

CURRICULUM BOOKLET

Important information and curriculum overview for parents and students of GRADE 6

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Our Vision for our students

At WSR, our Vision is to educate and empower our students to be self-directed progressive learners who are confident, compassionate and accomplished global citizens. Our aim is to ensure all student leave WSR proud of their achievements and contribution to school life having achieved their personal best.

This booklet has been created to help parents get an overview of the year ahead. As you scroll through, you will be introduced to all the important people in Grade 7, the Senior Leadership Team, Pastoral Leaders and Heads of Faculty; their expectations and aspirations for your children. This booklet will also serve as a guide and to provide individual subject curriculum information.

As a team, we hope to work in partnership with Parents and Students to ensure that each child receives the best in every aspect of their school life.



Meet the team

Form Tutors

Mr. Sujith Thankachan: sujith.t_wsr@gemsedu.com
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Ms. Fatema Masrie: fatema.m_wsr@gemsedu.com
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Pastoral Leaders

Ms. Portia Matibela: portia.m_wsr@gemsedu.com

Director of Learning KS3

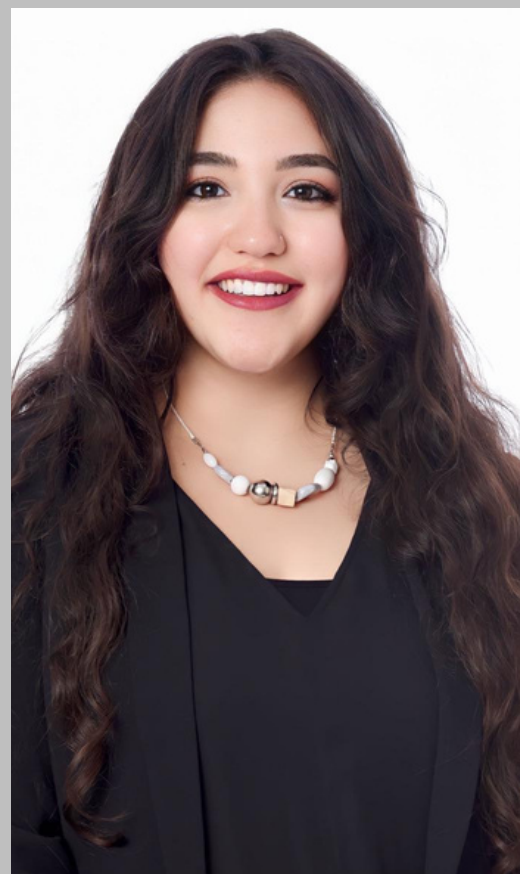
Ms. Nourhane Ausman - nourhane.a_wsr@gemsedu.com

We are here to help, but, as parents, you can:

- Provide a quiet work space
- Take an interest in your child's progress
- Give guidance with planning of work
- Monitor deadlines (use this booklet)
- Check the planner / weekly bulletin / emails
- Challenge the quality of work produced.
- Discuss any concerns with subject teachers, Head of Faculty or Head of Key Stage

Teaching and learning have always been my passion. I discovered the profound joy that comes from sharing knowledge and witnessing the growth of others. It's a journey where both the teacher and the learner evolve together. Being a Director of Learning for KS3 is a crucial role, as it carries significant importance for the academic and personal development of students transitioning from primary to secondary education. In the secondary department, we are dedicated to equipping our students with the essential skills that will empower them for the future.

Nourhane Ausman
**DIRECTOR OF LEARNING
KEY STAGE 3**



English (ESL and EFL)



"I am looking forward to supporting progress for all the students. It is important we embed a passion for learning for English. When you have a good command of English it will allow you to have more opportunities in life. Reading and writing proficiently will open up a world of inspiration and creativity for all of our students. Our aim is to support our students through the development of creative and engaging lessons. We deliver the Oxford AQA specifications for both IGCSE and A Level. We have developed formative and summative assessment strategies that support our students progress and achievement within the Oxford AQA curriculum. I look forward to an exciting year ahead where all students will take responsibility for their own progress and will be eager to succeed in their English Language and Literature skills.

- Fatema Masrie, KS3 Curriculum Leader- English

Curriculum

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading, in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.

The English Department at WSR focusses on improving students' listening, speaking, reading and writing skills because students, who do not learn to speak, read, write fluently and confidently are effectively disenfranchised. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. Grade 10 students at WSR will follow the OxfordAQA course book and follow OxfordAQA syllabus which will cater to all the four skills along with exam-style questions at the end of each unit. Our assessments have been designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are accessible to the full range of students. This specification gives teachers freedom of choice in approaches to teaching and learning, whilst providing a rigorous summative assessment of students' skills and abilities.

In English, students will focus on the skills required to access their learning in all subjects, as well as give them greater support in their reading, writing, speaking and listening skills. The lessons will follow a theme that allows the students to work on each of these areas.

The EFL course is designed for students who have a secure grasp of spoken English and are fairly able with academic English use. The lessons for these students will focus on the same skills being delivered to the other students, but at a deeper level. The lessons will also follow the same theme. Literature students at WSR will follow the Oxford AQA International GCSE in English. Literature which enable students to engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world.

Topics / Skills Coverage

Autumn

English 1A

The Boy at the Back of the Class By Onjali Q. Raúf

- Chapters 1 to 13
- Create a Diary Entry
- Paragraph writing
- Present tense
- Direct and indirect speech

1B

The Boy at the Back of the Class By Onjali Q. Raúf
Oxford English- An International Approach
Book 1

- Chapters 14 to 26
- Writing: newspaper writing
- Writing letters (formal and informal)
- Figurative language: Simile & Metaphor

Spring

English 2A

- Introduction to Fable
- Descriptive Writing
- Tenses (Present and continuous)
- Alliteration, personification
- Short story writing

2B

- Poetry
- Poetic Devices
- Determiners
- Film analysis

Summer

English 3A

- Dialogue Writing
- Suffixes and Prefixes
- Progress Test Revision

3B

- Project Based Learning
- Features of a comic Strip
- Comic strip making
- Comic book making

Homework

Students are assigned one piece of homework on a weekly basis as per a schedule. The following online tools will be used for the learning purpose:

- Achieve3000
- Phoenix Classroom
- SAM learning

Assessments

Assessment schedule for students will be:



Maximising potential

Recommended Reading List

English as a First Language

- **The River Singers**
A thrilling adventure with the timeless appeal of The Borrowers
- **Wendy Quill is Full Up of Wrong'**
I didn't actually mean to slightly squish someone!
- **Frozen in Time**
Heart-stopping adventure. Literally!

