



THE BRITISH INTERNATIONAL SCHOOL  
ABU DHABI  
A NORD ANGLIA EDUCATION SCHOOL



*Curriculum Synopses*  
*Year 8*  
*Term 1*

Dear Parents,

Inside this curriculum booklet you will find the information needed to support your child through the first term of the academic year. We hope that this information will give you a better understanding of what is being taught and how you can support your child at home. For each subject there is a page split into three sections:

- 1. Curriculum Synopsis:** This section gives a brief outline of the content to be covered for the subject.
- 2. Supporting at Home:** Probably the most important section! Here each Head of Department has detailed how you can help your child through their curriculum.
- 3. Extension:** Here we have detailed resources and activities for extending your child beyond the curriculum. It should be noted that we would not expect students to do all of these, they are simply suggestions for students to explore a subject they are passionate about.

Our hope in producing this booklet is that our parents feel empowered to support their child at home and be partners in their learning. If you would like more information on any areas of the curriculum please check our contacts page and get in touch.

Kind regards,

Alan Grant

Assistant Head of Secondary School - Curriculum and Assessment

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## Curriculum Synopsis

During Term 1 of Year 8, students will develop a range of reading and writing skills using dystopian fiction as a stimulus. Students will explore features of dystopian fiction through texts including *1984* and *The Hunger Games*. Following this, students will move onto the Year 8 novel for the second half of Term 1. Through this unit of work students will explore how characters and themes are presented and examine the language choices a writer makes.

All students will be assessed using the same reading and writing objectives.

### **AO1 – Select, interpret and analyse ideas and perspectives**

Evaluate what is read, showing a detailed understanding of texts. Select precise, embedded references to support ideas.

### **AO3 – Maintain a critical style and present an informed, personal engagement with the text**

Summarise texts in a precise way, making points that are clear and precisely expressed.

### **AO4 – Analyse the language used in a text**

Critically analyse specific words, phrases and grammatical choices made by the writer, explaining the effects these have on the reader.

### **AO5 – Analyse the structure used in a text to create meaning and effect**

Critically analyse and justify how a writer has used structure to make the text effective.

### **AO7 – Communicate effectively and imaginatively**

Students develop the ability to write with ambition and focus. The impact on the reader is considered when structuring and shaping their writing.

### **AO10 – Use appropriate and effective paragraphing**

Writing is thoughtfully constructed and organized, with effective links between paragraphs.

### **AO11 – Accurate spelling, punctuation and grammar**

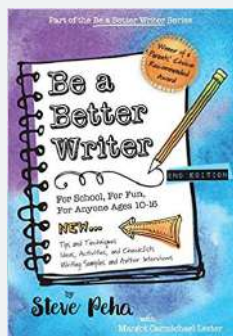
Spelling of most complex words is accurate. Use a wide range of punctuation marks to create effect on the reader

## Supporting at Home

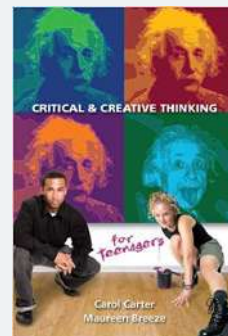
- Ask your child about the content they have covered that week in class. They may have studied a new dystopian text or identified another feature that is common in the dystopian genre. Verbalising new knowledge on a regular basis helps to strengthen understanding.
- Mind maps – get your child to create mind maps for what has happened in English that week or a mind map of everything they know about that text. This is a simple yet very effective way to strengthen memory and retain information in the long term.
- Discuss the dystopian text or novel with your child – ask them about the characters and themes. Quiz them about the author and his/her life. Engage in conversation about the content of the English curriculum. See if they can talk about parts or recall specific character quotes in the text and what ideas these sections suggest to them.

