on not just the victims but those around them.

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.

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

Workshops for KS3:

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

Music

Curriculum Synopsis

In Year 7 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 have the opportunity to expand their knowledge of describing and reading music. This will include looking at how to analyse a score, key words, form and structure.

Students will develop their ability to compose and improvise with awareness of rhythmic and melodic features using the elements of music and perform and appraise a range of pieces, with a particular focus on music from around the world.

Students will be able to make connections between musical features and the oral tradition of a range of countries and will have an opportunity to share some of their own knowledge when listening and performing.

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. Students should also continue to develop their performance and composing skills by trying out new ideas on a chosen instrument, using the folk genre as inspiration.

Extending Beyond the Curriculum

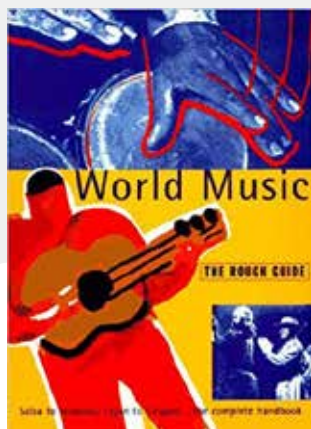
To extend your child beyond the school curriculum please encourage them to try to identify musical elements in a variety of pieces using the key words learned in class.

World Music, The Rough Guide

ISBN-10: 1858280176

ISBN-13: 978-1858280172

Available in paperback.



Listening that may be of interest:

- Afro Celt Sound System
- Music for Ceilidhs
- Reel around the Sun
- Egyptian Takht Ensemble
- Raga from India (Ravi Shankar)
- Gamelan from Indonesia (Jegog from Bali)
- Music for Dabke Dance

Visual Arts

Curriculum Synopsis

Native American Art Unit: Analysing art and experimental techniques

Students will learn about Native American Indian Art & Culture in this unit. They will de-construct the elements and purpose of a native American Indian mask, visually analysing and recording their findings. They will experiment with experimental mark making techniques including wax resist, cracked wax resist, collage and s'graffito to make their own positive/negative Native American Indian Mask using paper cutting techniques.

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

Encourage your son/daughter to develop their drawings skills by practicing what they are learning in school with you at home. 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>

Extending Beyond the Curriculum

Research Native American Indian Art on the internet and explore some practical techniques for making using YouTube for inspiration and guidance.

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

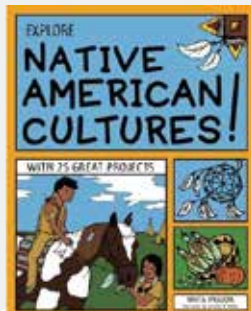
www.louvreabudhabi.ae www.manaratalsaadiyat.ae/en/default.aspx www.warehouse421.ae/en/

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.artbeatad.com www.artcentral.ae/art-workshops/

The art activity book below can be a fun way of developing your child's skills and confidence through practice and lots of fun activities at home.

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

Explore Native American Cultures! with 25 Great Projects introduces readers to seven main Native American cultural regions, from the northeast woodlands to the Northwest tribes. It encourages readers to investigate the daily activities--including the rituals, beliefs, and longstanding traditions--of America's First People.
ISBN-13: 978-1619301603



Colouring Books For Boys: Native American Inspired:

Detailed Coloring Pages Lions, Tigers, Wolves, Leopards, Eagles, Owls, Snakes, Other Animals & Skulls; Relaxing Designs Paperback – 31 July 2017
ISBN-13: 978-1641260459





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