English as a Second Language

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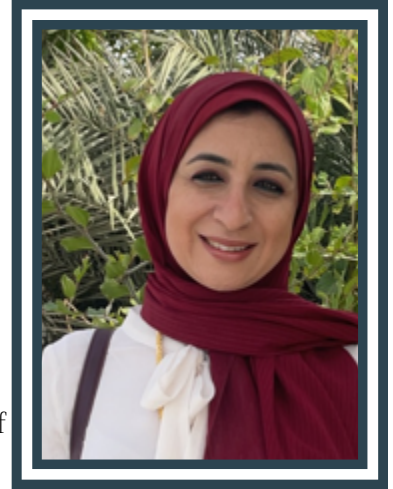
Mathematics

"Welcome to the Mathematics Faculty at GEMS Westminster School RAK. There is no doubt that learning mathematics is important for all our students. Contrary to the widespread belief that ability is innate, we believe that everyone can be successful at mathematics and that mathematical ability can be fostered and developed in the classroom.

Mathematics is about creativity and making sense. We have developed a research-informed pedagogy designed to support our students in gaining deep understanding of mathematical concepts. We want our students to be fearless problem solvers and creative thinkers who open the doors of endless possibilities to their own futures.

We understand that academic success is built on solid foundations. Therefore, our students follow the globally recognised National Curriculum for England and prepare for the worldwide popular Pearson Edexcel IGCSE Mathematics and International A-level in Mathematics qualifications.

I look forward to an exciting year ahead where we will celebrate every milestone in the academic journey of our students.



- May Sakr - Curriculum Leader - Maths

Curriculum

The National curriculum for England mathematics programme of study aims to ensure that all students become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Topics / Skills Coverage

Autumn

Algebraic Thinking

Topics:

- Exploring sequences
- Understanding and using algebraic notation
- Equality and equivalence

Spring

Application of Number

Topics:

- Addition and subtraction
- Multiplication and division

Summer

Lines and Angles and Reasoning with Number

Topics:

- Drawing, measuring and notation
- Geometric reasoning
- Number sense
- Sets and probability
- Prime numbers and proof

Autumn

Place Value and Proportion

Topics:

- Place value and ordering
- Fraction, decimal and percentage equivalence

Spring

Directed Number and Fractional Thinking

Topics:

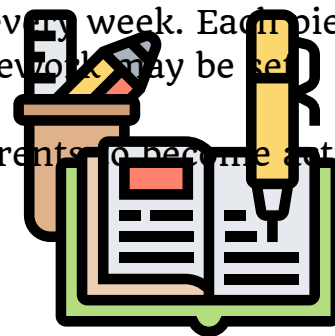
- Negative numbers
- Adding and subtracting fractions

Summer

Homework

Students will experience a range of homework activities guided by the Subject Leader which may include, for example, personal investigations, research projects, preparation for presentations or specific learning tasks. Homework is given every week. Each piece of homework should take at least half an hour to complete. Homework may be set online via many online websites.

We feel that homework also provides the best opportunity for parents to become active partners in supporting the learning process.



Assessments

- Diagnostic test - this is done at the beginning of the academic year (Base-line test)
- Progress checks - these are smaller, low stakes assessments designed to inform the students of their progress through the study
- Summative assessments at the end of each term



Recommended Reading List

Our current textbook is White rose.

Students will need their own full geometry set for their lessons. (Calculator is not allowed)

Useful websites:

www.whiterosemaths.com/homelearning

Science



"I became a science teacher because of my fascination for understanding the world around us and my desire to share that knowledge with young people. As the Curriculum Leader for Science I hope to ensure that as you discover more about each of the disciplines within science that you also become passionate about the natural world and its possibilities. You should expect to, throughout your studies in science, develop scientific knowledge and conceptual understanding, an understanding of the processes and methods of science that help you to answer questions about the world around you and become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future."

- Melvin Ashly, -Curriculum Leader -Science



Curriculum

Our KS3 curriculum aims to provide the foundations for understanding the world through the specific disciplines of Biology, Chemistry and Physics. Science has changed our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of Science. Through building up a body of key foundational knowledge and concepts, students should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring in the world around them, predict how things will behave, and analyse causes.

Topic Coverage

Autumn

Topic: 7A Cells, Tissues
Organs and Systems

Topic: 7E Mixtures and
Separation

Topic: 7I Energy

Topic: 7C Muscles and
Bones

Spring

Topic: 7F Acids and
Alkalis

Topic: 7J Current
Electricity

Topic: 7D Ecosystems

Topic: 7G The Particle
Model

Summer

Topic: 7K Forces

Topic: 7H Atoms,
Elements and Molecules

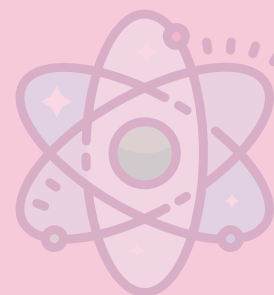
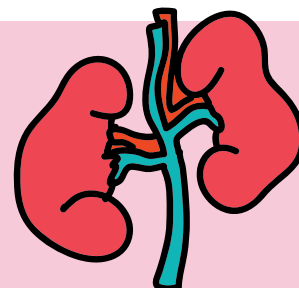
Topic: 7L Sound

**Working Scientifically
Skills**

Project Based Learning

Science Transferable Skills

- Mathematical skills
- Graphical skills
- Data analysis
- Critical thinking
- Problem solving
- Creativity
- Collaboration
- Innovation
- Investigative skills
- Communication and oracy
- Planning an investigation
- Evaluative skills
- Extended reading and comprehension
- Extended writing



Homework

Students should expect to be set a variety of engaging homework tasks that aim to develop their independent learning skills, these may include developing research skills or consolidation and application of class-based learning. They will be set one homework task per week for science which should take approximately 30-40 minutes to complete. Students will also have the option to extend their learning through completing termly learning menu activities.

Assessments

- **Baseline Assessments**- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- **Progress Checks** – conducted by class teachers every 2-3 weeks in order to regularly monitor student progress and to enable teachers to provide effective, personalised feedback and guidance.
- **Oracy Tasks** - conducted every 3-4 weeks students in order to assess students on their ability to talk clearly, fluently, confidently and with appropriate scientific vocabulary.
- **Summative Assessment** – more formal end of term examinations.

Recommended Reading List

Student's success in science can be amplified by the wider reading they conduct and consolidation of class-based learning. Students should be encouraged to read the course text book but also consult other sources of appropriate information and learning including:

- **BBC Bitesize:** <https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f>
- **Twinkl:** <https://www.twinkl.co.uk/resources/keystage3-ks3/keystage3-ks3-science/keystage3-ks3-science-ks3>
- **MME:** <https://mathsmadeeasy.co.uk/ks3-revision/key-stage-3-science/>
- **CGP Revision Guides:** <https://www.cgpbooks.co.uk/secondary-books/ks3/science>
- **Seneca Learning:** <https://senecalearning.com/en-GB/>



Geography



"Students explore different places at different scales from local to a global level, leading to a greater understanding of the physical and human world around them. Geography helps students to understand the interconnection of environments, economies and societies in the world. It engages similarity and diversity in human development.

