

Cambridge International School Dubai



Key Stage 3 Curriculum

Year 7 Curriculum Handbook
2022-2023



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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 2000 students from around 80 nationalities attending its current campus in Garhoud.

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



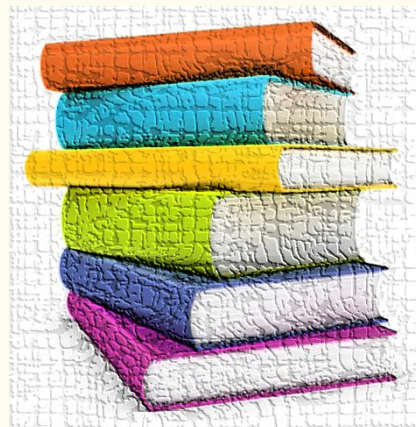
Innovation requires bold thinking, fresh ideas and brave leadership. It's about entrepreneurship. Finding better ways of doing things... and doing them. To make a real contribution to a better future we must lead individual by individual, idea by idea, taking calculated risks, spotting opportunities,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



KS 3 (Year 7) Curriculum 2022-2023

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 | 3+ (60mins) WB |
| Arabic B | 3+ (20mins) WB |
| Islamic Studies / PSHE | 2 |
| Moral Social Curriculum | 2 |
| Humanities | 1 |
| French | 2 |
| Computing | 1 |
| Physical Education | 2 |
| Art | 1 |
| Music | 1 |
| Drama | 1 |
| Well Being (40 mins) * | 4 |

- Arabic A: Will be scheduled for total 60 minutes of Well-being sessions
- Arabic B: Will be scheduled for total 20 minutes of Well-being session



Positive Education Enhanced Curriculum (PEEC)

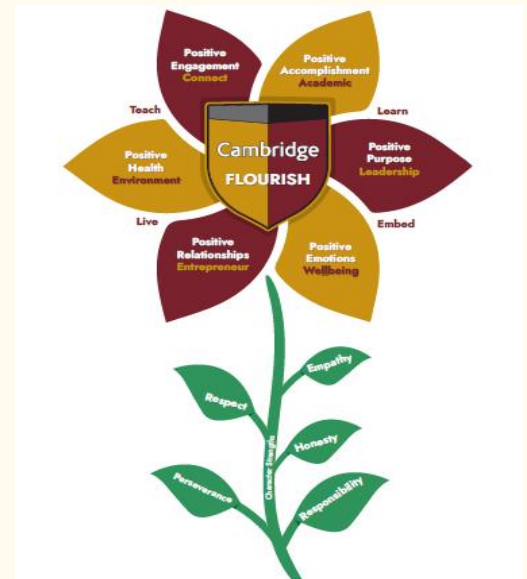
CIS has implemented across FS1 to Year 13 the model of Positive Education constructed by Geelong Grammar School Australia. It is vital that all teachers and students align to this model of Positive Education called PEEC- an acronym for Positive Education Enhanced Curriculum. It is a curriculum that has been designed to support teachers and value add to their practice, wisdom and experience in delivering Positive Education.

In our Curriculum, we have timetabled 40 minutes of this session called well-being that will be dedicated to the explicit teaching of PEEC. 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).

Every student will have an e- folder created by the LM and managed by the HoY. All assignments will be uploaded on Phoenix classroom. This applies to all years groups of the Secondary School. 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.

So, beginning with the inside of the CIS model- where it simply says Flourish- This is the desired outcome we have for our students, teachers, staff, parents and the wider community. In simple words we can describe flourish as feeling good and doing good. And by feeling good this leads to a feeling of cultivated resilience, healthy levels of optimism, energy and emotional stability. Whereas, doing good refers to caring for others, nurturing positive relationship and using ones' skills and knowledge to contribute to society. Next, we move onto the character strengths- stalk/ stem. This highlights the importance of schools introducing a common language of what is right, what works, a language of the positive human qualities when actioned contribute to living a good life.



The character strengths link to the six related domains of our model into wellbeing- Positive Engagement, Positive Accomplishment, Positive Purpose, Positive Emotions, Positive relationships and Positive health.

Each of these domains contribute to a meaningful overall wellbeing and is also supported by Science.

Finally, as we move to the outside of the flower- Learn, live, teach and embed. This is how the model will be brought to life. 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. As you know CIS is passionate about further strengthening wellbeing which is the heart of our school.



CIS curriculum empowers our learners to aim high. As an accredited High Performance Learning school and on a journey to becoming World Class School, we develop an evidence-based set of HPL values and attributes. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and concepts that they need in order to lead fulfilling lives and become lifelong learners.

