



BRITISH INTERNATIONAL SCHOOL  
OF BOSTON  
A NORD ANGLIA EDUCATION SCHOOL

# MIDDLE SCHOOL CURRICULUM GUIDE

2024-25



## YEAR 7 ENGLISH CURRICULUM

### Year Overview

In Year Seven, students in English will explore a range of literary forms, including short stories and poems, a novel, and drama. Students will learn the conventions of each form and begin to acquire skills of close reading and analysis, building from writing the components parts of paragraphs to a complete analytical essay by the end of the year. Key texts include: *The Odyssey* by Homer (modern dramatic adaptation by Simon Armitage), *Coraline* by Neil Gaiman and *The Tempest* by William Shakespeare. Themes of heroism and fantasy unite the diversity of form, author and time period.

The overarching question that will unite each text and unit of study is “What makes a hero?”. Students will be challenged to consider how the concept of heroism is dependent on cultural context, reflecting on how classical notions of heroism and the hero’s journey (as theorized by Joseph Campbell) depicted in *The Odyssey* have evolved and changed into the 21<sup>st</sup> century with *Coraline*.

Throughout the year, students will also practice the mechanics of accurate expression: spelling, punctuation and grammar, including the recognition and use of word classes, sentence types and paragraphing.

**Assessment:** Students received ongoing formative feedback orally and in writing on classwork tasks, building towards summative end of unit assessments. Throughout the year, student’s progress is measured against shared Reading, Writing and Speaking and Listening assessment strands.

### Autumn Term 1

#### Weeks 1-6

#### *Short fiction study and narrative writing*

In this unit, students will:

- Read and study an anthology of globally diverse short stories focused on fantasy and heroism, including *The Secret Life of Walter Mitty* by James Thurber
- Learn a variety of narrative techniques when writing short stories, focusing on developing their skills when engaging the reader via the creation of tension and suspense
- Begin to acquire skills of close reading and analysis, starting with the component parts of analytical paragraphs

Assessments:

- Reading: short analytical response to a story
- Writing: original narrative, inspired by the anthology

## Autumn Term 2

### Weeks 7-15

#### *The Hero's Journey in The Odyssey*

In this unit, students will:

- Read and study a modern dramatic adaptation of the classical epic, *The Odyssey* plus key extracts from verse translation of the original text, the poem 'Penelope' by Carol Anne Duffy and additional extracts from global myths and legends
- Build their knowledge and skill with a variety of descriptive writing techniques
- Engage in a Socratic seminar to debate the heroic status of Odysseus

## Winter Term

### Weeks 16-24

#### *The Hero's Journey in Coraline*

In this unit, students will:

- Read and study a modern fantasy novel, *Coraline* by Neil Gaiman, through the critical lens of the hero's journey
- Consider how the concept of heroism is dependent on cultural context
  - Continue to build their knowledge and skill with a variety of descriptive and narrative writing techniques
- Complete an analytical essay

## Spring Term

### Weeks 25-33

#### *The Tempest*

In this unit, students will:

- Reading and performing Shakespeare's *The Tempest*
- Developing their skills when reading and analyzing Shakespeare's language thus further challenging their skills of close literary analysis.
- Exploring and analyzing characters, themes, motifs, symbolism etc., as well as learning about the context of Shakespeare's theater.
- Developing their communication and speaking and listening skills in their practical exploration of the play text.

**End of year assessment:** these assessments will require students to apply the reading and writing skills and knowledge they have developed in timed and closed book examinations.

## YEAR 7 MATHS CURRICULUM

### Year Overview

The first year of Middle School Mathematics at BISB develops and strengthens students understanding of key Mathematical skills in areas like number, algebra, spatial reasoning, probability and ratio.

Assessment: The curriculum is divided into 15 units of work, and the students are tested after each three units (approximately 6-7 weeks of work). The students' understanding is checked regularly in class and through homework assignments.

### **Weeks 1-6**

#### *Mathematical Foundations*

In this unit, students will:

- Round, estimate and approximate calculations
- Use operations in the correct order, and with negative numbers
- Work with numbers in index form
- Develop key number skills
- Develop key algebraic skills including simplifying expressions, using substitution and solving linear equations
- Form and solve linear equations from real-world problems

Assessment(s): Assessment testing key skills developed in these units.

### **Weeks 7-14**

#### *Introduction to Geometry and Fractions*

In this unit, students will:

- Learn how to draw and classify angles, including relationships to find missing angles in parallel lines
- Convert between different metric units of length
- Calculate properties of shapes including area and perimeter
- Learn how to add, subtract, multiply and divide fractions

Assessment(s): Assessment testing key skills developed in these units.

### **Weeks 16-21**

#### *Further Number skills, Brackets and Statistics*

In this unit, students will:

- Apply operations with decimals
- Convert between fractions, decimals and percentages
- Perform calculations with percentages, including changes, and reverse percentages

- Learn how to expand brackets, including applications to real world problems
- Calculate averages from lists and sets of data
- Apply statistics to real world problems
- Construct and interpret scatter graphs, identifying types of correlation

Assessment(s): Assessment testing key skills developed in these units.

### **Weeks 22-26**

*Further Geometry, Introduction to Ratio and Probability*

In this unit, students will:

- Classify regular and irregular polygons by key properties
- Recognize, name and sketch common 3D shapes, and know key properties of these
- Identify and draw the plan, front and side elevation of 3D shapes
- Simplify and manipulate ratios, including sharing in a ratio
- Learn how to use and apply ratio problems to real world situations
- Divide a quantity into a given ratio
- Understand key vocabulary of probability and calculate basic probabilities of single events
- Calculate relative frequency of an event

Assessment(s): Assessment testing key skills developed in these units.

### **Weeks 27-30**

*Patterns, Volume and Calculator Mathematics*

In this unit, students will:

- Work with number machines to calculate missing inputs and outputs
- Calculate and use the  $n$ th term for both linear and simple non-linear sequences
- Calculate the volumes of simple 3D shapes
- Convert between metric units of capacity, and solve real-world problems of volume
- Understand how to use a calculator in common examination style questions
- Apply and use Pythagoras' theorem, and calculate missing lengths using a calculator

Assessment(s): Assessment testing key skills developed in these units.

**End of year assessment:** The end of year examinations are two summative assessments, assessing the full years work. Students will have one calculator, and one non-calculator examination.



## YEAR 7 SCIENCE CURRICULUM

### Year Overview

Each unit consists of 9 lessons taught over a 3-week period. Classes will be taught on a rotation, with science teachers teaching the same unit to each class within the year group. The order in which the topics are taught is different for each class; the reason for this is to allow for each unit to be covered by a subject specialist. Parents are encouraged to talk to their child or child's teacher about which topic is currently being taught at any point in the year.

**Assessment:** students are frequently assessed on their content knowledge through end of topic tests. Additionally, students are assessed on their ability to ask questions and predict, plan investigations, manipulate data, present and analyse data, construct conclusions, and evaluate and reflect, in partial and full laboratory reports.

The recommended textbook to accompany this course is *Lower Secondary Science Student's Book: Stage 7*.

### *Unit 7.1 Cells*

In this unit, students will:

- be introduced to cells as the basic unit of all living organisms and appreciate that microorganisms are considered examples of single-celled organisms.
- identify and describe the functions of some cell structures; they learn how the structures of some specialised cells are related to their function.
- study the similarities and differences between the structures of plant and animal cells and learn that cells can be grouped together to form tissues, organs and organ systems.
- have opportunities to select equipment, plan how to make slides of plant and animal cells safely and use microscopes.
- evaluate models of cells, make measurements of cells and interpret the data.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 7.2 Classifying matter*

In this unit, students will:

- learn that atoms and elements are the building blocks of matter.
- be introduced to the periodic table as a system of ordering the elements with metals and non-metals making up the two main groupings of the elements.
- study the differences between metals and non-metals, and compounds and mixtures, including alloys.
- study the arrangement, separation and motion of particles in the three main states of matter.
- explore the idea of a vacuum being a space devoid of matter and the lack of air resistance on movement in a vacuum.
- have many opportunities in this unit to become familiar with chemical symbols and simple word equations.
- use models to show their understanding of elements, compounds and mixtures and become more familiar with particle diagrams.
- identify patterns and trends in the Periodic Table by watching demonstrations and they plan, carry out and evaluate practical work.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 7.3 Forces in space*

In this unit, students will:

- learn that gravity is a force of attraction between any two objects and that the size of gravity is related to the masses of the objects.
- apply their understanding of gravity to consider how planets are formed from dust and gas, and how gravity is the force that holds components of the Solar System in orbit around the Sun.
- explain how solar and lunar eclipses happen.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 7.4 Classifying life*

In this unit, students will:

- cover the characteristics of living organisms; it leads on to the concept, and definition, of species as groups of organisms that can reproduce to produce fertile offspring.
- use, and create, dichotomous keys to classify species and groups of related organisms.
- study viruses, discussing the classification of viruses and discuss whether they can be considered as living organisms.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 7.5 Explaining properties of matter*

In this unit, students will:

- learn the chemical and physical properties of substances.
- understand that acidity and alkalinity are chemical properties of substances and that these can be measured by pH.
- use indicators to distinguish between acidic, alkaline and neutral solutions.
- study the chemical and physical properties of alloys and their constituents; they use the particle model to explain differences in their properties.
- have opportunities for individual and group work, planning investigative work and constructing appropriate tables for results.
- work with dilute acids and alkalis, they will consolidate their understanding of hazard symbols and safe practice.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 7.6 Energy and sound*

In this unit, students will:

- learn the changes in energy that are a result of an event or process; we will introduce the idea that energy tends to dissipate and in doing so it becomes less useful.
- also learn that particles vibrate in a sound wave and explain why sound does not travel in a vacuum.
- have opportunities to present and interpret observations and to evaluate some secondary sources of information.
- make predictions based on their scientific knowledge and understanding.
- use formulae to investigate how echoes can be used to calculate distances and how these calculations can be made more reliable by improving the experimental design.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 7.7 Environment and ecosystems*

In this unit, students will:

- consider the Earth at a geological level by studying plate tectonics, earthquakes, volcanoes and fold mountains.
- investigate what causes tides and study the water cycle on Earth.
- learn about the composition of the atmosphere and the effect of pollutants.
- consider living things on Earth and how they co-exist in ecosystems.
- study the important role that microorganisms play in ecosystems and food webs.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 7.8 Chemical changes and reactions*

In this unit, students will:

- learn how to identify when a chemical reaction has taken place.
- use the particle model to describe chemical reactions and why precipitates form.
- study neutralisation reactions in terms of change of pH and learn the tests to identify hydrogen, carbon dioxide and oxygen gases.
- make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding, carry out practical work safely, and make conclusions by interpreting results.
- use symbols and formulae to represent scientific ideas.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 7.9 Electricity*

In this unit, students will:

- use a simple model to describe electricity as a flow of electrons around a circuit.
- describe electrical conductors as substances that allow electron flow and electrical insulators as



substances that inhibit electron flow.

- measure the current in series circuits and describe how adding components into a series circuit affects the current.
- be familiar with the use of diagrams and conventional symbols to represent, make and compare circuits that include cells, switches, lamps, buzzers and ammeters.
- practise their circuit-making skills.
- plan a range of investigations involving circuits and recognise that not all investigations can be fair tests.
- have opportunities to decide what equipment is required to carry out an investigation, to collect and record sufficient observations (and/or measurements) in a suitable form and they will present and interpret their data.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

**End of year assessment:** after the last unit, students will sit the Cambridge Lower Secondary Science tests, which consists of two 45 minute examination papers, which assess all of the content from the year.

## YEAR 7 HISTORY

### **Year Overview**

Students will learn about what history is as a subject and the skills involved. They will then learn in detail about life in Rome and the Middle Ages.

The suggested textbooks for this course are *SHP What is History Year 7*, Ian Dawson, and *Longman Secondary Histories: The Ancient World*, L E Snellgrove.

**Assessment:** Students will have the opportunity during each unit to apply the skills they have learned. Students will apply these skills during essay-writing assessments each term.

### **Autumn Term**

#### **Weeks 1-9**

*What is History?*

In this unit, students will consider the following:

- What is History?: Make links between different previous experiences
- Why do we study History?: Explain the importance of studying History
- Working with chronology: Explain why certain events are important
- How do we find out about the past?: Develop skills of interpreting sources; Evaluate the usefulness of sources; Assess the reliability of sources (bias)
- Why are individuals important in History?: Explain why one individual was important in History; Provide evidence for an individual's significance using own research

Assessment: Essay writing skills: Plan and analyze ideas into topic paragraphs

### **Autumn Term-Winter Term**

#### **Weeks 10-20**

*The Romans*

In this unit, students will consider the following:

- A journey through Rome: Understanding of Roman life including technology and entertainment
- Life in Rome: Understand what it was like to live in Rome; Roman Society; Family Life; Food and Diet; Roman Technology
- How civilized were the Romans?: Roman Technology; Slavery; Entertainment; Religious tolerance; Roman Education, books, and writing
- Understanding of the advancements in Roman education and how they impact modern life
- Pompeii: Understanding of Roman life, society, and religion specific to Pompeii
- The decline and fall of the Roman Empire: Understand the reasons for the end of the empire and understand how Byzantine continued
- What have the Romans given us: Understand the lasting-legacy of the Roman Empire

Assessment: students will continue to work on writing essays and/or essay style paragraphs.

