مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School

Orbitaled

Key Stage 3 Curriculum

At United School International we offer an education in the Secondary School which builds on the students' previous learning and knowledge and experiences from Key Stage 2, ensuring enquiry-based learning and an enthusiasm and love of learning continues. Our Secondary staff continue to follow the National Curriculum for England and Wales as a framework, with adaptations to suit our international setting. In Key Stage 3, lessons are taught by a series of subject specialists with the class tutor coordinating all aspects of the students' academic and social development. The class tutor also delivers our PSED programme which suits the needs of our students in the local setting. Key Stage 3 is an exciting time for students as it allows them to study a range of subjects which gives them an opportunity to identify their strengths and preferences for IGCSE.

Our staff have high expectations for our students and aim for Excellence, which is one of the school's core values. Students are encouraged to actively play a role in their learning, engage in lessons, and play a significant role in the feedback teachers give them. We promote an environment of consistent teacher student dialogue in which students are aware of their successes in learning but also their misconceptions and how they need to move forward. We endeavor to promote independence and 'thinking for themselves' amongst our students to ensure they are confident individuals for IGCSE. Through thematic and enquiry-based learning, we ensure our learning in student focused and centered.

At USI, we offer a range of school days and educational visits that to ensure opportunities extend beyond the classroom walls. We are future thinking and therefore are committed to ensure our students are future ready, providing the necessary skills, university guidance, leadership opportunities and promoting super curricular.

United School International Key Stage 3 Curriculum Overview

CURRICULUM OVERVIEW KEY STAGE 3

Subject: English

CURRICULUM PHILOSOPHY

English focuses upon a broad curriculum that covers English over time and explores diversity and values.
English at KS3 comprises of 2 key elements – reading and writing – and focuses upon how each of these areas can be positively developed, preparing students for life with everyday transactional writing skills and lifelong development of vocabulary and reading for purpose. The KS3 curriculum makes a smooth transition to KS4 GCSE level to develop an in-depth consideration of knowledge and skills for direction of assessments in GCSE and skills acquired for lifelong learning and direction beyond the classroom.

CURRICULUM INTENTION

Year 7	Year 8	Year 9
Students will learn about a Shakespeare text, a modern novel and poetry to build on their prior knowledge of comprehension at KS2 and developing this for KS3. Students are taught how to do develop their analytical paragraphs from explain to analyse and will be able to explain and identify a range of language techniques. They are taught how to add language techniques imaginatively and creatively into their own writing and start to develop using a range of sentence structures for effect. Students will be able to consolidate and extend their understanding of texts and creative writing skills to develop their written responses and learn all the required skills to transition to KS4.	Students will learn about an advanced Shakespeare text that is studied at IGCSE, a modern novel and transactional writing to build on their prior knowledge of comprehension and analytical paragraphs. Students are taught how to do develop their analytical paragraphs further analysing the effect of a range of advanced techniques and start to explore alternate interpretations. They are taught how to add language techniques imaginatively and creatively into their own writing and successfully use a range of sentence structures and sentence openers for effect. Students will be able to consolidate and extend their understanding of texts and creative writing skills to develop their written responses and learn all the required skills to transition to KS4.	Students will develop independent extended essay writing in Y9 and learn about the requirements for the mark scheme and assessments at IGCSE. The previous analytical response writing will be embedded and further developed by perceptively analysing the writers' intentions and effects of subtle language techniques on the reader. Students are taught how to confidently explore alternate interpretations and embed key quotations from a range of points throughout texts to justify their reasoning. They are taught how to add language techniques imaginatively and creatively into their own writing and carefully think about the structure of their own writing for intended purpose and impact. Students will be able to consolidate and extend their understanding of texts and creative writing skills to develop their written responses and learn all the required skills to

		transition to KS4. Students will be able to develop their comparison writing skills to poetry texts.
CURRICULUM IMPLEMENTATION		
Year 7	**Year 8**	**Year 9**
Teaching Methods Students will be taught using a range of teacher led and student led activities to develop curiosity and a love of English. Regular weekly Word of the Week quizzes to recap the week's 'word starter' will be used regularly to develop vocabulary. Teacher will regularly model WAGOLL responses on the board, whilst creating whole class responses and individual reponses. Students will use their success criteria consistently for reading and writing responses to develop independence. Peer and self assessment will be used regularly to reflect on their own learning identify next steps. Markbooks for Word of the Week and half term assessments will be regularly updated to target groups of students to differentiate seating plans and group activities Classroom Resources Students will be provided with all relevant learning materials through teams, and will be expected to be able to access them either	Teaching Methods Students will be taught using a range of teacher led and student led activities to develop curiosity and a love of English. Regular weekly Word of the Week quizzes to recap the week's 'word starter' will be used regularly to develop vocabulary. Teacher will regularly model WAGOLL responses on the board, whilst creating whole class responses and individual responses. Students will use their success criteria consistently for reading and writing responses to develop independence. In Y8 they will have further numbers on their criteria to develop their responses in higher level depth. Peer and self assessment will be used regularly to reflect on their own learning identify next steps. Markbooks for Word of the Week and half term assessments will be regularly updated to target groups of students to differentiate seating plans and group activities Classroom Resources Students will be provided with all relevant learning materials through teams, and will be expected to be able to access them either	Teaching Methods Students will be taught using a range of teacher led and student led activities to develop curiosity and a love of English. Students in Y9 will be regularly shown the IGCSE criteria and mark schemes to reflect their own responses and skills acquired in class. Regular weekly Word of the Week quizzes to recap the week's 'word starter' will be used regularly to develop vocabulary. Teacher will regularly model WAGOLL responses on the board, whilst creating whole class responses and individual reponses whilst using GCSE responses from past exams to further embed the skills required. Students will use their success criteria consistently for reading and writing responses to develop independence. In Y9 students will be able to complete all of the numbers on the success criteria and extend their responses further with extra challenge numbers. Peer and self assessment will be used regularly to reflect on their own learning identify next steps. Markbooks for Word of the Week and half term assessments will be regularly updated to

through the class smart board, teams, or print out Assessment Students will have Word of the Week quizzes to inform teaching and to inform the student of their own performance. End of unit assessments will reflect on their learning and skills acquired. Each assessment will build on reading and writing skills. Wider Curriculum Students will develop their reading skills and adapt to a range of subjects and use their new acquired vocabulary across the school to develop students' use of vocabulary verbally as well as written. The love of reading will be embedded through tutor time reading and the introduction of quizzes on books read. Library book club ASA will develop the love of reading and give students the opportunity to share books. Competitions will be held for Poetry week and World Book Day to promote the importance of English across the curriculum.	through the class smart board, teams, or print out Assessment Students will have Word of the Week quizzes to inform teaching and to inform the student of their own performance. End of unit assessments will reflect on their learning and skills acquired. Each assessment will build on reading and writing skills with a mix of comprehension short response and longer response answers. Wider Curriculum Students will develop their reading skills and adapt to a range of subjects and use their new acquired vocabulary across the school to develop students' use of vocabulary verbally as well as written. The love of reading will be embedded through tutor time reading and the introduction of quizzes on books read. Competitions will be held for Poetry week and World Book Day to promote the importance of English across the curriculum.	target groups of students to differentiate seating plans and group activities Classroom Resources Students will be provided with all relevant learning materials through teams, and will be expected to be able to access them either through the class smart board, teams, or print out Assessment Students will have Word of the Week quizzes to inform teaching and to inform the student of their own performance. End of unit assessments will reflect on their learning and skills acquired. Each assessment will build on reading and writing skills with extended 30 mark reponses required by the end of Y9 to lead into GCSE expectations. Wider Curriculum Students will develop their reading skills and adapt to a range of subjects and use their new acquired vocabulary across the school to develop students' use of vocabulary verbally as well as written. The love of reading will be embedded through tutor time reading and the introduction of quizzes on books read. Competitions will be held for Poetry week and World Book Day to promote the importance of English across the curriculum.

United School International Key Stage 3 Curriculum Overview

KEY STAGE 3 LEARNING JOURNEY						
	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Year 7	**Roald Dahl** Read and understand a variety of texts from the famous Roald Dahl. Develop reading for inference and writing skills. Assessment 1x45 minute creative writing ,weekly formative Word of the Week quizzes	**HOLES** Reading and understanding the comical classic Holes. A journey through mistaken identity and buried treasure for the protagonist Stanley Yelnats. Assessment 1x45 minute analytical response ,weekly formative Word of the Week quizzes	**HOLES** Reading and understanding the comical classic Holes. A journey through mistaken identity and buried treasure for the protagonist Stanley Yelnats. Assessment 1x45 minute transactional writing, weekly formative Word of the Week quizzes	**Introduction to Shakespeare MIDSUMMER'S NIGHT'S DREAM** A classical Shakespeare play where pupils can understand the wonderful world of theatre. Exploring Shakespearean language and conventions. Assessment 1x45 minute analytical response ,weekly formative Word of the Week quizzes	**POETRY ABOUT OUR WORLD** Developing a love for poetry with poems from around the world providing different perspectives on nature and life challenges. Assessment 1x45 minute analytical response ,weekly formative Word of the Week quizzes	**SUPERHEROES** Using superhero's to develop pupils creative writing skills. Focusing on vocabulary and sentence structures. Assessment 1x45 minute creative writing ,weekly formative Word of the Week quizzes
Year 8	**Dystopian Fiction** Developing our understanding of a the dangers and destruction of a dystopian world and the conventions through modern day extracts such as The Hunger Games. Assessment 1x45 minute creative writing ,weekly formative Word of the Week quizzes	**Stone Cold** Reading the gripping story of a young boys journey into homelessness In England and understanding the social implications. 1x45 minute analytical response ,weekly formative Word of the Week quizzes	**Stone Cold** Reading the gripping story of a young boys journey into homelessness In England and understanding the social implications. Assessment 1x45 minute transactional writing, weekly formative Word of the Week quizzes	**Speeches** Reading an array of speeches from famous speakers focusing on the powerful message and language used to create this effect. Assessment 1x45 minute transactional writing, weekly formative Word of the Week quizzes	**Macbeth** A challenging favourite by Macbeth where pupils will focus on Shakespearean language and understand the downfall of a tragic hero Assessment 1x45 minute analytical response ,weekly formative Word of the Week quizzes	**Unseen Poetry** Pupils will develop a love for poetry analysing the message, tone, themes and structure. Assessment 1x45 minute analytical response ,weekly formative Word of the Week quizzes
Year 9	**Gothic Writing** Understanding the conventions of Gothic literature	**War Poetry** Analysing how poetic techniques are used and the	**War Poetry** Analysing how poetic techniques are used and the	**Of Mice and Men** Gaining an overview of the plot, characters and	**Of Mice and Men** Gaining an overview of the plot, characters and	**Our Day Out** Explore the context of the play and how characters and

	and analysing texts and the effect on the reader. Assessment 1x45 minute creative writing ,weekly formative Word of the Week quizzes	effect on the reader. Developing comparing and contrasting skills between poems. Assessment 1x45 minute analytical response ,weekly formative Word of the Week quizzes	effect on the reader. Developing comparing and contrasting skills between poems. Assessment 1x45 minute comparative analytical response ,weekly formative Word of the Week quizzes	themes to lead into KS4 GCSE text. Developing analysis skills and effect. Assessment 1x45 minute analytical response ,weekly formative Word of the Week quizzes	themes to lead into KS4 GCSE text. Developing analysis skills and effect. Assessment 1x45 minute analytical response ,weekly formative Word of the Week quizzes	themes are developed throughout. Assessment 1x45 minute transactional writing, weekly formative Word of the Week quizzes

Impact – What success will look like?

By the end of Year 7 students will have shown secure knowledge of the set text Holes and feel comfortable in applying their analytical PEAK paragraph skills to a range of extracts and texts. They will be able to demonstrate identifying and analysing a range of language techniques and the writer's intentions and apply these to their own creative and transactional writing. They will start to explore Shakespeare texts and the change of language over time, developing curiosity and embedding their analytical skills to new language. Students will develop independence in working in exam conditions to create their own stories and transactional writing pieces and will be able to start using advanced language techniques such as oxymorons. They will be able to develop their point, evidence, explain paragraphs to analysing the effect on the reader and identifying language techniaues used by the writer. This will also be evident in written assessments and students should start to be able to develop picking out key words from quotations and explaining the effect.

Students will develop their vocabulary through weekly word of the week quizzes and by the end of the year will be able to define a range of new words and use in their own writing evidenced by their end of year word of the weeks test which will compare their results of definitions from the start of the year. The primary curriculum skills will be embedded into Year 7 whilst acquiring new advanced knowledge to fully secure understanding and moving towards a more analytical approach when exploring a text and linking in the skills required for IGCSE.

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By the end of Year 8 students will have shown sustained knowledge of set texts and feel confident in applying their analytical PEAK paragraph skills to a range of extracts and texts. They will now be able to confidently analyse a range of language techniques and the effect on the reader, whilst now starting to develop alternate interpretations for the writer's intention. Students will be able to use a range of sentence structures and sentence openings in their own creative and transactional writing, thinking carefully about the intended purpose and audience. They will explore the base of an IGCSE Shakespeare text and the change of language over time, developing curiosity and embedding their analytical skills to new language whilst using the IGCSE marking criteria to develop their analytical paragraphs further. Students will develop independence in working in exam conditions to create their own stories and transactional writing pieces and will be able to confidently use advanced techniques such as oxymorons and juxtaposition to create an intended effect on the reader. This will also be evident in written assessments and students will be able to analyse the effect of key words from quotations and start to embed key words and quotations from elsewhere in the extracts. Students will develop their vocabulary through weekly word of the week quizzes and by the end of the year will be able to define a range of new words and use in their own writing evidenced by their end of year word of the weeks test which will compare their results of definitions from the start of the year. The skills acquired in Year 7 will be advanced to fully secure understanding and move towards a more analytical approach when exploring a text and linking in the skills required for IGCSE by extending responses in further detail.
By the end of Year 9 students will have shown an understanding of the skills and structure of the IGCSE assessments and what is required. They will have shown sustained knowledge of a IGCSE text Of Mice and Men and feel confident in applying their analytical PEAK paragraph skills to a range of extracts and texts. They will now be able to confidently analyse a range of language techniques and the effect on the reader and alternate interpretations for the writer's intention. Students will be able to explore the structure of texts and start to analyse the effect and writer's intentions for these. Students will be able to use a range of vocabulary and language techniques in their own creative and transactional writing, thinking carefully about the intended purpose and audience whilst making their writing imaginative and unique. They will explore comparison skills by embedding their analytical skills to poetry comparison whilst using the IGCSE marking criteria to develop their analytical paragraphs further. Students will develop independence in working in exam conditions to extend their analytical responses into extended essays worth 30 marks in the same way as IGCSE is assessed. This will also be evident in written assessments and students will be able to analyse the effect of a range of quotations and key words and start to use discriminating quotations and give perceptive reasoning for their choices. Students will develop their vocabulary through weekly word of the week quizzes and by the end of the year will be able to define a range of new words and use in their own writing evidenced by their end of year word of the weeks test which will compare their results of definitions from the start of the year. The skills acquired in Year 7 and Year 8 will be advanced to fully secure understanding and move towards a more analytical approach when exploring a text and linking in the skills required for IGCSE by extending responses in further detail and exploring the structure of texts and the impact on the reader.

United School International Key Stage 3 Curriculum Overview

CURRICULUM OVERVIEW KEY STAGE 3

Subject: Science

CURRICULUM PHILOSOPHY

Our primary focus for KS3 Scientists is that we inspire in them a passion for the subject, an interest in the world around them and a drive to learn new things; simultaneously, we aim to develop students' interdisciplinary skills that will benefit them in all subjects and future careers, as well as equip them academically to succeed and attain the best results that they possibly can in their future public examinations.

Knowledge is a prerequisite for practising higher-order skills, such as applying our existing theories to new situations, analysing evidence or synthesizing new ideas. Our curriculum aims, therefore, to support students to move information from their working memory into their long-term memory through effective use of lesson time and homework, using evidence-based techniques such as interleaving and spaced repetition.