Students will study an array of topics within human and environmental geography. Students will look at various issues around globalisation, migration and development from the viewpoint of multiple stakeholders. They will also use a range of case studies to study about how much of major events can impact on the social, economic, environmental and political aspect of a country."

- Reshma Ravindran, Curriculum Leader - Humanities,

Curriculum

The Curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Topics / Skills Coverage

Autumn

It's your planet

- Earth: a very special planet-
- It's all geography

Rivers

- Meet the River Thames
- It's the water cycle at work
- A river at work
- Five landforms created by the river
- Our water supply
- Floods
- Protecting ourselves from floods

Maps and mapping

- Mapping connection
- A plan of Walter's room
- Your mental maps
- Ordnance Survey maps

Glaciers

- Your place... 20 000 years ago!
- Glaciers: what and where?
- Glaciers at work
- Landforms shaped by erosion-part1
- Landforms shaped by erosion-part2
- Landforms created by deposition

Skills:

- Gathering, interpreting and using evidences from various sources.-Applying critical thinking skills - organize, evaluate and use information.
- Reasoning and use of geographic tools.

Spring

Summer

About the UK

- It's a jigsaw
- What's our weather like?
- Who are we?
- Where do we live?
- How are we doing?
- London, our capital city

Africa

- What and where is Africa?
- Africa Today

In the Horn of Africa

- Meet the Horn of Africa
- The Horn of Africa: physical features
- The Horn Of Africa: Climate

Skills:

- Compare and Contrast understanding events and relationships in contexts.
- Applying critical thinking to organize, evaluate.
- Use information to interpret.Civic understanding and participation.
- Reasoning and use of geographic tools.

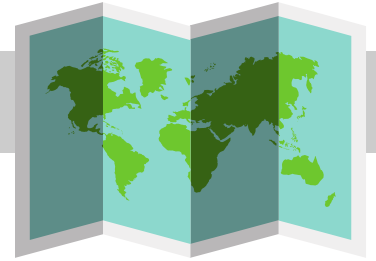
Homework

- Weekly/Fortnightly
- Online platform Quizzes and Activities
- Venn diagram and Presentation
- Project work and Research



Assessments

- Diagnostic assessment - Base-line test
- Formative assessment- this is used to check the progress of students (In Each Lesson)
- Summative assessment (Mid-Term and End of a term)



Recommended Reading List

Web:

https://www.bbc.co.uk/bitesize/subjects/zrw76sg_

<http://www.spartacus.schoolnet.co.uk/>

http://igeogers.weebly.com/human-geography_

<https://www.thegeographeronline.net/>



History



A high-quality history education will help students gain a coherent knowledge and understanding of the past and how the modern world has come to take the shape it has. We aim to inspire students' curiosity to know more about the past, whilst equipping students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

- Reshma Ravindran, Curriculum Leader - Humanities.

Curriculum



Oxford

Topics / Skills Coverage

Autumn

Spring

Summer

Britain before the Saxons/Vikings

- Where did the Saxons come from?
- Where did the Saxons settle?
- Life in an Anglo-Saxon village
- How was Anglo-Saxon Britain ruled?
- Sutton Hoo, Lindisfarne
- Who were the Vikings?
- Were all the Vikings warriors?
- Coppergate findings
- How did the Vikings travel?
- Alfred the Great and the Battle of Edington, The Battle of Hastings

Skills:

- Analytical
- Teamwork and Communication
- Evaluating
- Gaining Coherent Knowledge - Comprehensive Using
- Terminology
- Ordering and Sequencing
- Identifying
- Describing
- Explaining
- Making Links and Comparisons
- Enquiry
- Deploying
- Selecting
- Creative Research

Homework

- Weekly/Fortnightly
- Online platform Quizzes and Activities
- Project work and Research

Assessments

- Analytical type assessment.
- Identification and research type assessment.
- Evaluation type research.
- End of term assessment.



Recommended Reading List

Horrible Histories: Smashing Saxons by Terry Deary Publisher: Scholastic.

Horrible Histories: Stormin' Normans by Terry Deary Publisher: Scholastic

The Battle of Hastings (Great Events) by Gillian Clements Publisher: Franklin Watts

Web:

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

<http://www.bbc.co.uk/education/subjects/zk26n39>

<http://www.historylearningsite.co.uk/>



ICT

"Dear Students,

My name is Evangeline and I am the HOD for ICT. I am glad that you have chosen to study ICT. I am sure that you must have known the importance of ICT as current world is not functioning without computers. ICT is an exciting subject, which enables you to learn something new every day. I wish you all to be an Innovator and to have strong knowledge in technology. You can reach out to me if you have any concerns or queries regarding ICT."



- Evangeline John, Curriculum Leader - JCT



Curriculum

The syllabus combines theoretical and practical studies focusing on Problem-solving: algorithms, decomposition, and abstraction Programming and Development Data representation, Computers: hardware, processing, and software Communications and networks, Safe and responsible practice



Topics / Skills Coverage

Autumn

Unit 4 - Internet Protocol and Binary

- Binary representation
- Binary Computing
- Binary and Denary Conversion
- ASCII and Unicode

Unit 5 - Programming Part 1

- An introduction to programming
- Sorting Algorithms
- Using Operators
- BIDMAS
- Relational Operators

Spring

Unit 1: Safe Practice

- The internet and the world wide web.
- Presentation-based projects
- creating a storyboard
- Internet research

Unit 2: Responsible Practice

- Copyright
- Legal and Illegal use of content
- working safely in the cloud
- researching a newsletter

Summer

Unit 3: Connectivity and the internet.

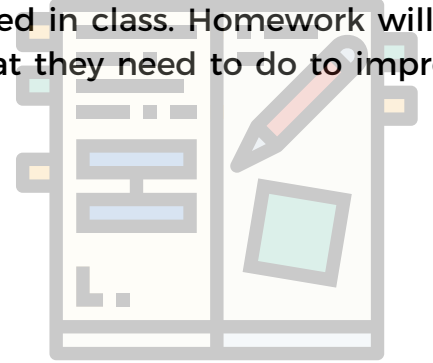
- Wired and Wireless Network
- Mobile internet access
- Wired connection
- Satellite communication

Unit 6: Programming Part 2

- Integrated development environments
- Trace Tables
- Data types and converting data
- String methods

Homework

Homework is given on a weekly basis. Homework may be set online through Phoenix Classroom, SAM Learning, etc. It could also be in the form of the creation of a PowerPoint, Project, or research task. Homework will be designed to ensure that students have the opportunity to practice and consolidate the concepts developed in class. Homework will be discussed in class and students will be given feedback on what they need to do to improve their understanding of the topic and clarify any doubts.