## **Winter Term-Spring Term**

### **Weeks 21-32**

#### *The Medieval World*

In this unit, students will consider the following:

- 1066- Contenders to the throne: Assess who had the greatest claim to the throne of England in 1066
- The Battle of Hastings: Research project- Why did William win the Battle of Hastings? Why did William win the Battle of Hastings; Analytical essay writing Norman Castles
- How did William keep control of England? Castles; Feudal System; The Domesday Book
- Medieval Society: What was it like to be a peasant in the Medieval World; What was it like to be rich in the Medieval World
- Medieval towns: Understanding of how and why Medieval towns were constructed; What would you find in a Medieval town?
- Medieval Religion: Why was religion so important in the Medieval World?; The Murder of Thomas Becket

Assessment: students will continue to work on writing essays and/or essay style paragraphs.

## **Summer Term**

### **Week 35-38**

#### *The Medieval World*

In this unit, students will consider the following:

- The Black Death: Understand the significance and the impact of the Black Death in the Medieval World
- What makes a good king?: A research and balloon debate
- How dark were the Dark Ages?: A research task to summarize the unit of work

End of year assessment: Over the course of the curriculum, students will work on knowledge-based skills, source work analysis, and essay writing skills. This will all feed into the end of year assessment.

## YEAR 7 GEOGRAPHY

### Year Overview

Year 7 Geographers will study a variety of different themes. A real mix of Physical, Human and Environmental aspects of the subject. The development of Ordnance survey map skills starts the year, followed by a focus of Geomorphological processes at work in Rivers and Coastal environments. A shift towards Human Geography culminates the academic year looking at the Middle East and its development and ability to adapt to an ever-changing world and climate.

**Assessment:** Students will have the opportunity during each unit to apply the skills they have learned. Students will apply these skills during unit assessments each term.

### Autumn Term

#### Weeks 1-6

##### *Geographical Skills*

In this unit, students will:

- Understand the key features of a map
- Use four figure grid references
- Use six figure grid references
- Interpret relief on an OS map
- Use six figure grid references
- Interpret relief on an OS map
- Construct climate graphs
- Describe physical & human features
- Conduct geographical fieldwork
- Describe results and evaluate findings from fieldwork

Assessment: map skills

#### Weeks 7-11

##### *Project based Learning*

### Autumn Term-Winter Term

#### Weeks 12-22

##### *Geomorphological Processes*

In this unit, students will:

- Locate the world's major rivers
- Understand why coastal locations are important and should be protected
- Identify different coastal landforms
- Understand how geology impacts a coastline
- Describe the four processes of coastal erosion
- Explain the formation of a range of coastal landforms
- Describe the four processes of transportation
- Apply knowledge of grid references in coastal locations
- Assess the pros and cons of a range of coastal defenses
- Understand the processes operating in the hydrological cycle

- Describe the features of a drainage basin
- Describe the changes in a river profile
- Explain the formation of a waterfall
- Explain the formation of a meander
- Explain the formation of an ox-bow lake

Assessment: Coastal Management [application of existing skills]

## **Winter Term**

### **Weeks 23-28**

#### *Tectonics*

In this unit, students will:

- Describe the structure of the earth and the characteristics of each layer
- Identify different types of plate boundaries and their associated hazards
- Understand why volcanic eruptions occur at destructive plate boundaries
- Label the features of a volcano
- Understand the difference between a composite and shield volcano
- Describe the location of volcanoes utilizing lines of longitude & latitude
- Explore the processes & impacts behind the 2010 Icelandic eruption
- Compare the Icelandic eruption to that of Mt. Pinatubo (1980)
- Explore the processes & impacts behind the 2011 Haiti Earthquake
- Compare the 2011 Christchurch, NZ earthquake
- Introduce a range of study techniques for the upcoming exam 10 things you didn't know about earthquakes

Assessment: There will be an end of unit assessment on the content above.

## **Summer Term**

### **Weeks 29-31**

#### *Review*

In these weeks, students will review the following:

- Geographical skills
- Coastal landforms and processes
- River landforms & processes
- Tectonic case studies & place specific information



## Week 33-35

### *The Middle East*

In this unit, students will:

- Identify the physical and human features of the Middle East
- Describe the climate of the Middle East
- Explain the formation of Deserts
- Understand what population density is & how it is calculated
- Introduce the concept of oil & it's associated impacts
- Evaluate the future of the Middle East

**End of year assessment:** Over the course of the curriculum, students will work on the skills noted above. This will all feed into the end of year assessment.

## YEAR 7 COMPUTER SCIENCE CURRICULUM

### **Year Overview**

In year 7 students will be introduced to algorithms and flowcharts, they will start to learn python programming language and create a project using the skills they have learned in the year.

**Assessment:** students are frequently assessed on their content knowledge through end of topic tests. Additionally, students will create topic specific projects.

### **Term 1**

#### **Weeks 1-7**

##### *Unit 7.1 Algorithms, flowcharts and sub-routines*

In this unit, students will:

- continue to follow and understand algorithms that are represented as flowcharts
- begin making changes and corrections to flowcharts
- follow flowcharts that make use of selection
- create flowcharts of their own that use sequence and selection.
- use mathematical operators within flowcharts
- use sub-routines in flowcharts
- identify the shapes that are used to represent sub-routines, and will follow and correct flowcharts that have sub-routines.

Assessment(s): content will be assessed in an end of topic test

### **Term 1**

#### **Weeks 8-14**

##### *Unit 7.3 Programming and system development*

In this unit, students will:

- create and run a text-based program
- output data and messages
- take text input from the user
- store data in variables
- use arithmetic operators.

Assessment(s): content will be assessed in an end of topic test

### **Term 2**

#### **Weeks 15-24**

### *Unit 7.5 Computer Systems*

In this unit, students will:

- consider how binary numbers can be used to represent a range of data including how a bitmap image is stored in binary
- explore how computers are created using logic gates and circuits
- evaluate Boolean logic statements including AND, OR and NOT.

Assessment(s): content will be assessed in an end of topic test

### **Term 3**

### **Weeks 25-30**

### *Unit 7.6 End of Stage Projects*

In this unit, students will:

- Complete 3 projects
  - Project 1: Flowchart 'how-to' guide
  - Project 2: Scratch to Python
  - Project 3: Artificial Intelligence

Assessment(s): content will be assessed in an end of unit report

**End of year assessment:** after the last unit, students will sit an end of year test which will test content from 7.1, 7.3 and 7.5.

## YEAR 7 ART

### **Year Overview**

In Year 7, students will explore a range of mark-making activities, by investigating the principles of the visual Arts. They will explore stylistic and compositional elements of a non-western culture, as well as consolidating drawing and painting skills. Additionally, they will start to develop a knowledge and understanding of print-making skills.

**Assessment:** Assessments will vary depending on the unit being taught but could include visual analysis of the conceptual and historical connections to the practical aspects of each unit, experimentation of different mediums, and technical ability.

### **Term 1**

#### **Weeks 1-9**

##### *Op Art*

In this unit students will:

- Analyse the conceptual elements of Op Art
- Explore graphical elements of shape, form, and pattern
- 3D nets and sculpture

Assessment: Creating and interpreting optical illusions through 2D and 3D tasks; accuracy of shape, form, proportion, and graphical techniques

### **Term 1 – 2**

#### **Weeks 10 – 20**

##### *Indigenous Art of Australia*

In this unit students will:

- Analyse the conceptual elements of Aboriginal Art
- Explore elements of shape, form, shade and pattern through dry and wet mediums
- Print making (Lino Print)

Assessment: Creating and interpreting a non-Western art practice through drawing and painting; creation of repeated patterns through print making techniques; accuracy of shape, form, proportion, and color

#### **Weeks 21 - 26**

##### *Social Impact Competition – Global Campus*

In this unit students will:

- Analyse current social impact concerns through the creation of artworks
- Explore elements of shape, form, shade and pattern through dry and wet mediums
- Experimentation of mediums such as digital art, collage, photography
- Independent research into sustainability goals and UNICEF

Assessment: Creating and interpreting non tangible concepts into a thought-provoking piece of art; accuracy of shape, form, proportion, and shading; development of composition

### **Term 3**

#### **Weeks 27 - 39**

##### *Observational Drawing*

In this unit students will:

- *Analyse historical depictions of still life man-made objects*
- *Gain knowledge and understanding of direct and secondary observations*
- *Explore elements of composition, shape, form, shade and pattern through dry and wet mediums*

Assessment: Creating small and larger scale observational drawings, using man-made objects as a stimulus; ability to employ creativity and appropriate choice of medium; technical ability in depicting accurate shape, proportion, shade and form

## YEAR 7 DRAMA

### Year Overview

In Year 7 Drama, students explore three units: introduction to drama, theatrical craftsmanship, and monologues. These units cover collaboration, acting, design, and solo performance, fostering creativity and self-expression throughout the year.

**Assessment:** Throughout the year, students will engage in a diverse range of assessments that encompass group collaboration, individual expression, and creative writing and analysis. Assessments will include performances, devised works, group projects, and script work.

### Term 1-2

#### Weeks 1-20

##### *Introduction to Drama*

In this unit, students will:

- Introduction to fundamental drama concepts
- Exploration of collaboration, communication, and concentration through structured group activities
- Introduction to basic vocal and physical acting skills, laying the foundation for further exploration
- Learn about techniques from ancient Greek theatre

Assessment: Culmination with a group project; creation of a modern-day myth; incorporation of techniques from ancient Greek theatre

### Term 2-3

#### Weeks 21-30

##### *Theatrical Craftsmanship*

In this unit, students will:

- Exploration of scenic, lighting, sound, and costume/makeup design
- Cultivation of a comprehensive skill set
- Crafting captivating stage environments through scenic design
- Mastery of lighting techniques for mood and atmosphere manipulation
- Experimentation with soundscapes for enhanced storytelling
- Immersion in costume and makeup design to bring characters to life
- Emphasis on effective collaboration, critical thinking, and creative problem-solving
- Encouragement of a deeper appreciation for collaborative and immersive theatrical design.

Assessment: Students create design concepts for a short script; presentation of artistic ideas to the class; utilization of drama-specific terminology

### Term 3

#### Weeks 27-39

##### *Monologue Mastery*



In this unit, students will:

- Monologues and individual expression
- Exploration of character analysis, emotional delivery, vocal modulation, and body language
- Development of skills for solo performance
- Engaging activities for embodying diverse characters
- Understanding of narrative structure and language power
- Empowerment for confident stage presence and showcasing unique voices
- Mastery of the art of the monologue

Assessment: Devised original monologues, performing extracts from existing plays

## YEAR 7 MUSIC

### Year Overview

In Year 7, students will explore the building blocks of musical traditions, investigating the elements of music, rhythm, instruments and ensembles and simple composition. They will explore the keyboard as a compositional and performance tool, as well as starting to develop critical music analysis skills.

**Assessment:** Assessments will vary depending on the unit being taught, but could include performance and composition tasks, analysis and listening questions and contextual research projects over the course of the year.

### Term 1

#### Weeks 1-8

##### *Building Bricks and Graphic Scores*

In this unit students will:

- Explore the elements of music - building blocks that make up the basis of Western Classical Music.
- Define these, recognize them in music they listen to, and to be able to demonstrate practical manipulation of these for expressive effect through composition.
- Explore graphic scores and non-traditional ways of notating these elements
- Interpret existing graphic scores (though aural skills and performance)
- Create their own graphic scores

Assessment: Listening and analyzing pieces of music in order to recognize the musical elements; creating and interpreting existing graphic scores.

### Term 1

#### Weeks 9-16

##### *Rhythm*

In this unit students will:

- Learn about rhythm in music, and how this can be notated, using both graphic and traditional notation.
- Explore a range of rhythmic composition styles (including Samba), and perform polyrhythms as a group.
- Consolidate understanding of the elements of music and expand to include a wider range of terminology.

Assessment: Listening and analyzing pieces of music in order to recognize the musical elements; performing rhythm-centered pieces from a range of styles; composing short rhythmic pieces

### Term 2

#### Weeks 17-24

##### *Keyboard Skills*

In this unit students will:

- Explore the keyboard as a tool for performing and composing their own music.
- Learn to find notes on the keyboard and play simple pieces including a melody and a simple accompaniment
- Compose music for the instrument.
- Analyze pieces of music for keyboard, and know how music composed for it reflects the construction of the instrument

Assessment: Listening to and analyzing music for the piano; performing simple keyboard pieces; composing pieces of music for the piano

## **Term 2-3**

### **Weeks 5-32**

#### *Form and Structure*

In this unit students will:

- Learn about simple classical structures including binary form, ternary form and rondo form.
- Perform and compose pieces in these structures
- Analyze the musical content of pieces in these styles using accurate vocabulary.

Assessment: Composition of a ternary/rondo form piece; analysis and comparison of an existing binary form piece.

## **Term 3**

### **Weeks 32-38**

#### *Sonority and ensembles*

In this unit students will:

- Learn about a range of musical instruments from around the world, and how these may be combined into different ensembles.
- Design their own instruments
- Develop ensemble performing skills through a range of practical tasks

Assessment: Listening and analysis tasks; instrument design project; ensemble performance

## YEAR 7 PHYSICAL EDUCATION CURRICULUM

### Year Overview

Over the course of the academic year, the students will experience an eclectic array of sports and physical activity based around the National PE curriculum used throughout the UK. The units will be 6 weeks long and culminate with a practical assessment lesson in week 6 where students will demonstrate their knowledge and their application of knowledge.