CURRICULUM INTENTION

Year 7	Year 8	Year 9
Students will start their science learning journey with Biology, learning from what they can physically see, observe and experience such as organ systems – this includes the opportunity for physical dissections to see how muscles, bones and certain organs function. Then, by use of microscopes, they will be exposed to the idea that some observations are best explained by abstract theories that involve phenomena that are not immediately visible. This links directly to the students' first year of Chemistry in Term 2, as students develop their ideas about how micro can explain the macro by investigating the behaviour of different states of matter and looking at how existing theories such as the particle model of matter explain this behaviour. This leads into a look at what we know about different particles, their names, how we catalogue them and how certain particles react together to form new and different particles in chemical reactions.	Students in Year 8 – having now learned in depth about our own species in Year 7 – will look at how different species interact with each other. The delicate balance of ecosystems is crucial in the maintaining of the status-quo in nature, and it is vital that our students appreciate this when they move into their myriad different careers. This means looking at organisms' diets, habitats, interactions with other organisms and how plants produce the energy for others in the food chain. In Chemistry, students will build on their knowledge of particles from Year 7 to investigate different factors that affect rates of reaction. They will also delve deeper into the difference between chemical and physical reactions, looking at the role of charge in chemical reactions and chemical processes.	In Year 9, as students edge closer to starting their iGCSE course, the students will look at the role of inheritance in Biology. Having previously seen in Year 8 how different organisms inhabit different niches of nature, this leads naturally into a look at how organisms are adapted to their environment and how traits can be passed on through the generations. Again, the emphasis is on explaining concrete observations with abstract answers, as we look at the link between adaptations and genetic inheritance as well as environmental factors affecting organisms. In Chemistry, students will be applying their knowledge from Year 8 and Year 9 to explain chemical processes in industry. We will look at rocks, materials, alloys and how we make certain chemicals in

Having now looked at the physical composition and behaviour of matter, Physics in Term 3 looks at how that behaviour can change or be changed, as we look at forces and energy stores. Students will investigate how forces can be applied to change the shape or speed of objects, before we look at how energy is conserved but changed in different interactions.	Physics sees our students look more specifically at the energy store of electricity. Again, starting with concrete observations, students will learn how different circuits and components behave then use their knowledge of particles to explain the reasons for these observations. A look upwards, then, to how the development of our understanding of energy allowed us to explore beyond our planet and a look at what else we know about the universe we live in.	specific industrial reactions in the most effective ways possible. Physics will once again pick up on the topic of energy, this time doing a deep dive into how energy can be transferred via waves and even physical particles, as we make a cross-curricular link with chemistry to look at nuclear physics. In each branch of science, students in Year 9 will also complete one "IGCSE Transition Topic" in which they learn about one topic to IGCSE standard using the IGCSE textbook in order to familiarise themselves with the expectations and rigour of the course and to become experts in one topic to promote confidence as they make the leap to KS4.

CURRICULUM IMPLEMENTATION

Year 7	Year 8	Year 9

The most valuable pedagogical tool we possess in science is modelling, whether using the whiteboard, videos, animations, physical investigations or analogical situations to convey complex scientific concepts. We aim to use everything at our disposal to teach passionately about the subject so that students understand and engage with the curriculum.

All students with an attendance of over 90% should be able to achieve a grade 5 or above at IGCSE. 40% of the qualification is knowledge-recall and this alone – with current grade boundaries – amounts to a grade 5 in single sciences. It is therefore paramount that students are taught how to revise effectively, move information into their long-term memory and recall it when needed. To do this, students must remain engaged and confident in the knowledge that revision pays off. Our teaching methods encourage this; interleaving, spaced repetition and clear communication of revision expectations aim to embed this.

No student should be excluded from the opportunity to learn anything in the syllabus and, as such, differentiation should be done in the form of targeted questioning, extra-scaffolding and support rather than differentiation by outcomes.

United School International Key Stage 3 Curriculum Overview

Homework will take a variety of forms at KS3 but will be used primarily as a skills-building exercise or interleaving. This means we will make ready use of flip-learning, presentations, group challenges and transforming information into different formats. We will engage with opportunities to make cross-curricular links, such as between PE and Biology or Maths and Physics, to contextualise learning. Science week will provide an opportunity to engage the whole school with the theme of science and to show how science is relevant to any and all other subjects.

All assessments until the final IGCSE exams in Year 11 are considered formative. Weekly, low-stakes quizzes will support retention and promote revision; topic tests will assess how successfully information is being retained and how effectively students can apply their knowledge to new situations and analyse new data. Students will be given space and guidance to reflect on their feedback and make improvements.

Topic tests are split into four sections: comprehension, knowledge recall, application of knowledge and data analysis. This mirrors Edexcel's IGCSE assessment which is 40% knowledge recall, 40% application of knowledge and 20% data analysis. The addition of the comprehension section is to help teachers identify the reason why a student might be losing marks; is it because they aren't understanding what the questions are asking of them – perhaps because they need support with the language, particularly for our EAL learners - or because they don't yet have the knowledge to answer it.

Students are given a self-reflection sheet after each exam that encourages them to work out how to improve for their next assessment. The matrix on the sheet will allow them to work out whether it is exam technique or prerequisite knowledge of a particular topic that they need to work on for next time. They are then given directed activities to improve that particular aspect so they can see how assessments can be used formatively. We hope to build a culture of *growth mindset* in our students that will allow them to see assessments as opportunities to show what they can do and to find out how to improve, rather than a stressful experience.

United School International Key Stage 3 Curriculum Overview

KEY STAGE 3 LEARNING JOURNEY (CURRICULUM MAP) Topics you will cover in each half term. 2. Assessments that will take place (summative) and what they will cover.						
	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Year 7	**Overarching Topic** Biology **Sub Topics** Living things Organ systems **Key question:** In Science, what can we find out through physical observations?	**Overarching Topic** Biology **Sub Topics** Cells **Key question:** How do microscopes further our understanding of how the body works?	**Overarching Topic** Chemistry **Sub topics** Particle model of matter **Key question:** How can we explain physical observations using abstract models?	**Overarching Topic** Chemistry **Sub topics** Acids and alkalis **Key question:** What makes a reaction a chemical one not a physical one?	**Overarching Topic** Physics **Sub topics** Forces **Key question:** How can we change the behaviour of objects?	**Overarching Topic** Physics **Sub topics** Energy **Key question:** What is energy and what can we do with it?
Year 8	**Overarching Topic** Biology **Sub Topics** Ecology **Key question:** What would happen if we removed an organism from the ecosystem?	**Overarching Topic** Biology **Sub Topics** Diet **Key question:** What does a healthy diet look like and why?	**Overarching Topic** Chemistry **Sub topics** Factors affecting chemical reactions **Key question:** If particles behave differently, do reactions happen differently?	**Overarching Topic** Chemistry **Sub topics** Electrochemistry **Key question:** What role does charge play in chemical reactions?	**Overarching Topic** Physics **Sub topics** Electricity **Key question:** How does flicking a switch turn on a light?	**Overarching Topic** Physics **Sub topics** Space **Key question:** How do we know what our solar system, galaxy and universe look like if there isn't a platform where we can stand and see it?

United School International Key Stage 3 Curriculum Overview

Year 9	**Overarching Topic** Biology **Sub Topics** Inheritance **Key question:** Why do humans look the way that we do?	**Overarching Topic** Biology **Sub Topics** IG Transition Topic Students choose a Biology IGCSE topic to become experts at. Over the half-term, they put together a project to educate others about this topic, including a lesson, a model, a worksheet and a mini-quiz.	**Overarching Topic** Chemistry **Sub topics** Rocks and materials Chemistry in industry **Key question:** What is the right balance in a chemical reaction between speed and efficacy?	**Overarching Topic** Chemistry **Sub topics** IG Transition Topics Students choose a Chemistry IGCSE topic to become experts at. Over the half-term, they put together a project to educate others about this topic, including a lesson, a model, a worksheet and a mini-quiz.	**Overarching Topic** Physics **Sub topics** Nuclear Physics Waves **Key question:** How can energy be transferred from one place to another if not mechanically?	**Overarching Topic** Physics **Sub topics** IG Transition Topic Students choose a Physics IGCSE topic to become experts at. Over the half-term, they put together a project to educate others about this topic, including a lesson, a model, a worksheet and a mini-quiz.

United School International Key Stage 3 Curriculum Overview

Impact
Assessments are designed to intuitively highlight where students are succeeding and how they can improve. As such, by the end of Year 7, we aim for assessments to show that students are improving at knowledge recall as they learn effective revision techniques. This should mean that they can recall many facts about human biology, the particle model of matter and energy stores/forces. They should also be able to plot simple line graphs and analyse relationships between two variables. In terms of skills, Year 7s should be working together constructively and start to be able to resolve conflict through mature discussion. They should be able to use spreadsheets to collect data and slideshows to make presentations.
By the end of Year 8, students should be confidently scoring above 75% on knowledge-recall sections of assessments. They should know about the relationships between organisms in ecosystems, how chemical reactions are used in industry and how electricity works. They should be able to confidently describe the relationship between two variables on a graph and start being able to analyse the quality of graphs. They should be able to work independently or cooperatively with minimal guidance. They should be able to revise effectively with minimal guidance and use spreadsheets to create simple graphs that show relationships between two variables. They should be able to decide which tool is best to present information: word documents, slideshows or video presentations.
By the end of Year 9, students should be scoring above 90% on knowledge-recall sections of assessments. They should be comfortable trying to apply their knowledge to new situations and reflecting on how to improve after each exam. They should be able to analyse graphs with ease and be starting to suggest reasons for the relationships between variables. They should be able to work independently or cooperatively without guidance. They should be able to revise effectively without guidance and use technology judiciously to present information. They should be confident learners with a growth mindset.

United School International Key Stage 3 Curriculum Overview

CURRICULUM OVERVIEW KEY STAGE 3

Subjects: Humanities, Geography, History

CURRICULUM PHILOSOPHY

Within the Humanities department we aim to deliver a wide and varied curriculum. We seek for our students to develop a passion for the subjects that we teach and hope that many will elect to continue to study Geography and History at IGCSE and A level. Many of the skills that they will require for these examination courses are fostered in Key Stage 3. Much of the curriculum also gives the students opportunities to build the foundations of essential topic knowledge and understanding.

Our curriculum aims to develop students that are concerned about issues that affect not just their local area but communities and environments in other parts of the world. The Humanities curriculum makes a significant contribution to the curriculum of the school due to the subjects focus upon the study of places and the impacts of people and events past and present. All aspects of Humanities require pupils to critically enquire and personally reflect on space, place and historical events. The department aims to create informed, inquisitive and analytical pupils who can appreciate the world beyond their experiences.

CURRICULUM INTENTION

Year 7 Humanities	Year 8 Geography	Year 9 Geography
The year begins with students learning about the concepts of Geography & History. Students will learn about the what it means to be a Geographer and a Historian. The essential skills required are practiced through the investigation of a variety of place and time case studies. Later in the year students will focus in specific detail on the topics of The Roman Empire and Antarctica. In Humanities at year 7, using the topics mentioned above, students are taught how practice and develop the following skills:	In Geography the year begins with students learning the 'physical health of our planet' by investigating different Biomes, investigating their characteristics, the impact that they have on the planet and the impacts that humans have on them. Students will move onto investigate the causes, impacts and responses to Tectonic and Extreme Weather events. In the final term students will undertake a topic based on the book 'Prisoners of Geography' by Tim Marshall, exploring the concept of how the world has been and continues to be defined by physical and political boundaries.	In Geography the year begins with students learning about the concept of global development, the topic is influenced by and links investigating with the Book Factfulness by the demographer Hans Rosling. Students will move onto investigate demography, investigating the causes, impacts and responses to the Population Explosion. The year will conclude with a focus around the theme of Sustainability. Students will, investigate the causes, impacts and responses to Climate Change

• Graphing • Data Analysis • Primary & Secondary Source Analysis • Essay Writing **Why** are students being taught the above? As well as having specific learning objectives and success criteria, each lesson also ties in with a big question idea. This will be referred to throughout each scheme of work, allowing students to make connections between lessons within the topic and across the year Humanities at year 7 acts as the perfect bridge between topics covered at KS2. The topics chosen are different from those covered by the KS2 curriculum and the specific skills students will acquire to be successful are more complex. The topics chosen for Year 7 Humanities are chosen to excite, engage and challenge our students. They are also chosen as links between the two subjects can be more efficiently made by our students The more detailed specific subjects of Geography and History that students begin from Year 8 onwards. Understanding the concepts of these subjects and the development of the foundation skills required equip students to be successful at both KS3 and IGCSE level.	In Geography at year 8, using the topics mentioned above, students are taught how practice and develop the following skills: • Mapping and spatial awareness skills • Graph interpretation skills • Extended writing skills • Data collection and analysis – field trip and subsequent assessment • Teamwork skills and creativity • Research skills enabling students to become independent learners **Why** are students being taught the above? As well as having specific learning objectives and success criteria, each lesson also ties in with a big question idea. This will be referred to throughout each scheme of work, allowing students to make connections between lessons within the topic and across the year. The scope for choosing Geographical and Historical topics is vast, we of course have the entire world and everything that has ever happened on it to choose from! The topics mentioned above are selected to instill within students a passion for the subjects of Geography and History. They have been carefully chosen to interest, engage and challenge our students. The knowledge gained from the chosen topics give the perfect base of knowledge and skills required for further study at IGCSE and A level. As well as learning about fascinating topics and developing key skills, the study of Geography and History naturally allows students to develop key life skills, such as those listed in the Learner	In Geography at year 9, using the topics mentioned above, students are taught how practice and develop the following skills: • Research skills – global population data, climate change, facts, megacities case studies • Graph descriptions and analysis • Research skills • Empathy and understanding – sweatshop workers • Justification skills • Teamwork skills • Map skills • Explanation of natural processes **Why** are students being taught the above? As well as having specific learning objectives and success criteria, each lesson also ties in with a big question idea. This will be referred to throughout each scheme of work, allowing students to make connections between lessons within the topic and across the year. During year 9 students will select their option subjects, the topics mentioned above are selected to inspire engagement and enjoyment in these subjects hopefully resulting in high numbers of students electing to continue their studies within these fields. As with year 8, the possible choice of topics to cover in Geography and History is vast. As well as interesting and challenging our students the specific topics chosen to provide excellent foundation for IGCSE in terms of the knowledge acquired and skills that are practiced.

