

Cambridge International School Dubai



Key Stage 3 Curriculum

Year 7 Curriculum Handbook 2026-2027

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Welcome to Cambridge International School

Cambridge International School is one of the most established and successful international schools in Dubai. The school was initially founded in 1983 in Karama as The Cambridge High School. The school has well over 2997 students from around 69 nationalities attending its current campus in Al Twar.

Cambridge International School has grown from strength to strength over the years and has a well-proven track record of success in both academic and extra-curricular activities.

In Year 7 (Key Stage 3) we follow the National Curriculum that provides our students with an introduction to the essential knowledge that they need to be educated citizens. It introduces them to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Cambridge International School offers a unique international learning experience for students. Its education programme maintains a holistic perspective and is based on the principles of Global Citizenship, growing by Learning, Pursuing Excellence and Leading through Innovation.



GEMS Education

GEMS, Global Educational Management Systems, manages a growing network of quality international schools, providing high standards of education to children from around the world. High service standards and a strong quality assurance programme are the hallmarks of GEMS systems. With decades of experience GEMS has the expertise to provide a variety of curriculum including the National Curriculum for England.

GEMS have the desire, passion and capability to unlock the potential of students. Four core principles form the foundation of GEMS educational programmes, designed to guide students to reach their full all-round potential.

Global Citizenship



We respect, care, and have empathy for all, accepting that we are all different but recognising that we are all the same. We see active participation in the community, from the most local to the most global, as the foundation of a valuable life. We celebrate diversity. We take pride in being generous. We believe social, cultural, economic and environmental awareness prepares us to play our part in shaping a sustainable future for ourselves and those around us.

Growing by Learning



For us learning is about acquiring the knowledge, skills, behaviours and insight to expand our horizons and help us to grow. To grow, we must be open to learn. We foster the spirit of enquiry, encouraging equally creative and critical thinking. We value the mental agility to stay flexible in the face of change, adaptable in our relationships with others and nimble in our ability to put ideas into action.

Pursuing Excellence



We see being great at something as a starting point, not an endpoint. We believe in having high standards and aspiring to be the best we can be. We strive to build resilience and strength of character, the moral compass to do the right thing, even when it's not the easy thing to do. We take accountability for our performance, and set ourselves goals we know we can't reach yet, because we know that by stretching to meet them we can get further than we imagined.

Leading through Innovation

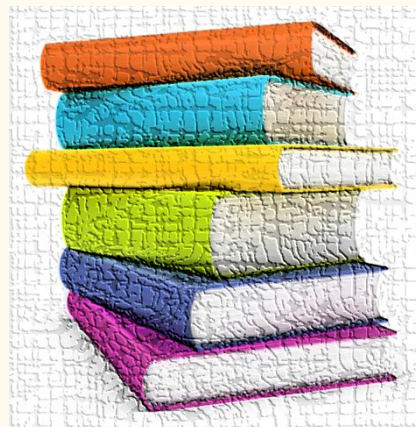


Innovation requires bold thinking, fresh ideas and brave leadership. It's about entrepreneurship. Finding better ways of doing things... and doing them. To make a real contribution to a better future we must lead individual by individual, idea by idea, taking calculated risks, spotting opportunities, and acting decisively. Knowing that, by relentlessly exploring our passions, we will open up new possibilities.

KS 3 (Year 7) Curriculum 2026-2027

MANDATORY COURSE DESCRIPTIONS:

- Arabic (For Arabs and Non-Arabs)
- Islamic (For Arabs and Non – Arabs) or PSHE (For Non-Muslims)
- UAE Moral Social Cultural Studies (For Arabs and Non-Arabs)
- English
- Mathematics
- Science



CURRICULUM STRUCTURE:

Year 7 students will study the following courses:

Subjects	Number of lessons per week
English	5
Mathematics	5
Science	4
Arabic A/B	4
Islamic Studies / PSHE	2
Moral Social Cultural Studies	2
Humanities	2
French	2
Computing	1
Physical Education	2
Art	1
Drama	1
Curriculum for Life (40 mins) *	4



Positive Education and Curriculum for Life

Cambridge International School recognises the importance of Martin Seligman's Positive Psychology approach and introduced the **Positive Education Enhanced Curriculum (PEEC)** in January 2021. It is a whole school, proactive approach that endeavors to provide students with skills and knowledge for when difficulties arise. At all times, we strive to adopt a strength-based approach; the idea of having a language about what is right within our community. We encourage students to learn from their mistakes, to evaluate if it is increasing the wellbeing of students and giving them the resilience and the ability to successfully cope and manage with life's challenges.