**Assessment:** Students will be assessed using the Head, Heart, and Hand model of assessment. This is an inclusive form of assessment which looks to facilitate physical, social, emotional, and cognitive development at every age and stage of learning.



### Head

Refers to the concept of knowledge and understanding of the sport or activity. It is the ability to show tactical awareness in a game situation. It requires demonstration of the core values needed to be successful in each activity.

Students will be expected to demonstrate knowledge by being able to evaluate performance, explain rules and regulations of the games/activity and evaluate strategies/tactics.

### Heart

Refers to students' motivation and effort during lesson time. Students must also demonstrate respect to all whilst collaborating and communication within a team.

The Heart component of assessment also comprises of the student's resilience and determination to overcome challenging situations, effort and engagement in physical activities and confidence to perform well individually or as part of a team.

### Hand

This concept refers mostly to your physical application, your technical ability to perform the skills in both isolation and in a game situation. For example, in football it is your ability to pass the ball using the correct techniques and then be able to do so under the influence of an opposition.

## Autumn Term

### Weeks 1-6

#### *Striking and fielding*

In this unit, students will:

- Participate in class striking and fielding sports such as rounders and softball.
- These games are designed to improve hand-eye coordination, agility, speed, and reaction time while promoting teamwork and strategic thinking.
- Students will be taught the rules and regulations for each sport, demonstrating an understanding of how the sport is played physically, tactically, and mentally.

Assessment(s): Students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart** -Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

## **Weeks 7-13**

### *Net/wall sports*

In this unit, students will:

- Participate in activities where players send an object towards a court or target area that an opponent is defending.
- Students will learn how to perform and combine skills, at speed, with confidence and control. Children should choose and apply skills that meet the needs of the situation such as shot selection, height, depth, and speed.
- Examples of net/wall sports include badminton, tennis, and volleyball.

Assessment(s): Students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart** -Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

## **Winter Term**

### **Weeks 14-20**

### *Invasion sports*

In this unit, students will:

- Participate in classic invasion sports include soccer, basketball, football, hockey, ultimate frisbee, netball and rugby.

- This module provides lead-up activities aimed at developing the motor skills, movement patterns, and strategic knowledge commonly associated with invasion sports.
- Students will be taught the rules and regulations for each sport, demonstrating an understanding of how the sport is played physically, tactically, and mentally.

Assessment(s): Students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart -**Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

## **Weeks 21-27**

### *Creative*

In this unit, students will:

- Perform a range of movement patterns and explore movements ideas. Children should combine movements, using basic compositional principles to create and perform.
- Create their own work throughout the unit, working either by themselves or with a partner.
- At the end of the unit, students will demonstrate what they have created to the teacher and their peers.
- Participate in creative elements and activities of the syllabus such as gymnastics and dance.

Assessment(s): Students will create a routine which will be assessed at the end of the unit. Also, students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart -**Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

## **Winter Term – Spring Term**

### **Weeks 27-33**

#### *Athletics*

In this unit, students will:



- Learn, develop, and refine techniques and actions needed for a range of athletic disciplines.
- Continue to develop running, jumping, and throwing skills in isolation and combination.
- Understand what throwing and jumping techniques are required to achieve maximum distance and height, and appropriate pace judgement when running for distance.
- Participate in activities such as 100m sprint, javelin, Shotput and long jump.

Assessment(s): Students will create a routine which will be assessed at the end of the unit. Also, students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart** -Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

## **Weeks 33-40**

### *Invasion sport*

In this unit, students will:

- Participate in classic invasion sports include soccer, basketball, football, hockey, ultimate frisbee, netball and rugby.
- This module provides lead-up activities aimed at developing the motor skills, movement patterns, and strategic knowledge commonly associated with invasion sports.
- Students will be taught the rules and regulations for each sport, demonstrating an understanding of how the sport is played physically, tactically, and mentally.

Assessment(s): Students will create a routine which will be assessed at the end of the unit. Also, students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart** -Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

## YEAR 7 FRENCH

### Year Overview

The course books that we will use throughout the year are *Accès Studio* and *Studio 1* for beginners and *Studio 2* for non-beginners. All students will have access to Studio 1 and 2 through their account at [pearsonactivelearn.com](https://www.pearsonactivelearn.com). In addition to this, we have a school subscription to Linguascope and Education Perfect where students will have access to a wealth of consolidatory and extension material.

### Beginners

#### **Autumn Term**

##### **Weeks 1 – 5**

##### *Accès Studio*

In this unit, students will consider the following:

- Meeting & greeting people
- The alphabet
- Numbers 1-21
- Saying how old you are
- Days of the week
- Months
- Saying when your birthday is
- Indefinite articles and gender of nouns
- Saying what is and what is not in your school bag

##### **Weeks 6 – 10**

In this unit, students will consider the following:

- Describing your classroom
- Using the definite article
- Giving opinions
- Talking about hobbies
- Colours and other adjectives
- Animals

##### **Weeks 11-15**

In this unit, students will consider the following:

- Talking about family
- Using possessive adjectives
- Using adjectives of size
- Food and drink
- Ordering in a café
- Nationalities and countries
- Using the verb *être*
- The weather

## Winter Term

### Weeks 16-18

*Studio 1 Module 1: C'est perso*

In this unit, students will consider the following:

- Describing yourself
- Talking about others
- Adjectival agreement
- Using the present tense

### Weeks 19-24

*Studio 1 Module 2; Mon college*

In this unit, students will consider the following:

- Talking about school subjects
- Asking questions
- Giving opinions and reasons
- Agreeing and disagreeing
- Describing your timetable
- Using the 12-hour clock
- Describing your school day
- Talking about food
- Using the partitive article

### Weeks 25-29

*Studio 1 Module 3: Mes passetemps*

In this unit, students will consider the following:

- Talking about use of technology
- Using regular -er verbs
- Talking about sports we play using *jouer à*

- Talking about activities using the verb *faire*
- Saying what you like doing using *aimer* + the infinitive
- Saying what other people do using 3<sup>rd</sup> person pronouns

## **Spring Term**

### **Weeks 30 – 37**

#### *Studio 1 Module 4: Ma zone*

In this unit, students will consider the following:

- Talking about your town/village
- Using *il y a /il n'y a pas de...*
- Talking about where you go using *à* + the definitive article

## **Non- Beginners**

### **Autumn Term**

#### **Weeks 1 – 9**

##### *Studio 2 Module 1: T'es branché?*

In this unit, students will consider the following:

- Expressing and justifying opinions
- Talking about TV shows
- Using the negative structures *ne...pas/ ne...jamais*
- Film and literary genres
- Using adverbs of frequency
- Talking about how we use technology

#### **Weeks 10 -15**

##### *Studio 2 Module 2: Paris, je t'adore!*

In this unit, students will consider the following:

- Learning about Paris tourist attractions
- Using the perfect tense of regular and common irregular verbs
- Understanding information about tourist attractions
- Expressing opinions about past events: *c'était.../ j'ai trouvé ça...*
- Using the perfect tense with *être*
- Questions in perfect tense

### **Winter Term**

## **Weeks 16-22**

### *Studio 2 Module 3: Mon Identité*

In this unit, students will consider the following:

- Describing personality and adjectival agreement
- Talking about relationships and using reflexive verbs
- Talking about music, expressing opinions, agreeing and disagreeing with others
- Talking about clothes
- Using the near future
- Talking about your passion
- Using the past, present and future tenses

## **Weeks 23- 27**

### *Studio 2 Module 4: Chez moi, chez toi*

In this unit, students will consider the following:

- Describing where you live
- Comparison adjectives
- Describing your home
- Using prepositions
- Talking about meals
- Using the verbs *boire* and *prendre*
- Using the structure *il faut...*
- Talking about an event
- Using three tenses

## **Spring Term**

## **Weeks: 28 – 37**

### *Studio 2 Module 5: Quel talent!*

In this unit, students will consider the following:

- Talking about talent and ambitions
- Using infinitives and the verb *vouloir*
- Encouraging and persuading someone
- Using the verbs *pouvoir* and *devoir*
- Using the imperative
- Using the superlative

Students will sit summative assessments in each of the four keys skills twice throughout the year.

## YEAR 7 SPANISH

### Year Overview

The course books that we will use throughout the year are Viva 1 & 2 . All students have access to the digital textbooks through their account at pearsonactivelearn.com. In addition to this, we have a subscription to Linguascope and Education Perfect where students have access to a wealth of consolidatory and extension material.

### Beginners

#### Autumn Term

##### Weeks 1- 7

###### *Viva 1 Module 1: Mi Vida*

In this unit, students will consider the following:

- Greeting and introductions
- Talking about your personality
- Talking about age
- Talking about brothers and sisters
- Using the verb *tener*
- Using numbers and the alphabet
- Saying when your birthday is
- Pets and adjectival agreement

##### Weeks 8 – 14

###### *Viva 1 Module 2: Mi Tiempo Libre*

In this unit, students will consider the following:

- Saying what you like to do
- Giving opinions using *me gusta* + infinitive
- Saying what you do in your spare time
- Using –ar verbs in the present tense
- Talking about the weather
- Using *cuando*
- Saying what sports you do
- Using *hacer* and *jugar*
- Reading skills: reading about different hobbies and understanding more challenging texts

#### Autumn Term – Winter Term

##### Weeks 15 - 20

###### *Viva 1 Module 3: Mi Insti*

In this unit, students will consider the following:

- Saying what subjects you study
- Using –ar verbs to say what we do
- Giving opinions about school subjects
- Using *me gusta(n) + el/la/los/las*
- Describing your school
- Using definite and indefinite articles
- Talking about break time
- Using –er and –ir verbs

## **Weeks 21 – 26**

*Viva 1 Module 4: Mi familia y mis amigos*

In this unit, students will consider the following:

- Describing your family
- Using possessive adjectives
- Using the verbs *ser* and *tener*
- Saying what other people look like
- Describing where you live
- Using the verb *estar*

## **Winter Term – Spring Term**

### **Weeks 27 - 31**

*Viva 1 Module 5: Mi Ciudad*

In this unit, students will consider the following:

- Describing your town or village
- Using words for ‘some’ and ‘many’
- Saying the time in Spanish
- Using the verb *ir*
- Ordering in a café
- Using the verb *querer*
- Saying what you are going to do at the weekend
- Using the near future tense

## **Non-beginners**

### **Autumn Term**

Weeks 1-8

*Viva 2 Module 1: De vacaciones*

In this unit, students will consider the following:

- Talking about a past vacation using the preterite tense of *ir*
- Saying what you did on vacation using the preterite of regular verbs
- Describing the last day of a vacation using the preterite of -er and -ir verbs
- Saying what your vacation was like using the preterite of *ser*

### **Weeks 9-15**

*Viva 2 Module 2: Mi vida, mi móvil*

In this unit, students will consider the following:

- Talking about cellphone use with the present tense
- Talking about music, giving a range of opinions
- Talking about TV using comparatives
- Saying what you did yesterday using the preterite tense
- Talking about you usually do at the weekend using the present tense

### **Winter Term**

#### **Weeks 16 – 22**

*Viva 2 Module 3: ¡A comer!*

In this unit, students will consider the following:

- Saying what food you like, using a wide range of opinions
- Describing mealtimes, using negatives
- Ordering a meal, using *usted* and *ustedes*
- Discussing what to buy for a party
- Using the near future tense
- Giving an account of a party
- Using three tenses together

#### **Weeks 23 – 28**

*Viva 2 Module 4: ¿Qué hacemos?*

In this unit, students will consider the following:

- Arranging to go out
- Using *me gustaría* + infinitive
- Making excuses
- Using *querer* and *poder*
- Discussing getting ready to go out
- Using reflexive verbs
- Talking about clothes

### **Spring Term**

#### **Weeks 29 – 37**



## *Viva 2 Module 5: Operación Verano*

In this unit, students will consider the following:

- Describing homes
- Using the comparative and the superlative
- Describing vacation activities
- Asking for directions
- Using the imperative

### **Assessment:**

To accompany the course, and consolidate learning, there will be weekly vocab or grammar tests as appropriate.

## YEAR 8 ENGLISH

### Year Overview

Having studied various aspects of heroes across Year 7, this year students will look at the opposite – villains! The course will continue to cover both literary and non-literary texts, including plays, poetry and prose, alongside speech writing and creative writing. A number of ethical questions regarding the concept of the villain will be considered, and students will also look at literature from around the world, outside the normal western curriculum.

**Assessment:** Students received ongoing formative feedback orally and in writing on classwork tasks, building towards summative end of unit assessments. Throughout the year, student's progress is measured against shared Reading, Writing and Speaking and Listening assessment strands.

### Autumn Term 1

#### Weeks 1-7:

##### *Shakespeare's Villains*

In this unit students will:

- Practise skills of reading Shakespeare
- Consider the role of the villain in literature
- Ask ethical questions about the concept of villainy
- Design their own Shakespearean villain and write both rhetorically and creatively

Assessment: students will write their own scene 'in the style of Shakespeare,' and will also produce a persuasive speech.

### Autumn Term 2

#### Weeks 8-16:

##### *Gothic Literature*

In this unit, students will:

- Considering the significance of genre in the creation of literary works
- Thinking about how gothic, as a genre, relates to the concepts of heroes and villains
- Practising skills of close literary analysis
- Reading a range of gothic texts from different eras, including poems and plays

Assessment: students will produce a close literary analysis of an extract of literature from one of the texts studied.