High Performance Learning is a research-based, pedagogy-led philosophy that responds to our growing understanding of human capability. It normalises high performance for all students and uses a unique teaching and learning framework to systematically develop the cognitive skills, values, attitudes and attributes needed for lifetime success.

As part of the CIS curriculum for all learners, the concept of enhancing learning and life skills, as well as knowledge, is seen as a key priority. HPL identifies key characteristics and attributes that prepare young people to succeed in learning and in life, and categorises these into Cognitive Performance characteristics (ACPs) and Values, Attitudes, Attributes (VAAs).



Advanced Cognitive Performance characteristics (ACPs)

- **Meta-Thinking:** Reflecting on their own thinking, knowingly using a wide range of thinking approaches, and transferring knowledge from one circumstance to another;
- **Self-regulation:** The ability to monitor, evaluate and self-correct; Big picture thinking; Working with big ideas and holistic concepts.
- **Linking:** Use connections from past experiences to seek possible generalisations and assist conclusions.
- **Analysis:** Critical or logical thinking; the ability to deduce, hypothesise and reason; Complex and multi-step problem solving; The ability to break down a task, decide on a suitable approach and then act.
- **Creating:** Intellectual playfulness; The ability to abandon one idea for another or generate multiple solutions.
- **Realising:** The ability to use some skills with such ease as they are no longer require active thinking.



Values, Attitudes and Attributes (VAAs)

- **Empathetic:** Collaborative Seeking out opportunities to receive responses to work, to present their own ideas to others clearly and concisely and to listen to and act upon the views of others.
- **Agile Thinking:** Enquiring; Being curious, proactive and thinking independently Creative and enterprising; open-minded and flexible in thought processes.
- **Hard-working:** Resilience; Overcoming setbacks and remaining confident, focused, flexible and optimistic; Perseverance; Being able to keep going, to face obstacles and difficulties but never give up.

اللغة العربية للطلاب الناطقين بها

القسم : اللغة العربية

لناطقين بها

المعلم : عبير الديناري

سيد

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 يقرؤون بصورة مستقلة، يحللون، يناقشون، يُبدعون، يبحثون.

وذلك من خلال تكيف الطالب مع عدد ساعات لتعلم اللغة العربية (165 دقيقة) في الأسبوع لطلاب الصف (7) وذلك حسب توجيهات الوزارة.

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

- مهارة الكتابة : يقتبس دائما من مصادر رقمية عدة في أعماله الكتابية. مكتملة العناصر يكتب نصا ذا جودة الإخراج. مراعي مشروعات يخطط مستقلاً البحث من خلال إعداد الأسئلة المناسبة المتعلقة بالبحث، وتطبيق إستراتيجيات البحث المتعددة للمادة المرجعية. (سرديّة) ينتج المتعلم نصوصاً (إقناعية ووصفية) ومعلوماتي (كلمة لكل نص، 250 من (ا في كتابته تقيده بمعايير مظهر النحو والإملاء، موظفا بعض الأساليب البلاغية.
- مهارة القراءة : يحلل بالتفصيل العلاقات بين الموضوعات الرئيسة المتعددة، والحكايات، ووجهات النظر المختلفة في نص معين. - يقرأ النص الأدبي قراءة معبرة منغمة. م بعض الأمثلة على يحدد ويقي اللغة المجازية، والمعاني الدلالية، ويذكر دور الخيال والأساليب البلاغية. - يذكر دائما أوجه التشابه لاف بين النتاجات المختلفة في موضوع محدد. - يحلل دائما الأعمال القصصية ا على الأنماط الحديثة اعتماد الموجودة في الأدب .
- مهارة الاستماع والمحادثة : يشارك دائما بفعالية في النقاشات الجماعية من خلال القراءة الضرورية والبحث عن الموضوعات المناسبة، ويقدم ا مراعية فرديا معلوماتي عروض استخدام الهياكل التنظيمية والتواصل البصري واللفظ الواضح. م دائما يحلل ويفسر ويقي الوسائط الرقمية المناسبة والعروض المرئية للبيانات، ويحدد الهدف ووجهة النظر ا. المقدمة شفوي - يقدم دائما آراءه والنتائج التي توصل إليها مع ذكر الأوصاف والحقائق والأمثلة المحددة ويستخدم الهياكل التنظيمية، والتواصل البصري المناسب، والكتب، واللفظ
- الواضح، والأدوات الأخرى للتحدث أمام الجمهور.

تقدير:

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

Faculty: Arabic (B)

Leader: Ramy

Wagdy

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



Course Description

Year 7 has three Arabic lessons each week. Each lesson is 50 minutes each. Students are grouped according to their ability and lessons are differentiated to support all learners.

What will students learn?