Assessments

Assessment will take place at the end of each half term. Students are expected to have completed their work for that term. All students will have been given an opportunity to improve their work during the term. All work submitted will be marked and given appropriate feedback. Regular class work and homework will be provided to students. Students will need to submit them in time as classwork/homework will be assessed. Weekly classwork, Group Activity, Project work, and Practical will all be a part of the student's assessment.

Recommended Reading List

<https://www.ictlounge.com/>

<http://teach-ict.com/>

<https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb>



Arabic A

اللغة العربية هي هوية الأمة وهي لغة كرمها الله تعالى بأن أنزل بها القرآن الكريم ، لتبقى قادرة على مواكبة الحياة .
ولقد ضمنت المناهج الوزارية لدولة الإمارات تطوير مهارات القرن الواحد والعشرين والتفكير النقدي وحل المشكلات ضمن مناهج اللغة العربية التي تنقسم إلى ستة مجالات هي أساسيات القراءة وقراءة النص الأدبي وقراءة النص المعلوماتي والكتابة والاستماع والتحدث.



Curriculum

المنهج الوزاري :

تم تصميم المنهج الوزاري تصميمًا بسيطًا واضحًا يساعد على تطوير المهارات اللغوية، من خلال التفاعل الواعي مع مضامين التوضيح وأفكارها ، وتم تقسيمه إلى ثلاثة فصول بحسب فصول السنة الدراسية وكل فصل يتضمّن مهارات القراءة ، المحادثة ، الكتابة ، الاستماع ، المحادثة ، النحو ، البلاغة.

Topics / Skills Coverage

Autumn

- نص شعري -مسكية في مدح البرية عليه السلام
- نص شعري - مجد الإمارات -مجد الإمارات (
- قصة قصيرة -حلم وجهل
- نص معلوماتي -كن أكثر وعيًا بغضبك
- سيرة غيرية وذاتية
- استماع : البحارة والدب
- النحو :الجملة والتركيب
- أغراض الجملة - المفعول فيه
- البلاغة (الطباق والمقابلة)
- كتابة (النص التفسيري)

Spring

- نص قرآني (آيات من سورة الحجرات)
- نص شعري (أخلاق كريمة)
- قصة قصيرة (للقراء مجاناً)
- نص معلوماتي (صديقنا البحري)
- استماع (المزارعة ومدير الشركة)
- النحو (تركيب - العطف - المفعول المطلق - مراجعة ما سبق دراسته)

Summer

- رواية أحلام ليبل السعيدة
- يحلل المتعلم نصًا ثريًا (رواية -قصة قصيرة- مسرحية إلى عناصرها الفنية)

الواجبات Homework

يتم تعيين الواجبات والمهام بشكل أسبوعي على المنصات التي تعتمد عليها المدرسة مثل منصة ألف ، كما يتم إرسال أوراق العمل والمتابعة الأسبوعية في النشرة الأسبوعية. من خلال الواجبات يستطيع الطالب تطبيق المعرفة والتأكد من فهمه للتعلم الجديد ومراجعة معلوماته وكذلك تحديد الإنجازات ونقاط التطوير كما يتمكن المعلم من متابعة تقدم الطالب من خلال متابعة أداء المهام

Assessments

يتم تقييم الطلاب من خلال أدوات التقييم المستمر المعتمدة من وزارة التربية والتعليم حيث يتم تقييم مهارات الطلاب في القراءة والكتابة والفهم والاستيعاب وكذلك التحدث والاستماع . كما يتقدم الطلاب لتقييم منتصف الفصل الدراسي وأيضاً نهاية الفصل الدراسي والتي تضاف درجاتها للتقييم المستمر سيتم منح الطلاب دائماً الفرص لتطوير مهاراتهم والوصول لأفضل إمكاناتهم في الفصل الدراسي الأول IBT يتقدم الطلاب لاختبار القياس الدولي-

Recommended Reading List

[منصة ألف](#)
[المدرسة الإماراتية](#)
[نماذج التدريب على تقييمات الاختبار الدولي IBT](#)

Web Resources:



Arabic B



للغة العربية هي هوية الأمة وهي لُغَةٌ كَرَّمَهَا اللهُ تعالى بأن أنزل بها القرآن الكريم، لتبقى قادرة على مواكبة الحيا

ولقد ضمنت المناهج الوزارية لدولة الإمارات تطوير مهارات. ولقد ضمنت المناهج الوزارية لدولة الإمارات العربية المتحدة ضمن أهدافها اكتساب المتعلمين المهارات اللغوية التي تمكنهم من الاستماع والتحدث والقراءة والكتابة باللغة العربية. بالإضافة إلى تعزيز وتطوير المهارات اللغوية للمتعلمين بغية الوصول بها إلى مستوى من التواصل الفاعل الواعي.

Curriculum

المنهاج

Ministerial curriculum

يدرس الطلاب المنهج الوزاري الكتاب السادس من سلسلة العربية تَجَمَّعْنَا يتم تصميم أنشطة تراعي الفروق الفردية للمساهمة في دعم الطلاب المبتدئين وتنمية مهاراتهم

Topics / Skills Coverage

Autumn

- الوظائف
- القرية العالمية
- متجر الألعاب

Spring

- لماذا أسافر
- أستعد للرحلة
- السفر والتكنولوجيا
-

Summer

الطعام
الطعام الغير الصحي

Homework

Work sheets (including all skills)

يتم تعيين الواجبات على منصة أرابتس
يتم إرسال المهام والتدريبات الالكترونية للطلاب على صفوف فينيكس أسبوعيا

Assessments

Base line - Mid Term - Final Exam

يتم اتباع نظام تقييم مستمر يتم من خلاله قياس تقدم الطلاب خلال الحصص وتطوير مهاراتهم في القراءة والتحدث والاستماع
كما يتقدم الطلاب لتقييم نهائي بنهاية كل فصل دراسي
بالإضافة التقييم الخارجي (اختبار القياس الدولي) IBT

Recommended Reading List

العربية تجمعا

منصة أرابتس

www.at-takallum-eg.com



Islamic Studies A and B

"Islamic studies curriculum provides a comprehensive vision of Islam as a religion regulates human life in all sides and ritualistic, economic, social, political, and cultural aspects. We ensure that students will be able to develop a familiarity with the Islamic religion it's traditions and systems, and be able to implement it's teaching in daily life. Our main focus is to train students in all fields of life, to attain this vision we have a number of Curricular and Extra-Curricular activities where students have opportunity to Learn, Inspire, Lead and leave a good impact on their fellow students as a good role model. We have a variety of activities like Islamic assemblies, Ramadan, Prophet's Birthday, Islamic New Year and Heavenly trip, Islamic awareness week celebrations, Inter school and school competitions e.g. Qur'an Recitation, Hadith Memorization & Adhan Competition where students are leading all the events. We work on students' leadership skills and committed to provide them with platforms where they can showcase their skills. We have a student leadership platform, ISCR-Islamic Student Council Representative through which students can serve to promote greater understanding of Islamic values and cultural awareness. We welcome all parents to contribute in promoting the rich Islamic & UAE culture with us. Our dedicated and skilled Islamic faculty is committed to instilling life skills in our students. Looking forward to seeing you all in next academic session In-sha-Allah"

- Saima Naz, Curriculum Leader - Islamic Studies



Curriculum

MOE Prescribed Curriculum. For Arab students' MOE curriculum is in Arabic Language and for Non-Arab students' curriculum is in English language with the same content.

