
NCBIS CURRICULUM GUIDE

Secondary School

Key Stage 3

2019/ 2020

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WELCOME TO NCBIS SECONDARY SCHOOL

This guide describes the educational journey your child will enjoy throughout Years 7, 8 and 9, which is referred to as Key Stage 3 in the UK. These are formative years leading to the (I)GCSE two year programme in Years 10 and 11, followed by the IB Diploma or IBO Certificates, in Years 12 and 13.

Whether your child has arrived from NCBIS Primary School or further afield, you are assured of a warm welcome, first class teaching and most importantly, a nurturing and supportive learning environment, where the student is at the very heart of all our activities. For those who are totally new to the British educational system, please read our Student and Parent Handbooks, and we will look forward to providing you with more information at our regular Parents' evenings, or at individual meetings with staff, tutors or members of the leadership team. You are, of course, welcome to contact us at any time.

The Secondary School curriculum is based on the National Curriculum of England, with an additional International component to celebrate our cultural diversity, provide international-mindedness as well as inter-cultural understanding. As an IB World School, we place great importance on the attributes of the "Learner Profile" which permeate our studies and life on campus. Our language policy enriches our Global Citizenship further still, promoting language learning in French, German, Spanish, Dutch and Arabic. At Key stage3, our students study the core subjects of English, Science and Mathematics, in addition to: Art, Computing, Drama, Geography, History, two modern languages, Music, Physical Education, PSHE and "Learning for Life"; the latter helping them become independent, creative, inquiring life-long learners. Finally, while our main goal is to prepare for examination success, our balanced curriculum also provides all the soft skills necessary for life beyond school, and students have the opportunity to participate in a range of sporting and extracurricular activities at home and abroad. This includes experiential education in "Challenges Week", with activities as diverse as Open water Padi diving qualifications, service-learning projects to cultural visits in Europe and further afield.

Please note that, the curriculum is constantly under review and subject to change as we constantly raise the bar and expectations of our students.

David Mate
Head of Secondary

The NCBIS mission is:

To provide a learning environment that supports academic achievement whilst promoting personal growth through the attributes of the IB Learner profile, within a caring international community committed to the traditional values of honesty, courtesy, respect, integrity and fair play.

Vision Statement – in 2021 NCBIS is

An international school of renown that provides an education of excellence by which students are prepared for a rapidly changing world where skills, values, attitudes and attributes are as important as knowledge. This education enables students to fulfil their academic, sporting and artistic potential and develop a positive and creative mind-set that enables them to achieve success at school and in later life. This is achieved in a happy atmosphere and a safe and stimulating physical environment that is conducive to academic learning as well as personal and social growth. NCBIS will continue to be celebrated for its warm and caring ethos and its positive contribution to a sustainable and just world.

Values:

NCBIS is guided in all its actions and decisions by its commitment to:

- Providing quality education in a safe, secure and caring environment
- Ensuring choice and challenge both within the curriculum and the extra-curricular programmes
- Promoting academic and personal achievement
- Inspiring intellectual curiosity, critical thinking and enthusiasm for learning
- Developing each student's unique talents to help them achieve their potential
- Maintaining an internationally diverse community of open-minded people

NCBIS LEARNER PROFILE

As an IB World School, the school aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

We strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The profile is taken from the IB Learner Profile booklet www.ibo.org

SUPPORTING LEARNING

Meeting Individual Learning Needs Across the Curriculum

Your child's progress is carefully monitored throughout their time in Secondary school. Attainment data from the primary school, or from your child's previous school, together with teacher assessments and data from external testing are used to set targets for your child. We are part of a project with the CEM centre (Centre for Evaluation and Monitoring) which is part of Durham University in the UK. Students take a number of computerized tests which gives us a snapshot of a child's ability to cope within an English curriculum. More than a million students worldwide are involved in these projects and in time this will enable us to compare the progress of NCBIS students with students of similar ability elsewhere. We are confident that NCBIS students will compare well.

These tests, as well as teachers' observations help us identify students who may be academically 'gifted'. This term usually refers to the top 2% of the ability range. Some students may also demonstrate a particular talent e.g. in sport, music, art.

Differentiated classroom activities are designed to encourage them, for example participation in international maths competitions; writing competitions in English and other languages taught at NCBIS; sports; music and drama performance.

At times students are identified as needing additional support in school so that they can progress as expected. NCBIS has a strong team who will help these students.

Curriculum support for students

NCBIS endeavours to provide a safe, caring, stable and supportive environment which values every member of the school community. Within the environment the school aims to develop students' self-esteem, self-respect and sense of responsibility towards themselves and others.

The co-ordination of the work of the tutor is part of the role of the Heads of Key Stage and the deputy head "Student Welfare" They are responsible for monitoring and reporting on students' academic progress, personal development and standards of behaviour.

The form tutor and co-tutor play a fundamental role in guiding each individual within his or her tutor group and is the first point of contact for teachers, parents and students. Form tutors instil the values and expectations of the school and contribute to the student's social and academic development through daily morning registration, assembly time and individual discussion during one- to -one mentoring.

How You Can Support your child

The best way to encourage and support your child is to ensure that they have all their equipment and books with them every day—including their planner,

Individual needs may be:

Additional Needs

Some students may face additional challenges to their learning; they may have transferred from a different curriculum system; their prior schooling may have been affected by international travel. Some students may fall behind in their learning.

English as an Additional Language

Some students require direct teaching to enable them to gain the English language skills required to fully access the curriculum. These learners receive one to one or small group tuition.

Special Educational Needs

Some students may have significantly greater difficulty in accessing learning. Their learning difficulties may be addressed by short-term support or by intervention that focuses on directly addressing the difficulty and providing strategies to progress in spite of it.

stationery and all books needed for the day. Check their planner regularly to ensure that they are completing homework and sign the planner weekly to show that you are doing this.

Provide your child with somewhere quiet to complete their homework. Encourage your child to take up extra-curricular activities and contact your child's tutor if you have any concerns about your child's attitude to school or progress. It is also very important that your child attends NCBIS every day and is punctual for school as many studies show the link between high attendance and high academic achievement.

We understand that many international families travel to see family in their home countries during the holidays, but we kindly ask you to respect the dates of terms.

LEARNING FOR LIFE AND THE WIDER CURRICULUM

What is Learning for Life?