PEEC is an evidence-based approach, that is continually evolving as we tailor it to our curriculum and the needs of students at CIS. This year, we have introduced a **NEW Curriculum for Life** across the whole school. The Curriculum for Life comprises of explicit PEEC lessons that link to the six domains (Positive Engagement, Positive Accomplishment, Positive Purpose, Positive Emotions, Positive Relationships and Positive Health) and bespoke sessions on financial literacy, future careers and sustainability development goals. The amount of time spent teaching Wellbeing differs across departments and year groups and is reviewed annually.

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In our Curriculum, we have timetabled 40 minutes of this session called Curriculum for Life. Though we do run other pastoral programs- Moral Ed, House Assemblies, House families or even the Head of Year (HoY) Assembly, this program will be taught by the Learning Manager (LM).

At Cambridge International School, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. Wellbeing is at the heart of everything that we do! Our open culture allows students' voices to be heard and by using effective policies and procedures we ensure a safe and supportive environment for all. It is our mission to create students who are emotionally resilient, flexible and inspired to reach their full potential.

Studies have shown that where students have access to Positive Education, their performance has remained high – meeting the criteria of HPL, where everyone is a high performer!

It is important that the relationship and rapport that a teacher has with their students is the best Positive Education tool available and that is why it is important for teachers and students to align and work in collaboration for the wellbeing of both.

The curriculum provides opportunities for our teachers and parents in our community to learn the principles of Positive Education. We endeavor to role model and live according to these principles. We will be explicitly and implicitly teaching the related topics of wellbeing. We endeavor to embed these principles in our whole school practices and policies.

Wellbeing Vision and Mission

Wellbeing is at the heart of everything that we do!



Cambridge International School
DUBAI

Vision

At CIS, our vision is for all students to flourish in a safe and nurturing environment, where we uphold our core values of respect, empathy, honesty, responsibility and perseverance.

Mission

We strive to create an inclusive community that empowers all students to be high performance learners, through the promotion of wellbeing and positive mental health.



اللغة العربية للطلاب الناطقين بها

القسم : اللغة
العربية للناطقين بها
المعلم : صهيب طالب
المنهج : منهج اللغة
العربية للطلاب
العرب التابع لوزارة
التربية والتعليم .



وفقا لوزارة التربية والتعليم يجب على كل الطلاب العرب دراسة اللغة العربية من الصف الأول حتى الصف الثاني عشر .

وصف المنهج :

يعتمد المنهج الوزاري لدولة الإمارات العربية المتحدة على أسس وطرائق التعلم العالمية لإكساب اللغات لأبنائها، وتأتي اللغة العربية على رأس أولوياتها بفروعها المختلفة، حتى يتمكن الطلاب من إتقانها ويكونوا قادرين على تطوير مهاراتهم اللغوية وجعلهم يقرأون بصورة مستقلة، يحللون، يناقشون، يبدعون، يبحثون.

ونلك من خلال تكيف الطالب مع عدد ساعات لتعلم اللغة العربية (200 دقيقة) في الأسبوع لطلاب الصف (7) ونلك حسب توجيهات الوزارة.

- المهارات التي ينبغي على الطالب إتقانها لهذا العام حسب معايير الوثيقة الوطنية هي:

• مهارة الكتابة :

يتميز المتعلم بقدرته على التخطيط المستقل لأعماله الكتابية، حيث يقوم بإعداد الأسئلة المناسبة للبحث وتطبيق استراتيجيات متنوعة للاستفادة من المصادر المرجعية الرقمية. كما ينتج نصوصا متكاملة العناصر، ذات جودة عالية في الإخراج، تشمل النصوص السردية، الإقناعية، الوصفية، والمعلوماتية، مع الالتزام بعدد كلمات مناسب (250 كلمة لكل نص).

• يحرص المتعلم على التقيد بقواعد النحو والإملاء، مع توظيف بعض الأساليب البلاغية لتعزيز جودة النص، مما يعكس مهارته في الكتابة الأكاديمية والإبداعية.