Aim of Islamic Curriculum:

UAE Islamic curriculum is built on providing a comprehensive vision of Islam as a religion regulates the human life in all sides and ritualistic, economic, social, political, and cultural aspects.

This curriculum seeks to formulate an Islamic personality: with mental understanding, sentimental sense, and behavioral belief of "the principles of Islam", as it must be aware of the historical movement represented in the experience of the Muslim in time and place.

3 Main objectives of Islamic Curriculum:

1. The theoretical foundations of Islam are the Qur'an and Sunnah.
2. The Biography of the Prophet, which represent good example, as well as the historical examples representing role models for imitation.
3. The Elements of identity: language, culture, civilization, nation, and the local society.

Curriculum

Themes & Standards of the Islamic Education Curriculum:

- Divine Revelation (Qur'an & Hadith)
- Islamic Beliefs
- Islamic Ruling & Aims
- Islamic Values & Manners
- Biographies
- Identity & Contemporary Issues

Topics / Skills Coverage

Autumn

Reading, Listening & Memorization

- Divine Revelation
 - Surah Al Sajda
- Sanctity of the Muslim

Writing, Application & Research

- Masjid manners
- Volunteering
- The UAE in the Service of the World
- Bring yourselves to Account

Spring

Reading, Listening & Memorization

- Divine Revelation
 - Surah Al Mulk
- Sajda-e-Shukr & Sahw

Writing, Application & Research

- Few signs of the Hour
- Imam Malik R.A
- Good morals
- Scientific Thinking
- The Greater Battle of Badar

Summer

Reading, Listening & Memorization

- Divine Revelation
 - Surah Al Mulk
- The Battle of Uhud

Writing, Application & Research

- My Environment is a trust
- The Ease of Islam
- Three Manners of Supplication
- Voluntary Fasting

Homework

Homework is assigned on a weekly basis. Which is based on theme based tasks e.g. research based work, presentations, evaluation of the given topics etc.

Assessments

Three different criteria to check students' attainment and progress.

Baseline assessments

At the start of every academic year to check students' current level and to set targets for them.

Formative assessment

Continuous assessment based on students' efforts in class over the year.

Summative assessment

End of term assessments.

List of Recommended Islamic Websites

1. <https://sunnah.com/> For Sunnah / Hadeeth Resources

2. http://quran.ksu.edu.sa/index.php?l=en#aya=2_6&m=hafs&qaree=husary&trans=en_sh King Saud University's Qur'an Learning Interface – Link for Hifdh/Memorization

3. <https://en.muqri.com/> Website for listening/understanding Qur'an

4. <http://tanzil.net/#1:1> Qur'an Website for Tajweed

5. <https://quranicaudio.com/> Quranic Audio

6. <https://www.tvquran.com/en/> Quranic Audio

7. <https://quran.com/> For Recitation practice

8. <http://www.muslimheritage.com/> Muslim Heritage

9. <http://www.alminbar.net/> Friday Sermons from Islam's Three Holiest Mosques

10. <http://kids.islamweb.net> Assalatu Noor (for prayer timings)

11. <http://www.islam4kids.com> (Islamic Lessons & Games)

12. <https://islamicbookslibrary.wordpress.com> (For history of Islam)

13. <http://www.islamicbulletin.org/services/children.htm> (For Islamic E. books)

14. www.sultan.org (Discover a real Islam)



Global Perspective

My name is Mukta Nair and I'm thrilled to be your MoE teacher this year. As a Head of MoE I am excited to embark the learning journey with all of you. Throughout my teaching career, I have had the opportunity to work with diverse groups of students and I strongly believe in creating an inclusive and supportive learning environment where every student can thrive.

In this class ,we will explore the fascinating world of Arab world and delve into its core concerns and apply them to real life situations. I am a firm believer in interactive and engaging teaching methods that encourage critical thinking, collaboration and creativity .

In WSR we aim to meet the needs of all children in its care by personalizing learning and providing outstanding care and provision; we aim for all our children to receive high quality teaching and become independent learners.



I look forward to working together with you as partners in your child's growth and development!!

-Curriculum Leader MoE subjects - Mukta Nair

Curriculum

Cambridge IGCSE Global Perspectives is a groundbreaking new course that is cross-curricular, stretching across traditional subject boundaries. It taps into the way students of today enjoy learning as well as including group work, seminars, projects, and working with other students around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.

Cambridge IGCSE Global Perspectives candidates will have opportunities to acquire and apply a range of skills to support them in these challenges, including: researching, analysing and evaluating information developing and justifying a line of reasoning reflecting on processes and outcomes communicating information and reasoning collaborating to achieve a common outcome.

Candidates explore stimulating topics that have global significance. They learn to collaborate with others from another culture, community or country. They assess information critically and explore lines of reasoning. They learn to direct their own learning and develop an independence of thought.

Topics / Skills Coverage

Autumn

Spring

Summer

GP 1A

- Different views about the purpose and benefits of education
- Own perspective and self-awareness about personal educational aspirations and goals
- Provision of education around the world
- Provision in the local area or the country for people with a specific type of disability
- Major health problems facing the world today
- Health care issues in my local community
- Reasons for and effects of unequal access to health care
- Types of communication
- Communication barriers

GP 1B

- Family composition
- parent/child responsibilities with parents at home
- Care for elderly people
- Population changes linked to birth and death rates
- Personal use and perspectives of water
- Possible ways to reduce food waste
- The importance of particular foods in different cultures
- The global situation of food and water supplies

GP 2A

- The nature of conflicts
- Creating effective relationships and resolving differences between individuals and small groups in everyday life.
- The nature of conflicts around the world.
- The causes and effects of particular conflicts
- Attempts to resolve conflicts other than using violence
- Why laws are made and how they are made nationally and internationally
- The nature of Tradition, Culture and Identity
- Own and others perspectives of identity

GP 2B

- Different perspectives towards the relationships between animals and other species in my country/locality
- The issues surrounding humans and other species
- Perspectives on animal welfare
- Animal rights
- Technology from personal perspective
- The differences in access and use of technology across the globe
- The issues around unequal access to technology and propose actions that could reduce any differences
- Digital Divide

GP 3A

(PPT collaboration and Reflection)

- Poverty and inequality
- Sport and recreation
- Climate Change
- Transport and Infrastructure

GP 3B

(PPT collaboration and Reflection)

- Sustainable living
- Human rights
- Biodiversity and ecosystem loss
- Urbanisation

Assessments

- Diagnostic Assessment – Baseline Test
- Formative Assessment – this is used to check the progress of students.
- FOTs – this is done to determine the progress of the students every two weeks period.
- Portfolio Assessment – this is used to gather the progress of students.