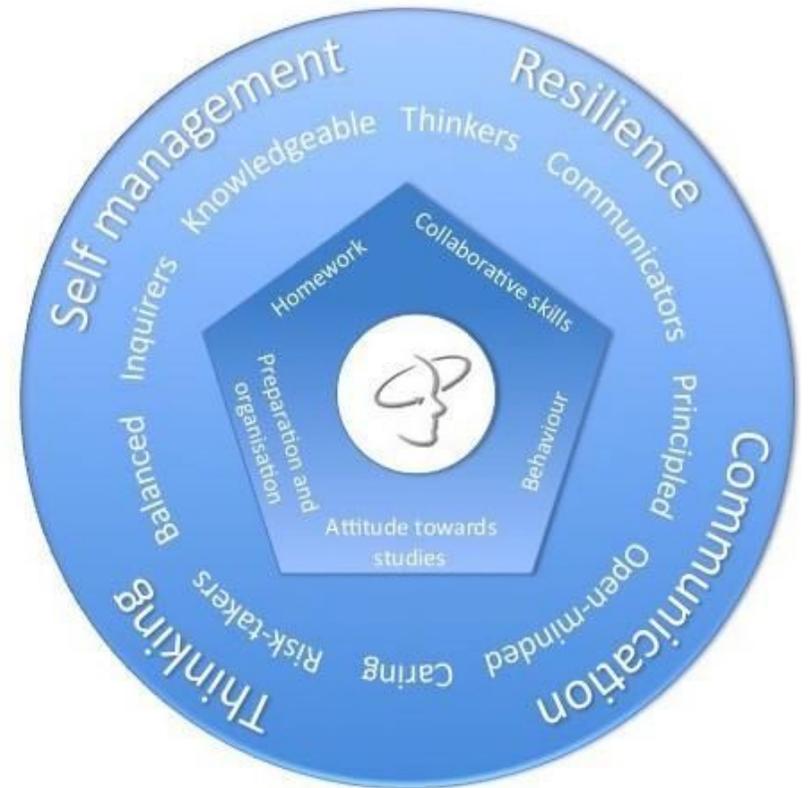
NCBIS students are growing up in the most rapidly changing period in human history. This creates complex challenges and new opportunities.

Learning for Life is a non-examined, compulsory subject for students in Years 7 to 11. It aims to equip students with a range of skills, approaches and strategies which will be useful in their study of other disciplines and for their lifelong learning.

The Learning for Life Programme

The NCBIS learning for life programme develops communication, independence, collaboration, thinking and research skills; builds habits of effective learning; supports students in learning how to practise safe, responsible, legal and ethical use of digital media; promotes self-management and responsibility, preparing students for study at NCBIS now and in the future; helps students to consider important issues from personal, local/national and global perspectives and understand the links between them; helps students make informed decisions and critically evaluate these decisions; contributes to health and wellbeing, encouraging individual responsibility for making healthy choices in life.

At points during the year students undertake collaborative projects that involve challenging, inquiry based opportunities through the super learning day programme. This also provides opportunity for students to showcase their learning with the wider school community.



Challenges week - Philosophy and rationale

“Challenges week” forms part of our wider experiential curriculum and is part of our “Learning for Life” programme. Challenges week activities provide rich, character building experiences that we hope will awaken a student’s interest, or spark a passion in areas that they may never have experienced previously.

Challenges week provides students with opportunities for cultural enrichment, service to others, adventure activities and travel, whilst making the student body more internationally minded and informed global citizens. The programme is designed to give students the experiences that will inspire them and help develop the attributes of the IB Learner Profile.

KS3 TIMELINE

At NCBIS we have a strong partnership with parents. The tables below show key events in the school life of your child. Further details can be found in the calendar (Subject to change). Students in years 7, 8 and 9 will receive short reports in terms 1 and 2 giving an attainment grade and their attitude to learning. Parent-Teacher conferences (PTC) will take place very soon after reports are issued. Full reports will be issued at the end of the school year.

YEAR 7			YEAR 8			YEAR 9		
Term 1	September	Meet the Tutor	Term 1	September	Meet the Tutor	Term 1	September	Meet the Tutor
	October	Grade & Approach to Learning report		October	Super learning day 1		October	Grade & Approach to Learning report
		Super learning : Overnight Well- spring camp		November	Grade & Approach to Learning report		November	GCSE Options evening
	November	PTCs		November	PTCs		November	Careers interviews with HOKS3 / Deputy Head
		Super Learning day 2	Term 2	February	Super learning day 2		December	Science Fair exhibition

Term 2	March	Grade & Approach to Learning report		March	Grade & Approach to Learning report	Term 2	January	Super Learning Day 1
		Challenges week			Challenges week		March	Grade & Approach to Learning report
		PTCs			PTCs		Challenges week	
		Science fair project			Exam week		Super Learning Day 2: Camp out and Wadi Walk	
Term 3	June	Exam week	Term 3	June	Super learning day 3	Term 3	May	Personal projects
		Super learning day 3			Full written report		Exam week	
		End of year report			Celebration of Success		June	Super learning day 3
		Celebration of Success					June	Full written report
							June	Celebration of Success

A GUIDE TO ENGLISH NATIONAL CURRICULUM

The National Curriculum is a set of subjects and standards used by schools in England to ensure that children learn the same things. It covers what subjects are taught and the standards children should reach in each subject. International schools can adopt the curriculum to serve their own specific requirements. The National Curriculum is organized into blocks of years called “key stages” (KS) . At the end of each key stage, teachers formally assess children’s performance to measure their progress. For further information click [here](#).

The table on the right shows the compulsory subjects for each key stage. Students in KS4 have some degree of choice.

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Core subjects				
English	√	√	√	√
Mathematics	√	√	√	√
Science	√	√	√	√
Foundation subjects				
Art and Design	√	√	√	
Citizenship	√	√	√	√
Computing	√	√	√	√
Design & Technology	√	√	√	
Geography	√	√	√	
Languages	√	√	√	
History	√	√	√	
Music	√	√	√	
Physical Education	√	√	√	√

Key Stage 3 at NBCIS is designed to help students become more independent learners in a way that they will enjoy, be challenged by and praised for.

ASSESSMENT

There have been a number of changes in the assessment system for the English National Curriculum and for GCSEs and IGCSEs. At Key Stage 3, the National Curriculum used to report 'levels' to give an indication of student attainment. These no longer exist and schools are responsible for devising their own assessment systems. The grading system for GCSE and IGCSE is also in a state of transition with grades A*- G gradually being replaced by a 9-1 grading system. We have therefore decided to use the new 9-1 grading system across Key Stage 3 in all subjects so that students and their parents can follow attainment and progress towards GCSE more easily. The table below shows the relationship between the old National Curriculum levels, the A*- G grading system and the new 9-1 grading system. Within each numbered grade we shall use '+' or '-' to show progress through that grade. The expected grade for each year group is also shown. Please note that the attainment scores across KS3 are for the units taught and show the depth of knowledge and understanding; the (I)GCSE examinations test breadth as well as depth.

New 9 to 1 system	Current I/GCSE grades	KS3 levels	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
9+/9/9-	A*	pre 2014					
8+/8/8-							
7+/7/7-	A						
6+/6/6-	B	8a					
		8b					
		8c					
5+ /5/5-	C	7a					
4+ /4/4-		7b					
		7c					
3+ /3/3-	D	6a					
		6b					
		6c					
2+/2/2-	E	5a					
		5b					
		5c					

	F	4a						
		4b						
1+/1/1-		G	4c					
	3a							
	3b							
	3c							
U (Unclassified)	U (Unclassified)		N (OR PRIMARY)					

Colour codes:

EXCEPTIONAL
WELL ABOVE EXPECTATIONS
ABOVE EXPECTATIONS
MEETING EXPECTATIONS
BELOW EXPECTED

HOW YOUR CHILD'S WEEK IS STRUCTURED

The secondary school work on a two week timetable, usually divided into 35 X 50 minute teaching periods. In addition, there is a 10 minute registration period each morning.