• مهارة القراءة :

يتمكن المتعلم من تحليل العلاقات بين الموضوعات الرئيسية المتعددة، والحبكات، ووجهات النظر المختلفة في النصوص بدقة وتفصيل. كما يقرأ النصوص الأدبية بأسلوب معبر ومنغم، ويحدد ويقيم اللغة المجازية والمعاني الدلالية، مع إبراز دور الخيال والأساليب البلاغية.

• يستطيع المتعلم مقارنة النتائج المختلفة في موضوع محدد، مستخرجا أوجه التشابه والاختلاف، كما يحلل الأعمال القصصية الحديثة بناءً على الأنماط الأدبية المعتمدة.

• مهارة الاستماع والمحادثة :

يشارك المتعلم بفعالية في النقاشات الجماعية، مستعينا بالقراءة والبحث المسبق حول الموضوعات المطروحة. كما يقدم عروضاً معلوماتية فردية، مع مراعاة استخدام الهياكل التنظيمية، والتواصل البصري، واللفظ الواضح.

• يحلل ويفسر الوسائط الرقمية والعروض المرئية، مستخرجا الأهداف ووجهات النظر المقدمة. كما يعرض آراءه ونتائجه مدعمة بالأوصاف، الحقائق، والأمثلة المحددة، مستعينا بالكتب والأدوات الأخرى لضمان تواصل فعال أمام الجمهور.

تقدير:

طرق التقييم هي كل من (اختبارات ، مشاريع كبرى ، عروض تقديمية) وتكوينية (مسابقات ، إملاء ، مناقشات ، لعب أدوار ، وأنشطة دراسية أخرى)



Faculty: Arabic (B)

According to the Ministry of Education ruling, it is compulsory that students study Arabic from Year 1 to Year 10



Key Topics

- Daily life and personal experiences
- School and education
- Emirati culture and traditions
- Travel and tourism
- Environment and sustainability
- Technology and communication



Course Description

Aligned with the UAE Ministry of Education Curriculum Standards

Subject Overview

Arabic B in Year 7 is designed for students who are non-native speakers of Arabic and aims to develop their functional proficiency in listening, speaking, reading, and writing. The programme aligns with the UAE Ministry of Education curriculum framework and the requirements of the Knowledge and Human Development Authority (KHDA).

In accordance with UAE Ministry of Education standards, Arabic for non-native speakers is taught from Year 1 to Year 10. Year 7 students receive four lessons per week, with each lesson lasting 40 minutes, totaling 160 minutes per week. The curriculum enables students to communicate effectively in Arabic in daily and academic contexts while fostering an appreciation of Emirati culture, traditions, and values.

What will students learn?

Listening: Students develop the ability to understand spoken Arabic through short dialogues, classroom instructions, and audio texts. Activities focus on identifying main ideas, recognizing key vocabulary, and responding appropriately.

Speaking: Students engage in guided conversations, role-plays, and class discussions on familiar topics such as school, daily routines, and culture. Correct pronunciation, vocabulary, and clear expression of ideas are emphasized.

Reading: Students read descriptive passages, dialogues, and short informational texts. Reading tasks develop comprehension, vocabulary, and understanding of Arabic language structures.

Writing: Students produce short descriptive and narrative paragraphs. By the end of Year 7, they are expected to write structured paragraphs of **100–120 words**, demonstrating correct grammar, appropriate vocabulary, and clarity of ideas.

Teaching and Learning Approach

Interactive, student-centered strategies: guided reading, listening exercises, group discussions, role-play, and structured writing tasks. Visual aids, digital resources, and culturally relevant materials enhance engagement and learning.

Assessment

Assessment methods are both summative (tests, major projects, and presentations) and formative (quizzes, dictation, discussions, role-plays, and other class activities).

Faculty: Islamic

According to the Ministry of Education ruling, it is compulsory that Muslim students study Islamic Studies



Course Description

Students receive 2 Islamic lessons a week (50 minutes each). We have two sections for each year group (Islamic for Arabs and Islamic for Non-Arabs)

We hope every Muslim student at CIS is proud to be a Muslim and learns the basic knowledge of the religion. Our aim is to acknowledge all Muslim students regarding the Islamic values that Qur'an and Sunnah are assert on, so they can reflect what they learned in real life situations. Also, to refer to Qur'anic verses and Ahadith to analyze contemporary issues in accordance to the Islamic shari'ah.

Since the role model of Islam is the Prophet Muhammad (PBUH); students will extract the learned lessons from His biography and apply them in their life.