### Winter Term

#### Weeks 17-20:

##### *African Literature*

In this unit, students will:

- Work with literature outside the traditional Western curriculum
- Consider the impacts of colonialism and post-colonialism, and how these are presented through literature
- Continue to practice skills of close literary analysis

Assessment: students will undertake some creative writing and produce an analysis of literature from one of the works studied.

## **Winter Term-Spring Term**

### **Weeks 21-33**

*Lord of the Flies*

In this unit, students will:

- Read an entire text
- Study the text as a whole, considering the impact of whole text themes
- Look at key literary devices and how these develop across the text
- Consider how to write an essay on a larger text, as opposed to looking at extracts

Assessment: students will produce an essay on the whole text based on an essay of their choosing.

**End of year assessment:** students will sit two exams, one requiring them to analyse a section of one of the texts they have studied, another requiring the use of the writing skills developed through the year.

## YEAR 8 MATHS CURRICULUM

### Year Overview

The second year of Middle School Mathematics at BISB develops and strengthens students understanding of key Mathematical skills taught in Year 7.

Assessment: The curriculum is divided into 15 units of work, and the students are tested after each three units (approximately 6-7 weeks of work). The students' understanding is checked regularly in class and through homework assignments.

### **Weeks 1-6**

#### *Mathematical Review and Number Skills*

In this unit, students will:

- Review key skills taught in Year 7 including number, algebra skills and ratio skills
- Learn how to use and simplify surds as answers to quadratic equations

Assessment(s): Assessment testing key skills developed in these units.

### **Weeks 7-14**

#### *Geometry, Number and Algebra Skills*

In this unit, students will:

- Find and calculate percentages and percentage changes
- Use and apply knowledge of percentages to real world problems, including business Mathematics
- Solve problems involving simple and compound interest, and understand applications to the stock market
- Understand key geometrical properties of shapes including area and perimeter of compound shapes
- Solving world problems involving area and perimeter
- Convert metric units of area
- Expand single and double brackets
- Factorize and simplify linear and quadratic polynomials
- Use the difference of two squares

Assessment(s): Assessment testing key skills developed in these units.

### **Weeks 15-20**

#### *Further Shape, Theoretical Probability and Index Notation*

In this unit, students will:

- Understand, identify and apply key properties of symmetry, angle facts and constructions
- Follow simple deductive proofs and use angle facts to justify geometrical statements

- Find theoretical probability, and use a sample space to display events
- Calculate probabilities of multiple independent and dependent events
- Use laws of indices to simplify expressions
- Convert between ordinary numbers and standard form
- Perform calculations with indices and numbers in standard form.

Assessment(s): Assessment testing key skills developed in these units.

### **Weeks 21-26**

#### *Coordinate Geometry and Algebraic Problem Solving*

In this unit, students will:

- Develop key skills learnt at the end of Year 7 on coordinate geometry
- Plot straight lines and understand how to use the equation of a straight line to solve problems
- Find the equation of a straight line
- Perform key algebraic skills including substitution, rearranging and solving equations
- Form and solve equations from real world problems

Assessment(s): Assessment testing key skills developed in these units.

### **Weeks 27-30**

#### *Statistics, Further Geometry and Algebra*

In this unit, students will:

- Learn how to classify and analyze bivariate data with a variety of methods
- Calculate averages from grouped frequency tables
- Learn how to solve simultaneous equations using algebraic and graphical methods
- Solve real world problems using simultaneous equations
- Calculate volume and surface area of common 3D shapes
- Convert between metric units of volume and capacity

Assessment(s): Assessment testing key skills developed in these units.

**End of year assessment:** The end of year examinations are two summative assessments, assessing the full years work. Students will have one calculator, and one non-calculator examination.

## YEAR 8 SCIENCE CURRICULUM

### Year Overview

Each unit consists of 9 lessons taught over a 3-week period. Classes will be taught on a rotation, with science teachers teaching the same unit to each class within the year group. The order in which the topics are taught is different for each class; the reason for this is to allow for each unit to be taught by a subject specialist. Parents are encouraged to talk to their child or child's teacher about which topic is currently being taught at any point in the year.

**Assessment:** students are frequently assessed on their content knowledge through end of topic tests. Additionally, students are assessed on their ability to ask questions and predict, plan investigations, manipulate data, present and analyse data, construct conclusions, and evaluate and reflect, in partial and full laboratory reports.

The recommended textbook to accompany this course is *Lower Secondary Science Student's Book: Stage 8*.

### *Unit 8.1 Gases*

In this unit, students will:

- consider the properties and behaviour of the gases that are found all around us, understanding scientific phenomenon (e.g. diffusion) and concepts (e.g. purity).
- review of the particle model and the properties of gases;
- be introduced to diffusion and air pressure
- develop their understanding of models and representations and carry out experiments to observe phenomenon associated with gases, diffusion and air pressure.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 8.2 Liquids*

In this unit, students will:

- review the use of the particle model to describe liquids; the model is then applied in a variety of contexts including pressure, diffusion, chromatography and the effect of temperature on solubility.
- have the opportunity to apply different representations of the particle model; they will decide which representation is most appropriate to convey the important aspects under study.
- relate their knowledge of liquids to liquids they are with and distinguish between samples of pure substances and mixtures.
- become more familiar with the scientific terminology relating to solutions (e.g. concentration).
- examine the effect temperature has on solubility and understand how to use paper chromatography to separate, and identify, substances in a sample.
- develop a wide range of scientific enquiry and practical skills.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 8.3 Respiration and the respiratory system*

In this unit, students will:

- learn that respiration is the process of converting oxygen and glucose (from food) into carbon dioxide and water whilst transferring energy to the cell.
- consider the differences between the process of respiration at a cellular level and the respiratory systems used by many animals to transport oxygen from the air to the cells where it is needed for respiration.
- understand the role that red blood cells play in transporting oxygen around the body.
- make predictions and apply their understanding of models (including analogies) to biology.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 8.4 Light and colour*

In this unit, students will:

- examine the nature of light including how light behaves at surfaces and colour.
- investigate the relationship between the angle of incidence and reflection to arrive at the law of reflection by taking careful measurements, recording their observations in an appropriate form and describing trends in the results, identifying anomalous results where necessary.
- develop their use of models to describe how light is affected by different mediums.
- learn how a prism can show that white light is made of many colours
- describes how coloured light is reflected and absorbed by different materials.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 8.5 Atomic structure and chemical reactions*

In this unit, students will:

- develop a deeper understanding of atoms.
- be introduced to the Rutherford model of the atom
- also explore chemical reactions and learn how to describe them with words.
- look at some examples of chemical reactions; including metals reacting with oxygen, water and dilute acids.
- consider inert (or unreactive) substances (e.g. plastics) and their environmental impact.
- be introduced to some key models and representations of atoms and chemical reactions.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 8.6 Health*

In this unit, students will:

- consider the importance of eating a balanced diet including protein, carbohydrates, fats and oils, water, minerals (limited to calcium and iron) and vitamins (limited to A, C and D).
- consider why carbohydrates and fats are particularly important for energy and can also be used as a store of energy in the body.
- consider how energy is needed for movement, growth and reproduction and how muscles require energy in order to contract and move the bones.
- examine how human growth, development and health can be affected by lifestyle, including diet and smoking.
- consider how toxic chemicals can be passed through food webs and can affect the health of all organisms in the web.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 8.7 Speed, motion and forces*

In this unit, students will:

- learn how to quantify and calculate speed using the formula  $\text{speed} = \text{distance} / \text{time}$ .
- look at interpreting distance / time graphs.
- consider the effect of balanced and unbalanced forces on motion (including changes in direction and speed).
- Apply their understanding of forces to turning forces and the calculation of moment.
- handle, manipulate and interpret data.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 8.8 Earth and the Solar System*

In this unit, students will:

- learn that the Earth has a magnetic field, generated by the planet's core that protects us from ionising radiation; this will be supported by carrying out experiments and observations of magnetic fields.
- consider the ecosystems on Earth and the effect invasive species can have to that ecosystem.
- consider Earth's atmosphere and the evidence that the Earth's climate exists in a cycle between warm periods and ice ages.
- consider the impact of atmospheric change on the Earth's climate and the differences between climate and weather.
- consider how the Earth is one planet amongst others in the Solar System.
- learn that asteroids are smaller than planets and are formed from rocks left over from the formation a planetary system and then go beyond our system to consider the components of a galaxy.
- appreciate that Earth is a closed system with multiple interconnecting phenomenon and Earth exists as one planet in the Solar System, which is itself one planetary system of many.



Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 8.9 Applications of science*

In this unit, students will:

- consider non-renewable resources which can be used to make materials such as plastic and can be burned for heating and for electricity generation.
- consider how burning fossil fuels is a chemical reaction and an example of an exothermic reaction which can be identified by an increase in the temperature of the surroundings.
- learn that endothermic reactions can be identified by a decrease in the temperature of the surroundings.
- be taught about how renewable resources are being used to make materials such as bioplastics as well as for electricity generation.
- look at how we use our understanding of magnets and electricity to make electromagnets which have a variety of applications.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

**End of year assessment:** after the last unit, students will sit the Cambridge Lower Secondary Science tests, which consists of two 45 minute examination papers, which assess all of the content from the year.

## YEAR 8 HISTORY

### Year Overview

Students will finish their learning about the Middle Ages with a project on the Black Death. They will then learn about the Renaissance period, Slavery and the Civil Rights Movement, and then the American Revolution.

The recommended textbooks for this course are *Oxford Renaissance, Revolution and Reformation*, Aaron Wilkes, *Longman Secondary Histories: The Early Modern Age*, L E Snellgrove and *Get Ready for Social Studies*, Nancy White.

**Assessment:** Students will have the opportunity during each unit to apply the skills they have learned. Students will apply these skills during essay-writing assessments each term.

### Autumn Term

#### Weeks 1-6

##### *The Black Death*

In this unit, students will consider the following:

- Introduction to the Black Death: Make links with previous knowledge on the Medieval Period
- Symptoms: Links to medicine
- Causes: Links to trade and religion
- Modern Interpretations: Develop skills of interpreting sources. Evaluate the usefulness of sources: Assess the reliability of sources (bias)
- What was the Impact of the Black Death?: Economic History; Protest – The Peasants Revolt; Links to Art – Renaissance

Assessment: students will continue to work on writing essays and/or essay style paragraphs, alongside some skills in debating.

#### Weeks 6-12

##### *The Renaissance*

In this unit, students will consider the following:

- Introduction to the Renaissance: Understanding of Early Modern Period culture, society and politics
- Renaissance Art: Art and Artists
- Renaissance Science: Early Modern Technology; Scientific thinking; Religion and Galileo on trial
- The Medici Politics and Patronage: Florentine politics and culture; Machiavelli
- Key individuals of the Renaissance: Research skills
- Thomas Moore – Utopia: Philosophy

Assessment: students will continue to work on writing essays and/or essay style paragraphs.

### Autumn Term – Winter Term

## **Weeks 13-24**

### *Slavery to Civil Rights – US Depth Study*

In this unit, students will consider the following:

- The Slave Trade: Using Primary sources
- The Slave economy and conditions: Note taking skills
- Abolition: Debate skills
- Segregation and Jim Crow
- Key Individuals: Role of MLK; Malcolm X; Compare and Contrast skills
- Significant Events: Montgomery Bus Boycott; Little Rock 9; March on Washington; Black Panther Party; MLK assassination; Civil Rights Act

Assessment: students will continue to work on writing essays and/or essay style paragraphs.

## **Winter Term – Spring Term**

### **Weeks 25-32**

#### *The American Revolution*

In this unit, students will consider the following:

- Colonial America: Social, economic and political conditions
- Causes of the Revolution: Long and short term causes
- Boston and the Revolutions
- Revolutionary Organizations: Sons of Liberty
- Battles of the Revolution: Research and Presentation skills
- Consequences of the Revolution: Long and short term; Connections to America today

Assessment: students will continue to work on writing essays and/or essay style paragraphs.

### **Weeks 35-38:**

#### *Feedback and Evaluation*

**End of year assessment:** Over the course of the curriculum, students will work on knowledge-based skills, source work analysis, and essay writing skills. This will all feed into the end of year assessment.

## YEAR 8 GEOGRAPHY

### Year Overview

Y8 Geographers will continue to develop their Geographical skills, along with investigating the causes and consequences of Flooding in both LIC and HIC countries. They will study two contrasting biomes of the world and compare and contrast their adaptations to climate change. There will also be some case study analysis of Megacities and their rise in number. Students will have a look at the geography of Crime and incorporate some GIS work.

**Assessment:** Students will have the opportunity during each unit to apply the skills they have learned. Students will apply these skills during unit assessments each term.

### **Autumn Term**

#### **Weeks 1-6**

#### *Geographical Skills*

In this unit, students will:

- Understand the key features of a Choropleth Map
- Interpret the pattern shown from a Choropleth Map
- Describe the process of Flooding in Urban Environments
- Understand the methods used to protect against flooding
- Apply understanding to a real world location [Feedback lesson & Bangladesh Floods Case Study]
- Apply Mathematical skills to development

Assessment: students will complete a geographical skills project.