Subject	Number of periods per week (total = 35 H)
Science	5
Mathematics	5
English	5
Physical Education	2
Modern Foreign Language 1	2
Modern Foreign Language 2	2
Art & Design	2
Music	2
Drama	2
History	2

Geography	2
Computing	2
Learning for Life	2
Assembly/PSHE	1

Year 7	Year 8	Year 9
Autobiography Reading for pleasure, narrative structures, conventions of genre, writing analytical essays	Language of Protest Protest speeches, conventions of speeches, rhetorical devices, exploring morality, writing to counter-argue in response to an argument presented in an article/speech	Shakespeare Play - Macbeth Drama skills, characterisation, stage directions, writer's techniques, analytical writing
Drama Texts as Literature - Shakespeare Form and genre, scriptwriting, characterisation, dramatic devices, role-play, performance skills	Study of a Novel - Skellig/The Giver Using inference, understanding the writer's craft at word/sentence level, analysing character development	Literature of War Social and historical context of wars, propaganda, poetic techniques, persuasive writing, comparison of pro and anti-war poems focusing on language, structure and writer's purpose
Non-fiction writing - Titanic Writing skills; newspaper or magazine article	History of English Three mini writing assessments completed throughout the unit: A Shakespearian sonnet A Chaucerian prologue A Dickensian description of a setting	Non-fiction reading and writing (travel) Persuasive/informative writing; speeches, letters, articles.
Poetry Pioneers Poetry reading skills, reading for pleasure, analytical writing.	Short Stories Reading for pleasure, understanding the writer's craft, analysis.	19th Century Prose - Novel or Short Stories Thematic explorations, understanding the writer's craft,

		literary heritage, role plays, imaginative writing from the point of view of a character (adhering to the language conventions of the time)
Novel: <u>Holes</u> Reading for pleasure, understanding language and writer's purpose, analytical writing	Poetry Anthology Study Exploring genre, understanding cultural differences, using Imagery, language analysis and comparison	Approaching unseen fiction and non-fiction texts Analysis of one fiction and one non-fiction extract

English Department

The English Department delivers a comprehensive, engaging and creative programme of study throughout Key Stage 3. With the [National Curriculum](#) of England helping to create a framework for our teaching, we aim to develop a student's ability to communicate effectively, both orally and in writing, and better understand themselves and the world around them through the study of language and literature texts. Over the course of our three-year programme, we explore a range of fiction and non-fiction texts, poems and plays, and produce writing both as formal essays and creative pieces within a wide range of genres. Students are taught in mixed ability groupings within their assigned tutor groups. Careful consideration is given to best supporting students using previous school reports and baseline data. Extra provision is given to those students with English as a Second Language, in coordination with the Learning Support Department. Below are listed some of the key areas of the curriculum that we cover with approximate timings within each year. This list is not exhaustive.

Assessment

Throughout KS3, students are assessed through a mixture of formative and summative assessments. Summative assessments take the form of written essays, creative writing tasks and oral presentations or performances at the end of each unit, as well as an end of year examination in both reading and writing that assesses their overall progress over the course of the year.

Students are assessed in all skill areas required for the rigorous requirements of the International GCSE qualifications in English Language and Literature to help inform teaching and learning requirements for Key Stage 4.

MATHEMATICS

Year 7		
Term	Chapter	Title
1	1	Negative Numbers
1	6	Statistics
1	3	Perimeter, Area & Volume
1	7	Algebra
1	4	Decimals
1	5	Using Numbers
1	2	Sequences
1	8	Fractions
2	9	Angles
2	10	Coordinates and Graphs
2	11	Percentages

Year 8		
Term	Chapter	Title
1	1	Working with Numbers
1	2	Geometry
1	3	Probability
1	4	Percentages
1	5	Congruent Shapes
1	6	Surface Area and Volume of Prisms
1	7	Graphs
2	8	Number & Standard Form
2	9	Interpreting Data
2	10	Algebra
2	11	Shape and Ratio

Year 9		
Term	Chapter	Title
1	1	Percentages
1	2	Equations & Formulae
1	3	Polygons
1	4	Using Data
1	5	Applications of Graphs
1	6	Pythagoras' Theorem
2	7	Fractions
2	8	Algebra
2	9	Decimals
2	10	Volume & Surface Area of Prisms
2	11	Solving Equations Graphically

2	12	Probability
2	13	Symmetry
3	14	Equations
3	15	Interpreting Data
3	16	3D Shapes
3	17	Ratio

2	12	Fractions & Decimals
3	13	Proportion
3	14	Circles
3	15	Equations & Formulae
3	16	Comparing Data

3	12	Compound Units
3	13	Right-Angled Triangles & Trig

Assessment

Generally takes two parts: Summative exams in each year comprise a calculator and a non-calculator paper equally weighted. There is also a short mental (listening) test in end of Key Stage year 9 exams. During the year each topic is assessed formatively (essentially week-long common homework tasks) and summatively with an end of topic test.

SCIENCE

The Science course is taught in well-equipped laboratories and is designed to stimulate curiosity and develop investigative skills through an enquiry approach. For the National Curriculum programme of study click [here](#).

Year 7		
Term	Topic	Description

Year 8		
Term	Topic	Description

Year 9		
Term	Topic	Description

1	Introductory course	Hazards and safety in the laboratory, Introduction to investigative skills
	Cells	Use of microscopes to study cells; Similarities and differences in plant and animal cells; how the structure of a cell relates to its specialized function

1	Health and lifestyle	Nutrition; harmful substances eg. tobacco.
	Ecosystem Processes	Macroscopic and microscopic aspects of an ecosystem.
	Adaptation and Inheritance	How animals have adapted to their environment and why adaptation is beneficial.

1	New Technology in Biology	Students will recap concepts in genetics and variation. They will learn about practical application of genetics such as cloning, selective breeding, etc.
	Turning points in Biology	Topic discusses the key discoveries in biology such as the structure of the DNA, vaccines and antibiotics.
	Atomic Structure (IGCSE)	Students will begin to learn basic level IGCSE Chemistry. In this unit they will focus on understanding the particles in an atom and specifically how electrons are arranged
	Science Fair	Students start working on their science projects at home and at school.
	Ecology 1	Students will learn IGCSE level ecology.

	Structure and function of body systems	Tissues, organs and organ systems
	Particles and their behavior	States of matter, properties of solids, liquids and gases, the particle theory of matter.
	Elements, atoms and compounds	Atoms, elements and compounds; separation techniques

	Periodic table	How the position of an element in the periodic table affects its physical and chemical properties. Alkali metals, halo- gens and noble gases
2	Separation techniques	This practical unit will illustrate how different types of mixtures may be separated.
	Metals & acids	Reactions of metals with acids, oxygen and water;

		They will learn about the different factors that impact our ecosystems and will learn how to take ecological measurements.
2	Periodic Table	Students explore the trends and patterns in the periodic table at IGCSE level.
	Turning points in physics	Explores the exciting and ever expanding universe. Students will learn about the mission to Mars and about radioactivity and electromagnetism.
	Ecology 2	In this unit students will specifically focus on how humans impact the environment.
	Chemistry big project	Students explore biofuels and compare

2	Forces	Friction, gravity and speed
	Sound	Waves, particles travelling in frequency and amplitude.
	Reactions	Chemical changes; the reactions of acids with metals and limestone, the tests for common gases.