What will students learn?

Qur'an: Memorization of Surah As-Sajda and Surah Al-Mulk, recitation with Tajweed, and explanation of selected vocabulary.

Hadith: Memorization and understanding of selected Prophetic sayings.

Worship: Performing prayers in congregation on time, learning about voluntary prayers, voluntary fasting, and supplication as worship.

Morals & Values: Volunteering, social solidarity, tolerance, and following the example of Prophet ﷺ.

Belief: Faith in all Prophets and learning about the descriptions of Paradise and actions leading to it.

Seerah: The life of Prophet ﷺ in Madinah and the Battle of Badr, and the life of Lady Aisha رضي الله عنها.

Assessment

Students' assessment will include formative and summative evaluations. Informal assessments will include teacher observations, whole class and group discussions, oral recitation and daily coursework sheets. Formal assessments include projects, quizzes, tests, and oral testing for Qurán memorization and Suwar's meanings.

التربية الإسلامية

قسم التربية الإسلامية
رئيسة قسم التربية
الإسلامية : لينا إسماعيل
عبد السلام
المنهج : التربية الإسلامية
الخاصة بالعرب

يجب على جميع الطلاب المسلمين دراسة مادة التربية الإسلامية وذلك طبقاً لقواعد وزارة التعليم.

وصف المنهج

سيقوم الطلاب بدراسة حصتين للتربية الإسلامية في الأسبوع و سوف تكون المدة الزمنية للوحدة أربعين دقيقة، كما ينقسم الطلاب في المرحلة الدراسية إلى قسمين: قسم التربية الإسلامية للعرب وقسم التربية الإسلامية لغير العرب .

ونأمل أن يكون كل طالب مسلم من طلاب مدرسة كامبردج الدولية فخوراً بكونه مسلماً وأن تتكون عنده المعرفة الأساسية للدين الإسلامي، كما أن هدفنا هو أن يتعرف الطلاب المسلمون على القيم الإسلامية التي أكدها القرآن الكريم والسنة النبوية فيمكنهم حينها تطبيق ما تعلموه في مواقفهم الحياتية، كما يمكنهم تحليل القضايا المعاصرة مع الاستدلال بآيات من القرآن الكريم والأحاديث النبوية والشرعية الإسلامية .

سوف يقوم الطلاب بدراسة سيرة سيدنا محمد صلى الله عليه وسلم؛ فهو قدوتنا في الإسلام وسوف يستخلص الطلاب الدروس المستفادة من سيرته العطرة وتطبيقها في حياتهم

منهج التربية الإسلامية للطلاب العرب

يستند منهج كامبردج للتربية الإسلامية إلى المنهاج الدراسي الموصى به في دولة الإمارات العربية المتحدة والذي يهدف إلى تطوير المتعلمين فيما يلي:

القرآن الكريم: حفظ سورتي السجدة والملك، وتلاوة السور المقررة بالتجويد وشرح بعض المفردات

الحديث الشريف: حفظ وشرح أحاديث نبوية مختارة

العبادات: أداء الصلاة جماعة في وقتها، التعرف على الصلوات التطوعية، الصيام التطوعي، والدعاء كعبادة

الأخلاق والقيم: العمل التطوعي، التضامن الاجتماعي، التسامح، والاقتداء بالنبي ﷺ

العقيدة: الإيمان بجميع الرسل، ومعرفة أوصاف الجنة والأعمال الموصلة إليها

السيرة: سيرة النبي ﷺ في المدينة ومعركة بدر، وسيرة السيدة عائشة رضي الله عنها

: التقييم

سيتم تقييم الطلاب من خلال التقييم المبدئي و التقييم الختامي و أيضاً من خلال ملاحظات المعلم، تلاوة و حفظ القرآن الكريم و تفسيره

Faculty: English

English is a mandatory course that is studied substantially from EYFS1 onwards. Students receive five English lessons a week (50 minutes each)



Course Description

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. It also aims to ensure that all students:

- Have the skills needed for life through English lessons. For example, the ability to plan effectively, to handle several pieces of information at the same time, to understand instructions, to work under pressure, to make effective presentations, to listen and respond to others and to write in a range of forms.
- Develop as people during English classes. This includes learning to make informed choices, using their imaginations, experiencing a range of wonderful books and films, developing an awareness of issues that affect the world and acquiring the language needed to articulate their feelings.