## Extending Beyond the Curriculum

Further reading is an excellent way to go beyond the curriculum and extend learning. Students should choose any challenging fictional books to enhance vocabulary and overall writing skills. Books specifically designed to promote excellent writing skills are also very useful. Further reading of how to develop creative thinking will also help to spark imagination and creativity essential skills for success in English. The following books will be of use. In addition, any of the CPG revision books covering spelling, punctuation and grammar at KS3 will be useful.



**Be a Better Writer**  
by Steve Peha  
ISBN-10: 0997283106  
ISBN-13: 978-0997283105



**Critical and Creative Thinking for Teenagers**  
by Carol Carter  
ISBN-10: 0974204498  
ISBN-13: 978-0974204499

## Curriculum Synopsis

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 techniques for problem solving. All students will be assessed on the same content. The topics in Term 1 will be:

- Fractions:** Add, subtract, multiply and divide fractions given as mixed numbers. Students should be able to leave their answer as a mixed number, improper fraction or decimal.
- Expressions and Formulae:** Be able to expand brackets multiplied by a single term and simplify the result by collecting like terms.  
Substitute integers, decimals & fractions into formulae and calculate an answer.
- Sequences:** be able to generate terms of arithmetic, geometric and Fibonacci sequences.
- Polygons:** Understand and use the properties of aparallelogram, rectangle, square, rhombus, trapezium, isosceles trapezium and kite
- Ratio and proportion:** Use ratio notation, including reduction to its simplest form and its various links to fraction notation.  
Divide a quantity in a given ratio or ratios.
- Statistical Measures:** Calculate the mean and range from a frequency table.
- Linear Equations:** Construct and solve linear equations, with integer coefficients, in one unknown in which the unknown appears on either side or both sides of the equation.
- Area and Perimeter:** Find the area of parallelograms and trapezia.  
Find circumferences and areas of circles using relevant formulae; find perimeters and areas of semicircles.

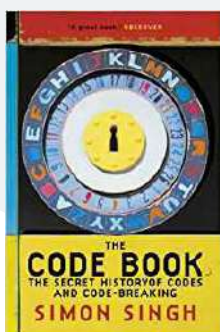
## Supporting at Home

All students will be issued with a homework pack via Teams and email at the start of term 1. This pack will contain 3 sections: revision, retention and extension. The revision section has lots of worksheets revising key year 7 content and 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 students 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.

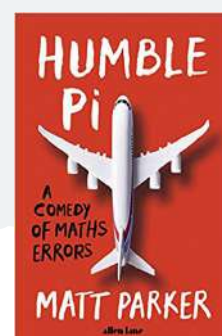
## Extending Beyond the Curriculum

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 Code Book: The Secret History of Codes and Code-breaking**  
by Simon Singh  
ISBN-10: 1857028899  
ISBN-13: 978-1857028898

**Humble Pi: A Comedy of Maths Errors**  
by Matt Parker  
ISBN-10: 0241360234  
ISBN-13: 978-0241360231



# Science

## Curriculum Synopsis

In Year 8 students start by studying the fundamentals of the Periodic Table. Students will develop their practical skills and understanding of how and why the periodic table was formed and its relevance to science. They will then move on to study Plants & Photosynthesis, Energy and Magnetism. The content covered in Term 1 is as follows:

- Lab Safety (a recap from Year 7 ahead of practical work)
- The Periodic Table
- Plants
- Photosynthesis
- Energy
- Magnetic Forces

## Supporting at Home

Your child will have an account on the website Century Tech which can be accessed at any time to review learning and complete home learning. The teacher will set an assignment once every two weeks to either be completed on Century

Tech or in their lab books. There may be additional home learning assignments set when appropriate and in the build up to assessments.