### **Autumn Term – Winter Term**

#### **Weeks 7-21:**

#### *Biomes of the World*

In this unit, students will:

- Understand what an Ecosystem & Biome is, and where they are located
- Construct and interpret a Climate Graph
- Apply the understanding of climate graphs to named Biome
- Apply understanding of Biomes to real world locations [Sahara / Bear Grylls]
- Describe the adaptations of a Camel
- Create a climate Graph extension
- Locate the world's Tropical Rainforests
- Describe the characteristics of the Tropical Rainforest
- Understand the threats to the Tropical Rainforest
- Apply Mathematical skills to understand Geographical Data
- Describe the characteristics of a Coral Reef

Assessments: Group project – Deserts of the world. The students will be preparing an introduction, research

and present findings; decision Making Exercise- Madagascar; paired project- Values & Threats of Biomes.

### **Weeks 22-28**

#### *Geography of Crime*

In this unit, students will:

- Display patterns of Crime on a variety of scales
- Construct a choropleth map to show patterns of Crime
- Understand the global nature of a named Crime
- Map & describe the route of a named Crime
- Explore the Global Impacts of a named Crime
- Explore the solutions of a named Crime
- Locate the countries impacted by Piracy
- Explain the causes of Piracy in a named location
- Explore the global impacts of Piracy
- Compare the possible solutions to Piracy

Assessment: There will be an end of unit assessment on the content above.

### **Weeks 29-35**

#### *Megacities*

In this unit, students will:

- Construct a divided bar graph to showcase Megacity Growth
- Identify the global impacts of Megacity Growth
- Understand why Megacities have grown [population + demographics]
- Complete a Megacities Case Studies: Andrew Marr
- Complete a Megacities Case Studies: Andrew Marr
- Explore how Megacities are managed
- Understand sustainability [Y9 link] and Dubai

**End of year assessment:** Over the course of the curriculum, students will work on the skills noted above. This will all feed into the end of year assessment.

## YEAR 8 COMPUTER SCIENCE CURRICULUM

### Year Overview

In year 8 students will develop their understanding of algorithmic computational thinking, they will also be building on their python programming language from last year and then demonstrate their learning through an end of year project.

**Assessment:** students are frequently assessed on their content knowledge through end of topic tests. Additionally, students will create topic specific projects.

### Term 1

#### Weeks 1-7

##### *Unit 8.1 Algorithms and data*

In this unit, students will:

- extend their experience of following algorithms when they are presented as flowcharts.
- be introduced to the concept of pseudocode and its purpose in designing algorithms.
- develop an understanding of the principles of pseudocode and of following pseudocode algorithms that include conditional statements.
- be introduced to the concept of searching algorithms and to the reasons why these are required.
- gain practical experience of using a linear search.
- also extend their understanding of the computational thinking concept of decomposition, and its role in reducing problems into smaller problems that can be solved independently of each other.

Assessment(s): content will be assessed in an end of topic test

### Term 1

#### Weeks 8-14

##### *Unit 8.3 Programming*

In this unit, students will:

- extend their understanding of conditional (or selection) statements by implementing IF statements in a text-based programming language.
- use the conditional Boolean operators AND, OR and NOT within programming, and link this to their existing understanding of logic gates.
- extend their understanding of data types to include the Boolean data type, linking to the Boolean operators being used in selection.
- explore what is meant by library programs and their purpose in programming.
- use a library function and import it into a text-based program.
- develop programs using an iterative process to design their own test plans for a given problem, and then use this to test a program with a range of data.
  - continue to explore programming physical devices through the interaction of two (or more) devices.

Assessment(s): content will be assessed in an end of topic test

## **Term 2**

### **Weeks 15-24**

#### *Unit 8.5 Computer systems*

In this unit, students will:

- explore hardware and software.
- Understand the purpose of operating systems and utility programs, as well as primary memory.
  
- gain practical experience of converting binary numbers to denary, and denary to binary.
- investigate the use of artificial intelligence (AI) in robotics and in autonomous programming.

Assessment(s): content will be assessed in an end of topic test

## **Term 3**

### **Weeks 25-30**

#### *Unit 8.6 End of stage projects*

In this unit, students will:

- Complete 3 projects
  - Project 1: Virtual-world simulator
  - Project 2: Representing data
  - Project 3: Iterative quiz design

Assessment(s): content will be assessed in an end of unit report

**End of year assessment:** after the last unit, students will sit an end of year test which will test content from 8.1, 8.3 and 8.5.

## YEAR 8 ART

### Year Overview

In Year 8, students will explore a range of mark-making activities, by investigating the principles of the visual Arts. They will explore traditional art-making practices such as portraiture, linear perspective and observational drawing. Art historical references will link to the Modern art movement, the development of linear perspective in the Renaissance movement. Additionally, there will be a strong focus on shape, proportion, and rendering techniques.

**Assessment:** Assessments will vary depending on the unit being taught but could include visual analysis of the conceptual and historical connections to the practical aspects of each unit, experimentation of different mediums, and technical ability.

### Term 1

#### Weeks 1 - 12

##### *Portraiture*

In this unit, students will learn about:

- Analysing the conceptual elements of the development of Picasso and his stylistic choices
- Exploration of proportion, shape, form, and shading
- Introduction of the grid technique

Assessment: Creating a self-portrait with accurate shape and proportion; application and manipulation of shading materials and techniques

### Term 2

#### Weeks 13 - 20

##### *Linear Perspective*

In this unit students will learn about:

- Analysing the conceptual elements of the development of linear perspective in the Renaissance movement
- Exploring realism through proportion, shape, form, and line
- Exploring 1, 2 and 3 point perspective
- Using graphical drawing equipment

Assessment: Creating a landscape in linear perspective; understanding and application of technical drawing

### Term 3

#### Weeks 21 - 28

##### *Illuminated Letters*

In this unit, students will learn about:

- Analysing the conceptual elements of the development of illuminated manuscripts
- Exploring proportion, shape, form, and color



- Using graphical drawing equipment

Assessment: Creating an illuminated letter; accuracy of shape and form; use of color and embellishment

### **Term 3**

#### **Weeks 29 – 39**

##### *Observational Drawing*

In this unit, students will learn about:

- Analysing historical depictions of still life organic objects
- Knowledge and understanding of direct and secondary observations
- Exploring elements of composition, shape, form, shade and pattern through dry and wet mediums

Assessment: Creating small and larger scale observational drawings, using man-made objects as a stimulus; ability to employ creativity and appropriate choice of medium; technical ability in depicting accurate shape, proportion, shade and form

## YEAR 8 DRAMA

### Year Overview

In Year 8 Drama, students engage in three diverse units: Puppetry and Characterization, Sound and Foley Art, and Script Interpretation. These units cover puppetry techniques, sound manipulation, and script analysis, fostering artistic expression and a deeper grasp of dramatic arts.

Assessment: Throughout the year, students will engage in a diverse range of assessments that encompass group collaboration, individual expression, and creative writing and analysis. Assessments will include performances, devised works, group projects, and script work.

### Term 1

#### Weeks 1-20

##### *Puppetry & Characterization*

In this unit, students will learn about:

- Immersion in puppetry with focus on diverse styles and manipulation techniques
- Creation of unique hand puppets for bringing characters from "The Witches" in Shakespeare's Macbeth to life
- Fusion of traditional theatre and contemporary puppetry for heightened expressiveness
- Deepened understanding of drama and puppetry as distinct but complementary artistic forms.

Assessment: Creation of their own hand puppet; performance of the witches scene in Macbeth

### Term 2-3

#### Weeks 21-30

##### *Sound & Foley Arts*

In this unit, students will learn about:

- Experiment with creating atmospheric soundscapes
- Learn techniques for manipulating and enhancing audio recordings
- Analyze the role of sound in storytelling and mood setting
- Develop skills in post-production editing for audio projects
- Gain an understanding of how sound design contributes to the overall theatrical experience.

Assessment: devise and record a ghost radio play; used on a 3-sentence horror story stimulus

### Term 3

#### Weeks 27-39

##### *Script Study & Analysis*

In this unit, students will learn about:

- Apply skills from previous units to Dominique Morisseau's "Pipeline"

- Rotate roles as actor, director, and designer throughout the term
- Learn techniques to bring drama texts to life on stage
- Emphasis on teamwork and collaborative efforts
- Encourage reflection and continuous improvement in performance and production.

Assessment: devised original monologues; performing extracts from existing plays

## YEAR 8 MUSIC

### Year Overview

In Year 8, students build on the musical foundation they developed in Year 7 through more indepth studies of music across a range of styles. They will continue to develop skills in performance, composition and critical analysis, whilst also applying these skills to a wide variety of musical styles.

**Assessment:** Assessments will vary depending on the unit being taught, but could include performance and composition tasks, analysis and listening questions and contextual research projects over the course of the year.

### Term 1

#### Weeks 1-8

##### *West African Drumming Traditions*

In this unit students will:

- Learn about West African percussion traditions, and use these as an opportunity to explore more complex rhythmic concepts such as polyrhythms.
- Perform as an ensemble
- Compose and notate their own percussion ensemble pieces, enhancing their performances through the manipulation of the musical elements.

Assessment: performing in a percussion ensemble; composing and notating rhythms; creating a percussion ensemble piece from these

#### Weeks 9-16

##### *Theme and Variations*

In this unit students will:

- explore the structure of theme and variations through a range of practical projects.
- Consider how musical variations may be created
- Compose variations on given themes
- Develop their aural skills through analyzing a range of pieces.

Assessment: Listening questions and analysis tasks; composing a set of variations on a given theme

### Term 2

#### Weeks 17-23

##### *Hooks and riffs*

In this unit students will:

- explore hooks and riffs, and investigate what makes a successful hook in a range of songs and styles.
- Perform famous hooks, and will compose their own,
- Critically analyze pieces of music that use these.

Assessment: Performing and composing short musical hooks; analyzing music including hooks.

## **Term 2-3**

### **Weeks 24-32**

#### *Reggae Music*

In this unit students will:

- Use the topic of Reggae music as a method by which to investigate syncopation and off-beat rhythms.
- Learn about the context of reggae and Caribbean music
- Perform pieces of reggae music
- Compose their own reggae accompaniments.

Assessment: Profile of a reggae musician and track analysis; composing a reggae accompaniment.

## **Term 3**

### **Weeks 32-40**

#### *Blues Music*

In this unit students will:

- Learn about the 12-bar blues and how to construct a blues song.
- Perform and compose blues songs
- Critically analyze existing songs to understand the common conventions of the style.

Assessment: Performing a blues sequence; composing a blues song; analyzing an existing piece to understand the conventions of the style

## YEAR 8 PHYSICAL EDUCATION CURRICULUM

### Year Overview

Over the course of the academic year, the students will experience an eclectic array of sports and physical activity based around the National PE curriculum used throughout the UK. The units will be 6 weeks long and culminate with a practical assessment lesson in week 6 where students will demonstrate their knowledge and their application of knowledge.

### **Assessment:**

Students will be assessed using the Head, Heart, and Hand model of assessment. This is an inclusive form of assessment which looks to facilitate physical, social, emotional, and cognitive development at every age and stage of learning.



### **Head**

Refers to the concept of knowledge and understanding of the sport or activity. It is the ability to show tactical awareness in a game situation. It requires demonstration of the core values needed to be successful in each activity.

Students will be expected to demonstrate knowledge by being able to evaluate performance, explain rules and regulations of the games/activity and evaluate strategies/tactics.

### **Heart**

Refers to students' motivation and effort during lesson time. Students must also demonstrate respect to all whilst collaborating and communication within a team.

The Heart component of assessment also comprises of the student's resilience and determination to overcome challenging situations, effort and engagement in physical activities and confidence to perform well individually or as part of a team.

### **Hand**

This concept refers mostly to your physical application, your technical ability to perform the skills in both isolation and in a game situation. For example, in football it is your ability to pass the ball using the correct techniques and then be able to do so under the influence of an opposition.

## **Autumn Term**

### **Weeks 1-6**

#### *Striking and fielding*

In this unit, students will:

- Participate in class striking and fielding sports such as rounders and softball.
- These games are designed to improve hand-eye coordination, agility, speed, and reaction time while promoting teamwork and strategic thinking.
- Students will be taught the rules and regulations for each sport, demonstrating an understanding of how the sport is played physically, tactically, and mentally.

Assessment(s): Students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart** -Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

### **Weeks 7-13**

#### *Net/wall sports*

In this unit, students will:

- Participate in activities where players send an object towards a court or target area that an opponent is defending.
- Students will learn how to perform and combine skills, at speed, with confidence and control. Children should choose and apply skills that meet the needs of the situation such as shot selection, height, depth, and speed.
- Examples of net/wall sports include badminton, tennis, and volleyball.

Assessment(s): Students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart** -Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

## Winter Term

### Weeks 14-20

#### *Invasion sports*

In this unit, students will:

- Participate in classic invasion sports include soccer, basketball, football, hockey, ultimate frisbee, netball and rugby.
- This module provides lead-up activities aimed at developing the motor skills, movement patterns, and strategic knowledge commonly associated with invasion sports.
- Students will be taught the rules and regulations for each sport, demonstrating an understanding of how the sport is played physically, tactically, and mentally.

Assessment(s): Students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart -**Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

### Weeks 21-27

#### *Creative*

In this unit, students will:

- Perform a range of movement patterns and explore movements ideas. Children should combine movements, using basic compositional principles to create and perform.
- Create their own work throughout the unit, working either by themselves or with a partner.
- At the end of the unit, students will demonstrate what they have created to the teacher and their peers.
- Participate in creative elements and activities of the syllabus such as gymnastics and dance.

Assessment(s): Students will create a routine which will be assessed at the end of the unit. Also, students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart -**Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.