What will students learn?

Throughout Key Stage 3 (Year 7 - 9) students will be taught: Reading Short texts, novel analysis and poetry to develop an appreciation and love of reading, and read increasingly challenging material independently through:

- Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
- choosing and reading books independently for challenge, interest and enjoyment
- rereading books encountered earlier to increase familiarity with them and provide a basis for making comparisons

Understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense

(continue....)

Read critically through:

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts studying a range of authors, including at least 2 authors in depth each year

Writing

Narrative, summary, diary, formal persuasive letter and informal letter, article, poetry analysis and comparison

Write accurately, fluently, effectively and at length for pleasure and information through:

- writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

Plan, draft, edit and proofread through:

- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- paying attention to accuracy in grammar, punctuation and spelling; applying the spelling patterns

(continue....)

Grammar and vocabulary

Consolidate and build on their knowledge of grammar and vocabulary through:

- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using Standard English confidently in their own writing and speech
- discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology

Speaking

- Research Based Learning Task
- Classroom Discussion
- Informative Speeches and Presentations
- Formal debates and structured discussions
- Role Play

Speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

Assessment

Reading and Writing is assessed twice per term

Speaking and Listening is assessed once per term

Student assessment will include informal and formal assessment. Assessment will include observation of class participation, oral presentations, written anthologies, compositions, essays, vocabulary, reading responses, and reading comprehension.

Faculty: Mathematics

Mathematics is mandatory course that is studied substantially from EYFS 1 onwards. Students receive 5 Maths lessons a week (50 minutes each)



Course Description

Mathematics is important in everyday life and we all use Maths every day. Your child will find that many jobs require an understanding of mathematical concepts and college places depend on good results. Most subjects use ideas encountered in Maths. It is a core subject and it is therefore compulsory and is studied throughout Key Stages 1 - 4.

Studying Maths will allow your child to develop the following skills:

- Problem solving.
- Logical reasoning.
- The ability to think in abstract ways

During Year 7 your child will build on knowledge gained in previous years.

They will learn how to understand:

- Number and algebra - this includes numbers and the number system, calculations, ways of problem solving and algebra.
- Shape and space - measure, shape and co-ordinates.
- Handling data - working out which questions can be answered by collecting data, processing it and working out what it tells us in answer to the original questions.
- Using and applying Mathematics - solving increasingly demanding problems, including problems that call for them to think through several steps.

What will students learn?

- Numbers: Four operations on whole numbers, Number patterns, HCF and LCM, sets
- fractions & decimals four operations, use of calculator
- Data handling & probability: Collection and grouping of data, pictorial representations of data, basic probability
- Algebra: Formation of algebraic statements, formation of simple equations and solving
- Geometry: Angles, lines, unit of lengths and mass, polygons and their areas

Assessments

Students' assessment includes projects, home assignments, common assessments and Term exams.

Faculty: Science

Science is a mandatory course from Year 7 to Year 9. Students receive 4 lessons a week (50 minutes each)



Course Description

Science in Year 7 focuses on learning that comprises of scientific knowledge as well as the skills and understanding needed to apply knowledge in different contexts. Students continue to use scientific method to investigate how to collect and analyze data, draw conclusions and evaluate their methods. They study how science works in everyday situations and how we can explain this using scientific theory, while using practical work to support this theory.

What will students learn?

BIOLOGY:

- Ecology (habitats, food chain and food web), diet exercise and drugs, digestive system, enzymes, adaptation, differences in the life cycle, plants (growth requirements, parts and their functions, photosynthesis and respiration in plants, pollination and seed dispersal), classification, transportation in plants, animal supportive tissues (skeleton and muscles), fossils, variation, changes during human development, respiration, cells.

PHYSICS:

- Earth and space, electricity (simple and parallel circuits), forces (gravity, friction, upthrust buoyancy), magnets and electromagnetism, light and sound

CHEMISTRY:

- Separation techniques, matter (states of matter, properties of matter, evaporation, condensation, sublimation, freezing and boiling), periodic table (atoms elements and molecules, metals and non-metals) and rocks.

WORKING SCIENTIFICALLY:

- Planning different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary. Reporting and presenting findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations, using results to draw simple conclusions, suggest improvements and raise further questions.
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and spring balances. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

Assessment

Student assessment will include informal and formal assessment.