## Extending Beyond the Curriculum

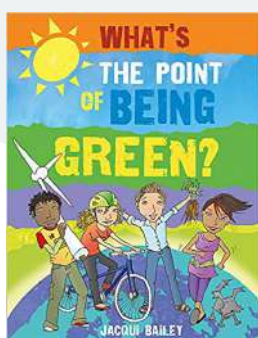
To help nurture an interest in the Sciences and the applications of Science in the real world, the following books would be a good starting point:

### *What's the Point of Being Green?*

by Jacqui Bailey

ISBN-10: 0764144278

ISBN-13: 978-0764144271

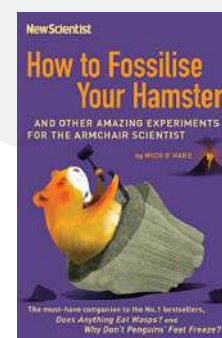


### *How to Fossilise Your Hamster And Other Amazing Experiments For The Armchair Scientist*

by New Scientist

ISBN-10: 1846680441

ISBN-13: 978-1846680441



# Arabic B

## Curriculum Synopsis

The aim of this course is to introduce students to the Arabic language and to immerse them in the cultural aspects that will help them build their language proficiency. Grammar will be one of the learning focuses as it builds the accuracy of the written and spoken speech.

### Area of Study:

- Hobbies: in this topic students will learn names of hobbies, describing the hobbies using verbs, connectives, pronouns, adverbs, adjectives and make conversation about hobbies.
- Identity and culture: In this topic students will introduce themselves based on their home country.

## 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 your child to use the following interactive tools:

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

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

[www.arabalicious.com/secondary-resources.html](http://www.arabalicious.com/secondary-resources.html)

## Extending Beyond the Curriculum

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

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

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

# Social Studies B

## Curriculum Synopsis

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 practise good citizenship. Students will be aided to develop informed and well-reasoned decision making as members of a cultured society in an interdependent world. Students will be assessed on a research task, a historical pictorial and a travel guide. Topics in Term 1 will be:

- The dawn of Islam
- The early life of the Prophet Muhammad (PBUH)
- Life in Early Islamic Period in the UAE
- The later life and death of the Prophet Muhammad (PBUH)
- The growth of the Islamic Empire
- The spread of Islam
- Islamic Cities – a study of Baghdad in 900AD
- Christopher Columbus and Vasco De Gama
- The tribal origins of the modern UAE

## Supporting at Home

There are excellent online resources developed by the government which can be used as a reference point [www.government.ae/en/about-the-uae](http://www.government.ae/en/about-the-uae)

The UAE Annual Book is also a detailed source of information. The National Archives have been involved

in the development of the Social Studies curriculum and are an excellent source of information: [www.na.ae/en/](http://www.na.ae/en/) Travelling around the Emirates and visiting sites of historical significance is strongly recommended.

## Extending Beyond the Curriculum

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



# 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. These lessons enable students to develop mutual understanding, respect for difference and empathy in order to sustain our cohesive and prosperous society.

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

On the right are the topics which we focus on in year 8.

Year 8 topics
Individual moral duties and responsibilities
Making good decisions
Trade, travel and communications: The UAE in an increasingly globalized and interconnected world; cultural exchange
Human needs
Digital challenge

## 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 give our students more opportunities 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 the year including International Day, National Day, House Day and Service events to name but a few.

# STEAM Autonomous Cars

## Curriculum Synopsis

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

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

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

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

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



## Supporting at Home

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

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

### **The task:**

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

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

## Extending Beyond the Curriculum

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

[www.blockly-games.appspot.com/maze](http://www.blockly-games.appspot.com/maze)



# STEAM Mars

## Curriculum Synopsis

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

*This unit is split into two core components...*

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

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

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



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

## Supporting at Home

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

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

### *The task:*

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

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

## Extending Beyond the Curriculum

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

Hope to Mars space probe [www.emiratesmarsmission.ae/](http://www.emiratesmarsmission.ae/)

Mars 2117 Initiative [www.worldgovernmentsummit.org/initiatives/mars-2117](http://www.worldgovernmentsummit.org/initiatives/mars-2117)

Mohamed Bin Rashid Space Centre [www.mbrsc.ae/spaceexplorer/](http://www.mbrsc.ae/spaceexplorer/)