	Profile. The very nature of the content covered for example will result in student being open minded, caring inquirers. Year 8 is the first year that students will specialize in these fields as standalone subjects. The curriculum helps developed key Geographical and Historical skills and hopefully a sense of wonder about people, places and significant events past, present and future.	As well as learning about fascinating topics and developing key skills, the study of Geography and History naturally allows students to develop key life skills, and our core values. The very nature of the content covered for example will result in student being open minded, caring inquirers. Regardless of whether students continue with Geography and History we seek to instill within students a lifelong desire to be inquisitive about people, places and significant events past, present and future.
	Year 8 History	**Year 9 History**
	In History the year begins with students learning about the Tudors and Renaissance. Students will investigate key events and individuals of this time period and draw comparisons with present day. Students will move onto investigate the age of Exploration and Imperialism topics, assessing the legacy of key individuals and events from this time. The year concludes with a detailed investigation into the causes and effects of the French Revolution. In History at year 8, using the topics mentioned above, students are taught how practice and develop the following skills: • Essay writing structure – PEA	In History the year begins with students learning about the Industrial Revolution, with a focus on changes in technology, living standards and society in a wider sense. Students will explore the topics of Slavery and various Civil Rights movements. Students will investigate how key individuals have acted to enforce lasting change. Students will investigate significant events such as WW1 and the Russian Revolution, looking into the causes and legacies of these turning points in History. In History at year 9 using the topics mentioned above, students are taught how practice and develop the following skills:

	• Identifying and discussing causation – long term, short term, trigger causes • Comparing sources and identifying differences • Assessing change and continuity • Evaluate historical interpretations – why accounts differ and how reliable they are **Why** are students being taught the above? Justify the above. As well as having specific learning objectives and success criteria, each lesson also ties in with a big question idea. This will be referred to throughout each scheme of work, allowing students to make connections between lessons within the topic and across the year. The scope for choosing Geographical and Historical topics is vast, we of course have the entire world and everything that has ever happened on it to choose from! The topics mentioned above are selected to instill within students a passion for the subjects of Geography and History. They have been carefully chosen to interest, engage and challenge our students. The knowledge gained from the chosen topics give the perfect base of knowledge and skills required for further study at IGCSE and A level. As well as learning about fascinating topics and developing key skills, the study of Geography	• Source analysis – boycotts, alliances • Source evaluation – content, nature, origin, purpose • Essay writing – how to write effective introductions and conclusions • ICT skills – research into individuals, laws Debating skills • Chronology • Establishing links/themes **Why** are students being taught the above? Justify the above. As well as having specific learning objectives and success criteria, each lesson also ties in with a big question idea. This will be referred to throughout each scheme of work, allowing students to make connections between lessons within the topic and across the year During year 9 students will select their option subjects, the topics mentioned above are selected to inspire engagement and enjoyment in these subjects hopefully resulting in high numbers of students electing to continue their studies within these fields. As with year 8, the possible choice of topics to cover in Geography and History is vast. As well as interesting and challenging our students the specific topics chosen to provide excellent foundation for IGCSE in terms of the knowledge acquired and skills that are practiced.

	and History naturally allows students to develop key life skills. The very nature of the content covered for example will result in student being open minded, caring inquirers. Year 8 is the first year that students will specialize in these fields as standalone subjects. The curriculum helps developed key Geographical and Historical skills and hopefully a sense of wonder about people, places and significant events past, present and future.	As well as learning about fascinating topics and developing key skills, the study of Geography and History naturally allows students to develop key life skills. The very nature of the content covered for example will result in student being open minded, caring inquirers. Regardless of whether students continue with Geography and History we seek to instill within students a lifelong desire to be inquisitive about people, places and significant events past, present and future.
CURRICULUM IMPLEMENTATION		
Year 7	**Year 8**	**Year 9**
Teaching Methods Lessons clearly structured with Learning Objectives and Success Criteria. Each topic is centered around a Big Question that is regularly referred to throughout the topic. Lessons are challenging and engaging with tailored differentiated tasks and support for those who need it and extension tasks for the most able Classroom Resources TEAMS Powerpoints Worksheets Big Questions Vs. the A LEVEL Learner Profile	Teaching Methods Lessons clearly structured with Learning Objectives and Success Criteria. Each topic is centered around a Big Question that is regularly referred to throughout the topic. Lessons are challenging and engaging with tailored differentiated tasks and support for those who need it and extension tasks for the most able Range of teaching methodologies employed throughout each unit – inquiry-based, discussions, independent learning, guided discovery etc. Classroom Resources: TEAMS	Teaching Methods Lessons clearly structured with Learning Objectives and Success Criteria. Each topic is centered around a Big Question that is regularly referred to throughout the topic. Lessons are challenging and engaging with tailored differentiated tasks and support for those who need it and extension tasks for the most able Range of teaching methodologies employed throughout each unit – inquiry-based, discussions, independent learning, guided discovery etc.

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Assessment A variety of different assessment methods including: Long and Short answer exam style questions Group Presentations Assessment will be cumulative in their nature, whereby the second assessment will contain a proportion of questions related to the first topic and so on through the year. This will cause student to re-visit their work and thus help them with their retention of the topics covered. Wider Curriculum (Links to STEAM, reading across the curriculum, CCAs and trips) Field Trip to the Dubai Creek and Museum Geography and History in the News Flipboard. This allows students to do further reading on the topics covered and other interesting Geographical and Historical stories. The wider reading helps student to improve their knowledge, make connections between topics and improve their literacy whilst investigating interesting topics.	Powerpoints Worksheets Extra research links Big Questions Vs. the A LEVEL Learner Profile Assessment: A variety of different assessment methods including: Long and Short answer exam style questions Research Projects Presentations Assessment will be cumulative in their nature, whereby the second assessment will contain a proportion of questions related to the first topic and so on through the year. This will cause student to re-visit their work and thus help them with their retention of the topics covered. Wider Curriculum (Links to STEAM, reading across the curriculum, CCAs and trips) Field Trip to the Green Planet Geography and History in the News Flipboard. This allows students to do further reading on the topics covered and other interesting Geographical and Historical stories. The wider reading helps student to improve their knowledge, make connections between topics and improve their literacy whilst investigating interesting topics.	Classroom Resources TEAMS Powerpoints Worksheets Big Questions Vs. the A LEVEL Learner Profile Assessment A variety of different assessment methods including: Long and Short answer exam style questions Research Projects Presentations Assessment will be cumulative in their nature, whereby the second assessment will contain a proportion of questions related to the first topic and so on through the year. This will cause student to re-visit their work and thus help them with their retention of the topics covered. Wider Curriculum (Links to STEAM, reading across the curriculum, CCAs and trips) Geography and History in the News Flipboard. This allows students to do further reading on the topics covered and other interesting Geographical and Historical stories. The wider reading helps student to improve their knowledge, make connections between topics and improve their literacy whilst investigating interesting topics.

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KEY STAGE 3 LEARNING JOURNEY						
	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Year 7 Humanities	**Overarching Topic** What is History? **The BIG Question** What are the key skills that Historians need to investigate and understand the past? **Assessment** Written Test – short answer questions about all the lessons in the topic. Socrative assessment towards the end of the unit to check knowledge and recall.	**Overarching Topic** What is Geography? **The BIG Question** What are the key skills that Geographers need to investigate and understand the earth? **Assessment** Extended Writing – Assessing the Rapid Development of Dubai. Socrative assessment towards the end of the unit to check knowledge and recall.	**Overarching Topic** The Roman Empire **The BIG Question** Were the Romans brutal or civilized? **Assessment** Extended Writing – Assessing the question above through the writing of an essay Socrative assessment towards the end of the unit to check knowledge and recall.	**Overarching Topic** Antarctica **The BIG Question** The last great wilderness, should it be developed or not? **Assessment** Magazine Task – creating an article that covers all aspects of the big question above Socrative assessment towards the end of the unit to check knowledge and recall.	**Overarching Topic** The Island Project **The BIG Question** How would you create a Utopian society? **Assessment** Student presentations – students will work in small groups to design and present their Island societies	**Overarching Topic** End of Year Assessment Conclusion of the Island Project **Assessment** End of Year Written Assessment which will cover all topics from the year

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Year 8 Geography	**Overarching Topic** Biomes **The BIG Question** What is the physical health of our Planet Earth like? **Assessment** Rainforests - End of Unit Test Biomes Infographic/ Research Poster	***please note that with the reduction to 1 lesson a week the Biomes topic is continued until Term 2.**	**Overarching Topic** Plate Tectonics **The BIG Question** How do our actions turn natural hazards into catastrophes? **Assessment** Disaster News Report – Student Presentations End of Unit Test	***please note that with the reduction to 1 lesson a week the Plate Tectonics topic is continued until the end of the term**	**Overarching Topic** Prisoners of Geography **The BIG Question** Should borders still exist in a 21st Century Globalized World?	**Overarching Topic** End of Year Assessment Map Skills **Assessment** End of Year Written Assessment which will cover all topics from the year
Year 8 History	**Overarching Topic** The Tudors **The BIG Question** How did the Tudors change English society? **Assessment** Extended Answer - Why did the Spanish Armada Fail? Essay	**Overarching Topic** The Renaissance **The BIG Question** How did the Renaissance change how we create? **Assessment** Written Test - Renaissance Source and Explanation Exam	**Overarching Topic** Exploration **The BIG Question** Are exploration and discovery always positive? **Assessment** Extended answer – Assessing the significance of Christopher Columbus	**Overarching Topic** Imperialism **The BIG Question** How did European nations change global societies? **Assessment** Extended answer - Source and Essay Interpretations Assessment	**Overarching Topic** French Revolution **The BIG Question** What leads humanity to revolution? **Assessment** Written assessment - describe explain, analysis and judgement and source-based assessment	**Overarching Topic** End of Year Assessment Conclusion of the French Revolution topic **Assessment** End of Year Written Assessment which will cover all topics from the year
Year 9 Geography	**Overarching Topic** Factfulness	***please note that with the reduction to 1 lesson a week**	**Overarching Topic** Population	***please note that with the reduction to 1 lesson a week**	**Overarching Topic** Climate Change	**Overarching Topic** End of Year Assessment

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	The BIG Question Is everything that I know about the world wrong? **Assessment** Class debate about Development End of unit Test with IGCSE style questions (source questions focusing on skills and knowledge)	**the Factfullness topic is continued until the end of the term**	**The BIG Question** How many people can live on planet Earth? **Assessment** Population and Migration – End of unit Test with IGCSE style questions (source questions focusing on skills and knowledge) Population and Migration – Infographic creation using graphs, tables and charts.	**the Population topic is continued until the end of the term**	**The BIG Question** Can we save the planet before it is too late? **Assessment** Climate change – Causes, impacts and solutions presentations	Conclusion of the Climate Change topic **The BIG Question** How has KS3 Geography shaped your world view? **Assessment** End of Year Written Assessment which will cover all topics from the year
Year 9 History	**Overarching Topic** Industrial Revolution – technology, individuals, education, urbanization, living standards. **The BIG Question** What impact did the IR have on societies? **Assessment** Industrial Revolution – GCSE style questions (source	**Overarching Topic** Slavery– capture, trade, middle passage, auctions, plantation life, resistance, abolition **The BIG Question** What are the impacts of slavery? **Assessment** Slavery and Abolition - GCSE style questions	**Overarching Topic** World War One – alliances, imperialism, militarism, nationalism, assassination **The BIG Question** What causes conflict between nations? **Assessment** World War One – Causation essay.	**Overarching Topic** Russia in Revolution – socio-economic problems, political problems, revolution, Duma, October manifesto, World War One, Bolsheviks, Civil War **The BIG Question**	**Overarching Topic** Civil Rights – segregation, individuals, laws, boycotts, grass root opposition **The BIG Question** How have human rights changed over time? **Assessment** Civil Rights Movement and the Suffragettes –	**Overarching Topic** End of Year Assessment Conclusion of the Civil Rights topic **The BIG Question** How has KS3 History shaped your world view? **Assessment** End of Year Written

	and essay questions focusing on cause/consequence and significance) Socrative assessment towards the end of the unit to check knowledge and recall.	(source and essay questions focusing on cause/consequence and significance) Socrative assessment towards the end of the unit to check knowledge and recall.		What leads humanity to revolution? **Assessment** Russia in Revolution - GCSE style questions (source and essay questions focusing on cause/consequence and significance)	significance debate	Assessment which will cover all topics from the year

United School International Key Stage 3 Curriculum Overview

Impact
To what extent have students learnt what you intended? What does this look like and how will you know? **"Without Geography you are nowhere, without History you don't know where you are coming from and where you are going"** As with other subjects' success in Humanities, Geography and History will be demonstrated to a large extent by students developing their knowledge base and skill set, and therefore, achieving outstanding internal assessment results. This of course is not the full picture. The learning and discussion of the content of Geography and History naturally ties in with the focus of the A LEVEL learner profile. As outlined in this document these subjects can quite clearly play a significant role in developing well rounded global citizens. Students should be able to understand how humans interact with one another and the natural environment. Describe how and why this varies between places and how this has changed over time.
By the end of Year 8 students will be able to demonstrate… A sound understanding of the topics covered in Geography and History. This will include excellent application of knowledge and skills through their end of topic and end of year assessments. If asked students will be able to discuss how the knowledge and skills acquired in Geography and History help them to better understand the world in which they live. Students should be able to explain the meaning behind each Big Question and articulate a detailed answer based on evidence from their learning.
By the end of Year 9 students will be able to demonstrate… Detailed understanding of a wide variety of Geographical and Historical concepts. They should also be able to make clear links between these concepts and topics. Students should be able to explain the meaning behind each Big Question and articulate a detailed answer based on evidence from their learning. At the end of the KS3 course students should be able to answer the following question: **How has KS3 History & Geography shaped their world view?**

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The national curriculum allows scope for a free choice of topics to cover a range of expected skills, these are outlined below. To ensure a greater level of relevance to the students themselves, case studies of British Geography and History are often substituted for different examples.

For Geography the skills stipulated by the national curriculum are to be able 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
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

For History the skills stipulated by the national curriculum are to be able to:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped the world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

United School International Key Stage 3 Curriculum Overview

CURRICULUM OVERVIEW KEY STAGE 3

Subject: Mathematics

CURRICULUM PHILOSOPHY

Mathematics is a uniquely interconnected subject, with a large quantity of granular ideas that must build in a deliberately planned sequence towards understanding larger ideas. Our curriculum progresses in a multidimensional way with an in-depth consideration to prerequisite knowledge and overall direction. All students can access all of school level mathematics, given the correct and deliberate exposure to the appropriate ideas for where they currently are in their mathematical development. The curriculum is broadly divided into number, algebra, geometry, and statistics. These 4 disciplines are combined and sequenced in a way which allows students to succeed in all of school level mathematics and beyond.

CURRICULUM INTENTION

Year 7	Year 8	Year 9
Mathematics is taught as carefully planned sequence; this sequence can permeate all the years of formal schooling, including primary school. Student will build on their prior knowledge of number, geometry, and data representation from primary school with the addition of algebra and statistics in secondary school. Number: Students will encounter negative arithmetic and continue to develop there mental and written methods for calculations. There will be a particular emphasis on being comfortable with fractions, negative numbers, related calculations and inverse operations, and dealing with powers of ten fluently. Algebra: Students will have encountered this briefly in primary school and will start to use it in earnest in year 7, they will learn the basic structures of generalizing in mathematics. They will explicitly	. all students will build on their understanding from year 7, as topics taught in year 7 are either pre-requisite to topics in year 8 or are built upon in more depth. Topics in year 7 are referred to when needed as a prior knowledge check. Number: Students will continue to develop their understanding of decimals and fractions as a precursor to studying standard form for small and large numbers, they study the structure of fractions as a precursor to using fractions within more advanced algebra. Students will also encounter ratio as an alternative representation to fractions Algebra: Students will start to formalize their available techniques for solving linear equations, this will start to be interleaved with other areas of mathematics and is integral to being able to solve a wide range of problems in the other 3 strands of mathematics.	Mathematics is taught as carefully planned sequence; this sequence can permeate all the years of formal schooling. all students will build on their understanding from year 8, as topics taught in year 8 are either pre-requisite to topics in year 9 or are built upon in more depth. Topics in year 8 are referred to when needed as a prior knowledge check. Number: Students start the year by bringing their fluency with numerical fractions up to iGCSE standard, this readies them to start to include fractions within algebra as the year progresses, they build on their previous understanding of ratio and decimals from year 7 and 8 to work with percentages of amounts in detail as well as using ratios in more complex problems. They also learn to represent numbers in standard form. Algebra:

learn to identify, and use, variables, terms, expressions, equations, and formulae for the first time. Geometry and measures: Students will start learning mathematical terminology such as congruent, similar, vertex to accurately describe their thinking about geometry. They will explore in depth the concept of measurement, accuracy and scale. Desmos.com will be used for visual representations of basic graphs Probability and statistics: Students will gain a basic intuition about probability and uncertainty, as well as consolidate and extend their ability to represent data graphically and learn the advantages of visual representations of numbers	Geometry and measures: Students will learn a substantial amount of geometry during year 8, building from their understanding of measurement in year 7. This will include studying angles within systems of lines, 3D surface area and volume as well as constructions and drawing diagrammatically Desmos.com will be used for visual representations of graphs and functions Probability and statistics: Students will progress from representing data and interpreting visually to creating summary statistics such as mean, mode, median and range. They will also learn formal set notation as a prerequisite to studying probability	Links start to be made between algebraic relationships and the coordinate plane, representing equations graphically. They start to apply their knowledge of algebra to create mathematical models. Geometry and measures: By year 9 students are ready to learn Pythagoras' theorem and trigonometry. These more formal relationships allow students to start working with triangle geometry and builds the foundation for the more comprehensive iGCSE content in this area. Students will use desmos.com to investigate graphs and functions. Probability and statistics: Students learn more statistical tools related to measures of spread, building further on what was taught in year 8. They also use their knowledge of set notation to discuss probability and formalize their understanding of uncertainty from
CURRICULUM IMPLEMENTATION		
Year 7	**Year 8**	**Year 9**
Teaching Methods Students will be guided through a highly interactive, teacher lead journey through the curriculum with continuous live formative assessment at opportune moments. Students will have a rich diet of teaching methods that will adapt to the classes needs, this will include: • High participation modelling using the "I do, you do model" or similar	Teaching Methods As per year 7, with additional coaching on developing reflective practice. Students will start to develop their skills using a calculator, whilst maintaining their ability to perform mental arithmetic. Students will also be given more responsibility to navigate a greater range of independent work as they start to acquire a more interconnected understanding of secondary mathematics.	Teaching Methods As per year 8, with the added expectation of students being reflective practitioners of mathematics, able to self-regulate their thinking and behavior to ensure they practice effectively, this will be explicitly coached.