Resources

Each unit has a comprehensive list of online resources. Below is a list of some general websites that may be useful.

www.bbc.co.uk BBC news

www.cafod.org.uk CAFOD

www.cbd.int Convention on Biological Diversity

www.cia.gov/library/publications/the-world-factbook/index.html Information about countries world-wide.

www.cites.org CITES Convention on International Trade in Endangered Species of Wild Fauna and Flora

www.cnn.com/ US news channel

www.conservation.org Conservation International

www.epa.gov USA Environmental Protection Agency

www.foei.org Friends of the Earth

www.fsc.org Forestry Stewardship Council

www.gapminder.org Data and maps on a range of global issues

www.geographypages.co.uk Provides links to many websites comparing countries

www.globaleducation.edu.au/redirection.html Global education website

www.greenpeace.org/international Greenpeace

www.icrc.org International Red Cross and Red Crescent

www.ipcc.ch/ The Intergovernmental Panel on Climate Change

www.iucn.org World Conservation Union

www.makepovertyhistory.org/takeaction/ Make Poverty History campaign

www.newint.org/ New Internationalist

<http://uk.oneworld.net/guides> Guides to global issues, including conflict and peace

www.oxfam.org.uk Oxfam

<http://stats.oecd.org/oecdfactbook/> Interactive mapping and statistical information

www.un.org UN main website

www.undp.org UN Development Program

www.unfoundation.org/ UN Foundation

www.unicef.org/index.php Information on countries

www.un.org/en/globalissues/index.shtml

www.un.org/millenniumgoals/ UN Millennium Development Goals

www.worldbank.org The World Bank

www.who.int World Health Organization

www.worldwildlife.org World Wildlife Fund

UAE Social Studies A

Curriculum

استخدام المنهج الوزاري

Topics / Skills Coverage

Autumn

الوحدة الأولى: العصور التاريخية
الدرس الأول: الثورات الحضارية
الدرس الثاني: الخريطة
الدرس الثالث: الدراسة الميدانية

Spring

الدرس الأول: آسيا
الدرس الثاني: زايد - حضارة وإنجازات
الدرس الثالث: موروث بلادي

Summer

الدرس الأول: النباتات الحولية في
الامارات
الدرس الثاني: اليباب
الدرس الثالث: قارة افريقيا

Homework

اوراق عمل اسبوعية ترسل مع المتابعة - حل أنشطة الكتاب المدرسي والتطبيقات بعد نهاية كل درس ومنصة ألف

Assessments

التقييم من خلال اوراق العمل - الامتحانات (المسح التشخيصي في بداية السنة)
و(التقييم المستمر للفصول الثلاثة)

Recommended Reading List

مدرستي الاماراتية
كتب عن
موقع وزارة التربية والتعليم
مدرستي الاماراتية

UAE Social Studies B

The MSC (Moral Social and Cultural Studies) covers four pillars of teaching and learning: Character and morality, the individual and the community, Civic studies and Cultural studies. The four pillars complement one another, using the lens of moral thinking and reasoning and building character. Underpinning the curriculum are the thinking, learning and communication skills relevant to the programme, which support development and progression through the 12 grades:

- Handling and understanding information – collating, synthesizing and managing information
- Thinking, solving problems and decision making – reasoning, predicting, hypothesizing and finding solutions
- Being creative – being curious, learning from mistakes, and developing new ideas and ways of thinking about the world
- Working with others – teamwork, leadership
- Managing oneself – working independently, self-motivation, setting own targets and goals, reflection and evaluation



-Curriculum Leader MOE subjects - Mukta Nair

Curriculum

United Arab Emirates Ministry of Education_ Grade 6

Topics / Skills Coverage

Autumn

- Fall of the Roman empire
- The High Middle Ages of Europe
- The Republic of Venice
- The Late Middle Ages-The first Hundred Years of War
- Crises of the Late Middle ages

Spring

- The Renaissance
- The Printing Press
- The Age Of Discovery.
- The Fur and the Spice Trades
- Gold
- The Age of Sail
- The East India and the Hudson's Bay Companies

Summer

- How The Government Functions
- Aristotle and Political Systems
- The City -States of Ancient Greece
- Modern Political Systems
- Rights and Responsibilities

Autumn

Skills:

- Demonstrate competency in gathering and evaluating source
- Collaborations
- Critical thinking

Spring

Skills:

- Arrange events in chronological sequence
- Reasoning
- Describe people, places, and events, and the connections between and among them

Summer

Skills:

- Differentiate between and among various options
- Recognize and interpret different points of view
- Critical thinking

Homework

- Research work
- Project work
- Summary writing

Assessments

MCQs and Short answer Qs

Recommended Reading List

<http://www.sharjahmuseums.ae/Our-Museums/Sharjah-Archaeology-Museum.aspx?lang=en-US>

<http://www.alrahalah.com/2011/05/ahmad-ibn-majid-15th-century-ce-%E2%80%93-9th-century-ah-the-lion-of-the-seas/>

Moral Education



Curriculum

The MSC (Moral Social and Cultural Studies) covers four pillars of teaching and learning: Character and morality, the individual and the community, Civic studies and Cultural studies. The four pillars complement one another, using the lens of moral thinking and reasoning and building character. Underpinning the curriculum are the thinking, learning and communication skills relevant to the programme, which support development and progression through the 12 grades:

- Handling and understanding information – collating, synthesizing and managing information
- Thinking, solving problems and decision making – reasoning, predicting, hypothesizing and finding solutions
- Being creative – being curious, learning from mistakes, and developing new ideas and ways of thinking about the world
- Working with others – teamwork, leadership
- Managing oneself – working independently, self-motivation, setting own targets and goals, reflection and evaluation

-Curriculum Leader MDE subjects - Mukta Nair

Topics / Skills Coverage

Autumn

Equality and Justice as Fairness

- Aspects of Equality among People
- How is Fair Distribution Accomplished?
- Distributive Justice
- Standards of Distributive Justice
- How is Fair Distribution Accomplished?

Physical Health and Diet.

Spring

Tolerance and Its Relation To Diversity

- How Tolerance Appears in Society.
- Exploring Our Own Beliefs and Attitudes
- Recognising Prejudice in Society
- Whole School Approach to Cultural Diversity

How the UAE Grew into the Diverse, Inclusive Society That It Is Today

Summer

Government Services

- How are Laws interpreted?
- Rights and Responsibilities

Skills:

Critical reasoning, Analytical, evaluating, comprehensive, Independent learning.