# STEAM Pneumatics

## Curriculum Synopsis

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

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

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

### Data types

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



## Supporting at Home

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

### The task:

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

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

## Extending Beyond the Curriculum

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

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



# Geography

## Curriculum Synopsis

In Year 8 Geography students will be studying Coasts and Oceans. This unit begins with a focus on Physical Geography. Students will be learning about the processes involved in the formation of coastal landforms and general oceanography. The unit then continues with a more human focus on management of coastal and ocean resources and the protection of marine environments. Key areas of study are as follows:

- What is the value of the coast?
- What are the processes at work on the coast?
- How can the coastline be protected?
- The management of coastal developments and conflicts
- The value of oceans
- Coral Reefs
- Mangroves
- Threats to Oceans – overfishing, ocean plastics & oil spills

Students will be assessed on their overall knowledge of the coasts section; they will also complete a decision-making exercise and create an aquarium display for the Threats to Oceans area of the syllabus.

## Supporting at Home

Students will be given regular homework and revision tasks. For revision they can use Key stage 3 BBC Bitesize:  
[www.bbc.co.uk/bitesize/topics/z6bd7ty](http://www.bbc.co.uk/bitesize/topics/z6bd7ty)

Key terms and subject language can be practised using Quizlet online:  
[www.quizlet.com/12221085/edexcel-igcse-geography-coastal-environments-flash-cards](http://www.quizlet.com/12221085/edexcel-igcse-geography-coastal-environments-flash-cards)

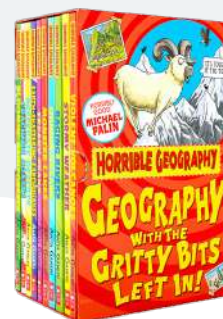
Students will also need support carrying out effective research for the Threats to Oceans display task.

## 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:  
[www.nationalgeographic.org/encyclopedia/river/](http://www.nationalgeographic.org/encyclopedia/river/)

The **Horrible Geography** Series also includes “Odious Oceans” and “Cracking Coasts”.

ISBN10: 140713518X  
ISBN13: 9781407135182



# History

## Curriculum Synopsis

In Year 8 students will study the European Age of Discovery, analysing how and why explorers and fortune seekers risked their lives to discover new worlds and the passages to reach them. This will be followed by a study of the rise of imperialism in the same period.

### Age of Discovery:

- Ferdinand Magellan - feats of navigation
- Vasco de Gama - navigation and interaction between Europe and Asia
- Hernan Cortes and Francisco Pizarro - what do the available sources tell us about the motivations of the conquistadors?
- Amerigo Vespucci - cartography in the Age of Discovery
- John Smith - the interaction of different cultures and societies in the Age of Discovery
- Jacques Cartier - the first French empire
- Francis Drake - the clash between Catholic Spain and Protestant England
- The Dutch East Indies Company - the growth of a modern company
- The English East Indies Company - the English conquest of India
- The Mughal Empire - the domination of the Indian subcontinent by the Mughals
- The Golden Age of Piracy - how did bandits take advantage of the wealth transported on the open seas?

## Supporting at Home

Students will be given an electronic revision pack that encompasses all the key topics covered this term to help them review and consolidate learning as well as prepare for internal assessments. They should also make use of the following sites:

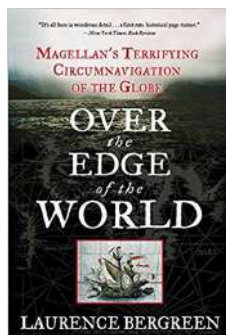
[www.bbc.co.uk/history/historic\\_figures](http://www.bbc.co.uk/history/historic_figures)

[www.bbc.co.uk/bitesize/guides/zgh9ycw/revision/4](http://www.bbc.co.uk/bitesize/guides/zgh9ycw/revision/4)

[www.rijksmuseum.nl/en/rijksstudio/timeline-dutch-history/1602-trade-with-the-east-voc](http://www.rijksmuseum.nl/en/rijksstudio/timeline-dutch-history/1602-trade-with-the-east-voc)

## Extending Beyond the Curriculum

Although the examination will only assess a small selection of specified points directly, 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 on in the Age of Discovery.