## Winter Term – Spring Term

### Weeks 27-33

#### *Athletics*

In this unit, students will:

- Learn, develop, and refine techniques and actions needed for a range of athletic disciplines.
- Continue to develop running, jumping, and throwing skills in isolation and combination.
- Understand what throwing and jumping techniques are required to achieve maximum distance and height, and appropriate pace judgement when running for distance.
- Participate in activities such as 100m sprint, javelin, Shotput and long jump.

**Assessment(s):** Students will create a routine which will be assessed at the end of the unit. Also, students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart** -Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

### Weeks 33-38

#### *Invasion sport*

In this unit, students will:

- Participate in classic invasion sports include soccer, basketball, football, hockey, ultimate frisbee, netball and rugby.
- This module provides lead-up activities aimed at developing the motor skills, movement patterns, and strategic knowledge commonly associated with invasion sports.
- Students will be taught the rules and regulations for each sport, demonstrating an understanding of how the sport is played physically, tactically, and mentally.

**Assessment(s):** Students will create a routine which will be assessed at the end of the unit. Also, students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart** -Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

## YEAR 8 FRENCH

### Year Overview

The course book that we will use throughout the year is *Studio 2*. All students have access to the digital textbook through their account at [pearsonactivelearn.com](https://www.pearsonactivelearn.com). In addition to this, we have a subscription to Education Perfect where students have access to a wealth of consolidatory and extension material.

### Autumn Term

#### Weeks 1-8

*Studio 3 Module 1: Ma Vie sociale d'Ado*

In this unit, students will consider the following:

- Talking about social media
- Using present tense verbs
- Giving your opinion about someone
- Using direct object pronouns
- Arranging to go out
- Using the near future tense
- Describing a date
- Describing a music event
- Using the perfect tense

#### Weeks 9-14

*Studio 3 Module 2: Bien dan sa peau*

- Learning parts of the body
- Using à + the definite article
- Talking about sport
- Using *il faut*
- Learning about healthy eating
- Using the future tense
- Making plans to get fit
- Practising the future tense
- Describing levels of fitness
- Using three tenses together

### Winter Term

#### Weeks 15 – 22

*Studio 3 Module 3: A l'horizon*

In this unit, students will consider the following:

- Describing jobs
- Using masculine and feminine nouns
- Using modal verbs
- Saying what you used to do
- Using the imperfect tense
- Discussing your future and your past
- Practising the future and imperfect tenses

## **Weeks 23- 28**

*Studio 3 Module 4: Spécial vacances*

In this unit, students will consider the following:

- Discussing vacations
- Asking questions using inversion
- Imagining ideal vacations
- Using the conditional tense
- Talking about what you take with you on vacation
- Using reflexive verbs
- Describing what happened on vacation
- Combining different tenses
- Using emphatic pronouns

## **Spring Term**

### **Weeks 29 – 37**

*Studio 3 Module 5: Moi dans le monde*

In this unit, students will consider the following:

- Discussing what you are allowed to do
- Using expressions with *avoir*
- Explaining what's important to you
- Using direct object pronouns
- Talking about things you buy
- Using *si* in complex sentences
- Describing what makes you happy

Students will sit summative assessments in each of the four key skills twice throughout the year.

## YEAR 8 SPANISH

### Year Overview

The course book that we will use throughout the year is *Viva 3*. All students have access to the digital textbook through their account at [pearsonactivelearn.com](https://www.pearsonactivelearn.com). In addition to this, we have a subscription to Education Perfect where students have access to a wealth of consolidatory and extension material.

### Autumn Term

#### Weeks 1-8

*Viva 31: Somos así*

In this unit, students will consider the following:

- Talking about things that we like
- Using regular and common irregular verbs in the present tense
- Talking about your week
- Talking about films
- Talking about a birthday
- Using the preterite tense
- Talking about life as a celebrity

#### Weeks 9-15

*Viva 3 Module 2: Oriéntate*

In this unit, students will consider the following:

- Saying what you have to do at work
- Using *tener que*
- Saying what job you would like to do
- Using adjectival agreement
- Talking about your future
- Using the near future tense
- Describing your job
- Using three tenses

### Winter Term

#### Weeks 16 - 22

*Viva 3 Module 3: La Forma*

In this unit, students will consider the following:

- Talking about diet
- Using object pronouns

- Talking about an active lifestyle
- Using stem changing verbs
- Talking about daily routine
- Using reflexive verbs
- Talking about getting fit
- Using *se debe / no se debe*
- Talking about ailments and using *me duele(n)*
- Developing a conversation about fitness and routine
- Using complex structures

### **Weeks 23-27**

#### *Jóvenes en Acción*

In this unit, students will consider the following:

- Talking about children's rights
- Using the verb *poder*
- Talking about Fair Trade
- Expressing your point of view
- Talking about recycling
- Using *se debería*
- Talking about how a town has changed
- Using the imperfect tense

### **Spring Term**

#### **Weeks 28-37**

#### *Una Aventura en Madrid*

In this unit, students will consider the following:

- meeting and greeting people
- using expressions with *tener*
- Using the superlative
- Discussing buying souvenirs
- Using the comparatives
- Saying what you will do
- Using the simple future tense

Students will sit summative assessments in each of the four keys skills twice throughout the year.

## YEAR 9 ENGLISH

### Year Overview

In Year Nine, students in English will explore the concept narrative voice, through the openings of a range of classic and canonical texts, including *Huckleberry Finn*, *Fahrenheit 451*, *A Study in Scarlet*. Following this, a whole novel study of either *The House on Mango Street* by Sandra Cisneros or *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson will challenge students to consider the author's craft in depth and detail.

Students will also explore the genre of tragedy through a comprehensive study of *Romeo and Juliet* by William Shakespeare, acquiring knowledge of Aristotle's theory on tragedy, the Tragedy of Fate, Tragedy of Character, Hamartia, Denouement and Catharsis.

Finally, students will have an introduction Film and Media Studies, beginning to acquire the language of this discipline and practice analysis of non-literary narrative texts. Students will also hone their skills and knowledge of accurate expression in spelling, punctuation and grammar, in readiness for the demands of High School English courses.

**Assessment:** Students received ongoing formative feedback orally and in writing on classwork tasks, building towards summative end of unit assessments. Throughout the year, student's progress is measured against shared Reading, Writing and Speaking and Listening assessment strands.

### Autumn Term 1

#### Weeks 1-7:

*Narrative Voice: Opening Chapters*

In this unit, students will:

- Exploring the significance of the narrative voice, exposition and characterization in order to show an understanding of writer's craft.
- Completing close textual analysis of imagery, setting, pathetic fallacy as well as exploring the Limited, Omniscient, Objective third person narrative voices, use of first person unreliable narrator, the difference between narrator and protagonist as well as retrospective narratives.
- Displaying the sophistication of their understanding by self-selecting an initial chapter to extend into the next stage of narrative, taking on appropriate events, tone, narrative voice and characterization which has been inferred from the original text.
- Opening chapters from the following novels are used: *The Woman in Black*, *Huckleberry Finn*, *Fahrenheit 451*, *A Study in Scarlet*.

Assessment: students will write 'chapter 2' of one of the texts they have studied.

#### Weeks 8-16:

*Prose study of The House on Mango Street by Sandra Cisneros or The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson*

In this unit, students will:

- Exploring the context, themes, characterization, symbolism, writer's craft etc. of the novel,

- whilst developing and enhancing their skills of close analysis and essay construction.
- Exploring the significance of the time period that the author was writing in in order to enhance understanding of the literary and linguist devices used within the text.
  - Exploring intertextuality, via the motif of identity and concomitantly developing skills in comparative analysis.
  - Developing skills of planning, writing and editing extended analytical essay compositions, focusing on a specific thesis

Assessment: students will produce an essay of a question of their choosing, based on the entire text.

Weeks 17-27

*Shakespeare Study: Romeo and Juliet by William Shakespeare*

In this unit, students will:

- Studying the context, themes, characters, ideas etc. of the play text
- Identifying and exploring the attributes of tragedy that are contained within the text, including applying Aristotle's theory on tragedy, the Tragedy of Fate, Tragedy of Character, Hamartia, Denouement and Catharsis.
- Exploring the formal features of the text such as asides, prose, blank verse and rhyming verse and how these aid the communication of meaning.
- Developing their skills of close textual analysis, inference and formal essay writing.

Assessment: students will write an analysis of an extract from the play.

**Weeks 27-38**

*Media and Film*

In this unit students will be:

- Building on the media and film language originally introduced in the *Romeo and Juliet* unit to create a comparative analysis between two texts in the action hero genre.
- Drawing evidence from both *Casino Royale* and *Indiana Jones* to explore the effective representation of the respective characters.

The focus on the analysis is a comparative essay with appropriate film and media language. Key terms such as chiaroscuro, mise en scène, mise en shot etc. will be used.

**End of year assessment:** these assessments will require students to apply the reading and writing skills and knowledge they have developed in timed and closed book examinations.

## YEAR 9 MATHS CURRICULUM

### Year Overview

The final year of Middle School Mathematics at BISB develops and strengthens students understanding of key Mathematical skills developed in Years 7 and 8.

**Assessment:** The curriculum is divided into 15 units of work, and the students are tested after each three units (approximately 6-7 weeks of work). The students' understanding is checked regularly in class and through homework assignments.

### **Weeks 1-6**

#### *Number, Algebra and Geometric Skills*

In this unit, students will:

- Revisit key number and algebra skills learnt in Years 7 and 8
- Work with the laws of indices
- Simplify algebraic expressions including factorizing and expanding brackets
- Use key trigonometric skills to find missing angles and lengths in triangles
- Use and understand bearings with trigonometric problems

Assessment(s): Assessment testing key skills developed in these units.

### **Weeks 7-14**

#### *Solving Equations, and Further Geometric Skills*

In this unit, students will:

- Solve linear equations using a variety of methods
- Form and use equations to solve real world problems
- Find key properties of 2D and 3D shapes including perimeter, area, volume, arc length, sector area and surface area.

Assessment(s): Assessment testing key skills developed in these units.

### **Weeks 15-21**

#### *Formulae, Coordinate Geometry and Further Number Skills*

In this unit, students will:

- Construct formulae from real world problems, and substitute values into formulae
- Find nth terms for linear and quadratic sequences
- Build on learning from year 7 and 8 on coordinate geometry and knowledge of straight line graphs
- Use gradients and equations of linear to solve challenging problems including parallel and perpendicular lines



- Calculate percentage change, profit, loss and understand how this relates to real-world problems

Assessment(s): Assessment testing key skills developed in these units.

### **Weeks 22-26**

*Simultaneous Equations, Probability and Transformations of Shapes*

In this unit, students will:

- Solve simultaneous equations using a variety of methods
- Apply and solve simultaneous equations to real world problems.
- Use and apply set notation and Venn diagrams to find probabilities
- Use tree diagrams to calculate probability
- Use and understand key transformations of shapes
- Understand the terms congruent and similar

Assessment(s): Assessment testing key skills developed in these units.

### **Weeks 27-30**

*Quadratics, Statistics and Further Geometrical Probabilities*

In this unit, students will:

- Solve quadratic equations using a variety of methods including graphical analysis
- Plot and sketch quadratic functions
- Calculate averages from data in a variety of forms
- Plot and use cumulative frequency graphs
- Use and apply key geometrical probabilities to shapes and real-world problems

Assessment(s): Assessment testing key skills developed in these units.

**End of year assessment:** The end of year examinations are two summative assessments, assessing the full years work. Students will have one calculator, and one non-calculator examination.

## YEAR 9 SCIENCE CURRICULUM

### Year Overview

Each unit consists of 9 lessons taught over a 3-week period. Classes will be taught on a rotation, with science teachers teaching the same unit to each class within the year group. The order in which the topics are taught is different for each class; the reason for this is to allow for units to be taught by a subject specialist. Parents are encouraged to talk to their child or child's teacher about which topic is currently being taught at any point in the year.

**Assessment:** students are frequently assessed on their content knowledge through end of topic tests. Additionally, students are assessed on their ability to ask questions and predict, plan investigations, manipulate data, present and analyse data, construct conclusions, and evaluate and reflect, in partial and full laboratory reports.

The recommended textbook to accompany this course is *Lower Secondary Science Student's Book: Stage 9*.