Autumn

- How Healthy is your Lifestyle?
- Exercise and Healthy Habits
- Obstacles to Health & Getting Help
- Types of Diseases
- Disease Prevention

Skills:

Ethics in context of communities(character and morality/ individual and community): students will learn definition, role and form of communities. Students will analyse the communities and social group in the UAE.

Spring

- Museums in The UAE
- Cultural Change
- Research on Museum Exhibits
- Preparing Exhibits
- Opening Day of The Museum

Skills:

Morality in the context of the states(civic studies):students will understand state and the government. students will learn about the government of the UAE.

Summer

Homework

Homework is set weekly for all students. Every other week homework will take the form of an online exercise which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a PowerPoint, creation of a bank of questions, though more often, homework will be designed to ensure that students have the opportunity to practice and consolidate the concepts developed in class. Homework is marked and graded, and students will be given feedback on what they need to do to improve their understanding of the topic.

Assessments

Assessment will take place at the end of term. Students are expected to have completed their task for that term. All students will have been given an opportunity to improve their skills during the lessons. Regular tasks will be provided to students. Students will need to perform during the lesson and it will be assessed. Individual, peer and group activity will all be a part of the students' Assessment.

Physical Education



"I am delighted to be leading our fantastic Physical Education Department at Gems Westminster School RAK. Having been part of the WSR team for the last 9 years, I am passionate about ensuring every student at WSR has a positive experience of Physical Education. I am a firm believer in sport for all and want every student to develop their knowledge, skills and ability in a range of activities to enable them to go on and live a healthy lifestyle. Through competition and teamwork I believe students have a unique opportunity to learn strengths and weaknesses in themselves and others that they do not see in the classroom and thus supports development of the whole child.

We believe that sport and physical education is to be enjoyed and is valuable to all. Self-confidence, teamwork and a sense of achievement are qualities effortlessly transferable to other areas of our students' lives and all children are involved in sport at some level."

- Sujith Thankachan, Curriculum Leader - P.E.

Curriculum

"Physical Education is "to educate students through physical activities". It aims to develop the physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also develops in students, both as individuals and in groups or teams, confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, are foundations for students' lifelong and life-wide learning to face the challenges of the 21st century.

Curriculum Aims:

PE aims to help students:

- To develop motor skills, acquire necessary knowledge through physical activities and cultivate positive values and attitudes for the development of an active and healthy lifestyle.
- To acquire good health, physical fitness and bodily coordination through participating regularly in physical activity.
- To promote desirable moral behaviours, cooperation in communal life, ability to make decisions, and the appreciation of aesthetic movement.
- To have basic competence and confidence to face different challenges.
- To create a passion for active recreation and sport.

Topics / Skills Coverage

Autumn

BOYS:

HEALTH, FITNESS TRAINING Skills-
Components of fitness, Reason for fitness testing, Method of training

FOOTBALL

Skills- passing, trapping, shooting, dribbling.

Attacking, defending, goal keeping, scoring, Rules and regulations.

VOLLEYBALL

Skills- serving, passing, setting, spiking, blocking digging, scoring, rules and regulations.

Spring

ATHLETICS

Skills- speed, strength, endurance, flexibility and co-ordination(Sprint, middle distance, long distance, relay race, shotput high jump and long jump).

BASKETBALL

Skills- passing, dribbling, offense, defense, blocking, scoring, rules and regulations.

CRICKET

Skills-batting, bowling, catching, throwing, fielding, Wicket keeping, scoring, rules and regulations.

Summer

BADMINTON

Skills- Grip (forehand and back hand), serve, foot work, strokes, scoring, singles, doubles, points, rules and regulations

TABLE-TENNIS

Skills-serve, foot work, anticipation, Forehand/back hand, scoring, rules and regulations

SPORTS SCIENCE

Theory- Anatomy and physiology, Respiratory and circulatory system, Biomechanics.

Autumn

GIRLS:

HEALTH, FITNESS AND TRAINING

Skills- Components of fitness, Reason for fitness testing, Method of training

VOLLEYBALL

Skills- serving, passing, setting, spiking, blocking and digging, scoring, rules and regulations

BADMINTON

Skills- Grip (forehand and back hand), serve, foot work, strokes, scoring, singles, doubles, points, rules and regulations

Spring

ATHLETICS

Skills- speed, strength, endurance, flexibility and co-ordination(Sprint, middle distance, long distance, relay race, shotput high jump and long jump).

FOOTBALL

Skills- passing, trapping, shooting, dribbling. Attacking, defending, goal keeping, scoring, Rules and regulations.

HOCKEY

Skills-The Grip, receiving(trapping), Passing, Dribbling, Hitting, Tackling, Rules and regulations.

BASKETBALL

Skills- passing, dribbling, offense, defense, blocking, scoring, rules and regulations.

Summer

TABLE TENNIS

Skills-serve, foot work, anticipation, Fore hand/ Back hand, scoring, rules and regulations

SPORTS SCIENCE

Theory- Anatomy and physiology, Respiratory and circulatory system, Biomechanics.

Assessments

Assessment will take place at the end of the term. Students are expected to have completed their work for that term. All students will have been given an opportunity to improve their work during the lessons. Regular class work will be provided to students. Students will need to perform during the lesson and it will be assessed. Individual, peer and group activity will all be a part of the students Assessment.

Recommended Reading List

Sports articles and collections from school library for the game rules and regulations

www.teachpe.com

www.pecentral.org

www.pelinks4u.org

www.education.com

www.physicaleducationupdate.com

Art



"Dear Students,

A warm welcome from the Performing Arts department, the home of expressive arts in Fine Art, Digital Media Arts and Music. The PA team at WSR are highly experienced and passion driven educators. The team provide the tools for all our students to flourish and grow, which in turn enable all to succeed; as they journey toward becoming, not only creative citizens but, our future leaders.

Creative and expressive arts provide a platform to elevate every student in building confidence, enhance their creative skills output and a structured time to underpin a growth mind set approach; which fundamentally can accelerate students' academic study and levels of attainment.

- Temitope Olusayo, Curriculum Leader - Performing Arts.

Curriculum

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims:

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyze creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Topics / Skills Coverage

Autumn

- Art
- Elements of arts
- Symmetrical designs
- Collage Painting
- Printings
- Study of old famous artist's
- Craft work.

Skills:

- Understand
- Organize
- Distinguish
- Observe
- Compose
- Drawing
- Applying the techniques
- Analyzing
- Judge
- Thinking
- Imagine
- Creating.

Spring

- Understanding of principles of designs and its application in abstract and realistic art
- Portrait drawing
- Zentagle art Printing (block printings)
- Vegetable printing
- Stencil printing)
- Constructions of old famous artist
- Painting techniques such as stroke painting
- Dot painting.

Skills:

- Drawing
- Sketching
- Coloring
- Implementing
- Differentiate
- Composing
- Imagine
- Applying
- Creating
- Drawing
- Contrast
- Execute
- Composing
- Thinking

Summer

- Still life
- Mark Making
- Use of musical symbols for creating paintings.
- Negative and positive drawings.
- Recycling
- Painting.
- Work in the style of Henri Matisse.
- Research based project.