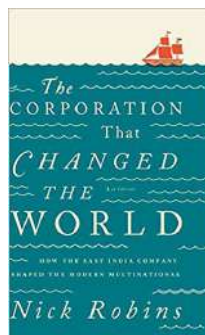


### **Over the Edge of the World**

by Laurence Bergreen

ISBN-10: 006093638X

ISBN-13: 978-0060936389



### **The Corporation That Changed the World: How the East India Company Shaped the Modern Multinational**

By Nick Robins

ISBN-10: 0745331955

ISBN-13: 978-0745331959

# French

## Curriculum Synopsis

Learning a language enables students to develop an appreciation of other people's cultures 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 1:

#### Language Perfect World Championship (27 Aug-3 Sept)

- Talking about Media
- TV programmes, movies and opinions, talking about reading and books, the use of the internet
- Revision of the present tense (regular, common irregular)
- What you did yesterday, intro to the past tense (perfect/simple)

### Assessment Module 1

End of Module Assessment (Listening, reading, writing and speaking)

New topic vocabulary

Online assessment and tasks (education perfect)

### Module 2:

- Talking about a visit to a city in the past: activities, tourist attractions, monuments
- Giving opinions in the past
- Grammar: perfect of regular, irregular, using different auxiliaries. Giving opinions in the past
- Language Perfect Northern championship

#### Language Perfect Northern championship (6-13 Nov)

### Assessment Module 2

End of Module Assessment (Listening, reading, writing and speaking)

New topic vocabulary

Online assessment and tasks (education perfect)

## Supporting at Home

At home, you can encourage and check the consistent learning and revision of vocabulary. In Year 8, students will be set a regular home learning task on Education Perfect, our language platform. These tasks are designed for the students to drill vocabulary of the lesson/module.

We will use Teams to set home learning, to communicate with the students and to share relevant resources.

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

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

[www.linguascope.com](http://www.linguascope.com) (bisad; 19nguages) is great for basic vocabulary games.

## Extending Beyond the Curriculum

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

**TV5 Monde** is a free French speaking channel that can easily be accessed through your TV provider and online.

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

### Useful websites to revise or extend vocabulary and grammar:

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

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

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



We have two **Education Perfect** competitions this term to engage students in their language learning experience:

- Language Perfect World Championship (27th August – 3rd September)
- Language Perfect Northern Championship (6th -13th November)

## Curriculum Synopsis

Learning a language enables students to develop an appreciation of other people's cultures 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 1:

#### Language Perfect World Championship (27 Aug-3 Sept)

- Comparing places 'then' and 'now'
- Describing in the past tense using *war*, *hatte* and *es gab*
- Talking about what you did on holiday
- Using the perfect tense with *haben*
- Talking about how you travelled
- Using the perfect tense with *sein*
- Talking about the weather
- Combining present and past tenses
- Talking about holidays, asking and answering questions
- Talking about problems on holiday
- Writing a hotel review using past tenses

### Assessment Module 1

End of Module Assessment (listening, reading, writing and speaking)

New topic vocabulary

Online assessment and tasks (Education Perfect)

### Module 2:

- Talking about film preferences
- Asking questions in the perfect tense
- Talking about programmes you watch, using *wollen*
- Talking about your reading preferences
- Using prepositions with the dative case
- Discussing screen time; modals *sollen*, *dürfen*, *können*
- Understanding opinions and media reviews
- Talking about speaking different languages
- Using and understanding different tenses

#### Language Perfect Northern Championship (6-13 Nov)

### Assessment Module 2

End of Module Assessment (listening, reading, writing and speaking)

New topic vocabulary

Online assessment and tasks (Education Perfect)

## Supporting at Home

At home, you can encourage and check the consistent learning and revision of vocabulary. In Year 8, students will be set a regular home learning task on Education Perfect, our language platform. These tasks are designed for the students to drill vocabulary of the lesson/module.

