Modern English School
Year 7

British Curriculum Overview

STUDIIS GUBERNATIO

2024

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Welcome
Message

Year 7 marks the beginning of a tremendously exciting journey. As the academic year commences, we welcome fresh-faced and perhaps slightly intimidated youngsters into Year 7. In the first few weeks their major preoccupation will be finding their specialist classrooms at every lesson changeover, remembering the names of all their new teachers and coming to terms with the fact that they are, once again, the smallest fish in what seems to be a very large ocean!

It will not take long for Year 7 students to feel very comfortable in our Secondary School and to develop confidence which is such an integral part of an MES Cairo education. Once routines have been fully established, they will find themselves motivated by the challenge of Secondary level work and energised by the momentum of a busy school day. They may feel a little burdened by the demands of homework assignments, so please monitor this at home and ensure that you check the Student Planner and Google Classroom for information about what homework has been set, what key assessments are upcoming and any correspondence that teachers have sought to communicate to you. If you are concerned about the quantity of work being set for completion at home (either too much or too little), please contact us at school so we can investigate the situation. The key to success in the secondary section is consistency. Students need to apply themselves to their class work and homework; they need to develop good study habits. They will be helped with this in their lessons by their subject teacher's and in PRIME lessons by their Homeroom Teacher.

We seek to reward positive behaviour in Year 7 students, whilst showing diminishing tolerance for misconduct. We anticipate parental support in these endeavours and look forward to working with you in ensuring that your son/daughter makes the most of the excellent quality education on offer at MES Cairo.

This booklet serves as an important guide for parents and students. It provides an outline of the academic subjects which your son / daughter is engaged in during their school day, including details of what resources are used to deliver each subject's curriculum, in what order topics are taught, how each subject is assessed, and importantly, what parents can do at home to support their son / daughters progress in each subject. Subject thresholds can be found on Google Classroom. Global Perspectives strands runs through the Year 7 curriculum which enhances curriculum delivery and continuity in Year 7.

Our respected Heads of Faculty have contributed to the contents of this booklet. They, and their teams of subject specialists who teach your children, are happy to be contacted for further information. We also encourage you to prioritise your attendance at each of the parent evenings and information meetings scheduled for Year 7 this academic year. Contact between home and school is a crucial cornerstone to the success of your son daughter as they negotiate the expectations of a British-style Secondary education.

For more general matters, please feel welcome to contact Mrs Sally Elsaadany, Assistant Head Teacher, Year 7 - 8. Ms Menna Dessouky serves as Key Stage 3 Administrative Officer and can be contacted to schedule an appointment with either Mrs Elsaadany or myself.

Yours sincerely,
Mrs Linda Talbot

Mrs Linda Talbot
Headteacher, Secondary British
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English

8 lessons / 2-week cycle

Course Overview

English is a core subject that is instrumental in preparing students for further education and academic success. Our Year 7 English curriculum is designed to be both challenging and enriching for students, providing a variety of literary texts; including Shakespearean plays, poetry and contemporary novels. The overarching aim for English in the British curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

In Year 7, students will study
- *A Series of Unfortunate Events: The Bad Beginning* by Lemony Snicket
- *Creative Writing*
- *A Midsummer Night's Dream* by William Shakespeare
- *Fantasy Film and Fiction*
- *An Introduction to Poetry*

Teachers will guide and help the students to develop their use of English in three areas
- Reading
- Writing
- Speaking and Listening

Aims and Objectives

Reading. *Year 7 students will be taught to:*
- develop an appreciation and love of reading, and read increasingly challenging material.
- read a wide range of fiction and non-fiction, including whole books, poems and plays with a wide coverage of genres, historical periods, forms and authors.
- read critically and understand how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.

Writing. *Year 7 students will be taught to:*
- write accurately, fluently, effectively and at length for a wide range of purposes and audiences.
- embrace their creativity and apply their growing subject knowledge to their writing.
- successfully plan, draft, edit and proof-read their work.
- apply their increasing understanding of vocabulary, grammar and text structure to their writing.

Speaking and Listening. *Year 7 students will develop the skills to:*
- speak confidently and effectively, using Standard English in a range of formal and informal contexts, including classroom discussion.
- give short speeches and presentations, expressing their own ideas and keeping to the point.
- participate in formal debates and structured discussions, summarising and/or building on what has been said.
- improvise, rehearse, and perform play scripts and poetry to generate language and discuss language use and meaning.

English Cont.

Homework
Throughout the course of the academic year, students will undertake term-based homework projects. These projects will enable students to extend their understanding, consolidate learning that has taken place in class and demonstrate creativity, independence, and ownership of their own educational journeys. In addition to classroom learning, we want students to be curious and find things out to extend and develop their own knowledge.

Differentiation
The English Department recognises the necessity to challenge and motivate students of all abilities. As a department, we use differentiated, visually rich resources to ensure that students of all abilities are supported and challenged. The Department works closely with the Learning Development Department and adheres to school policy in the identification and support of students with individual learning needs.