According to the framework for learning Arabic as an additional language:

Listening

- The listener can understand the overall meaning in short texts that contain coherent sentences and different linguistic structures
- The listener can generally understand the main facts and some details in narrative and descriptive texts composed of more than one paragraph

Speaking

- The speaker can easily and confidently discuss usual topics and social situations
- The speaker succeeds in performing many communication tasks that demand the exchange of various information.
- The speaker can use various appropriate linguistic structures
- The speaker can often narrate and describe things using all tenses at the paragraph level

Reading

- The reader can completely and confidently understand short non- complex texts, and provides basic information about a variety of topics and social figures
- The reader can understand interconnected narrative and description texts with rare gaps in comprehension

Writing

- The writer can write a paragraph or a summary about a variety of topics
- The writer shows ability to write narrative and descriptive texts in the present, past and future tenses when writing about daily events and circumstances; this narrative and descriptive text is one paragraph long
- The writer might commit few errors in the use of tenses

Assessment

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

**Faculty: Islamic
Leader: Lina
Ismail Abdelsalam**

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?

- CIS Islamic Education Syllabus is based on UAE recommended curriculum of study and aims to develop in learners the following:
- The learners memorise the following Surahs: Surah As-sajdah, Surah Mulk Recites the Quranic Surahs assigned in the curriculum by intoning. Memorises the Surah of the curriculum. Shows the meanings of vocabulary. He memorizes some Hadiths (traditions) of the prophet (PBUH), explains their words and meanings. Linking between the voluntary work and worship in the broadest sense. Define the meaning of the voluntary work. Identify the concept of social solidarity. Define the relation between supplication and worshipping. Mentions and enumerates the means that helps and supports the man to be active and vivid. Student shall be eager to perform the prayers on time in congregation in the mosque, as well as performing Tayammum properly. Recognizes some of the supererogatory prayers. (the stressed supererogatory practices, Al-Witr prayer – Night prayer – Al Tarawih prayer), as well as the merit and kinds of voluntary fasting. Enumerates the descriptions of paradise and the dwellers of paradise. Identifies the acts that lead to paradise. Learn and recognizes the biography of the prophet (PBUH) in Madinah and during the battles of Badr. To know the biography of Sayeda Aisha, the first scholar in Islam. Appreciates the value of believing in all the messengers and not discriminating between them. Illustrates the values of tolerance in the prophetic tradition (Sunnah) and apply it practically. To follow the example of the noble prophet (PBUH) in dealing with others.

Assessment

Student's 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 خمسة وخمسون 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 فخراً 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 والشريعة 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.

سيتم توفير كافة المصادر اللازمة على موقعنا التالي:

<http://islamic.cis-dubai.com/>

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:

- الوعي الكامل لمفاهيم (الإسلام) و(الإيمان) عن طريق ممارسات دينية متوافقة مع الواقع .
- الوعي بكيفية تغلغل القضايا الروحية والأخلاقية مثل (الإحسان) في الخبرات الحياتية والتي تتعلق بحياة الطلاب الخاصة.
- احترام التقاليد الدينية والثقافية لدولة الإمارات العربية المتحدة والعالم أجمع.
- تطوير المهارات العقلية كالبحت و التفكير الناقد لتمكين الطلاب من اتخاذ قرارات مستنيرة وخيارات صحيحة. وفقاً لتعاليم الدين الإسلامي الصحيح .

التقييم :

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

UAE Moral Social Cultural Studies

Leader: Meena Mehrotra

According to the Ministry of Education ruling, it is compulsory that students study UAE Social Studies. Students receive 1 Social Studies lesson per week (50 minutes)



Course Description

Social Studies program provides the student with an orientation to their place in the world both in terms of location and time. It explores the ways in which different people acquire and use resources and the way in which they organize and govern themselves to create productive societies. Students also learn the mutual impact people and landforms have on each other and the importance of geography in understanding the human condition. To assist students in their studies they learn to use maps, globe and a wide range of print and electronic resources. Social Studies units are often integrated with the writing program to provide an authentic context for student writing.

What will students learn?

Topics of study include but are not limited to:

- UAE Connecting to the World, looking at UAE's location in the continent and on the globe, students will explore landforms and how societies interact with their environments. Common commodities and natural resources, imports and exports, transportation, and other aspects of looking at how parts of the world are interconnected.
- UAE- Yesterday, Today and Tomorrow: Students will learn about the roots of UAE and its role in history, moving through history to the present day, and projecting UAE's role in the future.