• Intelligently designed questions and question/problem sequences to promote hard thinking • Regular low stakes retrieval quizzes • Online materials that directly support the lesson, both during the lesson and outside of lesson lime • Formative assessment tools used effectively, these can include diagnostic questions, mini-whiteboards, technology, or other appropriate solutions • Prompts for reflection on performance and next steps During the summer term students will be given a scaffolded project style activity to take part in, this will start to broaden students ability to work on maths in less classroom like environment and allow for application. Classroom Resources Students will be provided with all relevant learning materials through teams, and will be expected to be able to access them either through the class smart board, teams, or print out Students will use completemaths.com as an online learning platform, for homework, formative assessment, and self-study Resources from UKMT and NRICH will be interwoven into the curriculum to stretch and challenge high achievers	Classroom Resources As per year 7, with the addition of students being directed to good sources of material for independent study, these will include online tools and shared areas internally on the school teams Assessment As per year 7, however calculator use will start to be explicitly taught and the assessments will permit and promote the use of technology in line with the iGCSE expectations During the summer term students will be given a scaffolded project style activity to take part in, this will start to broaden students ability to apply mathematics and start to form conjectures. They will be encouraged to research mathematics, and step outside the usual curriculum content. This will be scaffolded to ensure all students find success. Wider Curriculum keen students will continue with the zeta club program, this will start to give them broader exposure to the math's curriculum and give them an age-appropriate exposure to a wide range of math's outside toe curriculum, both applied and pure. An "Alpha" ASA will be offered to students identified as needing additional support. A "Zeta" ASA will be offered to students who have been identified as being keen mathematicians.	Classroom Resources As per year 8, with the additional expectation on students to use answer keys and online resources effectively in a reflective way Assessment As per year 8, with the addition of infrequent 2 part exams split over 2 periods to gradually increase students stamina when working independently, these will start to more closely replicate the iGCSE format whilst still being age appropriate. During the summer term students will be given a scaffolded project style activity to take part in, this will start to broaden students ability to apply mathematics and investigate phenomena either in pure mathematics or applied mathematics. They will be encouraged to research mathematics, and step outside the usual curriculum content. This will be scaffolded with some open choices being made my students. Wider Curriculum students will soon be choosing their options for other subjects, they will also get to opt into the senior Zeta program which will start to prepare them for careers in mathematics as well as continue with appropriate math's competitions where available. An "Alpha" ASA will be offered to students identified as needing additional support. A "Zeta" ASA will be offered to students who have been identified as being keen mathematicians.

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Assessment Students will have high frequency, low stakes quizzes to inform teaching and to inform the student of their own performance. Infrequent, summative assessments will be used to start to practice exam technique and to start to coach students on effective revision how to handle pressure in an exam setting. These will be age appropriate, and designed by USI and will be non-calculator tasks in year 7 Wider Curriculum Students will be complete an initial transition period into secondary school which will consist of several low stakes assessment, this can be used for identifying students who are eager to take part in the Zeta club program, which will be designed to give them the opportunity to perform in international math's competitions and events later in their school career, where they are available. An "Alpha" ASA will be offered to students identified as needing additional support. A "Zeta" ASA will be offered to students who have been identified as being keen mathematicians. Students will be given the opportunity to compete in the junior math's challenge (or equivalent) and give extracurricular support to improve their performance Parallel.org.uk will be used to support students with a keen interest in mathematics and to garner a curiosity in "maths for its own sake" Students will be prompted to access the level 1 "parallelogram" tasks	Students will be given the opportunity to compete in the junior maths challenge (or equivalent) and give extracurricular support to improve their performance Parallel.org.uk will be used to support students with a keen interest in mathematics and to garner a curiosity in "maths for its own sake" Students will be prompted to access the level 2 "parallelogram" tasks	Students will be given the opportunity to compete in the intermediate maths challenge (or equivalent) and give extracurricular support to improve their performance Parallel.org.uk will be used to support students with a keen interest in mathematics and to garner a curiosity in "maths for its own sake" Students will be prompted to access the level 3 "parallelogram" tasks

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KEY STAGE 3 LEARNING JOURNEY						
	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Year 7	Working with place value Introducing algebra Lines and angles Assessment 1x45 minute non calc paper, weekly formative quizzes	The probability scale Power, roots and rounding Assessment 1x45 minute non calc paper, bi-weekly formative quizzes	Formulae, sequences and rules Using measurements Assessment 1x45 minute non calc paper, bi-weekly formative quizzes	Representing and interpreting data Order of operations Linear equations Assessment 1x45 minute non calc paper, bi-weekly formative quizzes	Properties of shapes and solids Ratio Assessment 1x45 minute non calc paper, bi-weekly formative quizzes	Graphs of linear functions Congruence and scale drawing Investigative project informed by prior years learning Assessment 1x45 minute non calc paper, bi-weekly formative quizzes
Year 8	Arithmetical operations with decimals and negatives Linear equations with unknowns on both sides Assessment 1x45 minute calc paper, weekly formative quizzes	parallel, alternate, and corresponding Sets and unions Percentages Assessment 1x45 minute calc paper, bi-weekly formative quizzes	Sequences and relationships Symmetries and constructions Using averages, range, and relationships to describe data Assessment 1x45 minute calc paper, bi-weekly formative quizzes	Multiples, factor, and primes Linear equations, graphically and algebraically Assessment 1x45 minute calc paper, bi-weekly formative quizzes	Accuracy with perimeter, area, and volume Dividing quantities into ratio Algebraic expressions Assessment 1x45 minute calc paper, bi-weekly formative quizzes	Translation, rotation, and reflections Diagrams and constructions Investigative project informed by prior years learning Assessment 1x45 minute calc paper, bi-weekly formative quizzes
Year 9	Arithmetic with fractions	Sample space to calculate	Rearranging and solving linear equations	Mathematical models	Pythagoras' theorem and trigonometry in	Arithmetic sequences Compound units

	Expressions and formulae Angles and polygons Assessment 1x45 minute calc paper, bi-weekly formative quizzes	theoretical probabilities Ratio and percentage change Assessment 1x45 minute calc paper, bi-weekly formative quizzes	Geometrical relationships and Pythagoras' theorem Central tendency and spread Assessment 1x45 minute calc paper, bi-weekly formative quizzes	Using graphs to solve equations Assessment 1x45 minute calc paper, bi-weekly formative quizzes	right-angled triangles Standard form and the number system Assessment 1x45 minute calc paper, bi-weekly formative quizzes	Mathematical relationships Investigative project informed by prior years learning Assessment 1x45 minute calc paper, bi-weekly formative quizzes

United School International Key Stage 3 Curriculum Overview

Impact
By the end of Year 7 students will have become comfortable working with numerical decimals and negative numbers. They will have a secure knowledge of these and be ready to apply these skills geometry and algebraic situations. They will have a grasp of the structure of algebra and be able to manipulate expressions (without indices) and solve equations (with variable appearing only once). They will be able to solve geometry problems using basic angle facts (triangle, straight line, around a point) and know how to find area and perimeter of a variety of basic polygons (not necessarily compound shapes, no circles). They will be able to represent data and draw basic conclusions using summary statistics and be able to describe probability. Students should be able to demonstrate these when independently solving problems, in exam conditions. They should be able to show these skills without recency of teaching and high performing students should be able to perform these in a more obscure context and/or in combination with other skills or prior knowledge. This will also be evident in written assessments. Students should start to be able to format their thinking in a coherent way and can use written calculation to explain their thinking. Students will get the opportunity to complete a scaffolded investigation project (in the style of an IB IA adapted for KS3) this will give students to opportunity to enquire. This will be on topics that they have shown they can securely perform in class and allow students to explore these ideas more fully, projects will be chosen based on topics all students have shown proficiency in already and allow them to demonstrate their ability to behave mathematically with secure knowledge. These topics may be from the primary curriculum and the emphasis is not on acquiring new knowledge but exploring the full extent of already secure knowledge. This will be shown through the completion of a series of classwork and homework tasks that amalgamate to create the project.
By the end of Year 8 students should have a solid foundation with linear algebra (variables appearing twice and with some fractions) and start to be able to solve equations in context and give solutions to problems as an algebraic expression as well as numerically. They will learn more intermediate angle, area, and length concepts (including construction) and be expected to be able to method select when looking at a geometry problem. They should be able to show these skills without recency of teaching and high performing students should be able to perform these in a more obscure context and/or in combination with other skills or prior knowledge. On top of this, students are expected to start to demonstrate reasoning skills within their knowledge domain, this will include simple proofs and generalizations. This will be evident through written assessment. Students should start to be able to format their thinking in a coherent way and can use more formal mathematical terminology and axioms to explain their thinking. Students will get the opportunity to complete an investigation project (in the style of an IB IA adapted for KS3) this will give students to opportunity to enquire. This will be on topics that they have shown they can securely perform in class and allow students to explore these ideas more fully, projects will be chosen based on topics all students have shown proficiency in already, and allow them to demonstrate their ability to behave mathematically with secure knowledge. This will be shown through the coursework style element of this annual project

United School International Key Stage 3 Curriculum Overview

Impact
By the end of Year 8 students should have a solid foundation with linear algebra (variables appearing twice and with some fractions) and have begun to use algebra as a tool to solve a wider range of problems in all other areas of mathematics. They will have learnt a broad range of geometry facts and methods and be expected to be able to method select when looking at a geometry problem and solve problems with compound shapes and measures. They should be able to show these skills without recency of teaching and high performing students should be able to perform these in a more obscure context and/or in combination with other skills or prior knowledge. Very able students should also have opportunities to explore math's on the edge of their knowledge domain, make conjectures and experimenting with concepts they know. This will include simple proofs and generalizations. This will be evident through written assessment. Students should start to be able to format their thinking in a coherent way and can use more formal mathematical terminology and axioms to explain their thinking, students should start to consider the "mathematical reader" when doing written work/ assessments. Students will get the opportunity to complete an investigation project (in the style of an IB IA adapted for KS3) this will give students to opportunity to enquire. This will be on topics that they have shown they can securely perform in class and allow students to explore these ideas more fully, projects will be chosen based on topics all students have shown proficiency in already and allow them to demonstrate their ability to behave mathematically with secure knowledge. This will be shown through the coursework style element of this annual project. There will be a greater emphasis on explaining your thinking in a way which is designed for the "mathematical reader"

United School International Key Stage 3 Curriculum Overview

CURRICULUM OVERVIEW KEY STAGE 3

Subject: Modern Foreign Languages

CURRICULUM PHILOSOPHY

In MFL we believe that language acquisition opens the door to other cultures and helps us develop tolerance and respect and foster a curiosity about the wider world. In such a linguistically diverse environment as USI we believe that studying foreign languages enables us to reflect upon the structures and conventions of our mother tongues and to see links between the dozens of different languages spoken by our students. We aim for students to gain skills and knowledge through language acquisition which will best equip them for the wider world.

CURRICULUM INTENTION

Year 7

Students will learn vocabulary that will enable them to talk about:

- themselves and others
- their interests and hobbies
- their school life and their home.

Students are taught how to:

- pronounce new words correctly
- use the present tense and key irregular verbs
- use and manipulate key grammatical structures
- develop a basic vocabulary on everyday topics
- listen for key information
- express ideas clearly
- translate short texts into English.

Why are students being taught the above? Justify the above

- Builds directly on KS2 programme
- Content and resources make the programme accessible to beginners

Year 8

Students will learn vocabulary that will enable them to talk about:

- holidays
- Festivals
- Leisure activities
- Daily routine and weather

Students are taught how to:

- Identify and use tenses that convey past, present and future actions
- use and manipulate key grammatical structures
- Use a deepening vocabulary that goes beyond their own needs and interests
- Use grammar accurately to convey meaning
- Become more accurate in written and spoken expression

Why are students being taught the above? Justify the above.

Year 9

Students will learn vocabulary that will enable them to talk about:

- Their social lives
- Future plans
- Music
- The natural world and environment

Students are taught how to:

- Identify and use tenses that convey past, present and future actions
- use and manipulate key grammatical structures
- Use a deepening vocabulary that goes beyond their own needs and interests
- Use grammar accurately to convey meaning
- Become more accurate in written and spoken expression

Why are students being taught the above? Justify the above.