Technology
Year 7 students will be set English classwork and homework via Google Classroom. Google Classroom serves as a hub for student work and classroom resources. The English department use this platform to:
- Give targeted feedback to students.
- Provide resources to students - such as websites, PowerPoint presentations, documents, instructional videos and notes.
- Ensure students have access to classwork they may have missed if absent.
- Track student progress throughout the course of the academic year.
- Set and track homework.

Use of the Library
The English Department offers Year 7 students a Library Induction Programme and bi-weekly Library lessons throughout the course of the academic year. As well as choosing reading books, pupils learn how to take care of books, the arrangement of fiction and non-fiction, and how to use a simple subject index. Students are encouraged and guided to select material that reflects their reading age and interests.

Assessment
Students will complete at least one full assessment per half-term. Targets are set, and student progress is consistently tracked over the course of the academic year. Moderation of students' work takes place regularly in order to ensure consistency across the department. Assessment of English work in Year 7 will be based on our school thresholds, employed with a view to ensuring future success at IGCSE English.
Our marking thresholds are as follows:
- Mastering: awarded for sophisticated and subtle reading, writing and analysis
- Exceeding: awarded for creative and confident reading, writing and analysis
- Meeting: awarded for effective reading, writing and analysis
- Developing: awarded for partially effective reading, writing and analysis
- Emerging: awarded for basic reading, writing and analysis

Over the course of the academic year, students will undertake a wide range of reading and writing activities. Teachers will mark students' work regularly to help them progress. Students will also have many opportunities to develop their fluency in appropriate speech through debates and classroom presentations.

How Parents Can Help
One of the best ways you can help your child to succeed at school is by helping them to enjoy reading for pleasure; magazines, newspapers, novels or comics. Research shows that children who enjoy reading do better at school, and that parents play a key role in helping to develop this love of reading.
Parents can assist by:
- Reading aloud with your child regularly at home and during holidays.
- Showing an interest in the books your child is reading.
- Ensuring access to a dictionary, thesaurus and computer.

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Mathematics

8 lessons / 2-week cycle

Course Overview

The course conforms to the requirements of the revised Mathematics Programme of Study for Key Stage 3 of the National Curriculum and is based on the textbook "MyMaths for Key Stage 3" book 1c, augmented by the MyMaths software package to which each student has access. Additional material and resources are used to allow for differentiation in mixed-ability classes. Varied teaching approaches help students to gain a greater understanding of the topic being studied. Material to support students with their learning is available through Google Classroom.

Aims
- To improve mathematical knowledge and develop confidence in talking about, writing and using mathematics
- To acquire the mathematics foundation necessary for the study of the subject at the next level
- To achieve a greater understanding of the part mathematics plays in the world around us, and of its relevance to other areas of study
- To gain enjoyment and satisfaction from the study of the subject, and to appreciate that the subject is worthy of study in its own right

Objectives
- To use and apply mathematical knowledge to solve problems
- To communicate and reason mathematically
- To demonstrate understanding and use the number system and the relationships between numbers
- To demonstrate understanding and use functional relationships, equations and formulae
- To demonstrate understanding and use the properties of shape, position, movement, transformations and measure
- To process and interpret data and calculate simple probabilities

Homework
Homework is an integral part of the Mathematics course and is set by the teacher according to the homework timetable. Homework will take the form of written assignments and tasks from MyMaths to be completed online.

Assessment
Testing is an important part of the education process for several reasons:
- It allows students the opportunity to display their knowledge and understanding of material covered, thereby enhancing their enjoyment of the subject and their self-esteem.
- It enables members of the department to build up a comprehensive profile of students' ability throughout a year group and across a broad range of topics, highlighting areas of comparative weakness and strength.
- It provides a diagnostic platform that enables staff to pinpoint those areas where weakness is apparent, and students are underachieving, thereby facilitating the early provision of remedial guidance.

Mathematics Cont.

For these reasons testing is carried out regularly and with uniformity across the department.
Testing in Year 7 is based upon the relevant scheme of work. Tests are given at the end of each half term. Students also take school examinations at the end of term 3. These examinations test students' knowledge and understanding of all the work covered during the year. The results are used to give an estimate of a student's overall performance throughout the year, and as a rough guide to future expectations. Students' work is marked regularly, and constructive feedback is given. Errors are corrected and guidelines for improvement are offered by the teacher.

All mathematics teachers maintain comprehensive records. Each teacher records results for homework, tests and examinations. The department maintains a central record of whole-year test and examination scores to provide an overall view of each student's performance.

Differentiation
Each student attempts tasks relevant to his or her ability. The LDD Department provides support for students with special needs, and exercises are graduated in such a way that the quicker or more able students attempt more challenging assignments in addition to practice questions.