#### *Unit 9.1: Chemical bonding*

In this unit, students will:

- Cover fundamental ideas about chemical bonding including covalent and ionic bonding;
- use their understanding of bonding to explain what a molecule is and consider various representations of molecules.
- examine various types of models and develop skills in moving between multiple representations of substances.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

#### *Unit 9.2: Plant Biology*

In this unit, students will:

- learn more about photosynthesis including where it takes place and the summary word equation for the process.
- consider the role of light energy, chloroplasts and chlorophyll and understand that carbohydrates are made during photosynthesis.
- investigate the pathway of water and mineral salts from the roots to the leaves in flowering plants and consider why plants need magnesium and nitrates.
- study the carbon cycle and the important roles that photosynthesis, respiration, feeding, decomposition and combustion have in the cycle.
- have opportunities for suggesting hypotheses, planning investigative work, carrying out risk assessments and practical work, drawing conclusions and evaluating investigations.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

#### *Unit 9.3: Chemical structures and properties*

In this unit, students will:

- be introduced to electron arrangements.
- explain the chemical properties of chemical structures and consider the physical property of density.
- have the opportunity to make observations of properties and propose trends.
- examine various types of models and develop skills in moving between multiple representations of substances.
- practise carrying out calculations, including rearranging formulae, choosing appropriate units and drawing conclusions from the data obtained.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

#### *Unit 9.4: Sound and energy*

In this unit, students will:

- draw and label waveforms, explore transverse and longitudinal waves and how they transfer energy.
- consider that sound travels as longitudinal waves and that electromagnetic waves travel as transverse waves.
- learn about principles of wave interference using sound waves.
- explore the theory of conservation of energy and begin to apply it to energy transfers and heat dissipation.
- discuss and explain the difference between heat and temperature before considering transfer of energy by conduction convection and radiation and cooling by evaporation.
- carry out practical work and to consider models, including their strengths and limitations.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

#### *Unit 9.5: Human biology*

In this unit, students will:

- consider excretion in the context of the human renal system.
- study reproduction in the human context; they focus on gametes and fertilisation while exploring the role of DNA, genes and chromosomes.
- Study the inheritance of biological sex in terms of XX and XY chromosomes.
- discuss how fetal development is influenced by maternal health including her diet and whether she drinks alcohol, smokes or uses drugs (legal or illegal).
- have opportunities for describing the strengths and limitations of models as well as understanding that models reflect current scientific evidence and they can change when new evidence is discovered.
- have opportunities to use symbols to represent scientific ideas when using information about XX and XY chromosomes
- interpret data about fetal development in relation to maternal health.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 9.6: Electricity*

In this unit, students will:

- make and test the current in different parts of parallel circuits.
- extend their knowledge of circuit diagrams by drawing parallel circuits and their knowledge of electrical components and circuit symbols by using fixed and variable resistors.
- be introduced to using a voltmeter to measure the voltage in series and parallel circuits; they learn to calculate resistance from voltage and current using the formula  $R = V / I$ .
- gain an understanding of how factors such as voltage and resistance affect the flow of current in circuits.
- make circuits and investigate current and resistance.
- discuss the strengths and limitations of models used to describe and explain electricity.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 9.7: Chemical reactions*

In this unit, students will:

- learn about chemical reactions and how mass and energy are conserved in them.
- be introduced to displacement reactions and learn how to prepare common salts and then purify the final product.
- consider what factors can affect the rate of reaction including concentration, surface area of reactants and temperature.
- use symbols to represent and describe chemical reactions.
- plan investigations using their prior knowledge and reference materials.
- carry out standard practical procedures, revisiting previous understanding of separation techniques.
- consider how the particle model is extended to collision theory when looking at chemical reactions.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

### *Unit 9.8: Species and their environment*

In this unit, students will:

- consider variation within a species and relate this to genetic differences between individuals.
- study the scientific theory of natural selection and how it relates to genetic changes over time.
- investigate what could happen to the population of a species (including extinction) when there is an environmental change.
- describe the historical and predicted future impacts of climate change, including sea level

change, flooding, drought and extreme weather events.

- consider the consequences of asteroid collision with the Earth, including climate change and mass extinctions.
- have opportunities to make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding, and to decide what equipment is required to carry out an investigation.
- have opportunities to collect, record and summarise sufficient observations in an appropriate form and to evaluate the strength of the evidence collected.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

#### *Unit 9.9: Earth and beyond*

In this unit, students will:

- cover important ideas about tectonic processes on Earth and how they have shaped our continents and oceans.
- apply their understanding of convection to the movement of tectonic plates and will examine the variety of evidence for this theory.
- consider ideas about the formation of the Moon.
- learn about nebulae and the theory of star formation from nebular collapse.
- consider scientific evidence and how it is used to prove or disprove a hypothesis.
- consider a range of models throughout the unit.

Assessment(s): content will be assessed in an end of topic(s) test. Practical skills will be assessed in a full/partial lab report.

End of year assessment: after the last unit, students will sit the Cambridge Lower Secondary Science tests, which consists of two 45 minute examination papers, which assess all of the content from the year.

## YEAR 9 HISTORY

This year, the students will focus on the 'Age of Revolutions', focusing first on the Industrial Revolution and then the French Revolution (with links back to the American Revolution which they focused on in Year 8). They will then do a depth study (to ready them for the IGCSE Depth Studies) on the causes of World War One.

The suggested textbooks for this course are *Oxford Technology, War and Identity*, Aasron Wilkes; *Oxford Industry, Reform and Empire*, Aaron Wilkes; *Longman Secondar Histories: The Late Modern Age*, L E Snellgrove.

**Assessment:** Students will have the opportunity during each unit to apply the skills they have learned. Students will apply these skills during essay-writing assessments each term and during the end-of-year assessment.

### Autumn Term

#### Weeks 1-10

##### *The Industrial Revolution*

In this unit, students will consider the following:

- Overview of the Period: Make links with previous knowledge; Source analysis
- The Population Explosion: Causes and Impact
- The Agricultural Revolution: Crop Rotation, Selective Breeding, Enclosure
- The Transport Revolution: Steam power; Role of Stephenson; Watt
- Role of Inventors and Entrepreneurs: Presentation Skills
- Why were Victorian Cities so unhealthy?: Housing, water, waste, disease and crime; Essay writing skills/assessment; Plan and analyze ideas into topic paragraphs
- Child Labor: Historical Fiction

Assessment: students will continue to work on their skills of writing essays and/or essay style paragraphs.

#### Weeks 11-12

##### *Political Revolutions*

In this unit, students will consider the following:

- The French Revolution: Links to previous learning on American Revolution; Significance; Causes
- Key individuals: Research skills

Assessment: students will continue to work on their skills of writing essays and/or essay style paragraphs.

### Autumn Term-Winter Term

#### Weeks 13-22

##### *World War One Depth Study*

In this unit, students will consider the following:

- The Significance
- The Causes: Militarism, Alliances, Imperialism, Nationalism; Role of Individuals; Assassination
- Historiography: Debate skills
- Assessment: Essay on the Causes of World War One
- Stalemate: Why wasn't it over by Christmas
- The Somme: Trench warfare; Total War; Interpretations
- Consequences: Treaty of Versailles; Bolshevik Revolution

Assessment: students will continue to work on their skills of writing essays and/or essay style paragraphs.

### **Winter Term-Spring Term**

#### **Weeks 23-32**

##### *The Twentieth Century World*

In this unit, students will consider the following:

- 1920s: Boom and Bust USA
- Ways to Run a country: Democracy vs Dictatorship
- Ideologies of the 20<sup>th</sup> Century: Fascism – Italy; Communism – Russia
- Key turning points of World War Two: Causes of WW2; Battle of Britain; Barbarossa; Pearl Harbor; D-Day; Hiroshima

**End of year assessment:** Over the course of the curriculum, students will work on knowledge-based skills, source work analysis, and essay writing skills. This will all feed into the end of year assessment.

## YEAR 9 GEOGRAPHY

### Year Overview

Year 9 Geographers will develop their ability to analyze and explain in various Geographical settings. They will revisit map skills and consider some key World Issues. Population and Development is also a topic looked at this year and students can start to think about ways in which we are improving our sustainable living, with a specific focus on energy scarcity. Students will also study Russia and consider social and rural challenges being encountered there.

**Assessment:** Students will have the opportunity during each unit to apply the skills they have learned. Students will apply these skills during unit assessments each term.

### Autumn Term

#### Weeks 1-5

##### *Advanced Geographical Skills*

In this unit, students will:

- Understand how to effectively use an Atlas to interpret a variety of maps
- Use lines of longitude & latitude to locate global tectonic hazards
- Apply understanding of Map Skills from Year 7
- Apply understanding of Map Skills from Year 7
- Interpret topographical maps effectively & apply understanding of climates from Year 8
- Construct a Cross Section of a specified area using an OS Map

Assessment: The students will also complete a geographical skills project and a summative assessment.

#### Weeks 6-14:

##### *Development*

In this unit, students will:

- Explain how population has changed
- Interpret different population structures & consider their challenges
- How & why population changes occur
- Understand how development is measured
- Introduce the concept of natural resources and assess their impact on global development
- Reconsider the notion of “rich & poor” countries

Assessment: project based learning.



## **Autumn Term – Winter Term**

### **Weeks 15-18**

#### *Russia*

In this unit, students will:

- Locate the Human & Physical features of Russia on a map
- Construct a choropleth map of Russia's population density
- Describe how life varies in Russia according to urban & rural areas
- Consider how Russia's natural resources have impacted its development in the past, present & future
- Analyze Russia's energy conflict with Ukraine
- Consider the role Russia will play in the future of energy

Assessment: There will be an end of unit assessment on the content above.

## **Winter Term – Spring Term**

### **Weeks 19-31**

#### *Energy Security*

In this unit, students will:

- Understand how population & energy consumption vary globally
- Explain the enhanced Greenhouse effect & its links to energy sources
- Where Fracking takes place & how we obtain energy using this process
- Explore the impacts of Fracking in the world in which we live
- Explore the impacts of Fracking in the world in which we live
- Evaluate the role Fracking can play in the current energy crisis
- Explain how Nuclear Energy works
- Describe where Nuclear takes place & evaluate the pros & cons
- How to respond when a Nuclear disaster occurs
- Consider how effective Hydroelectric power is as an alternative energy source [case study: China]

Assessments: an individual Task: Tully Town; paired Project: Fracking

## Spring Term

### Weeks 33-35

#### *Sustainability*

In this unit, students will:

- Consider where the most sustainable places are on our planet
- See sustainability in action in the developing world [Dharavi]
- See what a sustainable city looks like in the developed world [Dubai]
- Consider how water can be managed unsustainably
- Synthesize what we know about climate change & sustainability

**End of year assessment:** Over the course of the curriculum, students will work on the skills noted above. This will all feed into the end of year assessment.

## YEAR 9 COMPUTER SCIENCE CURRICULUM

### Year Overview

Students will be introduced to pseudocode and how to document their programming development using pseudocode and flowcharts. Students will further develop their python programming skills, they will be able to demonstrate their understanding with an end of year project.

**Assessment:** students are frequently assessed on their content knowledge through end of topic tests. Additionally, students will create topic specific projects.

### Term 1

#### Weeks 1-7

##### *Unit 9.1 Algorithms and data*

In this unit, students will:

- continue to follow algorithms
- start to edit the functions within algorithms
- determine if the algorithms meet the requirements
- correct the algorithms, if required.
- extend their understanding of algorithm constructs through the use of count-controlled loops, and by following algorithms that make use of these loops.
- be introduced as an additional data type and learners will be introduced to the use of arrays to store multiple items of data within a program.
- consider the different storage units and begin to convert between these units.
- use their understanding of Boolean logic, by using the AND, OR and NOT logic gates, to develop circuits for Boolean expressions.

Assessment(s): content will be assessed in an end of topic test

### Term 1

#### Weeks 8-14

##### *Unit 9.3 Programming*

In this unit, students will:

- implement algorithms using pseudocode, flowcharts and a text-based programming language.
- explore further programming features in a text-based language
- include the implementation of count-controlled loops.
- be introduced to string manipulation features, including length, uppercase and lowercase.
- be introduced to accessing data from arrays.
- explore the use of compilers and interpreters, including their role in the translation of program code, and the specific features of each.

Assessment(s): content will be assessed in an end of topic test

## Term 2

### Weeks 15-24

#### *Unit 9.5 System development*

In this unit, students will:

- extend their understanding of the testing of systems by considering the different types of test data that should be used.
- understand how testing can be planned and documented in a systematic way, through the use of a test plan.
- consider the different types of error that can occur when they are programming and they will look at examples of these.
- make use of trace tables to follow algorithms and find and correct logic errors.
- gain an understanding of iterative development and make use of this to develop a solution to a problem. evaluate their own, and other, systems against a range of criteria including accessibility, user experience and ergonomics.

Assessment(s): content will be assessed in an end of topic test

## Term 3

### Weeks 25-30

#### *Unit 9.6 End of Stage Projects*

In this unit, students will:

- Complete 3 projects
  - Project 1: Shopping trends
  - Project 3: Programming guide
  - Project 5: Networks

Assessment(s): content will be assessed in an end of unit report

**End of year assessment:** after the last unit, students will sit an end of year test which will test content from 9.1, 9.3 and 9.5.

## YEAR 9 ART

### Year Overview

In Year 9, students will develop further independence and embark on units that will prepare them for future artistic studies in High School. Students will explore a range of mark-making activities, by investigating the principles of the visual Arts. They will explore Modern Art through Andy Warhol and Frida Kahlo, and Kandinsky. Additionally, there will be a strong focus on direct observation, art history and the development of a final composition.

**Assessment:** Assessments will vary depending on the unit being taught but could include visual analysis of the conceptual and historical connections to the practical aspects of each unit, experimentation of different mediums, and technical ability.

### Term 1

#### Weeks 1 - 12

##### *Pop Art - Litter*

In this unit students will:

- Analyse the conceptual elements of Andy Warhol
- Explore simplified images, bold color and composition
- Explore canvas painting

Assessment: Creating a painted canvas; ability to draw with accurate shape and proportion; mixing and application of paint .