• Grammar taught in logical progression enabling pupils to make tangible progress.	• Follows on logically from Year 7 programme • Grammar taught in logical progression enabling pupils to make tangible progress.	• Follows on logically from the Year 7 / 8 programme • Topics, grammar and skills feed directly into iGCSE programme • Grammar taught in logical progression enabling pupils to make tangible progress.
CURRICULUM IMPLEMENTATION		
Year 7	**Year 8**	**Year 9**
Teaching Methods • Teacher centred • Pair work / group work • Student centred • Inquiry-based project work • Online language learning websites • Games Classroom Resources: • Textbook projected onto screen • Student copy of e-textbook • Language learning websites / games Assessment: End of unit summative assessments including some / all of: • Reading • Listening • Speaking • Writing • Translation • Grammar Regular in-unit formative assessments	Teaching Methods • Teacher centred • Pair work / group work • Student centred • Inquiry-based project work • Online language learning websites • Games Classroom Resources: • Textbook projected onto screen • Student copy of e-textbook • Language learning websites / games Assessment: End of unit summative assessments including some / all of: • Reading • Listening • Speaking • Writing • Translation • Grammar Regular in-unit formative assessments	Teaching Methods • Teacher centred • Pair work / group work • Student centred • Inquiry-based project work • Online language learning websites • Games Classroom Resources: • Textbook projected onto screen • Student copy of e-textbook • Language learning websites / games Assessment: End of unit summative assessments including some / all of: • Reading • Listening • Speaking • Writing • Translation • Grammar Regular in-unit formative assessments

United School International Key Stage 3 Curriculum Overview

Wider Curriculum links: • Developing use of dictionary / research skills • Responsible and honest use of ICT • Comparing the target language to mother tongue / English language • Cultural differences of target language countries • ASA programme in place for extra speaking practice and cultural links	Wider Curriculum links: • Developing use of dictionary / research skills • Responsible and honest use of ICT • Comparing the target language to mother tongue / English language • Cultural differences of target language countries • ASA programme in place for extra speaking practice and cultural links	Wider Curriculum links: • Developing use of dictionary / research skills • Responsible and honest use of ICT • Comparing the target language to mother tongue / English language • Cultural differences of target language countries • ASA programme in place for extra speaking practice and cultural links

FRENCH			
	Year 7: (Dynamo 1)	**Year 8: (Dynamo 2 Vert)**	**Year 9: (Dynamo 3 Vert)**
Half Terms 1 and 2	<u>Module 1: Myself:</u> Content: Introductions, siblings, age, likes & dislikes, personality and physical descriptions Key Grammar: gender, avoir, être, regular -er verbs Summative Assessment: Listening Reading Grammar	<u>Module 1: Holidays:</u> Content: Past holiday activities Key Grammar: Perfect tense Summative Assessment: Listening Reading Grammar	<u>Module 1: My world and me:</u> Content: After school activities, describing a friend, birthday celebrations, clothes Key Grammar: Regular present tense, reflexive verbs, perfect tense, near future tense Summative Assessment: Listening Reading Grammar
Half Terms 3 and 4	<u>Module 2: School Life:</u> Content: Time, colours, school subjects, clothes, school day, school facilities. Key Grammar: regular -er verbs, adjective agreement,	<u>Module 2: Festivals:</u> Content: Festivals, buying food, listening skills focus, future holiday, New Year celebrations Key Grammar:	<u>Module 2: Future Plans</u> Content: Future plans, future jobs, future society, writing about an inventor Key Grammar: Modal Verbs, The future tense, Questions in 3 different tenses

	Summative Assessment: Speaking Writing Translation <u>Module 3: My free time:</u> Content: Weather, sports, preferences, hobbies Key Grammar: Faire, modal verbs with infinitives, question words Summative Assessment: Listening Reading Grammar	Regular -ir / -re verbs,near future tense Summative Assessment: Speaking Writing Translation <u>Module 3: Leisure:</u> Content: TV celebrities, digital technology, cinema, hobbies, food shopping, speaking skills focus Key Grammar: Adjective agreement, negatives, perfect tense, using3 tenses together Summative Assessment: Listening Reading Grammar	Summative Assessment: Speaking Writing Translation <u>Module 3: My life in music:</u> Content: Describing how things used to be and have changed, my primary school life Key Grammar: Imperfect tense, Direct object pronouns, The comparative Summative Assessment: Listening Reading Grammar
Half Term 5	**<u>Module 4: Family Life:</u>** **Content:** Family, hair & eyes, house, breakfast, festivals **Key Grammar:** Possessive pronouns, partitive article, plural verb forms **Summative Assessment:** Speaking Writing Translation	**<u>Module 4: It's a Small World:</u>** **Content:** Where I live, weather, household chores, daily routine, moving house, a new region **Key Grammar:** Modal verbs (pouvoir / devoir), reflexive verbs, irregular adjectives **Summative Assessment:** Speaking Writing Translation	**<u>Module 4: Best of Both Worlds</u>** **Content:** Eating habits, animals and the natural world, mission anti-plastic, changing the world **Key Grammar:** Negatives, The Superlative, Possessive adjectives, The conditional Tense **Summative Assessment:** Speaking Writing Translation
SPANISH			

United School International Key Stage 3 Curriculum Overview

	Year 7: (Viva 1)	**Year 8: (Viva 1)**	**Year 9: (Viva 3 Verde)**
Half Terms 1 and 2	Module 1: **My life:** **Content:** Introductions, personality descriptions, siblings, age, pets, numbers, colors. **Key grammar:** Definite/indefinite articles, regular verbs,irregular verbs, adjectives, making verbs negative. **Summative Assessment:** Listening Reading Grammar	Module 1: **My life:** **Content:** Introductions, personality descriptions, siblings, age, pets, numbers, colors. **Key grammar:** Definite/indefinite articles, regular verbs,irregular verbs, adjectives, making verbs negative. **Summative Assessment:** Listening Reading Grammar	Module 1: **How we are:** **Content:** Likes and dislikes, verbs in the present tense, talking about films, birthday celebrations,using near future tense, **Key grammar:** The present tense, the verb to go+infinitives, the near future tense, using the verb to like/ dislike+nouns. **Summative Assessment:** Listening Reading Grammar
Half Terms 3 and 4	Module 2: **My free time:** **Content:** Likes and dislikes, hobbies, weather, the seasons, days of the week, interrogative words. **Key grammar:** Present tense regular/ irregular verbs, stem changing verbs, I like/dislike + infinitives. **Summative Assessment:** Speaking Writing Translation Module 3: **School life:** **Content:**	Module 2: **My free time:** **Content:** Likes and dislikes, hobbies, weather, the seasons, days of the week, interrogative words. **Key grammar:** Present tense regular/ irregular verbs, stem changing verbs, I like/dislike + **Summative Assessment:** Speaking Writing Translation Module 3: **School life:** **Content:** School subjects,time, school day, time expressions, give opinions.	Module 2: **Future plans:** **Content:** Future plans and job, talk about personality, talk about what a typical day looks like. **Key grammar:** Use of the verb to have plus infinitives, adjective agreement, the preterite **Summative Assessment:** Speaking Writing Translation Module 3: **Healthy lifestyle:** **Content:**

	School subjects,time, school day, time expressions, give opinions. **Key grammar:** Like and dislike plus infinitives, adjective agreement, present tense verbs. **Summative Assessment:** Listening Reading Grammar	**Key grammar:** Like and dislike plus infinitives, adjective agreement, present tense verbs. **Summative Assessment:** Listening Reading Grammar	Eating habits, describing daily routines, talking about how to stay healthy, talking about what hurts in the body. **Key grammar:** Negatives, stem- changing verbs, reflexive verbs, the verb to be **Summative Assessment:** Listening Reading Grammar
Half Term 5	Module 4: **Family life:** **Content:** Family descriptions, house descriptions, location. **Key grammar:** Possessive adjectives, irregular verbs, adjectives **Summative Assessment:** Speaking Writing Translation	Module 4: **Family life:** **Content:** Family descriptions, house descriptions, location. **Key grammar:** Possessive adjectives, irregular verbs, adjectives **Summative Assessment:** Speaking Writing Translation	Module 4: **Youth in action:** **Content:** Nationalities, talk about human rights, how to get to school, talk about how to make a better world. **Key grammar:** The third person singular, the verb to be able to/ can, comparatives, the first person plural. **Summative Assessment:** Speaking Writing Translation

United School International Key Stage 3 Curriculum Overview

Impact
By the end of Year 7 students will be able to: • pronounce new words correctly • use the present tense and key irregular verbs • use and manipulate key grammatical structures • develop a basic vocabulary on everyday topics • listen for key information • express ideas clearly • translate short texts into English.
By the end of Year 8 students will be able to: • Identify and use tenses that convey past, present and future actions • use and manipulate key grammatical structures • Use a deepening vocabulary that goes beyond their own needs and interests • Use grammar accurately to convey meaning • Become more accurate in written and spoken expression
By the end of Year 9 students will be able to: • Be familiar with the types of exercises that are common in the iGCSE examination course and exam • Identify and use tenses that convey past, present and future actions • use and manipulate key grammatical structures • Use a deepening vocabulary that goes beyond their own needs and interests • Use grammar accurately to convey meaning • Become more accurate in written and spoken expression

United School International Key Stage 3 Curriculum Overview

CURRICULUM OVERVIEW KEY STAGE 3
Subject: ICT and Computing

CURRICULUM PHILOSOPHY

Computing at key stage 3 is part of the national curriculum for England and Wales and is made up of three key areas:

- computer science,
- digital literacy and
- information technology.

Each component is essential in preparing pupils to thrive in an increasingly digital world.
Equipping students with the skills needed to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Computing also ensures that Students to become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world
The aims of computing also reflect the distinction between the three strands:

- [All students] can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation (Computer Science)
- [All students] can analyse problems in computational terms, and have repeated practical experience of writing computer programs to solve such problems (Computer Science)
- [All students] can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems (Information Technology)
- [All students] are responsible, competent, confident and creative users of information and communication technology. (Digital Literacy)

What is Computational Thinking?

The world we live in has become a digital one, filled with technology and driven by Computer Science. Software and technology have transformed every subject and job area, from science and medicine to art history and psychology. Digital technology is ubiquitous. The purpose of a Computing curriculum is to be inform and empower young people, the next generation of students need to understand this digital world that they live in. Therefore Computational Thinking has been called the '21st Century Skill Set' and is important for everyone to learn. It is critical to understanding how the digital world works and for harnessing the power of computers to solve tough problems.
It also enables us to think critically about not just the benefits of certain technologies, but also the potential harm, ethical implications, or unintended consequences of these.

United School International Key Stage 3 Curriculum Overview

CURRICULUM INTENTION		
Year 7	**Year 8**	**Year 9**
Students will learn about Web programming, Computer Hardware and Software, Python Programming, Spreadsheet Modelling and E-Safety. Students are taught how to build their own webpages using HTML, how a computer system works, how to create a simple program in a high-level script language, how to make financial predictions using spreadsheet formulas and how to work safely and securely online. **Computer Science:** Following the KS2 Computing Curriculum, learners will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills. Learners will learn how to create their own subroutines and develop their understanding of decomposition. Understand how hardware and software work together to create a computer system and work with other systems. **Information Technology:** Design, use, and evaluate computational system that models real-world problems using spreadsheet software. Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, creating an attractive webpage, creating leaflets, posters and podcasts for E-Safety project. **Digital literacy:** Understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy; recognise inappropriate	Students will learn about Web programming, Data Representation, Further Python Programming, Databases and Cyber Security. Students are taught how to build their own webpages using HTML and CSS, how data is used to represent everything on a computer system, create a program using a high-level script language, build a database and how to work safely and securely online. **Computer Science:** Students continue to develop text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution. The Year 7 Programming units are a prerequisite for Year 8 programming tasks. **Information Technology:** Design, use, and evaluate computational system that models real-world problems using Database software. Collecting and analyzing data and meeting the needs of known users. create, reuse, revise, and repurpose digital artefacts for a given audience as part of the web programming/design unit. **Digital Literacy:** Understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy; recognise inappropriate	Students will learn about Web programming, Graphic Design, Animation, Advanced Python, History of Computer Science (timeline) and Computer Networks. Students are taught how to build their own website using HTML, CSS and JavaScript, how to create bitmap and vector images for a specific audience, how to make an animated character, how to create a program for a specific purpose using a script language, understand the evolution of computing and key historical figures and pioneers, and how computer networks work including the internet. **Computer Science:** Students learn how data can be represented and processed in sequences, such as lists and strings, spectrum of operations on sequences of data, that range from accessing an individual element to manipulating the entire sequence. The networking project allows students to gain a deeper understanding of computer systems. The Year 7 and 8 Programming units are prerequisites for Year 9 programming tasks. **Information Technology:** Create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability **Digital Literacy:** Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns

content, contact, and conduct, and know how to report concerns.	content, contact, and conduct, and know how to report concerns	
CURRICULUM IMPLEMENTATION		
Year 7	**Year 8**	**Year 9**
Students will be introduced to data science, and by the end of the year they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Students will be exposed to both global and local data sets and gain an understanding of how visualizing data can help with the process of identifying patterns and trends. In year 7 engaging activities our used to progress students from using basic formulas to writing their own COUNTIF statements with the intention of developing a good set of skills that they can use in computing lessons and in other subject areas. Students tour through the different layers of computing systems: from programs and the operating system to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of.	Engage students by discussing techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. Students will start by considering the value of their data to organisations and what they might use it for. They will then look at social engineering techniques used by cybercriminals to try to trick users into giving away their personal data. There will be discussions about more common cybercrimes such as hacking, DDoS attacks, and malware, as well as looking at methods to protect ourselves and our networks against these attacks. Year 8 students will focus on making digital media such as images and sounds and discover how media is stored as binary code. They will draw on familiar examples of composing images out of individual elements, mix elementary colours to produce new ones, take samples of analogue signals to illustrate these ideas, and then bring all these things together to form one coherent narrative. Students will develop practical skills; using design software (GIMP and Audacity in this case) to manipulate images and sounds. This will help students to understand how	The selection of problems used in the programming tasks are realistic and engaging. Students will process solar system planets, book texts, capital cities, leaked passwords, word dictionaries, ECG data, and more. Year 9 students will discover how professionals create 3D animations using the industry-standard software package, Blender. By completing this unit learners will gain a greater understanding of how this important creative field is used to make the media products that we consume. Students will learn the basics of modelling, texturing, and animating; outputs will include 3D models, short videos, and VR. Links are made throughout to computer science, computational thinking, and the world of work. Tools and techniques learnt be used for 3D printing. As networks have evolved, society has become increasingly reliant on the services that they provide. Students will be able to define a network and address the benefits of networking, before covering how data is transmitted across networks using protocols. Students will understand the types of hardware

Learning to code helps students to have a deeper understanding of computing as well as the world around them.	the underlying principles of digital representations are applied in real settings.	required, wired and wireless data transmission. Students will develop an understanding of the terms 'internet' and 'World Wide Web', and of the key services and protocols used. Practical exercises are included throughout to help strengthen understanding.

Teaching Methods: Modelling/Demonstration Worked examples Project based Pair programming Flipped lessons **Classroom Resources:** ICT Suite/sofware Help sheets (differentiated and EAL support) Instruction videos VLE (Canvas)	**Assessment:** Baseline assessment Project/program evaluation Rubrix (for each topic) Design Outcomes Completed Booklets Comments in code Verbal feedback (code development) Targeted Questioning Peer-to-peer reviews End of topic quiz Summative assessments at the end of projects to focus on vocabulary, understanding of coding concepts and debugging.

United School International Key Stage 3 Curriculum Overview

KEY STAGE 3 LEARNING JOURNEY						
	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Year 7	HTML - Web programming Assessment: End of topic test Student review Website	PC Basics - Computer Hardware Assessment: End of topic test Booklet	Python 1 – Beginners Assessment: End of topic test Comments in code Final programs		Spreadsheet Modelling and Data Science Assessment: End of topic test Booklet Final workbooks	My Digital World Assessment: End of topic test Booklet
Year 8	HTML and CSS – Web programming Assessment: End of topic test Student review Website	Data Representation – Binary Bits & Bobs. Assessment: End of topic test Booklet	Python 2 – Further Assessment: End of topic test Comments in code Final programs		Databases – Superheroes Assessment: End of topic test Database Reports Final Database	Cyber Security Assessment: End of topic test Booklet
Year 9	HTML, CSS and Javascript – Web programming. Assessment: End of topic test Student review Website	Graphics and Animation Assessment: End of topic test Student reviews Final Designs	Python 3 – Advanced Assessment: End of topic test Comments in code Final programs		Back to the future Assessment: End of topic test Booklet	Computer Networks. Assessment: End of topic test Booklet

Impact
By the end of Year 7 students will have shown their understanding of basic computational thinking concepts by writing a simple program using a script language (Python). They will be able to create a simple website for a specific purpose or audience. Explain the different components of a computer system and the importance of networks (including the internet). Design and use a spreadsheet model to predict outcomes.