Assessment will also include class participation, quizzes, tests, scientific investigations, and projects

Faculty: Arts
Course: Art



Course Description

Students broaden specified studio skills in the areas of drawing, painting, printmaking, and design. Emphasis is on the development of artistic skills in various media. Creative problem solving and experimentation continue, with an aim to begin development of personal style.

The National Curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

What will students learn?

Throughout Key Stage 3 (Year 7 - 9) students will be taught:

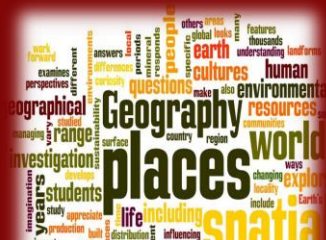
- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Assessment

Teacher observation, participation in class, sketchbook, and projects are used to assess students.

**Faculty:
Humanities**

Students will be taught a wide range of skills from questioning to enquiry and thinking skills whilst looking at relevant and current Geographical topics and issues.



Course Description

The National Curriculum for History aims to ensure that all pupils:

Students will study key developments in History, from Anglo Saxon England and the Battle of Hastings to Norman rule, medieval life, the Black Death, the Peasants' Revolt, Elizabeth I, Elizabethan society, and the growth of the British Empire, including colonialism in India.

The National Curriculum for Geography aims to ensure that all pupils:

In Geography, they will explore the changing Earth, mapping skills, the water cycle, river processes, and flooding, while also learning about Africa's countries, physical features, climate, and coffee farming in Ethiopia. Together, these topics help students understand how people, places, and environments have developed and changed over time.

What will students learn?

- Locational knowledge - extend their locational knowledge and deepen their spatial awareness of the countries in the world using maps.
- Place Knowledge - understand geographical similarities, differences and links between places through the study of human and physical geography of a region.
- Weather and climate – to extend their knowledge and understanding of the factors affecting weather and climate.
- Geographical skills - build on their knowledge of the globe, maps and atlas and apply and develop this knowledge routinely in the classroom and in the field.
- 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.

Assessment

Student assessment will include both formal and informal assessment.

Faculty: Computing

Students will explore the responsible use of online collaboration tools, develop skills in word document formatting to create impactful media materials, delve into spreadsheet software for data manipulation and visualization, and gradually transition to programming concepts using Scratch and Python, with a focus on problem decomposition and project-based learning.



Course Description

In Year 7, Computing is taught as a standalone subject twice a week, building on primary school foundations. While digital media offers extraordinary opportunities for learning and creativity, it also presents challenges such as cyberbullying and security concerns.

To address this, we have embedded the Common Sense Media curriculum into our ICT lessons. This program equips students with essential digital literacy and citizenship skills to navigate the online world safely and ethically. Beyond dedicated ICT lessons, these digital skills are integrated across all subjects to ensure students consistently develop their technical expertise.

What will students learn?

Term 1: Digital Literacy & Media Students focus on online collaboration and professional communication. They will master document formatting to create effective flyers and brochures, emphasizing the respectful use of digital tools.

Term 2: Programming & AI The focus shifts to Scratch, covering sequence, selection, and iteration. Students will also explore AI concepts like machine learning and ethics, while learning to use Master Slides in PowerPoint for professional presentations.

Term 3: Advanced Coding Students advance in Scratch using subroutines and lists. They will then transition to text-based programming with an introduction to Python basics, ensuring a strong foundation for the IGCSE CS and ICT pathways.

Assessment

Students will be evaluated on a checklist of skills and on successful completion of projects using a rubric for the various programs being taught.

Faculty: French

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high quality languages education should foster pupils' curiosity and deepen their understanding of the world.



Course Description

The National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including thorough discussion and asking questions and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

What will students learn?

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation

Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture

Assessment

Student assessment will include both formal and informal assessment.

FACULTY: Music



Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Course Description:

The National Curriculum for music aims to ensure that all pupils:

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

What will students learn?

In Year 7 and Year 8, students will be taught:

- To sing a variety of songs in the correct tune, while keeping a steady rhythm.
- To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.

Assessment: Assessment is based on participation, self-evaluation, and assignments both written and played.

Faculty: Physical Education

A high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness



Course Outline

The National Curriculum for PE aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

What will students learn?