We will use Teams to set home learning, to communicate with the students and to share relevant resources.

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

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

[www.linguascope.com](http://www.linguascope.com) (bisad; 19nguages) is great for basic vocabulary games.

## Extending Beyond the Curriculum

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

**TV5 Monde** is a free French speaking channel that can easily be accessed through your TV provider and online.

[www.lyricstraining.com/fr/](http://www.lyricstraining.com/fr/) is a fun way to extend vocabulary and develop listening skills.

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

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

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

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



We have two **Education Perfect** competitions this term to engage students in their language learning experience

- Language Perfect World Championship (27th August - 3rd September)
- Language perfect Northern Championship (6th - 13th November)



# Spanish

## Curriculum Synopsis

Learning a language enables students to develop an appreciation of other people's cultures 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 1:

#### Language Perfect World Championship (27 Aug-3 Sept)

- Talking about activities *me gusta*
- Describing friends (adjectives, connectives)
- Understanding nationalities
- Talking about places in town (near future)
- Doing an extended interview (present and future together)

### Assessment Module 1

End of Module Assessment (listening, reading, writing and speaking)

New topic vocabulary

Online assessment and tasks (Education Perfect)

### Module 2:

- Discussing television programmes
- Talking about films (comparing)
- Inviting someone to an outing *querer*
- Making excuses *poder, tener que*
- Saying what someone else likes/ dislikes

#### Language Perfect Northern Championship (6 - 13 Nov)

### Assessment Module 2

End of Module Assessment (listening, reading, writing and speaking)

New topic vocabulary

Online assessment and tasks (Education Perfect)

## Supporting at Home

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## Extending Beyond the Curriculum

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- Language Perfect World Championship (27th August - 3rd September)
- Language perfect Northern Championship (6th - 13th November)

# Music

## Curriculum Synopsis

In Year 8 students will study a range of topics with the three musical strands/components of listening, performing and composing, with a focus on core works and techniques from the Julliard Curriculum.

**The Blues:** Students will learn the history and context of blues and how it has influenced modern music. Students will develop their ability to compose and improvise with awareness of rhythmic features and have the opportunity to perform and appraise a range of pieces by famous artists.

**Reggae:** Students will learn the context of Reggae music and how it has developed as a genre. They will explore compositional techniques such as chord structures, song forms, melodic lines, instrumentation and rhythmic patterns present in order to compose in the Reggae style.

## 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 endeavor to make links between the song forms and compositional techniques used and will be encouraged to make links between their listening and the historical context that has been studied.

## Extending Beyond the Curriculum

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

Books that may be of interest:

**Songs of America**

by John Meacham and Tim McGraw



Listening that may be of interest:

**Eric Clapton**

**Etta James**

**Gregory Issacs**

**Bob Marley**

**Robert Johnson**

**Lemon Jefferson**

**Henry Belfonte**

## Curriculum Synopsis

In Year 8 students will study a range of topics across the key strands of Physical Education. Boys' and Girls' PE groups will be taught separately; however they may cover similar key concepts in term 1. An outline of these key concepts can be found below:

### Boys' PE:

1. Health & Fitness
2. Net & Wall games
3. Invasion games
4. Athletics
5. Swimming

### Girls' PE:

1. Dance
2. Invasion Games
3. Health & Fitness
4. Striking & Fielding
5. Swimming

## Supporting at Home

It will 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, please

encourage your child to engage in the Year 8 PE Curriculum Teams forum online, contributing to the posts submitted by the 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 provides.