United School International Key Stage 3 Curriculum Overview

Be responsible and respectful digital citizens that behave safely online.
By the end of Year 8 students will have shown their understanding of computational thinking concepts by writing a program using a script language (Python). They will be able to create a simple website for a specific purpose or audience. Explain the different components of a computer system and the importance of networks (including the internet). Build and use a database to predict outcomes. Be responsible and respectful digital citizens that behave safely online.
By the end of Year 9 students will have shown a systematic approach to problem solving including the use of decomposition and abstraction, and make use of conventions including pseudo code and flowcharts. Be able to design, write, test and refine programs, using one or more high-level programming language with a textual program definition, either to a specification or to solve a problem. **By the end of KS3 Computing students should be independent, take the lead in their learning and be prepared for KS4 and beyond.**

United School International Key Stage 3 Curriculum Overview

CURRICULUM OVERVIEW KEY STAGE 3

Subject: Art

CURRICULUM PHILOSOPHY

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The core values for our students in art is to become curious, self-expressive, reflective learners with a love for learning, instilling perseverance to master skills, techniques, and processes through critical practice. Our art programme aims to support learners to explore and investigate their surroundings and environments, encouraging self-expressive responses and instilling confidence, as well as a sense of induvial identity. Through their learning journey, students will gain and develop research and presentational skills, visual language and communicational skills, collaborative skills, critical thinking/problem solving skills and creative thinking skills, preparing for lifelong learning

CURRICULUM INTENTION

Year 7	Year 8	Year 9
Students will learn how to apply the Elements & Principles of art and design to become self-expressive learners equipped with the tools to create meaningful artworks in response to thematic topics. Students are taught how to analyse artist artworks, annotate, and reflect on own and others art practice, and how to apply the principles of design to make purposeful and meaningful artworks, with a focus to master drawing and paint-related media skills. **Why** students are taught the above is to improve their research and recording skills through analysing and evaluating artist artworks facilitating visual language development and presentational skills. To make informed aesthetic judgements by recognising the effect of relationships between visual and/or other forms to effectively express ideas.	Students will learn to respond meaningfully to key artists from a range of cultures and time periods to evolve their own ideas, techniques, and processes to become independent creative thinkers, with the confidence to take creative risks. Students are taught how to build on others works to evolve our ideas and artmaking, journeying through art history and its significance, function, and purpose of key artist artworks. **Why** students are taught the above is to improve their global awareness and appreciation of other artworks across time and culture, facilitating and generating multiple creative responses. To instill confidence to explore new learning, to have the opportunity to make mistakes facilitating reflection, reviewing, and refining learning areas.	Students will learn how to create a coherent portfolio of artworks in response to individual starting points, and journey through a series of art and design workshops to explore, investigate and develop personal and critically creative artworks. Students are taught how to visually communicate a beginning, middle and end to their portfolio artmaking, showing a personal vision and commitment through an informed, interpretive, and creative response. **Why** students ae taught the above is to improve coherency in portfolio artmaking. To discover meaningful starting points and explore a range of IGCSE art and design strands preparing for IGCSE and/or IAS level.

CURRICULUM IMPLEMENTATION

United School International Key Stage 3 Curriculum Overview

Year 7	Year 8	Year 9
Teaching Methods are divergent echoing constructivism. Classroom Resources are student electronic devices and art materials. Assessment is continuous Wider Curriculum Term 1: Linking to Computer Science to coding creating a tessellation & artists artwork analysis linking to English. Term 2: Linking to Computer Science students collaboratively producing a stop-motion & artist artwork analysis linking to English. Term 3: Art trip & artist artwork analysis linking to English.	Teaching Methods are divergent echoing flipped learning. Classroom Resources are student electronic devices and art materials. Assessment is continuous Wider Curriculum Term 1: Linking to Qatar History, gathering Qatar related primary imagery to inform own artwork ideas. Term 2: Linking to environment education, gathering raw materials to construct assemblage artwork. Term 3: Art trip & artist artwork analysis linking to English.	Teaching Methods are divergent echoing flipped learning. Classroom Resources are student electronic devices and art materials. Assessment is continuous Wider Curriculum Term 1: Surrealism thumbnails inspired by non-fictional books linking to English. Term 2: Art trip & artist artwork analysis linking to English. Term 3: Interview an artist (International or Locally) linking to English.

United School International Key Stage 3 Curriculum Overview

KEY STAGE 3 LEARNING JOURNEY						
	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Year 7	**Overarching Topic** Tessellation **Sub Topics** Sketch notes Unconventional drawing techniques Sources & citing Artwork analysis **Assessment** Week 1&2 Still-Life drawing assessment. EoT Artist artwork analysis.	**Overarching Topic** Tessellation **Sub Topics** KaleidoPaint APP Colour Theory Clay techniques **Assessment** Final artwork: Tesselate clay painting.	**Overarching Topic** Principles of Design **Sub Topics** Emphasis/ movement/ balance/ focal point/ portion/ scale/hierarchy. Stop Motion **Assessment** Final artwork: Collaborative Stop-Motion	**Overarching Topic** Embellishment Art **Sub Topics** Artwork analysis Perspective Mosaic Applique **Assessment** Artist artwork analysis.	**Overarching Topic** Pixel art **Sub Topics** Traditional drawing techniques Colouring techniques Mural planning Mural painting **Assessment** Collaborative mural	**Overarching Topic** Pop Art **Sub Topics** Metamorphosis warm ups Photomontage Comic book design Artwork analysis **Assessment** Final artwork series & artist artwork analysis.
Year 8	**Overarching Topic** Abstract **Sub Topics** Collaborative abstract Colour theory revisited Painting techniques Reflective writing **Assessment** Week 1&2 Still-Life drawing assessment. EoT Abstract canvas painting & reflection.	**Overarching Topic** Juxtaposition **Sub Topics** Composition Sources & citing Artwork analysis **Assessment** Artwork analysis.	**Overarching Topic** Juxtaposition **Sub Topics** Media V Message Collage techniques **Assessment** Final Juxtaposition artwork.	**Overarching Topic** Impressionism **Sub Topics** Media techniques Drawing techniques to capture movement and atmosphere Composition revisited **Assessment** Artwork analysis & final artwork.	**Overarching Topic** Printmaking- 'Hero' **Sub Topics** Positive/negative space Line & Texture Mono prints Lino **Assessment** Final print artwork.	**Overarching Topic** Wire sculpture- Calder inspired. **Sub Topics** Contour line Yarn warm ups Pattern techniques Transform, transfigure & transmogrify. **Assessment** Final sculpture.

United School International Key Stage 3 Curriculum Overview

Year 9	**Overarching Topic** Surrealism **Sub Topics** Thumbnails Exquisite corpse Drawing techniques revisited Painting techniques revisited **Assessment** Week 1&2 Still-Life drawing assessment. EoT Surrealism final artwork & artist statement.	**Overarching Topic** Sculpture **Sub Topics** Clay techniques revisited S.C.A.M.P.E.R process **Assessment** Final sculpture with supporting works presented on A2 sheet.	**Overarching Topic** Art Blast **Sub Topics** Art history 101 Sources & citing revisited Artwork analysis Making connections Presentation skills **Assessment** Final artwork and artists analysis presented on A2 sheet.	**Overarching Topic** Art & Motion **Sub Topics** Movement Media skills Composition revisited Art performance **Assessment** Final artwork & artist statement.	**Overarching Topic** Textiles **Sub Topics** Illustration Recycle material techniques Sculptural techniques with new materials Artist analysis **Assessment** 3D design final artwork.	**Overarching Topic** IGCSE Transition **Sub Topics** Printmaking Typography Painting Drawing Assemblage art **Assessment** A coherent series of work in response to student selected theme. Part 1: upto three A2 sheets of supporting works. Part 2: upto three exhibition works.

United School International Key Stage 3 Curriculum Overview

Impact
By the end of Year 7 students will have shown in four thematical final artworks, each supported with journals documenting their artmaking process including their reviewing, reflecting and refinement of their critical and creative thinking. Students will be able to demonstrate how to analyse an artist artwork, how to use the elements and principles of art to construct a meaningful artwork with improved drawing and painting skills and techniques, evident in student journals and final artworks. The wider impact of the student learning journey will prepare students with the knowledge and skills for IGCSE Art & Design meeting the assessment objective AO2- exploring elements and principles of art to visually communicate meaningful and expressive ideas and exploring artists from a range of times and culture to evolve ideas, skills, and techniques. A04- presenting their artmaking process coherently, personally, and creatively.
By the end of Year 8 students will have shown in four thematical final artworks, each supported with journals documenting their artmaking process including their reviewing, reflecting and refinement of their critical and creative thinking. Students will be able to demonstrate how to meaningfully make artist connections to evolve own starting points, techniques, skills, and artmaking processes through teaching and learning tools to generate new and self-expressive ideas, evident in student journals and final artworks. The wider impact of the student learning journey will prepare students with the knowledge and skills for IGCSE Art & Design meeting assessment objective AO1-recording from primary sources/ direct observation to facilitate authentic student responses and raising purposeful and creative presentational skills, instilling researching a variety of appropriate sources. AO4- presenting an informed response through personal evaluation, reflection and critical thinking supporting creative solutions.
By the end of Year 9 students will have shown in three thematical final artworks, each supported with journals documenting their artmaking process including their reviewing, reflecting and refinement of their critical and creative thinking. Along with a miniature portfolio of artworks in response to the Term 3 IGCSE transition workshops, students will curate an exhibition showcasing their artwork series. Students will be able to demonstrate depth of inquiry in response to thematical and individually selected starting points, evident in student journals, final artworks, and end of year exhibition. The wider impact of the student learning journey will prepare students with the knowledge and skills for IGCSE Art & Design balancing each of the assessment objectives AO1- recording from primary sources to inform originality and self-expression. A02- exploring medias in multiple ways and manipulating images applying the elements and principles of art and design. AO3- developing critical thinking through organizing and applying the visual elements to effectively express ideas. AO4- present personal vision and commitment through an interpretive and creative response.

United School International Key Stage 3 Curriculum Overview

CURRICULUM OVERVIEW KEY STAGE 3

Subject: Design and Technology

CURRICULUM PHILOSOPHY

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants, and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

CURRICULUM INTENTION

Year 7	Year 8	Year 9
Students will learn about: • The design process • Name and properties of metal alloys • The everyday use of metal alloys in our society • Industrial processes for metals & alloys • How to identify metal tools and equipment. • Operation of tools and machinery • Introduction to computer aided design (CAD) • Color theory and links to products • Food hygiene • Safety in a food preparation environment • Hygiene terminology, • Cross contamination • Safe use and operation of cooking equipment	Students will learn about: • Name and properties of polymers • The everyday use of polymers in our society • Industrial processes for polymers • How to identify plastic tools and equipment. • Operation of tools and machinery • Drawing techniques – 1 point perspective • Graphical materials • Scale architectural modelling and its uses • Cultural food - holiday based cuisine • Nutrition and health - eat well guide • Macronutrients • Micronutrients • Vitamins	Students will learn about: • Name and properties of wood (timber) • Manufacturing processes for timber • The variety of timbers and their sources • How to identify woodwork tools and equipment • Operation of tools and machinery • Development of CAD design skills • Importance of advertising design • Graphic product joining techniques • Food Provenance • Food assurance • Environmental impact • Fairtrade

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They will work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture and fashion]

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

- develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

CURRICULUM IMPLEMENTATION

Year 7	Year 8	Year 9

Students will undertake their learning journey using practical based contextual challenges. All learning is project based and students will have the undertake the process of completing a product or recipe. This method of teaching is used to help student make links from class learning and the real world around them. The use of contextual challenges allows students to better understand the journey of what they are learning and link this with their day-to-day life.

Classroom Resources

- Industrial workshop – hand tools, machinery, power tools, measuring/marking equipment.
- CAD/CAM - 2D Techsoft, CorelDraw, Onshape, Laser cutter, CNC router and 3D printers
- Consumables - Metal alloys, plastics, timber, foamboard, card and food stuffs.
- PPE – google, aprons, face shields, leather aprons.
- Food technology – cookers fridge, washing machines, dryer, mixers, cutting, measuring, preparation and presentation equipment.

Assessment

- Students undertake 3 focused home research tasks each term. Students will use what they have learnt in class to carry out a task with predetermined success criteria. All material contained within the research assignment will have been covered in lessons but can be better researched using any additional sources at the student's disposal.
- Each in school project will be assessed against 5 criteria (function, challenge, technique, accuracy and testing). The criteria will be provided at the start of the project and directly links to standards expected at GCSE.

KEY STAGE 3 LEARNING JOURNEY

	Half Term 1 (RM)	Half Term 2 (RM)	Half Term 3 (GP)	Half Term 4 (GP)	Half Term 5 (FT)	Half Term 6 (FT)
Year 7	**Introduction to resistant materials** Tools and equipment, cutting and filing, creating ideas.	**Manufacturing** Applying finishing techniques and testing products **Packaging**	**Introduction to graphic products** Colour theory, successful logos, logo development	**Packaging Nets** Different packaging developments, creating 3D shapes from nets. **Net Construction**	**Food Technology Introduction** Food hygiene, health and safety, safe working environment and	**Food Technology Development** Hygiene terminology, cross contamination, safe operation of

United School International Key Stage 3 Curriculum Overview

	Keying Using the casting machine, metal hand tools, pillar drill and CAD design programs	Vacuum forming and graphic design. Introduction of 2D techsoft	and introduction to CAD **Packaging design** Using 2D techsoft to create a logo and graphics features used in packaging.	Score lines, fold lines and additional materials to enhance packaging.	skills focus linked to practical application.	cooking equipment, cooking methods and skills focus linked to practical application.
Assessment	AFL techniques used for in class activities. Home based assessment tasks linked to in school learning. Set success criteria to allow levelling of work. Include peer assessment.	Topic transition assessment. All folder work and manufactured products are assessed and levelled.	AFL techniques used for in class activities. Home based assessment tasks linked to in school learning. Set success criteria to allow levelling of work. Include peer assessment.	Topic transition assessment. All folder work and manufactured products are assessed and levelled.	AFL techniques used for in class activities. Home based assessment tasks linked to in school learning. Set success criteria to allow levelling of work. Include peer assessment.	Topic transition assessment. All folder work and recipes are assessed and levelled.
Year 8	**Working with plastic** Testing and finishing of plastic techniques, initial idea sketching and templates. **Clock project** Using drawings and templates. Tools, equipment and processes.	**Finishing techniques** Wet and dry grades, polish and what makes a quality finish **Assembling components** Joining components, testing, evaluating and applying modifications.	**Drawing techniques** Perspective and orthographic drawings, design and measurements. **Scale bedroom** Interior design research, working to scale, producing models and using graphic materials.	**Modelling techniques** Creating scale models using a variety of materials and techniques. Quality Insurance Finish foam board, additional parts to add realism, quality checks of scale measurements.	**Food links** Cultural food, holiday based cuisine, nutrition and health, eat well guide and skills focus linked to practical application.	**Food groups** Macronutrients, micronutrients, vitamins and skills focus linked to practical application.
Assessment	AFL techniques used for in class activities. Home based assessment tasks linked to in school	Topic transition assessment. All folder work and manufactured products are	AFL techniques used for in class activities. Home based assessment tasks linked to in school	Topic transition assessment. All folder work and manufactured products are	AFL techniques used for in class activities. Home based assessment tasks linked to in	Topic transition assessment. All folder work and recipes are

	learning. Set success criteria to allow levelling of work. Include peer assessment.	assessed and levelled.	learning. Set success criteria to allow levelling of work. Include peer assessment.	assessed and levelled.	school learning. Set success criteria to allow levelling of work. Include peer assessment.	assessed and levelled.
Year 9	**Traditional wood joints** Marking out and cutting of traditional wood joints. Joining techniques. **Bird house** Joining methods, tools and process associated. Pilot hole and screw joining method.	**Advanced techniques** Enhancing product with additional components and features. **Finishing timbers** Sanding and finishing of timbers. Process and steps required.	**Using Foam board** Cutting, shaping and joining. Techniques and processes. Researching advertising. **Point of Sale Display** Using digital graphics in design. Applying Photoshop techniques to create advertisements.	**CAD** Advanced use of CAD to apply to physical models. Assembling components and evaluating products. Construction Use of adhesives, quality finish of printed graphics.	**Food sources** Food Provenance, food assurance and advanced skills focused on across a variety of recipes.	**Food and the environment** Environmental impact and Fairtrade and advanced skills focused on across a variety of recipes.
Assessment	AFL techniques used for in class activities. Home based assessment tasks linked to in school learning. Set success criteria to allow levelling of work. Include peer assessment.	Topic transition assessment. All folder work and manufactured products are assessed and levelled.	AFL techniques used for in class activities. Home based assessment tasks linked to in school learning. Set success criteria to allow levelling of work. Include peer assessment.	Topic transition assessment. All folder work and manufactured products are assessed and levelled.	AFL techniques used for in class activities. Home based assessment tasks linked to in school learning. Set success criteria to allow levelling of work. Include peer assessment.	Topic transition assessment. All folder work and recipes are assessed and levelled.