### Term 2

#### Weeks 13 – 25

##### *Identity & Emotions*

In this unit students will:

- Analyse the conceptual elements and development of identity through Frida Kahlo's works
- Explore symbolism through composition
- Encourage independent choice of appropriate medium

Assessment: Creating an artwork that expresses a student's identity and/or emotions; appropriate use of medium; interpretation and application of symbolism

### Term 2-3

#### Weeks 26 - 39

##### *Music - Kandinsky*

In this unit students will:

- Analyse the conceptual elements in abstract art through Kandinsky
- Explore abstraction through shape, form, line and color
- Exploration of using a stimulus such as music in decision making prompt (choice of color)

Assessment: Creating an abstract painting; accuracy of drawing musical instruments; understanding and application of the concept of abstraction; creativity and imagination

## YEAR 9 DRAMA

### Year Overview

In Year 9 Drama, students explore three distinct units: Stanislavski & Duologues, Chinese Shadow Puppetry & Mask Work, and Script Study as a precursor for IGCSE Drama. These units delve into character development, visual storytelling, and script analysis, collectively enhancing their theatrical understanding. The Stanislavski & Duologues unit focuses on nuanced performance techniques, while the Chinese Shadow Puppetry & Mask Work unit immerses students in cultural expression through shadow play and masks. In the Script Study precursor for IGCSE Drama unit, students prepare for advanced script analysis and performance, setting the stage for future dramatic pursuits. This comprehensive curriculum fosters creativity, collaboration, and a deeper appreciation for the art of theater.

**Assessment:** Throughout the year, students will engage in a diverse range of assessments that encompass group collaboration, individual expression, and creative writing and analysis. Assessments will include performances, devised works, group projects, and script work.

### Term 1

#### Weeks 1-20

##### *Stanislavski and Duologues*

In this unit, students will learn about:

- Immersion in scripted performances and character objectives
- Introduction to Konstantin Stanislavski's character exploration methodologies
- Emphasis on in-depth character analysis for enriched performance abilities
- Fostering focus and concentration skills through Stanislavski's techniques
- Group collaboration for enacting scripted scenes
- Demonstration of psychological characterization proficiency.

**Assessment:** Identification and articulation of character objectives in assigned scripts; application of Konstantin Stanislavski's character exploration methodologies in character analysis; demonstration of enhanced performance abilities through nuanced understanding of character motivations; showcase of improved focus and concentration skills in scripted scenes; collaborative enactment of scenes highlighting psychological characterization; evaluation of individual and group performances based on character depth and believability.

### Term 2-3

#### Weeks 21-30

##### *Chinese Shadow Puppetry & Mask Work*

In this unit, students will learn about:

- Focus on Chinese Shadow Puppetry and Mask Work
- Exploration of visual storytelling and cultural expression
- Research on mask making traditions globally for entertainment purposes
- Delving into the intricate techniques of Chinese shadow puppetry
- Mastering manipulation skills for creating captivating narratives through shadow play
- Exploration of the transformative power of mask work
- Emphasis on symbolism and physicality in mask characterization
- Developing a profound understanding of character embodiment.

Assessment: Culminating end-of-term assessment focuses solely on mask work; students craft distinctive masks infused with individual traits and characteristics; opportunity to showcase acquired skills in mask-making; encourages students to delve into the depth of their characters; masks serve as a testament to artistic growth and imaginative prowess

### **Term 3**

#### **Weeks 27-39**

##### *Script Study & Analysis*

In this unit, students will learn about:

- Introduction to script analysis as a fundamental skill in drama
- Analyze other play scripts from previous IGCSE Drama exams as sneak preview into Y10 Drama
- Exploration of various types of scripts, including plays, screenplays, and monologues
- Study of script elements such as plot, character development, dialogue, and themes
- Practice in dissecting and understanding the subtext and motivations of characters
- Discussion of historical and cultural context in scripts
- Analysis of dramatic techniques used by playwrights and screenwriters
- Application of script analysis skills to enhance performance and interpretation
- Group discussions and activities to deepen comprehension and critical thinking.

Assessment: Identification of key themes and motifs in the script; analysis of character development, including motivations and conflicts; examination of the structure and pacing of the script; evaluation of dialogue and its contribution to character relationships and plot progression; consideration of subtext and underlying messages conveyed in the text; discussion of the historical, cultural, or societal context influencing the script; identification and discussion of dramatic techniques used by the playwright/screenwriter; application of script analysis insights to inform performance choices or staging decisions.



## YEAR 9 MUSIC

### Year Overview

Music in Year 9 builds on the previous two years to allow students to experiment with a wide range of more modern styles and techniques in music. Students will continue to extend their practical and compositional skill as well as building in music technology skills, whilst continuing to develop their analysis skills through a range of creative units.

**Assessment:** Assessments will vary depending on the unit being taught, but could include performance and composition tasks, analysis and listening questions and contextual research projects over the course of the year.

### Term 1

#### Weeks 1-8

##### *Electronic Dance Music*

In this unit students will:

- Learn about layering and how this is used in EDM to create large scale pieces from small motifs.
- Use music technology to create their own dance tracks
- Learn about the development of EDM over time.

Assessment: Composing a club dance music; listening and aural skills questions; contextual research on a given style

### Term 1

#### Weeks 9-16

##### *Minimalism*

In this unit students will:

- Learn about minimalist music and perform pieces in this style.
- Investigate techniques used by composers such as Terry Riley and Steve Reich
- Compose a piece of music including these techniques.

Assessment: Minimalist composition; minimalist-inspired transformations of a theme.

### Term 2

#### Weeks 17-25

##### *Soundtracks*

In this unit students will:

- Learn about how composers use programmatic writing in order to set a scene using music.
- Learn about leitmotifs, and how these can be transformed in a variety of ways to support the action on screen. Analyze examples of film soundtracks concentrating on effect
- Write their own film soundtracks for a given scene.

Assessment: Analysis of soundtrack excerpts; composition of a leitmotif, and transformation of this; film excerpt composition.

### **Term 3**

#### **Weeks 26-39**

##### *Remixing and Songwriting*

In this unit students will:

- Students will focus on popular songs, and how these can be transformed in a variety of ways.
- Research styles of popular music of interest to them
- Remix a given track into this style, demonstrating an understanding of the musical components of this.
- Learn about the structure and contents of pop songs
- Compose and record their own songs.

Assessment: Remix task; popular song composition

## YEAR 9 PHYSICAL EDUCATION CURRICULUM

### Year Overview

Over the course of the academic year, the students will experience an eclectic array of sports and physical activity based around the National PE curriculum used throughout the UK. The units will be 6 weeks long and culminate with a practical assessment lesson in week 6 where students will demonstrate their knowledge and their application of knowledge.

#### **Assessment:**



Students will be assessed using the **Head, Heart, and Hand** model of assessment. This is an inclusive form of assessment which looks to facilitate physical, social, emotional, and cognitive development at every age and stage of learning. Each component of the Head, Heart, and Hand assessment model is worth 33% of their overall grade for the unit. Please see detailed description of each component below:

#### **Head**

Refers to the concept of knowledge and understanding of the sport or activity. It is the ability to show tactical awareness in a game situation. It requires demonstration of the core values needed to be successful in each activity.

Students will be expected to demonstrate knowledge by being able to evaluate performance, explain rules and regulations of the games/activity and evaluate strategies/tactics.

#### **Heart**

Refers to students' motivation and effort during lesson time. Students must also demonstrate respect to all whilst collaborating and communication within a team.

The Heart component of assessment also comprises of the student's resilience and determination to overcome challenging situations, effort and engagement in physical activities and confidence to perform well individually or as part of a team.

#### **Hand**

This concept refers mostly to your physical application, your technical ability to perform the skills in both isolation and in a game situation. For example, in football it is your ability to pass the ball using the correct techniques and then be able to do so under the influence of an opposition.

### **Autumn Term**

#### **Weeks 1-6**

##### *Invasion sports*

In this unit, students will:

- Participate in classic invasion sports include soccer, basketball, football, hockey, ultimate frisbee, netball and rugby.

- This module provides lead-up activities aimed at developing the motor skills, movement patterns, and strategic knowledge commonly associated with invasion sports.
- Students will be taught the rules and regulations for each sport, demonstrating an understanding of how the sport is played physically, tactically, and mentally.

Assessment(s): Students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart** -Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

Weeks 7-13

*Net/wall sports*

In this unit, students will:

- Participate in activities where players send an object towards a court or target area that an opponent is defending.
- Students will learn how to perform and combine skills, at speed, with confidence and control. Children should choose and apply skills that meet the needs of the situation such as shot selection, height, depth, and speed.
- Examples of net/wall sports include badminton, tennis, and volleyball.

Assessment(s): Students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart** -Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

## Winter Term

### Weeks 14-20

#### *Creative*

In this unit, students will:

- Perform a range of movement patterns and explore movements ideas. Children should combine movements, using basic compositional principles to create and perform.
- Create their own work throughout the unit, working either by themselves or with a partner.
- At the end of the unit, students will demonstrate what they have created to the teacher and their peers.
- Participate in creative elements and activities of the syllabus such as gymnastics and dance.

Assessment(s): Students will create a routine which will be assessed at the end of the unit. Also, students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart** -Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

### Weeks 21-27

#### *Invasion sports*

In this unit, students will:

- Participate in classic invasion sports include soccer, basketball, football, hockey, ultimate frisbee, netball and rugby.
- This module provides lead-up activities aimed at developing the motor skills, movement patters, and strategic knowledge commonly associated with invasion sports.
- Students will be taught the rules and regulations for each sport, demonstrating an understanding of how the sport is played physically, tactically, and mentally.

Assessment(s): Students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart** -Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

## Winter Term – Spring Term

### Weeks 27-33

#### *Athletics*

In this unit, students will:

- Learn, develop, and refine techniques and actions needed for a range of athletic disciplines.
- Continue to develop running, jumping, and throwing skills in isolation and combination.
- Understand what throwing and jumping techniques are required to achieve maximum distance and height, and appropriate pace judgement when running for distance.
- Participate in activities such as 100m sprint, javelin, Shotput and long jump.

Assessment(s): Students will create a routine which will be assessed at the end of the unit. Also, students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart** -Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

### Weeks 33-38

#### *Striking and Fielding*

In this unit, students will:

- Participate in class striking and fielding sports such as rounders and softball.
- These games are designed to improve hand-eye coordination, agility, speed, and reaction time while promoting teamwork and strategic thinking.
- Students will be taught the rules and regulations for each sport, demonstrating an understanding of how the sport is played physically, tactically, and mentally.

Assessment(s): Students will be assessed at the end of the unit using the Head, Heart, and Hand model of assessment:

**Head-** Cognition, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness, and the human body.

**Heart** -Effort, character development, and resilience. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

**Hands-** Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

## YEAR 9 FRENCH

### **Year Overview**

The course book will be *Studio GCSE*

### **Autumn Term**

#### **Weeks 1-15**

*Qui suis-je?*

In this unit, students will consider the following:

- Revising family and describing people
- Revising places in town and activities
- Talking about friends and what makes a good friend
- Using irregular verbs in the present tense
- Talking about family relationships
- Using reflexive verbs in the present tense
- Making arrangements to go out
- Using the near future tense
- Describing a night out with friends
- Using the perfect tense
- Talking about your life when you were younger
- Using the imperfect tense
- Discussing role models
- Using the present, perfect and imperfect tenses



## Winter Term

### Weeks 16 - 26

#### *Le temps des loisirs*

In this unit, students will consider the following:

- Revising sport and music
- Revising technology, films and TV
- Talking about sport
- Using depuis + the present tense
- Talking about your life online
- Using the comparative
- Talking about books and reading
- More practice of the imperfect tense
- Talking about television programmes
- Using direct object pronouns
- Talking about actors and films
- Using superlative adjectives

## Spring Term

### Weeks 27 - 37

#### *Jours ordinaires, jours de fete*

In this unit, students will consider the following:

- Describing your daily life
- Using pouvoir and devoir
- Talking about food for special occasions
- Using the pronoun en
- Describing family celebrations
- Using venir de + infinitive
- Describing festivals and traditions

Students will sit summative assessments in each of the four keys skills twice throughout the year.

## YEAR 9 SPANISH

### Year Overview

The course book will be *Viva! GCSE Higher*.

### **Weeks 1 -15**

#### *¡Desconéctate!*

In this unit, students will consider the following:

- Revision of the present and preterite tenses
- Discussing vacations and weather
- Discussing what you do in the summer
- Using opinion phrases for yourself and others
- Using the preterite tense to say what you did on vacation
- Describing where you stayed
- Using the imperfect tense
- Booking accommodation and dealing with problems
- Giving an account of a holiday in the past
- Using three tenses

### **Weeks 16 - 26**

#### *Mi vida en el insti*

In this unit, students will consider the following:

- Giving opinions about school subjects
- Describing school facilities
- Describing school uniform and the school day
- Talking about school subjects and teachers
  
- Using comparatives and superlatives
- Justifying opinions using a range of language
- Describing your school
- Using negatives
- Talking about school rules and problems
- Using phrases followed by the infinitive
- Talking about plans for a school exchange
- Using the near future tense

- Talking about activities and achievements
- Using object pronouns
- Saying how long you have been doing something

## Spring Term

### Weeks 27 - 38

#### *Unit 3: Mi gente*

In this unit, students will consider the following:

- Talking about socialising and family
- Describing people
- Talking about social networks
- Using *para* with infinitives
- Extending responses by referring to others
- Making arrangements
- Using the present continuous tense
- Talking about reading preferences
- Using a range of connectives
- Using *ser* and *estar*
- Understanding more detailed descriptions
- Talking about friends and family
- Using a range of relationship verbs
- Referring to the present and the past

Students will sit summative assessments in each of the four keys skills twice throughout the year.