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

- PASS Abu Dhabi Football - [www.passabudhabi.com](http://www.passabudhabi.com)
- Emirates Karate - [www.emirateskarate.com](http://www.emirateskarate.com)
- Be Fit - [www.facebook.com/Befitsc/](https://www.facebook.com/Befitsc/)
- Al Mahara Diving Center - [www.divemahara.com](http://www.divemahara.com)

- Amadeus Music Institute - [www.amadeusmusicinst.com](http://www.amadeusmusicinst.com)
- Neptune Swim Academy - [www.facebook.com/NeptuneSwimming09/](https://www.facebook.com/NeptuneSwimming09/)
- Gulf Star - [www.gulfstarsports.com](http://www.gulfstarsports.com)

# Drama

## Curriculum Synopsis

In term one, Year 8 students will be introduced to a range of skills that will be consistently developed over the course of KS3.

### Unit 1

Students will be introduced to the range of skills necessary to be successful in drama. These skills will be introduced through play and games designed specifically to involve all students and encourage discussion about drama. Students will begin to develop their reflective practice and set targets based upon this for the year ahead.

### Unit 2

Student will begin to use a variety of scripts to frame their knowledge of skills and explore the creation of character through the use of language, space and styles/genres of theatre practice.

## Supporting at Home

Encourage your child to see theatre productions. Students will explore the world of Shakespeare and heightened language during Unit 2, *Much Ado About Nothing* by William Shakespeare will be playing at Dubai Opera in September.

Theatre in the UAE is developing, and by offering as many opportunities to see live theatre as possible you will be enriching your child's cultural knowledge.

## Extending Beyond the Curriculum

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

[www.nationaltheatre.org.uk/backstage](http://www.nationaltheatre.org.uk/backstage)

### Workshops and Places to Visit

#### Childrens Library:

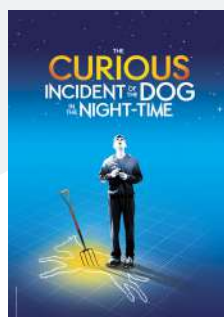
Digital Media Workshop  
Poetry Jam Workshop

#### Cultural Foundation:

Caracalla Dance Theatre [www.culturalfoundation.ae](http://www.culturalfoundation.ae)

### Book/Play to Read

Students can also watch clips of the live performance  
[www.youtube.com/watch?v=GBiWvkJBRIQ](https://www.youtube.com/watch?v=GBiWvkJBRIQ)





# Visual Art

## Curriculum Synopsis

### Basic Skills Unit: The Formal Elements of Art & Design.

Students will explore continuous line through wire sculpture and be investigating how patterns are created, where they can be found and how they are used. The work of Henry Moore will be explored to consider how contour lines describe form and students will experiment with wax and water colour resist.

Students will create a detailed observational drawing of distorted fabric patterns, practise effective water colour application techniques for applying tone and achieve a realistic 3D effect in their painting. Students will progress to exploring how positive shape and negative space can be used in artwork and create their own work experimenting with this technique.

## Supporting at Home

Encourage your child to develop their drawing skills by practising what they are learning in school with you at home.

Consider how and where patterns are found, how they can be used and to what purpose. 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.

Watch Me: [www.bbc.co.uk/bitesize/clips/zqm9wmn](http://www.bbc.co.uk/bitesize/clips/zqm9wmn)

Watch Me: [www.youtube.com/watch?v=PP0ezvZQR14](http://www.youtube.com/watch?v=PP0ezvZQR14)

## Extending Beyond the Curriculum

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

[www.louvreabudhabi.ae](http://www.louvreabudhabi.ae)

[www.manaratalsaadiyat.ae/en/default.aspx](http://www.manaratalsaadiyat.ae/en/default.aspx)

[www.warehouse421.ae/en/](http://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](http://www.abudhabiart.ae/en/visitors/art.studio.aspx)

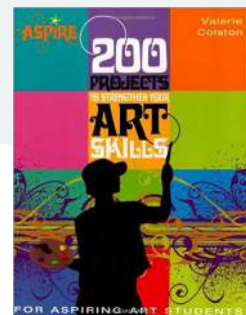
[www.artbeatad.com](http://www.artbeatad.com)

[www.artcentral.ae/art-workshops/](http://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





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