United School International Key Stage 3 Curriculum Overview

Impact
By the end of Year 7 students will be able to demonstrate and understand • The design process • Name and properties of metal alloys • The everyday use of metal alloys in our society • Industrial processes for metals & alloys • How to identify metal tools and equipment. • Operation of tools and machinery • Introduction to computer aided design (CAD) • Color theory and links to products • What food hygiene is • Safety in a food preparation environment • Hygiene terminology • Cross contamination • Safe use and operation of cooking equipment
By the end of Year 8 students will be able to demonstrate and understand • The variety of polymers that exist • The everyday use of polymers in our society • Industrial processes for polymers • How to identify plastic tools and equipment. • Operation of tools and machinery • Drawing techniques – 1 point perspective • Graphical materials and their uses • Scale architectural modelling and its uses • A knowledge of cultural food - holiday based cuisine • Knowledge on nutrition and health - eat well guide • Understand the meaning of Macronutrients, Micronutrients and Vitamins

United School International Key Stage 3 Curriculum Overview

By the end of Year 9 students will be able to demonstrate and understand

- Properties of some woods (timber)
- Manufacturing processes for timber
- The variety of timbers and their sources
- How to identify woodwork tools and equipment
- Operation of tools and machinery
- Development of CAD design skills
- Importance of advertising design
- Graphic product joining techniques
- Food Provenance,
- Food assurance
- Environmental impact
- Fairtrade

United School International Key Stage 3 Curriculum Overview

CURRICULUM OVERVIEW KEY STAGE 3
Subject: Music

CURRICULUM PHILOSOPHY

Music at USI had been designed to be a course that develops and enriches the student's understanding, passion and appreciation of music through shared experiences and practical activities. All units in KS3 have opportunities for students to perform, sing, compose and utilise music technology to experience music making in the classroom. This practical approach will lead to a better understanding of the fundamental theoretical knowledge in preparation for the skills, knowledge required for the GCSE course in KS4.

CURRICULUM INTENTION

Year 7

Students will learn about:

- *The Elements of Music*
- *Tonality, Structure, Harmony*
- *Programme Music*
- *Music Terminology*
- *Baroque/Classical structures*
- *Music Notation/Theory (Gd3 ABRSM)*

Students are taught how to:

- *Compose music to create a mood*
- *Analyse music using music terminology*
- *Perform music as a group which utilises the elements of music*

Why are students being taught the above?

The content and approaches set out are designed to give students the understanding of the basic building blocks of music. Without this understanding, they will not be able to build on, and progress, their understanding of more difficult concepts in music

Year 8

Students will learn about:

- *Music technology and modern music production*
- *Blues and Popular music*
- *Continuation and development of content from Yr7*
- *Music Notation/Theory (Gd4 ABRSM)*

Students are taught how to:

- *Compose in a modern style*
- *Use Digital Audio Workstations to compose*
- *Play the blues on rhythm section instruments*

Why are students being taught the above?

The units and content in Year 8 allow the students to understand and access modern music making practices. The units are designed to allow all students to achieve musically as well as allowing G&T students the space to perform at their own level. The use of music technology is integral to accessing the composition component of the GCSE program in KS4.

Year 9

Students will learn about:

- Compositional techniques/Devices
- How to manipulate and extend musical ideas
- Texture & Harmony on an advanced level
- Music from around the world
- Structures and instrumentation of Global music

Students are taught how to:

- Compose in a chosen musical style
- Manipulate and develop pre-existing musical ideas
- Analyse music to identify key features
- Identify world music instruments and talk about timbre in a meaningful way

Why are students being taught the above?

Students start to analyse and discover music that is tied strongly to the iGCSE course. World music is a big part of the listening paper and the second unit gives the students a good grounding to approach this with confidence. The aspect of the iGCSE course that all students worry about is the composition component and the first unit gives the students the opportunity to develop composition skills.

United School International Key Stage 3 Curriculum Overview

CURRICULUM IMPLEMENTATION		
Year 7	**Year 8**	**Year 9**
Teaching Methods Both Teacher-centered and student-centered Learning Experiential Learning **Classroom Resources** Musical Instruments (tuned & untuned) AV Equipment Digital Audio Workstations Music Manuscript Unit PPT's **Assessment** Multiple assessment opportunities throughout each unit of work. Feedback is given at the point of need during all learning opportunities. Summative assessments take place twice – once to assess the students understanding of the core content and once to assess the student's realisation of their understanding in a practical/compositional sense. During the Music Theory unit, students will be testing on core learning after each topic covered and will then be assessed summatively on all content at the end of the unit	**Teaching Methods** Both Teacher-centered and student-centered Learning Experiential Learning **Classroom Resources** Musical Instruments (tuned & untuned) AV Equipment Digital Audio Workstations Music Manuscript Unit PPT's **Assessment** Multiple assessment opportunities throughout each unit of work. Feedback is given at the point of need during all learning opportunities. Summative assessments take place twice – once to assess the students understanding of the core content and once to assess the student's realisation of their understanding in a practical/compositional sense. During the Music Theory unit, students will be testing on core learning after each topic covered and will then be assessed summatively on all content at the end of the unit	**Teaching Methods** Both Teacher-centered and student-centered Learning Experiential Learning **Classroom Resources** Musical Instruments (tuned & untuned) AV Equipment Digital Audio Workstations Music Manuscript Unit PPT's **Assessment** Multiple assessment opportunities throughout each unit of work. Feedback is given at the point of need during all learning opportunities. Summative assessments take place twice – once to assess the students understanding of the core content and once to assess the student's realisation of their understanding in a practical/compositional sense. During the Music Theory unit, students will be testing on core learning after each topic covered and will then be assessed summatively on all content at the end of the unit

United School International Key Stage 3 Curriculum Overview

KEY STAGE 3 LEARNING JOURNEY						
	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Year 7	**Overarching Topic** Soundscapes – mood in music **Sub Topics** Elements of Music, Structure, Harmony, Tonality **Assessment** *Magazine article appraising a piece of Classical/Romantic music and its use of the Elements of Music*	**Overarching Topic** Soundscapes – mood in music **Sub Topics** Music notation, Music notation reading, Structure, Harmony **Assessment** *Composition – Students will create their own piece of programme music that represents a movie scene*	**Overarching Topic** Music theory -Gd2 **Sub Topics** Simple Time Signatures, Ledger Lines, Relative Major/Minor **Assessment** *Past ABRSM paper on the material taught*	**Overarching Topic** Music theory -Gd2 **Sub Topics** Scales and Key Signatures Terms and Signs, **Assessment** *Past ABRSM paper on the material taught*	**Overarching Topic** Growing A Ground – Structure in Music **Sub Topics** Structure, Harmony, Texture, Music Theory **Assessment** *Mini group performance of Pachelbel's Canon in D to test music notation recognition and collaborative nature*	**Overarching Topic** Growing A Ground – Structure in Music **Sub Topics** Structure, Harmony, Texture, Music Theory **Assessment** *Group performance from a chosen structure. Multiple levels of difficulty depending on previous experience*
Year 8	**Overarching Topic** Remix – DAW intro **Sub Topics** Digital Audio Workstations, Remixing, Sampling, Structure, Texture **Assessment** Written analysis of a remix that utilises a classical sample. Students must identify how the	**Overarching Topic** Remix – DAW intro **Sub Topics** Digital Audio Workstations, Remixing, Sampling, Structure, Texture **Assessment** Students will create their own remix using Beethoven's fifth as their source material. Students	**Overarching Topic** Music theory -Gd3 **Sub Topics** Time Signatures, Notes groupings inc. Tuplets and Duplets, Alto Clef, Double sharps and flats, Transposition **Assessment**	**Overarching Topic** Music theory -Gd3 **Sub Topics** Scales and Key signatures, Technical names, Intervals, Triads, Terms and signs **Assessment** *Past ABRSM paper on the material taught*	**Overarching Topic** Blues into POP **Sub Topics** Performance, Structure, Practical skills, Collaboration **Assessment** Student's will present information on a famous pop artist from the last 40 years. They will be analysing their work and talking	**Overarching Topic** Blues into POP **Sub Topics** Performance, Structure, Practical skills, Collaboration **Assessment** Group performance – Student's will have a free choice to choose their song to perform and how they will realise the

	sample has been utilised in the remix and how the producer has manipulated, and added to the track.	will be assessed on how effectively they utilise the source material, how well they use the DAW and wether they have created structure through the use of builds and drops.	*Past ABRSM paper on the material taught*		about influences of their sound	performance. This could be a direct copy of the original or students are recommended to make the performance their own in the style of a cover version.
Year 9	**Overarching Topic** Minimalism **Sub Topics** Form/structure, Musical elements Compositional devices and techniques, Music Theory **Assessment** Critical analysis of a minimalist piece to identify and analyse compositional techniques and devices. Students will be graded on their ability to identify compositional devices and use musical terminology to describe their usage.	**Overarching Topic** Minimalism **Sub Topics** Form/structure, Musical elements Compositional devices and techniques, Music Theory **Assessment** Minimalist composition – Students will have free choice to work with either a DAW, or compose using music notation software to compose a minimalist piece that uses the compositional devices studied throughout the unit	**Overarching Topic** Music theory –Gd4 **Sub Topics** Time Signatures, Notes groupings inc. Tuplets and Duplets, Alto Clef, Double sharps and flats, Transposition **Assessment** *Past ABRSM paper on the material taught*	**Overarching Topic** Music theory –Gd4 **Sub Topics** Scales and Key signatures, Technical names, Intervals, Triads, Terms and signs **Assessment** *Past ABRSM paper on the material taught*	**Overarching Topic** Global Traditions **Sub Topics** World Music, Instruments, Techniques, Timbre, Scales, Harmony **Assessment** Quiz type questions on key features of world areas covered. This is to test students knowledge and understanding of the world areas, scales and instrumentation.	**Overarching Topic** **Sub Topics** World Music, Instruments, Techniques, Timbre, Scales, Harmony **Assessment** Students will have choice of whether to do a live performance in the style of one of the world areas covered or compose in the style of one of the world areas. Students will be graded on their use of the pertinent key features related to their choice.

United School International Key Stage 3 Curriculum Overview

Impact
By the end of Year 7 students will have the fundamental knowledge of the Elements of Music and be able to use music terminology when talking about music in the right context. They will be able to utilise their understanding of the musical elements to analyse a piece of programme music in detail, specifically talking about how and why the composer used the elements in certain ways. They will be able to realise their understanding in both a compositional, and performance sense, and show their understanding of how composers and performers use the elements of music in meaningful ways.
By the end of Year 8 students will have studied the techniques utilised in Modern Pop music through studying the usage of Digital Audio Workstations as well as developing practical skills on instruments that have been experienced previously or new instruments. Students will be able to analyse music for influences and make meaningful connections between historical music and how all music is influenced by previous iterations. Students will show this understanding through composition and performance, as well as presenting findings to their peers. All students will be taught the necessary skills to succeed in both Music technology and practically.
By the end of Year 9 students will have learnt the fundamental skills which will enable them to access the GCSE course should they wish. The year 9 curriculum foceses primarily on the key concepts which students find the most difficult during KS4 – Composition and World Music. Through the studies of these two elements the students start to develop a bank of skills and knowledge through their study of compositional techniques which can be utilised throughout the Year 9 course. They will show this understanding through composition work and performance tasks. All students will be taught the necessary skills to achieve and will have freedom of choice to choose their own pathway to success when completing summative assessments.

United School International Key Stage 3 Curriculum Overview

CURRICULUM OVERVIEW KEY STAGE 3

Subject: Drama

CURRICULUM PHILOSOPHY

In line with the school's philosophy, the Drama department at USI seeks to develop a love of learning and for that to far outlive our students' time in formal education. Our curriculum has been carefully constructed to ensure content and subject matter is relevant, engaging and encourages discussion, enabling our students to become robust and curious learners. We strive to explore this content (stories) through drama form, rather than simply teaching students how to 'act'. Addressing this balance is integral to curriculum and lesson planning. It is through these stories (sourced from a range of cultures and histories) that we hope to encourage curiosity about the world and the people in it. We want our students to recognize and celebrate that a study of Drama is the study of people; of morality and choice, and for our students to develop a definite sense of empathy and self in doing this.

In addition to this, we teach a large range of skills-based topics to emulate the rigor and professionalism of the theatre industry, for example, learning practical techniques in masked drama, physical theatre and work around the theatre styles of various practitioners. Teaching the students skills-based topics that are relevant for their GCSE requirements, along with the considerations above, ensures that we have a curriculum sequenced for mastery and extensive knowledge. There is a heavy emphasis on literacy skills through the implementation of analysis & evaluative work. The implementation of LSTs and more frequent assessments have contributed to the emphasis of this element within drama across all key stages.

Our curriculum is tailored and gives students of all abilities the chance to explore theatre through its various elements. These consist of taking on the role of a performer, challenging abilities through the role of a director and sparking curiosity through the role of designers (lighting design, creation of set & props, creating and implementing use of sound/music & costume, hair & make-up design). These various routes that are offered at both KS3 & KS4 allow students to focus on their strengths within assessed components, rather than being limited to the option of only performing.

CURRICULUM INTENTION

Year 7	Year 8	Year 9
Students will learn about basic drama skills, focusing on how they can use vocal and physical skills to convey characters successfully on stage. Along with this, they are studying different topics that raise awareness for important social topics and begin studying Shakespeare. Finally, students spend one half of a term focusing on how to successfully evaluate a live theatre performance.	Students will learn about different genres and begin studying key GCSE texts at a basic level (for e.g. 100 – Neil Monaghan). They will also begin looking at a more complicated Shakespearian text and finally spend half a term focusing on how we can evaluate live theatre in a successful way. **Students are studying the above as they fall in line with the expectations of the GCSE drama**	Students will learn about more advanced genres (such as Naturalism) and begin focusing on key drama practitioners, such as Brecht and Stanislavski. They begin studying their form of performances and how their style influenced other practitioners. They will also gain a lot of experience in working together as part of a group and begin devising group performances. The skills they attain from this will hugely guide them through similar

Students are studying the above as they fall in line with the expectations of the GCSE drama curriculum. For e.g. being able to apply effective physical and vocal skills within a performance is the skeleton of all assessed performances.	**curriculum. For e.g. The texts of Shakespeare are plays that can be chosen to be studied at GCSE level for a written examination paper. Allowing the students to become familiar with his language and plays can help them become more fluent before reaching the GCSE stage.**	procedures they need to follow for GCSE components. **Students are studying the above as the components at GCSE level require the same set of skills to be applied. For e.g. Component 1 of their GCSE requires them to devise a group performance as part of a group.**

CURRICULUM IMPLEMENTATION (How you bring your curriculum to life)		
Year 7	**Year 8**	**Year 9**
Our curriculum is often brought to life through a consistent approach to most lessons. Students will be introduced to their learning outcomes, before learning about their new topics both practically and theoretically. Topics are often modelled through teacher/student modelling, before learning is explored through practical tasks (for e.g. group rehearsals). Students then have an opportunity to showcase their progress and we practice effective feedback, which is a huge part of our learning culture. Students are assessed practically at the end of each half term and theoretically at the end of each term. Students will have mixed opportunities to work as part of groups or individually to explore different topics. We will often attempt to extend learning through independent homework tasks, which will always feed into our next lesson (for e.g. rehearsals that need to be complete to prepare them for a upcoming performance. Another example might be producing a written log reflecting on a performance, which they may then use to improve certain aspects of their performance within class.)		