The study of Social Studies will focus on the following key areas:

Knowledge of Social Studies component

- History-students show knowledge of how significant events and developments have impact and play a role in constituting other communities in the region over different periods of time and in different places
- Geography- students are able to show knowledge of the earth, its properties and how such are related to human interactions as well as between human societies and the natural environment
- National Identity- students show sense of belonging and loyalty to their country and society. Students are able to share the basis and different forms and duties of the government and role of members of the society
- Economics-Students understand how markets operate and the role of government in the development of national economy.

Assessment

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

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

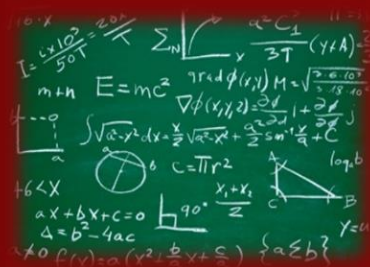
Reading and Writing is assessed twice per term

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 Leader: Joseph Thomas

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
Leader: Princy Jackson

Science is a mandatory course in Year 7. 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
Leader: Sanjana Saxena



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.

Course Description

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:

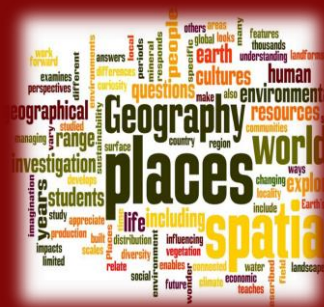
- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their 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
Leader: Arogya Mary

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 Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

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

- develop chronological understanding of the historical events of World War 1, outline prominent Leaders that participated in the War.
- Analyse the cause and the impact of the World War 1. the cause and the impact of the World War 1.
- understand the impact of global war crisis on economic development of European and Russian alliance states then compare/contrast reasons why events happened.

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 Leader: Leni Kurian

Students will learn computer fundamentals and programming with scratch in their core curriculum classes throughout the year. Students will create and edit web pages using the computer programming language HTML. They will study basics of visual layout and design principles, appropriate fonts, etc.



Course Description

Computing is taught as a stand-alone subject and is integrated throughout the curriculum as a teaching tool. Students today are using the immense power of digital media to explore, connect, create and learn in ways never before imagined. With this power, young people have extraordinary opportunities and yet they face potential pitfalls, too. Some issues faced include cyberbullying, digital cheating and safety and security concerns. These issues underscore the need for students to learn and for teachers to teach digital literacy and citizenship skills. So as to ensure our students are safe and secured online, we have embedded “Digital Citizenship” as part of our curriculum, using the curriculum designed by Common sense media. The link for the curriculum is

<https://www.commonsensemedia.org/educators/curriculum>

This scheme is taught discreetly by the ICT team, building on the ICT concepts and topics from primary school. It is designed to offer a full range of differentiated and applied activities in order that all pupils can access ICT regardless of ability and can use it as a tool for a given purpose. Pupils currently have 2 lessons of ICT per week where all curriculum strands are taught. In addition, ICT is regularly used by teachers throughout the school in their own subject areas further developing the knowledge and skills base of the students.

What will students learn?

Students will learn how computer processes data and understands the role of CPU, RAM and ROM and represents how data is processed and stored. They will also learn how data is stored inside the storage device. Students will learn what an algorithm and flowchart is and will be able to express simple linear (non-branching) algorithms symbolically. They will understand that computers need precise instructions.

Students will learn to draw and manipulate shapes using graphical programming software Scratch. They will do foundation of computing.

In Term 2, students will learn how the web works and how web pages are created. They will use paint software to design HCI for handheld devices.

In Term 3, students will learn operating system interfaces, image representation and they will do programming in scratch making calculator and quiz.

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 Leader: Abdel Rahman

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
Leader: Peterson
Paul Aruldoss



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?

Throughout Key Stage 3 (Year 7 - 9) 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

Leader: Pechetti Sri Vani

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

Leader: Chelsey Tunstill



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.

Course Description:

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 lesson of drama 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:

- Blood Brothers
- Musicals

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

- Shakespeare
- The Lion King

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



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 2022-2023

- The school calendar will publish the summative assessment dates

| Year | Internal Examinations/ Assessments & International Benchmark Assessments | | | | | | | | | | |
|------|--|--------|--------|------|----------|---------|------------|--------|------------|-------|---------------|
| | CAT4 | PASS 1 | PASS 2 | PT | Baseline | Term1 | Mid Term 2 | Term 2 | Mid Term 3 | Term3 | Progress Test |
| 7 | Oct | Oct | May | June | Sept | Nov-Dec | Feb | March | April | May | June |

Report Release Dates:

| Year Group | Dates | Report |
|------------|----------|----------------|
| Year 7 | December | Term 1 |
| Year 7 | February | Interim 1 |
| Year 7 | April | 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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