3		metal displacement reactions
	Electricity and Magnetism	Current, voltage and resistance and different arrangements of circuits. Magnet, magnetic fields and electromagnets
	Science Fair	Students will start working on their science fair project in school and at home. The fair will be held after the finals.
	Motion and Pressure	Speed, pressure in the states of matter, turning forces

3		their use to fossil fuels. They will carry out an investigation to determine the amount of energy in different fuels.
	Energy transfer	In this IGCSE physics units students study about energy transfers and identifying technological solutions to the problems in our environment.
	Practical investigation	Students conduct a 'damping' spring investigation
	Density	Students will learn about the concept of Density at the IGCSE level.

	Acids and Alkalis	Acids, alkalis and indicators. Risk assessment and hazard classification.
3	Light	How light interacts with matter and how it travels. The eye and how we see objects.
	Space	The Solar System, stars, galaxies and space exploration.

	Energy and Rock cycle Project	A cross-curricular unit allowing students to draw links between the energy, global warming and natural resources
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The course is academically rigorous, encouraging logical deduction and reasoning, and examines the role of science in society.

Assessment

Continuous Summative Assessment	Topic tests & Investigations (85%)	Science Fair (15 %)
End of Year Exam	1 hr written paper (70%)	1 hr & 15 min practical paper (30 %)
Total	60% Continuous summative assessment + 40% End of year exam.	

ART AND DESIGN

YEAR 7	YEAR 8	YEAR 9
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<p>Portrait</p> <p>Student will Learn</p> <ul style="list-style-type: none"> ● about the proportions of the human head and how to draw its features ● how to use the relative size and position of each facial feature to map the rest of the face or head ● to create tone and form by producing a variety of marks applied at varying frequency ● to apply tone to create form in relation to a light source ● to manipulate a range of materials such as ink, paint, and digital media to suit their intentions ● to use the grid method to scale up their work 	<p>Landscape</p> <p>Student will Learn</p> <ul style="list-style-type: none"> ● to create the illusion of 3D space on a 2D piece of paper by applying linear and atmospheric perspective ● to look carefully at their subject such as trees in a landscape or a street and consider how things grow or are built and use this knowledge to improve their drawing ● to mix tertiary colours ● to apply appropriate mark making techniques to suit their intentions, such as stippling and cross hatching ● to compose a landscape, drawing inspiration from different art movements such as surrealism or impressionism 	<p>Figures</p> <p>Student will Learn</p> <ul style="list-style-type: none"> ● the common human proportions ● gesture drawing ● perspective with reference to the figure, for example foreshortening ● realistic shading ● to work in 2D and 3D
<p>Indigenous Art</p> <p>Student will Learn</p> <ul style="list-style-type: none"> ● how Indigenous people use images and patterns to document their lives and beliefs ● to create symbols to represent elements of their own life through simplification and stylization ● to exaggerate different expressions for dramatic effect ● how to transfer a 2D plan into a 3D object ● how to connect pieces of card at irregular angles using papier-mâché 	<p>Still Life</p> <p>Student will Learn</p> <ul style="list-style-type: none"> ● about the tradition of Still Life painting ● about composition strategies ● to use different media such as photography pencil, biro, charcoal, oil pastel and mixed media ● to depict accurate space, shape and form on a 2 dimensional surface ● to depict a variety of textures and surfaces ● to communicate an idea through the integration of objects as symbols 	<p>Advertising</p> <p>Student will Learn</p> <ul style="list-style-type: none"> ● how typefaces are designed and be able to group fonts by style ● about brand identity and how it is designed to manipulate the target audience ● to make a convincing logo/brand, working in groups to review & refine their designs ● about genres of adverts and product placement. ● editing techniques using imovie ● how to plan and storyboard a short film ● how to work in a team to produce a 2 minute film advertising their product

Human beings are wired to be creative, curious and yearn to develop skills. In the KS3 Art course students learn different ways of making; students then envision an idea, plan it out, bring it to life by applying learnt skills and assess the outcome. Why do we need to study art at school? Creativity is the ability to make connections between seemingly disparate ideas, things and issues. The world does not NEED more people who can paint pretty pictures but we do need people who can think in a flexible way.

To learn more about the national curriculum programme of study, click [here](#)

Assessment

During the projects students will receive formative assessment comments to provide ongoing feedback and help students identify their strengths and weaknesses and target areas that need work. At the end of each project the students will receive summative assessment grades to evaluate student learning. At KS3 we use the GCSE Art and Design assessment criteria. Students are awarded a grade on a scale of 1 - 9, where 1 represents limited evidence and 9 is exceptional evidence of knowledge and understanding. Students in KS3 will mostly begin on the lower end of a scale and work towards a grade 4 at the end of year 9.

AO1	Develop ideas through investigations, demonstrating critical understanding of sources	25%
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	25%
AO3	Record ideas, observations and insights relevant to intentions as work progresses	25%
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	25%
TOTAL		100%

Students must address all the assessment objectives in a project.

COMPUTING

Computing at KS3 is concerned with how computers and computer systems work, how they communicate with one another and the components that constitute them. It is a practical subject, where innovation and resourcefulness are encouraged. Students are given the opportunity to create programs and systems to solve a variety of problems in a range of different contexts. Through programming, students develop their creativity, logical thought, and problem-solving skills to enable them to better understand computer based technology and equip them to function in a modern society. In addition, students investigate the consequences of technological change and learn how to adapt to changing technologies.

In Key Stage 3 students follow the English National Curriculum click [here](#).

Course Overview	Year 7	Year 8	Year 9
Term 1	E-Safety Computers & Hardware	Databases How does the Internet work?	Advanced Databases Standard Algorithms
Term 2	An Introduction to Programming & Sequencing Instructions	Command Line Programming HTML	Network Security Data Types and Structures
Term 3	Visual Programming	Data Representation Visual Programming	Encryption IT in Society

Assessment

Formative assessment is an ongoing process throughout the year. This can occur in a variety of ways including, but not limited to, practical activities, individual/ group work and written answers to questions. Students are assessed in each unit against the "Computing Key Stage 3 grade descriptors" - which are equated to the new grading system.

DRAMA

Drama lessons provide opportunities for students to create, perform and respond to drama. Active participation helps to develop the self-confidence and communication skills so valued by future employers. Students study and practically explore different genres, styles and aspects of performance such as theatre history, devising skills and interpreting text.

The revised curriculum plan aims to prepare students for the demands of the new Edexcel GCSE course which was released in 2016.

As well as preparing students for GCSE, the new curriculum aims to develop a passion and love of drama. The curriculum aims to explore a range of theatrical styles, texts and considers how Drama can be used to explore topics outside of the drama curriculum (PSHE links).

The revised schemes of work now reflect the up to date assessment objectives from the new specification.