United School International Key Stage 3 Curriculum Overview

Impact
By the end of Year 7 students will have developed basic drama skills, demonstrating characters vocally and physically on stage. They will have experienced the core values that need to be demonstrated within drama lessons, such as respecting performers and working co-operatively with others to produce group performances. This will be evidenced through 3 practical assessments (group performances) and 3 theoretical assessments (written exams), to show the progression of understanding throughout the year.
By the end of Year 8 students will have developed a more coherent understanding of different drama genres within theatre. They will also be able to build upon their knowledge of Shakespearean texts by exploring a topic where they will re-contextualize their own Shakespearean play. Finally, they will have a thorough understanding of the Commedia Dell'arte genre, which will help develop more advanced performance skills and develop their knowledge of an additional genre. This will be evidenced through 3 practical assessments (group performances) and 3 theoretical assessments (written exams), to show the progression of understanding throughout the year.
By the end of Year 9 students will have developed more advanced practical and vocal dramatic skills and practiced this thoroughly within lessons. They will begin exploring key drama practitioners, such as Bertolt Brecht and Constantin Stanislavski and study their performance styles both practically and theoretically. This knowledge is the fundamental block for beginning their first GCSE component in year 10, so it's essential that students are exposed to this at year 9. This will be evidenced through 3 practical assessments (group performances) and 3 theoretical assessments (written exams), to show the progression of understanding throughout the year.

United School International Key Stage 3 Curriculum Overview

KEY STAGE 3 LEARNING JOURNEY						
	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Year 7	Discovering Drama Summative assessment (practical)	Ernie's Incredible Illucinations Summative assessment (Theory)	Far From Home (Topic based on refugees) Summative assessment (practical)	Murder in the Library Summative assessment (Theory)	Key Shakespeare text – Macbeth/Othello Summative assessment (practical)	Live Theatre Review - Aladdin Summative assessment (Theory)
Year 8	Genres Summative assessment (practical)	Civil Rights/Prejudice Summative assessment (Theory)	Re-contextualizing Shakespeare Summative assessment (practical)	100 – Neil Monaghan Summative assessment (Theory)	Commedia Dell'arte Summative assessment (practical)	Live Theatre Review – Treasure Island Summative assessment (Theory)
Year 9	Theatre in Education Summative assessment (practical)	Theatre in Education Summative assessment (Theory)	Exploring Bertolt Brecht Summative assessment (practical)	Trestle Masks Summative assessment (Theory)	Stanislavski & Naturalism Summative assessment (practical)	Live Theatre Review – Frantic Assembly Summative assessment (Theory)

United School International Key Stage 3 Curriculum Overview

CURRICULUM OVERVIEW KEY STAGE 3

Subject: Physical Education

CURRICULUM PHILOSOPHY

PE focuses upon a holistic approach to learning which is tailored towards each individual student with a "ME in PE" philosophy.
ME in PE comprises of 5 strands – Cognitive ME, Social ME, Physical ME, Affective ME and Healthy ME – and focuses upon how each of these areas can be positively developed, preparing students for life throughout school, outside of school and beyond the remits of education with belief and confidence in their abilities.

Alongside the above, five core values will be targeted to ensure the above is successful: Leadership, Organisation, Resilience, Initiative and Communication. Physical Education is one of the few subjects which can demonstrate these and really develop each child holistically.

CURRICULUM INTENTION

Year 7	Year 8	Year 9
Ensuring a safe, stimulating, and caring environment is established to promote the love of learning for the subject. To ensure students feel confident to make mistakes and learn from them, to celebrate mistakes and discuss what has been learned through the process. Students will learn about ways to develop their leadership, organisation, resilience, initiative, and communication skills throughout Physical Education. For this to be demonstrated, students will partake in a variety of sports, in both team and individual activities, predominantly taught within the British Curriculum, as we are a British International School. Many sports will be implemented into the year 7 curriculum to instill fun and excitement in the lessons, with a collaborative approach of team building, ensuring a safe and stimulating environment rooting in mutual respect between students.	Ensuring a safe, stimulating, and caring environment is established to continue to promote the love of learning for the subject. To ensure students feel confident to make mistakes and learn from them, to celebrate mistakes and discuss what has been learned through the process. Students will continue to develop their leadership, organisation, resilience, initiative, and communication skills throughout Physical Education. Tweaks to the curriculum here will be present, taking into consideration students' performances previously from year 7. Individual and team sports continue to be filtered down from GCSE content to prepare students early for GCSE entry. Focus, again, will be on students' strengths from year 7 and a more tailored approach will be shared for each student to reflect on ways to make improvements to their own performances.	Ensuring a safe, stimulating, and caring environment is established to continue to promote the love of learning for the subject. To ensure students feel confident to make mistakes and learn from them, to celebrate mistakes and discuss what has been learned through the process. During year 9, students will be able to confidently demonstrate more leadership within lessons, leading thorough warm-ups (with the three stages) as well as being able to teach peers certain skills by playing to their strengths (either by adopting coaching roles in lessons or providing feedback). At USI, all KS3 pupils are aware that during PE, ownership of learning is directly on the pupils with the teacher acting as the facilitator. By year 9, there will be more of a discovery to learning approach, whereby students use the tools that they have, to reach their answers either through demonstrations or verbally.

The individual and team sports are filtered down from GCSE content to prepare students early for GCSE entry. Within each sport, an assessment grid and criteria has been created to empower our students and to help us gauge where their strengths lie and to allow us to plan the next steps to make improvements. This will allow an upwards trend on their flight path to reach the top tiers. These grids have been developed by focusing upon the practical GCSE criteria. Gaining a foundation of where student's strengths are will allow us to direct students towards sports which will allow them to achieve the highest practical grade possible whilst also ensuring practical intervention can occur with sports where weaknesses are presented. Students will develop the skills to lead certain aspects of lessons, such as warm-ups/ cool downs and will assist with any coaching processes when opportunities within lessons arise.	Students will have more input into their performances and will understand how to implement this. Developing these skills will allow them to achieve the highest practical grade possible whilst also ensuring practical intervention can occur with sports where weaknesses are presented. Throughout year 8, students will gain confidence to thoroughly reflect on individual and other's performances by providing detailed feedback on WWW and what could be improved. Links to the success criteria on the boards must be included for the feedback to be meaningful and worthwhile. Students will continue to develop the skills to lead certain aspects of lessons, such as warm-ups/ cool downs and will assist with any coaching processes when opportunities within lessons arise.	Evaluating peers and providing feedback to help progress learning is crucial during this year group. Reflecting on individual performances as well as others helps aid high performance learning and allows students to recognise what helps them to learn best. Individual and team sports continue to be filtered down from GCSE content. Focus, again, will be on students' strengths from year 8 with a greater idea of which skills need to be implemented into activity blocks to achieve the higher levels of 'secure' and 'excellence'. For those opting for GCSE PE, developing an idea of which team and individual sports are the strongest and which ones need more intervention will enable students to have more focus – trying to continually improve to achieve the highest possible grades.
CURRICULUM IMPLEMENTATION		
Year 7	**Year 8**	**Year 9**
PE at USI adopts a more 'guided-discovery' approach to learning, meaning pupils will learn through experience rather than passively receiving information. **Assessment** Pupils will be assessed in a moderation style way during the last week of the practical block however, all students will have opportunities to	PE at USI adopts a more 'guided-discovery' approach to learning, meaning pupils will learn through experience rather than passively receiving information. **Assessment** Pupils will be assessed in a moderation style way during the last week of the practical block however, all students will have opportunities to	PE at USI adopts a more 'guided-discovery' approach to learning, meaning pupils will learn through experience rather than passively receiving information. **Assessment** Pupils will be assessed in a moderation style way during the last week of the practical block however, all students will have opportunities to be assessed throughout

be assessed throughout through questioning and lesson objectives/outcomes.	be assessed throughout through questioning and lesson objectives/outcomes. **Links to understanding the effects on the body during exercise and links to heart rate.**	through questioning and lesson objectives/outcomes. **More links to GCSE with the main focuses on body systems and short term/long term effects of exercise.**

United School International Key Stage 3 Curriculum Overview

KEY STAGE 3 LEARNING JOURNEY						
	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Year 7	Team Building (B/G) Swimming (G) Fitness (B) Basketball (B)	Swimming (B) Basketball (G) Fitness (G)	Swimming (G) Volleyball (B) Football (B)	Football (G) Netball (G) Swimming (B)	Rounders (B/G) Badminton (B/G)	Cricket (B/G) Tennis (B/G)
Year 8	Team Building (B/G) Basketball (G) Fitness (G) Swimming (B)	Swimming (G) Fitness (B) Volleyball (B)	Badminton (G) Athletics (G) Swimming (B)	Swimming (G) Badminton (B) Athletics (B)	Football (G/B) Netball (G) Basketball (B)	Rounders (G/B) Cricket (G/B)
Year 9	Team Building (B/G) Swimming (G) Football (B) Fitness (B)	Netball (G) Football (G) Swimming (B)	Swimming (G) Badminton (B) Volleyball (B)	Fitness (G) Badminton (G) Swimming (B)	Athletics (G/B) Tennis (G/B)	Rounders (G) Cricket (G/B) Tennis (B)

United School International Key Stage 3 Curriculum Overview

Impact
Within year 7, students will understand where their strengths lie and how to further improve in each sport for the next academic year, when sports will be revisited however, with more challenging skills. As students move from year 7 to year 8, they will have gained the knowledge to: - Lead a thorough warm up, identifying the muscles being stretched and used for further activities. - Describe effects of exercise on the body, short-term and long-term effects. - Be confident leading certain aspects of lessons, taking accountability for their own learning and understanding ways in which they learn best (reflecting on their own style(s) of learning). - Be confident working individually or as part of a team in practical activities, looking for ways to overcome any obstacles or barriers (this could be within a game or their barriers to learning).
Within year 8, students will understand where their strengths lie and how to further improve in each sport for the next academic year, when sports will be revisited however, with more challenging skills. They will be able to demonstrate skills and traits developed in year 8 and build on these with the key points below. In year 8, students will be able to understand how to improve on their own performances and give constructive feedback to others, to help their peers to be successful too and feed forward. As students move from year 8 to year 9, they will have gained the knowledge to: - Lead a thorough warm up, understanding the benefits of a warm- up and the three stages. - Name almost every muscle that is used during sporting activities, relating to the GCSE specification. - Describe effects of exercise on the body, short term and long-term effects and develop knowledge on what these mean in relation to fitness. - Identify elements of the cardio-respiratory system. - Have developed a sound knowledge of rules in various sports and being able to referee, coach and lead elements of lessons. - Provide detailed and constructive feedback and answers ensuring others can benefit from this.
Within year 9, students will have a cemented understand where their strengths lie and how to further improve in each sport for the next academic year. In year 9, students will be able to reflect on their own performances, with constructive feedback towards themselves and others and make references to assessment criteria with detailed explanations. Here, we would expect to see students in the 'secure' threshold of learning, pushing for the 'excellence' in certain aspects, particularly if students are opting for GCSE PE. As students move from year 9 to year 10, they will have gained the knowledge to: - Lead a thorough warm up, understanding the benefits of a warm- up and the three stages.

United School International Key Stage 3 Curriculum Overview

- Name every muscle that is used during sporting activities, relating to the GCSE specification, and identify how these work together (antagonistic pairs).
- Describe effects of exercise on the body, short term and long-term effects and develop knowledge on what these mean in relation to fitness.
- Discuss the impacts of physical activity on the cardio-respiratory systems.
- Identify and describe the pathway of air and how this assists us during sporting activities.
- Strong links with science, reiterating knowledge learned here and implementing this in to PE lessons (cross-curricular).
- Have developed a sound knowledge of rules in various sports and being able to referee, coach and lead elements of lessons.
- Using initiative when obstacles are presented within lessons – how to overcome these.
- Provide constructive feedback answers ensuring others can benefit from this.
- Take part in assessment in the form of moderation, preparing the students for GCSE PE.

United School International Key Stage 3 Curriculum Overview

نظرة عامة على منهج اللغة العربية 7-8-9

المادة : اللغة العربية

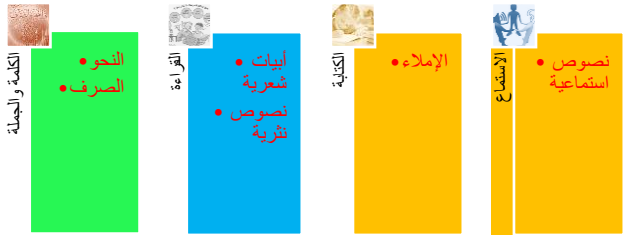
فلسفة ومعايير المنهج:

لإثارة الاهتمام وتعزيز اللغة العربية وتطوير مجموعة واسعة من مهارات اللغة المتعددة وإعداد الطلاب أكاديميًا للمراحل المتقدمة

المناهج وفق معايير الوزارة

الصف التاسع

موضوعات التعلم الدراسية للطلاب:



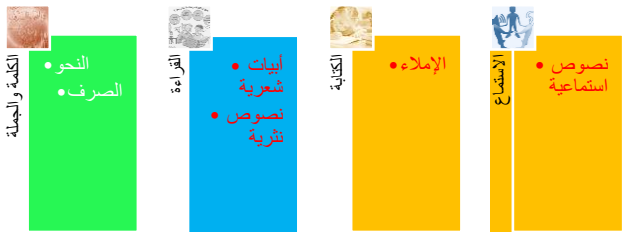
المعايير والموضوعات:

المعنى الضمني وتحديد الوسائل	الاستدلال على المعنى	تعرف خصائص الأسلوب	تحديد الافكار الرئيسةوالفرعية
المعرب والمبني من الاسماء	علامات الإعراب الأصلية والفرعية	أنواع الفعل الصحيح والمعتل	خصائص النصوص الأدبية
	كان وأخواتها	الجملة الاسمية	

ا

الصف الثامن

موضوعات التعلم الدراسية للطلاب:

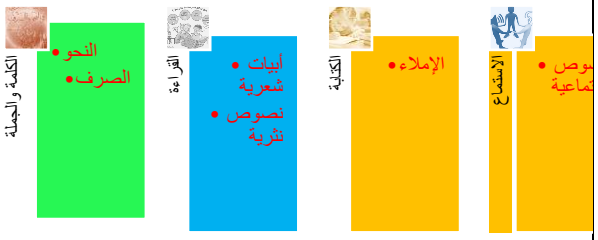


المعايير والموضوعات:

الاستدلال على المعنى	البحث عن الأفكار الرئيسة والفرعية	تعرف الكلمات في إطار السياق	تحديد الأساليب والوسائل
تعزيز المفاهيم البلاغية	عناصر القصة	المعنى الضمني والوسائل	فهم العلاقات بين الكلمات
تعرف المبني من الأفعال	الميزان الصرفي	حالات إعراب الفعل المضارع	أفعال المتصرفة والجامدة
	تعرف الأفعال الخمسة واستخدامها		

الصف السابع

موضوعات التعلم الدراسية للطلاب:



المعايير والموضوعات :

الأفكار الرئيسة والتفاصيل .	توضيح وجهات النظر .	دلالة نبرة الصوت .	ق بين الترادف لباق والتضاد.
الطرائق التي يتبعها كاتب النص.	المعنى لضمني والوسائل.	لمعنى السياقي في النص.	فكار ارئيسة والداعمة.
الاستدلال على المعنى.	خصائص النصوص الأدبية.	مصادر الأفعال	النعت
	التوكيد		

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السياسة العامـــــة:

يتم الاعتماد على المنهج الوزارة القطري لمساعدة الطلاب على الشعور بالنجاح. يتم إعطاء الأولوية لجودة الاحتفاظ بالمهارات وتطويرها على نطاق المواد المشمولة. يجب أن يصل الطلاب إلى مخزون المعرفة حول أساسيات كل الموضوعات المتعلقة باللغة العربية والتي ستسمح لهم بفهم موضوعات الأكثر تعقيدًا. يجب أن يكون جميع الطلاب قادرين على الوصول إلى درجات النجاح في التقييمات إذا كان لديهم نسبة حضور تزيد عن 90٪. يجب أن يكون جميع الطلاب قادرين على تحقيق الدرجة 4 أو أعلى إذا حضروا الدروس وقاموا بمراجعتها بشكل فعال. يجب تحدي المتفوقين من خلال المحتوى الإضافي للوصول إلى التفاهم والاستجواب المتمايز.

كيفية تنفيذ المنهج المتبع من قبل وزارة التعليم والتعليم العالي:

الصف السابع	الصف الثامن	الصف التاسع