Throughout Key Stage 3 (Year 7 - 9) students will be taught:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, basketball, badminton, cricket, football, netball, rounder's, and athletics]
- Develop their technique and improve their performance in other competitive sports [for example, athletics, swimming, basketball, cricket, football, netball, badminton, rounder's and volleyball]
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group team building and mindfulness activities
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities outside school through community links or sports clubs.

Assessment Summary

The course is designed to test students' understanding of the material using a variety of assessment methods including skill performance tests and peer-assessments, self-assessments and group assessments in addition to daily points allotted for attendance and participation.

Faculty: Performing Arts



Course Description:

The arts promote freedom of expression through plays, creation activity such as devising, promotes team skills, leadership, equality and diversity within lessons, working with others in lessons, imagination and encourages students to be independent learners.

Drama enables pupils to explore, develop and express ideas and concepts which will help them make sense of reality. Drama is a life skill and a creative art form. The students learn how to be effective team members, develop their confidence when speaking to and performing in front of peers as well.

At Key Stage 3, all students in Year 7 have one Drama lesson a week. In these lessons the students will start to learn about the semiotics of Drama, they will also learn about key Drama strategies, styles, genres and how to approach both scripted and devised performances.

What will students learn?

Term 1 - In Term 1, students will be focusing on:

- Introduction to Semiotics
- Greek Theatre
- Melodrama

Term 2- In Term 2, students will focus on:

- History through Drama: Children

Term 3 – In Term 3, students will focus on:

- Monologue devising
- Shakespeare: A Midsummer Night's Dream'

Assessment: Assessment is based on participation, self-evaluation, and assignments both written and performed at the end of each unit.

Faculty: Personal Social and Health Education

Young people face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices



Course Outline

Students will have opportunities to acquire and apply a range of skills to support them including:

- researching, analysing and evaluating information
- developing and justifying a line of reasoning
- reflecting on processes and outcomes
- communicating information and reasoning
- collaborating to achieve a common outcome

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

What will students learn?

The topics offer a context within which students can begin to develop and demonstrate an understanding of these global issues from personal, local and/or national and global perspectives. Students can use research, reasoning and questioning to gain this understanding and form their own judgements. It is suggested that teachers look at several topics over the term of the course to help develop candidates' skills.

The topics are:

- Culture and identity
- Water and food – Preservation of natural resources
- Health and diseases
- Family
- Humans and other species

In developing the skills of working with information, critical thinking, decision-making, planning, communication, reflection, teamwork and independent learning, candidates will engage with a range of sources. These sources might include data sets, articles from the media and personal testimony. The sources that candidates use should encourage them to become actively involved in considering issues from different perspectives. It is important, then, that candidates learn to engage with a contrasting breadth and depth of relevant material.

Assessment Summary

Assessment will be based on Individual Report and research done along with Team Project.

Every piece of work given will carry a minimum of 5 marks and maximum of 25 marks.

Student assessment will include both formal and informal assessment.



ASSESSMENT

Assessment is an integral part of Teaching and Learning and is required to optimise all students' learning and teachers' teaching by providing a picture of progress and achievements and to identify the next steps to success.

1. Types of Assessment

Assessment for / of Learning / as Learning:

- There are three principal functions of assessment- **assessment for learning**, **assessment of learning** and **assessment as learning**
- Assessment for learning highlights and emphasises the contribution assessment can make to the day to day process of teaching and learning (formative)
- Assessment of learning helps to create a cumulative record of children's progress and attainments (summative)
- Assessment as learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. This offers students the chance to set their own personal goals and advocate for their own learning

I. Summative is Assessment **of** Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment against given criteria. It is carried out at the end of a period of learning. Examples:

- Internal School Examinations

II. Formative is Assessment **for** Learning. It is ongoing and provides evidence of and for progression in learning.

- It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.
- Formative assessment can also be used to evaluate the effectiveness with which a teacher in mediating the curriculum and thus inform his/her future planning.
- This includes:
 - a. Weekly tests
 - b. Home work
 - c. Class work
 - d. Group Activity – Project work, Research based Projects/ assignments etc.

III. Self-Assessment encourages pupils to take responsibility for their own learning by:

- a. Evaluating their own achievement against shared learning outcomes
- b. Identifying their own strengths and areas for improvement
- c. Encouraging individual learning goals and action plans for future progression
- d. Fostering a self-reflective learning culture
- e. Encouraging independence in learning



- I. **Peer Assessment** is used when relevant. Pupils are encouraged to clarify their own ideas and understanding of both the learning intention and assessment criteria while assessing other pupils' work.