Term	Description	Year 7	Year 8	Year 9
1	Drama core skills	Developing devising skills and learning devising strategies	Learning about style, genre and theatrical conventions	Developing devising skills and learning devising strategies
	Unit name	<i>Introduction to Drama</i>	<i>Improvisation</i>	<i>Physical theatre</i>
	Assessment objective	1 & 4	2 & 3	1 & 4
	Homework	Learn vocabulary for mini test at the end of half term.	Living Newspaper	Learn vocabulary
2	Drama core skills and knowledge	Learning about genre, style and theatrical conventions	Developing devising skills and learning devising strategies	Learning about key performance skills of script performance
	Unit name	<i>World Theatre</i>	<i>Pantomime</i>	<i>Approaching a Script</i>
	Assessment objective	2 & 4	1 & 3	1 & 2
	Homework	Learn lines	Write a reflection of a rehearsal technique that we used in class	Learn lines
3	Drama core skills	Developing storytelling and character creation skills	Exploring storytelling and characterisation	Explore the historical context and characters of Commedia and its role in theatre
	Unit name	<i>Genre (Horror)</i>	<i>Script Study</i>	<i>Commedia Dell'arte</i>
	Assessment objective	1 and 2	2 and 3	1, 3& 4

	Homework	Bring in a piece of costume/ prop to enhance performance and show understanding of role	Learn lines	Research
4	Drama core skills	Understanding and evaluating style	Developing understanding of style, strategy and characterisation	Developing acting skills and exploring the key features of a script
	Unit name	<i>Roald Dahl</i>	<i>Unseen Character</i>	<i>Blood Brothers</i>
	Assessment objective	3 & 4	1 and 3	1, 3 & 4
	Homework	Write up of evaluation of key skills	Devise a warm-up	Short Essay in preparation for IGCSE course
5	Drama core skills	Devising, staging and directing drama	Devising, staging and directing drama	Devising, staging and directing drama. Students look at combining text and original ideas to create their own piece of drama.
	Unit name	<i>Making drama- Devising a theatre in education performance for the primary school</i>	<i>The Visitor</i>	<i>Shakespeare (The Merchant of Venice)</i>
	Assessment objective	1, 2, 3 & 4	1, 2, 3 & 4	1, 2, 3 & 4
	Homework	Keeping a rehearsal journal	Keeping a rehearsal journal	Keeping a rehearsal journal

6	Drama core skills	Context and issued based drama. Exploring evacuation during WW2	Understanding genres of theatre and creating tension through performance	Creating and Devising a performance. Exploring characteristics
	Unit name	When I'm older	Day Dreamer	Reality TV
	Assessment objective	1 & 3	1 & 3	2 & 3
	Homework	Self-reflection and analysis	Self-reflection and analysis	Self-reflection and analysis

Assessment

Takes place during and at the end of each Unit of work.

Students are assessed on: Exploring and Creating, Performing and Evaluation and Reflection. In some units there is a focus on one of these assessment strands; in other units students are expected to meet criteria from each of the strands.

GEOGRAPHY

The geography course inspires in students a sense of curiosity and fascination about the world and its people. It equips students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As students progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge.



Unit	Unit outline	Unit	Unit outline	Unit	Unit outline
Map Skills	<ul style="list-style-type: none"> • What is geography? • Physical and political map • Direction, Scale and distance • 4 and 6 grid references, Relief • Map symbols • Latitude and longitude / time zones • Using an atlas, GIS map zone, Google Earth 	Asia	<ul style="list-style-type: none"> • Physical and political map of Asia • Climates of Asia • Biomes of Asia inquiry project • Employment types with regards to the Clarke Fisher model • Comparison of employment types around Asia 	International Development (focus on UK, Brazil, China, India, Malawi)	<ul style="list-style-type: none"> • What is development? • Measuring development • The development journey • Top down development strategies • Bottom up development strategies • Development Dilemmas - TNC / FDI enquiry
Africa + Kenya	<ul style="list-style-type: none"> • Physical features of Africa • Human features of Africa • General comparison of major African cities - migration, climate, vegetation, main employment types • Physical features of Kenya • Human features of Kenya • Urban life in Kenya • Rural life in Kenya 	China	Physical and political map of China Earth's tectonic structure Tectonic convection currents Volcanoes and earthquakes - measurement, impacts and impact reduction strategies Impacts of volcanoes and earthquakes inquiry project.	Changing Climate	<ul style="list-style-type: none"> • History of climate • Natural causes of climate change • Glaciation distribution • Processes - erosion, deposition, weathering • Erosion Landforms • Deposition Landforms • Periglacial Landforms
Egypt	<ul style="list-style-type: none"> • Physical and human features of Egypt • Rural and urban Egypt • Egypt's Desert Environments • Egypt's Coastal Environments and Coral Reefs • Nile river • Renaissance Dam • Rural to Urban Migration in Egypt 	Migration	The different types of migration Causes of migration with regards to Lee's model Costs and benefits of migration Rural to urban migration within China Physical and political map of India Inquiry project regarding Indian rural to urban migration and international migration	Consuming Resources (focus on Middle East & Russia)	<ul style="list-style-type: none"> • Types of resources • Consumption trends and patterns • Non-renewables & case study • Renewables & case study • Soils

The Global Warming Issue	<ul style="list-style-type: none"> • Recent climate trends and patterns • Human causes of climate change • Impacts of climate change • Solutions and strategies
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understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. The programme is based on the English National Curriculum. Click [here](#)

Assessment

Each unit is assessed with one Geographical Enquiry and an end of unit test. The Geographical Enquiry will require students to select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. The Geographical Enquiry process: The Enquiry Question, Locating the Study, Methodology, Data Presentation, Analysis and Conclusions, Evaluation. The end of unit test will require students to: Demonstrate knowledge of locations, places, processes, environments and different scales. Demonstrate a geographical understanding of: Concepts and how they are used in relation to places, environments and processes. The inter-relationships between places, environments and processes.

HISTORY

Year 7	
Term	Title
1	What is History? Chronology; Evidence and Archaeology;

Year 8	
Term	Title
1	What is revolution? The Tudors ; Religious conflict; The

Year 9	
Term	Title
1	20th Century Conflict World War 1; Militarism; Imperialism;

	Interpretation; Significance; Empathy; Primary and Secondary Sources; Source Analysis and Reliability
2	Medieval Times Bayeux Tapestry; The Anglo Saxons; Battle of Hastings and William the Conqueror; Feudal-ism; The Manor; Castles
3	Medieval Times Trade and Town; King John and the Magna Carta; Plague; Witches; Comparative study Medieval East and West. The Crusades

	Gunpowder Plot; The Civil War; Charles' Mistake; Royalists and Roundheads; Execution of King Charles; Cromwell - Hero or Villain?
2	French Revolution - Cause The French Revolution -Events; The French Revolution - Consequences; Napoleon- Hero or Villain?
3	Industrial Revolution - What makes a revolution? England change over time; Conditions for people living in the Industrial Age; Consequences of the Industrial Revolution.

	Alliances; Nationalism; Social Climate; The assassination of Franz Ferdinand; Propaganda and Recruitment; The Trenches; The Battle of the Somme; Field Marshall Haig: Hero or Villain?; Roles of World War 1
2	End of WW1 Primary Sources: Memoirs, Letters Diaries; The Golden Interwar years; Causes of World War2; Wall Street Crash; Treaty of Versailles
3	Types of Government and Leaders: Communism, Fascism, Socialism Hitler's Aggression; Appeasement; Wartime Art and Culture; War Crimes

Assessment

Each unit is assessed on Historical Investigation, Essay writing, paragraph writing, source evidence and Use of Historical Evidence. This is done at the end of the unit. Students are tested formally for their writing skills.