Skills:

- Drawing
- Composing
- Thinking
- Imagine
- Applying
- Creating
- Interpreting
- Explore
- Analyzing
- Interpret
- Composing

Homework

Homework is set weekly for all students. Every week homework will be designed to ensure that students have the opportunity to practice and consolidate the concepts developed in class. Homework is marked and graded, and students will be given feedback on what they need to do to improve their understanding of the topic.

Assessments

Assessments determine the success of art education and teaching method.

- Performance (drawing/painting)-based Assessments (classwork-homework).
- Standards-based Assessments (online – plickers/kahoot/Sam Learning/Mentimeter).
- Rubrics.

Recommended Reading List

- Elements of arts
- Principles of designs
- Color theory
- Color wheel
- Realistic and abstract art
- Famous artist Van Gogh/Leonardo da Vinci/Claude Monet
- Perspective drawing

Recommended Web:

http://papers.aast.edu/staffcourses/55_70645_NE465_2015_1_1_2_1_lecture%20I.pdf

<http://www2.oberlin.edu/amam/asia/sculpture/documents/vocabulary.pdf>

<https://www.nthurston.k12.wa.us/cms/lib/WA01001371/Centricity/Domain/2991/Elements%20of%20Art.pdf>

<https://www.anderson5.net/cms/lib02/SC01001931/Centricity/Domain/2143/Elements%20of%20Art%20and%20Principles%20of%20Design.pdf>

https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf

Music



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A warm welcome from the Performing Arts department, the home of expressive arts in Fine Art, Digital Media Arts and Music. The PA team at WSR are highly experienced and passion driven educators. The team provide the tools for all our students to flourish and grow, which in turn enable all to succeed; as they journey toward becoming, not only creative citizens but, our future leaders.

Creative and expressive arts provide a platform to elevate every student in building confidence, enhance their creative skills output and a structured time to underpin a growth mind set approach; which fundamentally can accelerate students' academic study and levels of attainment.



- Temitope Olusayo, Curriculum Leader - Performing Arts.

Curriculum

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and a sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Music curriculum aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Topics / Skills Coverage

Autumn

Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression

Spring

Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

Summer

Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

Subject Content

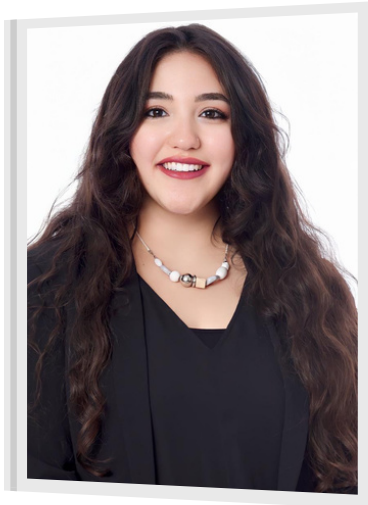
Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Assessments

All pupils will work at a pace that is suitable to them to ensure everyone makes the maximum amount of progress during the year. Pupils have regular skill based assessments throughout the year and an end of year examination to monitor attainment and progress.

Progress is assessed by continuous teacher assessment plus a formal test at the end of each unit. These assessments provide evidence for student tracking and movement between ability groups. Summative assessments take place at the end of the term.

French



"Learning another language is not only learning different words for the same things but learning another way to think about things."

Dear students welcome to the French department! My name is Ms. Nourhane and I am passionate about languages, cultures, and civilisations. That's why I learned to speak 4 languages, so I can communicate with people from different backgrounds, and cultures.

In today's world, speaking one foreign language is not enough. Learning another language enriches the mind and opens up new horizons, both personal and professional. In the French department, we are focusing on developing the ability to use the language effectively for purposes of practical communication, offering insights into the culture and civilisation of the countries where the language is spoken, providing enjoyment and intellectual stimulation, and complementing other areas of study by encouraging skills of a more general application.

We looking forward to starting this French adventure with you!

- Nourhane Ausman, Curriculum Leader - French.



Curriculum

The French department, in keeping with the whole school ethos of embracing higher performance learning, aims to create and develop enthusiastic and independent learners. We are committed to establishing a learning environment that encourages students to feel confident about taking risks and developing informed opinions about the world around them. Ultimately, we want our students to have a love of languages and aim to achieve this by nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people.

Our curriculum aims to enable students to develop:

- Understanding and use of written forms of the French language, in a range of familiar and practical contexts, and for a variety of purposes
 - Understanding and use of the spoken forms of French, in a range of familiar and practical contexts, and for a variety of purposes
 - The ability to communicate effectively in French through the written word, using a range of vocabulary and structures
 - The ability to communicate effectively in the French language through speaking, using a range of vocabulary and structures
 - A knowledge and understanding of the French language grammar and its practical application
 - A knowledge and understanding of countries and communities where the French language is spoken
 - Positive attitudes towards modern foreign language learning
 - A suitable foundation for further study of French, or another language.

Topics / Skills Coverage

Autumn

Module 1 "C'est perco"
Unit 1: Mon autoportrait
Unit 3: Comment je me vois
Unit 4: Et les autres?
Unit 5: Il est hypercool!

Spring

Module 2 "Mon collègue"
Unit 1: Mes matières
Unit 2: C'est génial!
Unit 3: J'ai cours!

Summer

Module 2 "Mon collègue"
Unit 5: Miam-miam!
Module 3 "Mes pasetemps"
Unit 1: Mon ordi et mon portable
Unit 2: Tu es sportif/sportive?

Homework

Homework is set weekly for all students. Every week homework will be designed to ensure that students have the opportunity to practice and consolidate the concepts developed in class. Homework is marked and graded, and students will be given feedback on what they need to do to improve their understanding of the topic.

Assessments

The measurement of student learning through assessment is important because it provides useful feedback to both instructors and students about the extent to which students are successfully meeting course-learning objectives. Students have regular topic based assessments throughout the year and summative assessment at the end of the year to monitor attainment and progress.



External Assessments - CAT4

The Cognitive Abilities Test (CAT4) is an assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning. This is conducted in the beginning of the year.

CAT4 is designed to give schools a much broader, more rounded view of each child, their potential and how they learn. Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed.

Tasks involve thinking about shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning) and some questions are answered by mentally generating and transforming visual images (Spatial Ability).

Progress tests

Measuring attainment in English, maths and science, these assessments can be used at the end of the year to measure progress, and then year-on-year. Reports are set against national averages so you can reliably compare your results with those of schools across the country. This helps to

- Assesses pupils' knowledge, understanding and application in the core subjects
- Tracks progress at individual and cohort level
- Indicates possible gaps in learning
- Standardised on over 100,000 students, with benchmarks verified each year based on analysis of over half a million pupils