II. External Assessments at CIS

CIS takes part in the Cognitive Abilities Test (CAT4), and Progress Tests (PT English, Maths and Science) NGRT, TIMSS, PISA, PASS and IGCSE, GCSE, AS & A level.

The Cognitive Abilities Test (CAT4):

CAT4 assesses a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide teachers with a comprehensive profile of a pupil's reasoning abilities, and as such the core abilities related to learning.

The resulting data can then be used to identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning. The more we know about a pupil, the better position we should be in to offer a learning environment and ways of teaching and learning that allow pupils to maximise their potential. Information about a pupil's reasoning ability will be key to many decisions and is considered alongside attainment data and other factors known to impact on learning, such as attendance and attitude.

Progress Tests (PT)

These are nationally benchmarked assessments. They will be used year-on-year to support teachers at CIS in identifying current levels of attainment and monitoring progress. The group of tests reflects the English National Curriculum as well as the other UK curricula, making it up-to-date and highly relevant.

Year 7

Year 7 students will undertake both formative and summative assessments through the term and records of all subjects will be kept in Phoenix mark sheets tracking progress against a quantitative measure of attainment.

Assessments in Year 7 will be consistent with the National Curriculum. Assessment being an integral component of teaching and learning, CIS will use Progress Tests (PT) in English, Maths and Science to monitor progress and attainment. These are externally set and intended to provide feedback with respect to how well the student is grasping the concepts being taught. PT tasks are graded and these scores are maintained for the purpose of term end reports. However, all assessments conducted will be shared with parents on an ongoing basis.



PASS Survey Report

The success of young people's educational experience is heavily determined by the attitudes that they bring to their learning, their sense of aspiration and the feelings they have about their place in the broader social context of the school. The PASS diagnostic is a powerful, multi-factorial measure of students' attitudes to school, learning and success. Its robust nature enables the data it yields to be used as a means of establishing baselines and to support effective planning, implementation and evaluation of interventions at individual, group and whole school levels. The data combined with other student data such as GL CAT4, Progress Test, gives staff in school, in collaboration with the young people, greater opportunity to make informed decisions about their future learning and to help them towards further success

Assessment Cycle in the Calendar

Proposed dates 2026-2027

- The school calendar will publish the summative assessment dates

Year	Internal Examinations/ Assessments & International Benchmark Assessments									
	CAT4	NGRT A	NGRT B	NGRT C	Pass 1	Pass 2	Progress Test	Term 1	Term 2	Term3
7	Oct	Oct	Jan	April	Oct	May	June	Nov	Feb/ March	May/June

Report Release Dates:

Year Group	Dates	Report
Year 7	December	Term 1
Year 7	March	Term 2
Year 7	June	Final (Term 3)



CIS - Point Scale				
Marks	Indicator by colour	Point Scale	IGCSE Grade	Descriptor
91 - 100	Blue	9	A*	Student demonstrates both breadth and depth of knowledge and understanding of the topic/curriculum standard. Originality and insight are consistently evident.
85 - 90		8	A*	
80 - 84	Green	7	A	Student demonstrates extensive knowledge and understanding of the topic using them effectively in a wide range of contexts. Originality and insight are generally evident.
77 - 79		6+	B+	
74 - 76		6	B	
71 - 73	Yellow	6-	B-	Student is able to apply and use knowledge and understanding in unfamiliar contexts. Analysis, synthesis and evaluation are occasionally evident. He/ She meets the expected curriculum standards.
68 - 70		5+	C+	
65 - 67		5	C	
62 - 64	Orange	4	C-	Student understands and relates to the topic using appropriate terminology. He/She applies and uses knowledge and understanding in familiar contexts.
59 - 61		3	D	
56 - 58	Red	2+	D-	Student shows his/her developing knowledge and understanding of the topic. He/She begins to identify the different ways in which the topic is represented and suggest answers relevant to the questions.
53 - 55		2	E	
50 - 52		2-	E-	
40 - 49	Red	1+	F	Student shows his/her emerging knowledge and understanding of the topic. He/She begins to recognise and respond to the questions with the help of prompts and suggestions.
30 - 39		1	F-	
20 - 29		1-	G	
0 - 19	Red		U	Ungraded

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