ARABIC AS A FIRST LANGUAGE

In Key Stage 3, the devised materials by the teacher form the basis for our schemes of work. They provide a graduated set of resources that allow students to complete activities appropriate to their level. To ensure that the students are well prepared for KS4 and IGCSE, the course aims to give all students a

broad basis of the two Key Skills: Reading and Writing.

The Programmes of Study for each year group are given below:

Year 7	
Ser.	Title
1	Describing People <ul style="list-style-type: none"> • Noun • Verbs • Prepositions
2	Daily Routines <ul style="list-style-type: none"> • Past tense • Humor when writing
3	Describing a Place Revision of pronouns
4	Holiday Activities <ul style="list-style-type: none"> • Talking/Writing • Improving the use of adjectives in the past tense
5	My Mom

Year 8	
Ser.	Title
1	Description Feelings, People and Places Technology Advantages and disadvantages Free Time Discuss free time activities and hobbies using various pronouns
2	Description of Human Beings Beauty & The Beast - using relative pronouns A visit to an old lady
3	Celebrations
4	<ul style="list-style-type: none"> • The Weather Imperative Expressing likes and dislikes • Use of adjectives
5	Hobbies Likes Dislikes Personality

Year 9	
Ser.	Title
1	Famous people Extended writing
2	IB Traits Discuss benefits/Developing argumentation
3	Most beautiful countries Developing argumentation further
4	Inventions Impact on our lives
5	Morals

	Further improvement of the use and understanding of adjectives
6	Our Environment <ul style="list-style-type: none"> • Discussing pollution • Use negative sentences in the present, past and future tenses

6	Puzzles
7	Egyptian Culture

	<ul style="list-style-type: none"> • Extended writing • Revision of Grammar
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Assessment

Pupils are assessed at the end of each module in the four skills: Listening, Speaking, Reading and Writing. At the end of each academic year (around May/June), pupils take an End of Year Exam assessing the four skills which cover all the topics studied over the three terms.

ARABIC AS A SECOND LANGUAGE

In Key Stage 3, the Carnival 1, 2 and Pre-GCSE Companion textbooks form the basis for our Arabic as a second language of work. They provide a graduated set of resources that allow students to complete activities appropriate to their level.

The Programmes of Study for each year group are given below:

Year 7

Year 8

Year 9

Ser.	Title
1	<p>Greeting and things we own:</p> <ul style="list-style-type: none"> School items, Pets, Colours Positive and negative sentences with the verb to have First person M/f noun identification; m/f adjective agreement
2	<p>My family and I</p> <ul style="list-style-type: none"> Physical description of oneself Personality of oneself Family members and relatives Describing oneself and members of the family M/f gender identification; m/f adjective agreement

Ser.	Title
1	<p>Daily Routine</p> <ul style="list-style-type: none"> Present tense Opinions Time
2	<ul style="list-style-type: none"> Household chores Present tense Negative sentences present tense Opinions Connectives Frequency words Favourite hobbies Likes and dislikes Last weekend Activities they did and others did and places they and others went to Who they went with How they got there Past tense

Ser.	Title
1	<p>Last summer holiday</p> <ul style="list-style-type: none"> What they and others did last weekend Who they went with How they got there The weather School Day School subjects; Likes and dislikes M/f adjective agreement Describe school day Describe school uniform Colours and adjectives Advantages and disadvantages of uniform
2	<p>Shopping</p> <ul style="list-style-type: none"> Items bought from different shops Shopping for clothes Prices Describing different clothing items What they wear at the weekend- past present future Adjectives to describe clothes

3	<p>Countries</p> <ul style="list-style-type: none"> ● Arab and European countries ● Where they and others live ● Where they and others are from/ Their and others' nationalities 	3	<p>My House</p> <ul style="list-style-type: none"> ● Types of Accommodation they live in ● Rooms of house and furniture ● Prepositions ● Adjectives to describe house and bedroom ● Pocket Money ● Jobs ● Spending money 	3	<p>Healthy Eating</p> <ul style="list-style-type: none"> ● Healthy and unhealthy food ● Physical exercise ● Benefits of exercise ● Unhealthy habits
4	<p>Birthdays and ages</p> <ul style="list-style-type: none"> ● Days of the week and months of the year ● Numbers ● How to talk about their age and age of others ● How to talk about their birthdays and birthday of others <p>The Arab World Festivals – brief introduction to Ramadan and Eid El Fitr – how they are celebrated</p>	4	<p>My town</p> <ul style="list-style-type: none"> ● Places in town ● Directions ● Activities ● Present tense 	4	<p>Cinema and TV opinions</p> <ul style="list-style-type: none"> ● Types of Films ● Likes dislikes ● Film review
5	<p>Sports</p> <ul style="list-style-type: none"> ● Names of different types of sports practised and played ● Present tense – only Singular pronouns 	5	<p>My Body</p> <ul style="list-style-type: none"> ● Body parts ● M/f gender identification ● Possessives ● Aches and pains ● At the doctor's 	5	<p>The Environment</p> <ul style="list-style-type: none"> ● Different types of transport ● Adjectives to describe transport ● Advantages/disadvantages of different types of transport ● Pollution

Assessment

Pupils are assessed at the end of each module in the four skills: Listening, Speaking, Reading and Writing. At the end of each academic year (around May/ June), pupils take an End of Year Exam assessing the four skills which cover all the topics studied over the three terms.

FRENCH LANGUAGE

Following common UK practice and English National Curriculum guidelines all students at Key Stage 3 at NCBIS are divided into ability groups. Set placement is reviewed regularly. In Key Stage 3, Studio 1, 2 and 3 textbooks form the basis for our schemes of work. They provide a graduated set of resources that allow students to complete activities appropriate to their level. To ensure that the students are well prepared for KS4 and IGCSE, the course aims to give all students a broad basis of the four Key Skills: Listening, Speaking, Reading and Writing. Further details on the English National Curriculum can be found [here](#).

The Programmes of Study for each year group are given below:

Year 7	
Ser	Title
1	School Life Talking about school subjects Giving opinions and reasons Describing your timetable Describing your school day Talking about the canteen
2	Leisure activities

Year 8	
Ser.	Title
1	A Visit to Paris Using the perfect tense Saying what you did in Paris Using the perfect tense of irregular verbs Talking about tourist attractions
2	Account for a visit

Year 9	
Ser.	Title
1	A Date Arranging to go out Describing a date Describing a music event Revise Perfect Tense
2	Health & Future tense

	Talking about computers and mobile phones Talking about sports you practice Talking about activities Saying what you like doing Describing what other people do		Using the perfect tense with 'être' Asking questions in the perfect tense		Describing pains and ailments Talking about sports and fitness Learning about healthy eating Making plans to get fit in the future tense Using 3 tenses together
3	Out and About Talking about where you live Giving directions Talking about your weekend	3	Me and My World Discuss Social Identity Talking about personality Talking about relationships Talking about music Talking about clothes Talking about your passion(s)	3	Career and future plans Describing plans Using the imperfect tense Discussing your future and your past Discussing jobs
4	Local Area Asking someone out Saying what you can do in town	4	My Environment Describing where you live Describing your home	4	Tourism Discussing holidays Your ideal holidays: using the conditional Holidays: using reflexive verbs Describing your past holidays Visiting a tourist attraction
5	Tourism Talking about holidays Talking about plans and ideal holidays	5	All About Body Talking about your meals Discussing what food to buy Describing an event using 3 tenses	5	Me and My World Discussing rights Explaining what's important to you Describing what makes you happy

Assessment

Pupils are assessed at the end of each module in the four skills: Listening, Speaking, Reading and Writing. At the end of each academic year (around May/ June), pupils take an End of Year Exam assessing the four skills which cover all the topics studied over the three terms.

GERMAN LANGUAGE

In Key Stage 3, the Echo1, 2 and 3 textbooks form the basis for our German schemes of work. They provide a graduated set of resources that allow students to complete activities appropriate to their level. To ensure that the students are well prepared for KS4 and IGCSE, the course aims to give all students a broad basis of the four Key Skills: Listening, Speaking, Reading and Writing. Further details on the English National Curriculum can be found [here](#).

The Programmes of Study for each year group are given below:

Year 7		Year 8		Year 9	
Term	Title	Term	Title	Term	Title
1	Introducing yourself Learning how to pronounce German words Counting to 19 Using the verb sein (to be) Using the German alphabet Using the verb wohnen to say where you live Describing your character	1	Comparing places 'then' and 'now' Describing in the past tense using war, hatte and es gab Talking about what you did on holiday using the perfect tense with haben Talking about how you travelled using the perfect tense with sein Talking about the weather combining present and past tenses	1	Talking about typical breakfasts using the verb essen Discussing traditional German food Using the verb nehmen Understanding and using recipes The du form of the imperative Talking about healthy lifestyles using the verb müssen

	<p>Using mein(e) and dein(e)</p> <p>Asking and answering questions about your belongings using the verb haben + the indefinite article</p> <p>Preparing a poster presentation Checking your work</p>	<p>Talking about holidays asking and answering questions</p> <p>Talking about problems on holiday Writing a hotel review using past tenses</p> <p>Revision and Assessment</p> <p>Talking about film preferences Asking questions in the perfect tense</p> <p>Talking about programmes you watch using the modal verb wollen</p> <p>Talking about your reading preferences using prepositions with the dative case</p> <p>Discussing screen time using modal verbs sollen, dürfen, können</p> <p>Understanding opinions and media reviews Reading for gist</p> <p>Talking about speaking different languages Using and understanding different tenses</p>	<p>Understanding and responding to longer texts Developing note-taking skills</p> <p>Revision and Assessment</p> <p>Understanding rules using dürfen and müssen</p> <p>Discussing daily routine using reflexive and separable verbs</p> <p>Understanding and giving directions using imperatives in the du, ihr, and Sie forms</p> <p>Describing a festival using adjectives to describe nouns</p> <p>Learning and writing about festivals in Switzerland Describing a festival you have visited</p> <p>Revision and Assessment</p>
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			Revision and Assessment		
2	<p>Talking about which sports you play Using gern with the verb spielen</p> <p>Talking about leisure activities Giving your opinion</p> <p>Talking about how often you do activities Using correct word order Talking about mobiles and computers</p> <p>Talking about the future using the present tense</p> <p>Developing prediction strategies Understanding longer listening texts Revision and Assessment</p> <p>Talking about school subjects Using weil to give reasons and opinions</p> <p>Talking about the days and times</p>	2	<p>Talking about typical breakfasts using the verb essen</p> <p>Discussing traditional German food using the verb nehmen</p> <p>Understanding and using recipes The du form of the imperative</p> <p>Talking about healthy lifestyles using the verb müssen</p> <p>Understanding and responding to longer texts Developing note-taking skills</p> <p>Revision and Assessment</p> <p>Understanding rules using dürfen and müssen</p> <p>Discussing daily routine using reflexive and separable verbs</p> <p>Understanding and giving directions using imperatives in the du, ihr, and Sie forms</p> <p>Describing a festival using adjectives to describe</p>		<p>Discussing crazy ambitions using the conditional</p> <p>Talking about reasons for doing jobs using um ... zu (in order to)</p> <p>Discussing what you would like to be or do using correct word order (verb second)</p> <p>Talking about working at a ski resort using in and auf with the accusative and dative cases</p> <p>Understanding and responding to voicemail messages and transcribing and decoding language</p> <p>Revision and Assessment</p> <p>Talking about your childhood using als to mean 'when' in the past</p>

	<p>More about word order</p> <p>Describing your teachers Using sein (his) and ihr (her)</p> <p>Talking about school facilities and rules Using the prepositions in, an, auf, neben</p> <p>Understanding longer reading texts Looking up words you don't know</p> <p>Revision and Assessment</p>		<p>nouns</p> <p>Learning and writing about festivals in Switzerland Describing a festival you have visited</p> <p>Revision and Assessment</p>		<p>Talking about childhood activities using the imperfect of modal verbs</p> <p>Comparing Primary school and Secondary school</p> <p>Using the superlative: Talking about Grimms' fairy tales in the imperfect tense</p> <p>Writing a story in your own words using a dictionary</p> <p>Revision and Assessment</p>
3	<p>Saying what there is/isn't in a town using es gibt + ein/kein</p> <p>Saying what souvenirs you want to buy using ich möchte to say what you would like</p> <p>Buying snacks and drinks - More practice with euros and cents</p>	3	<p>Discussing clothes and style using wenn clauses</p> <p>Talking about plans for a date using the future tense</p> <p>Talking about getting ready to go out Asking questions using a variety of verbs</p> <p>Talking about how the date went using past, present and future</p>	3	<p>Talking about age limits Word order with conjunctions</p> <p>Discussing what is most important to us More practice of word order after weil</p> <p>Comparing life now and in the past Understanding and using past, present and future tenses</p> <p>Discussing how we can make a</p>

	<p>Talking about holiday plans using werden to form the future tense</p> <p>Understanding longer, more varied spoken texts</p> <p>Focusing on high-frequency words</p> <p>Revision and Assessment</p>		<p>Talking about uniforms and preparing for a debate</p> <p>Revision and Assessment</p>		<p>difference using um ... zu (in order to)</p> <p>Describing small changes that make a big difference</p> <p>Developing ideas and justifying opinions</p> <p>Revision and Assessment</p>
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Assessment

Pupils are assessed at the end of each module in the four skills: Listening, Speaking, Reading and Writing at the end of each academic year (around May/ June), pupils take an End of Year Exam assessing the 4 skills which cover all the topics studied over the 3 terms.

SPANISH LANGUAGE

Following common UK practice and English National Curriculum guidelines all students at Key Stage 3 at NCBIS are divided into groups based on ability and experience of the language. Set placement is reviewed regularly.

In Key Stage 3, the Mira 1 and Mira 2 textbooks form the basis for our schemes of work. They provide a graduated set of resources that allow students to complete activities appropriate to their level. To ensure that the students are well prepared for KS4 and IGCSE, the course aims to give all students a broad basis of the four Key Skills: Listening, Speaking, Reading and Writing. Further details on the English National Curriculum can be found [here](#).

The Programmes of Study for each year group are given below:

Year 7	
Term	Title
1	At Home Describing where you live Talking about activities you do at home Describing your bedroom
2	Things I Do Daily Routine Saying what you do in your free time Telling the time Saying what you like to do Saying what you are going to do
3	My Town Saying what your town is like Asking where something is in a town

Year 8	
Term	Title
	Leisure Saying what you do in your free time Telling the time Talking about sports Saying What you like to do Saying what you are going to do
	Out and About Saying what your town is like Asking where something is in a town Making and responding to invitations Talking about the weather
	Holiday Time Using 2 tenses together Types of Tourism Describing a past Holiday (Mira 2) Explaining what you did on holiday

Year 9	
Term	Title
1	Leisure Movies & TV programmes Arranging to go out Accepting/declining an invitation
	My Health Learning the parts of the Body Describing symptoms and remedies Learning about Healthy eating Talking about Healthy Living Talking about lifestyle changes
	Clothes and special identity Talking about clothes Describing the school uniform Choosing an item of clothing-superlative A trip to Argentina

Assessment

Pupils are assessed at the end of each module in the four skills: Listening, Speaking, Reading and Writing. At the end of each academic year (around May/June), pupils take an End of Year Exam assessing the four skills which cover all the topics studied over the three terms.

MUSIC

Largely based on the National Curriculum, we provide a high quality music education that engages and inspires students to develop a love of music and their talent as musicians. At Key Stage 3 our learning targets are to: develop creativity and imagination; develop music skills and processes; cultivate critical responses to music and understanding music in context, through the integrated activities of performing, creating and listening. Topics are selected specifically to develop the knowledge and understanding of experienced musicians, while remaining relevant and useful to students who do not take one-to-one tuition. The work covered is varied, challenging and prepares students who wish to pursue GCSE music. Further details on the National Curriculum can be found [here](#).

	Term 1 A	Term 1 B	Term 2 A	Term 2 B	Term 3 A	Term 3 B
Year 7	Improvisation	Introducing Sequencing	Rock Fest	Classical Music	Developing Performance Skills	Song writing
Assessment Focus	Performance & Composition	ICT Composition	Performance	Listening and Appraising	Performance	Composition
Skills	Critical listening, improvisation techniques	Music software, composition techniques	Ensemble Performance, vocal, instrumental skills	Solo Performance, theory of Music, staff notation, keyboard skills	Performance techniques, solo performance	Composing for Instruments & voice, setting words to music
Year 8	Voice	Night Music	Rock Fest	Film Music	Music & Art	Composition
Assessment Focus	Voice Performance	ICT Composition	Performance	Composition	Listening and Appraising	Improvisation & Composition

Skills	Singing techniques & Part singing	Sibelius notation software	Ensemble Performance, vocal, instrumental skills	GARAGEBAND sequencing software, identifying and using the inter-related dimensions of music expressively	Investigation, research, instrumental skills, music literacy	Musical problem solving, making associations & connections & creative thinking skills
Year 9	Music for the Stage and Screen	Introducing Music Composition	Rock Fest	African Drumming to Minimalism	The Great Composers	Music from our home country
Assessment Focus	ICT Composition	Composition	Performance	Performance & Composition	Listening and Appraising	Appraising and Evaluation
Skills	LOGIC PRO sequencing software	Composition devices, notation, sequencing	ICT, technology, recording techniques & practical skills	Drum techniques, composing in groups	Music discrimination, theory, score reading	Investigation, research, project, presentation skills

Assessment

Our Key Stage 3 music programme includes three different types of assessment: practical, creative and theoretical. All three create the opportunity to recognise achievement and receive meaningful feedback. Formal assessments take place at the end of each unit. Summative assessment takes the form of a - 1-hour end of year listening exam paper.

PHYSICAL EDUCATION

Following common UK practice and English National Curriculum guidelines all students at Key Stage 3 at NCBIS are divided into mixed sex, mixed ability groups, for the majority of lessons. Occasionally for logistical or learning reasons groups may be combined to form larger groups.

Initial group placement is based on previous results, school reports and teacher assessment. Group placement is reviewed regularly and movement between groups is possible.

In Key Stage 3 our schemes of work are based around key sports concepts, that closely mirror those presented in the Edexcel 9-1 GCSE course. Emphasis is placed on transferable skill acquisition and general/fine motor skill development, to ensure that the students are well prepared for KS4 and IGCSE 9-1 PE. The curriculum aims to give all students a broad basis of the key aspects of; space, movement, coordination, sport specific skills, technical awareness and tactical understanding. For more information on English National Curriculum Click [Here](#)

Each Key Stage 3 year group will cover the following with increasing levels of complexity:

Unit of Work	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Invasion Games	Awareness of space	Movement	Attacking and Defending	Passing and Receiving
Striking games	Hand Eye Coordination	Catch and Release	Tactical awareness	Use of objects
Court games	Awareness of space	Movement	Attacking and Defending	Passing and Receiving
Swimming	Stroke development	Strength	Muscular Endurance	Swim technique
Athletics	Pacing	Hand Eye Coordination	Event specific skills	Power
Health Related Fitness	Training programmes	Skill related training	Heath and exercise	Components of fitness
Gymnastics	Flexibility	Balance	Movement	Control
Dance	Rhythm	Mimicking	Cannon	Creativity
Outdoor Adventurous Activities	Team Building	Leadership	Confidence	Orientation

Assessment

Takes place on a continual basis via the PE teachers and is based on effort, application of knowledge, understanding of key concepts, replication of skill and practical ability. The PE Department will use a variety of assessment tools including video analysis, peer observation, teacher observation, questioning and practical assessment. These will be used to formulate end of term grades for all Key Stage 3 pupils. A KS3 PE Tracking System is in place for 2019-20 which will make the assessment process even more accurate for the 2019-20 school year.

PERSONAL, SOCIAL AND HEALTH EDUCATION

What is PSHE (Personal, Social, and Health Education)?

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development and is delivered in 7 strands across KS3, KS4, KS5.

The 7 strands of PSHE at NCBIS

The course is based upon 7 strands of well-being, which are as follows:

- **Physical Health:** This strand covers information on the foundations of well-being and keeping ourselves physically healthy.
- **Positive Relationships:** This aspect of the course explores what is arguably the most important aspect of well-being; namely our relationships with other people.
- **Perspective:** This part of the course is concerned with building a 'psychological immune system' or grit and resilience. It aims to help develop the thinking skills that enable students to overcome adversity.
- **Global Citizenship:** This strand is concerned with looking at ways of living sustainably, considering our place in the international world and dealing with transition.
- **Risk:** This aspect of the course exposes students to social and personal dangers.
- **Careers:** This strand allows and encourages student reflection on life beyond NCBIS.

- **Target setting:** This aspect encourages students to reflect on their own learning and achievements and identify their own personal development targets.

GLOSSARY OF TERMS

National Curriculum:	The programmes of study used at schools in England
IBO:	The International Baccalaureate Organization
Key Stage 3:	The third phase of National Curriculum for students aged 11—14 years in years 7, 8 and 9.
GCSE:	General Certificate of Education, a two-year programme of study usually examined at the end of key stage
IGCSE :	The International General Certificate of Education—Examinations usually at the end of year 11.