Technology
The use of ICT is vital to support the work of the teacher and the learner in Maths lessons. Therefore, during each unit of study, students will experience the opportunity to use ICT, both in the classroom and at home. There are specific lessons planned for the ICT labs and students might use interactive whiteboards and laptops in lessons. Mathematical skills and computer skills in general will be developed in these lessons.

How Parents Can Help
We encourage parents to practise mental arithmetic and calculations with their children in everyday settings and to exploit the many opportunities in general reading to interpret graphs and charts and undertake calculations. Parents could talk with their child about their learning or discuss mathematics in television documentaries. Parents and their children could consider the probabilities of certain events happening when playing a game with dice, read timetables and maps when planning a journey, talk about supermarket offers and calculate sale prices. Some parents invest in additional textbooks for their children. These are widely available in bookshops.

TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3
• Whole numbers and decimals • Measures, perimeter and area • Surface area and volume • Expanding brackets and expressions • Test	• Fractions, decimals and percentages • Expressions and formulae • Angles and 2D shapes • Graphs • Test	• Working with numbers • Statistics • Transformations and symmetry • Test	• Whole Number and calculations • Construction and 3D shapes • Factors and multiples • Test	• Probability • Decimal calculations • Sequences • End of Year Examination

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Science

7 lessons / 2-week cycle

Course Overview

In Year 7, students study modules covering the three Sciences of Biology, Chemistry and Physics. Each module is based upon the corresponding unit from the National Curriculum for England for Key Stage 3.

Aims
- To provide students with a broad and balanced introduction to the three sciences
- To develop interest and enthusiasm in the subject and to highlight its everyday relevance
- To develop skills that (a) encourage efficient and safe practice (b) are relevant to the study and practice of science (for example - graph drawing)
- To develop attitudes relevant to science such as enquiry, initiative, inventiveness, concern for accuracy and precision
- To furnish our students with the necessary knowledge, skills and understanding to successfully embark upon an IGCSE Science course
- To enable students to make an informed choice pertaining to which of the three sciences they should wish to pursue at IGCSE level

Objectives
- To work safely in a science laboratory observing health and safety rules
- To make measurements, observations and record data in an ordered fashion
- To practise laboratory skills and techniques
- For students to become confident in the use of scientific language

Resources
Students in Year 7 are provided with the book, Smart Science. This book should cover the material which will be studied during the Key Stage 3 course. Students are expected to access Google classroom on a regular basis where teachers will share all resources used during their lessons as well as additional revision resources. Several other textbooks are available to be used by students during lessons where appropriate, such as Core Science 1 and 2 (Milner, Martin and Evans) and Key Stage 3 Science (Collins). Students will be exposed to numerous other sources of information including Power Point presentations, videos and internet-based resources. It is our belief that a lower school Science course should be a hands-on learning experience for students and therefore practical work will form a major part of lessons.

Homework
Homework is set as designated in the Homework Timetable and involves a variety of tasks. These include:
- Text-based questions
- Write-ups of experiments
- Research from books and the internet
- Revision exercises for topic tests
- Investigative work
- Models/projects

Science Cont.

Assessment and marking
Students' progress is assessed through the quality of their class work, homework, topic tests, skills assessments and end of year examination. It is departmental policy to offer a threshold to students' work when appropriate and set constructive targets to encourage improvement.

Differentiation
Students on the LDD register plus any additional students that have been identified by their class teacher are given additional support by a member of the LDD Department in some lessons. The classroom teacher is responsible for setting work that on occasions is differentiated for students at various levels.

Technology
All Schemes of work in the British Science Department have been written to incorporate various aspects of Information and Communication Technology. Teachers routinely utilise interactive whiteboards during lessons and use various interactive resources to deliver the curriculum, for example iPad use, PowerPoint presentations, computer simulations, MS Excel tables and graphs to illustrate concepts and student research carried out using the Internet. Further, the course will encourage students to develop their own ICT skills through various means. During science lessons, students will learn how to create and use databases and will have the opportunity to acquire a working knowledge of the use of data logging equipment.

CASE
Cognitive Acceleration through Science Education is a well-established programme that has been shown to enhance the cognitive abilities of students through the development of scientific thinking skills.

Extra-curricular Activities
Students are expected to contribute to laboratory displays to improve the learning environment and to become involved in cross-curricular events such as Science-based House activities. Science-based field trips will also enhance the learning of students.

How Parents Can Help
You can help by ensuring your child attends school regularly, as good attendance in school is essential to progress in Science. Practical experiments cannot be replicated at home, nor repeated in school for absentees.

There are many opportunities in and around Cairo for scientific study. Take your child to museums and for walks in and around the city, discussing with them the environment and noting the impact of scientific applications in the world around them. Parents should also encourage their children to make use of the resources on Google Classroom.

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Term 1

Safety & Science Skills 1	• Naming and drawing scientific apparatus • Using scientific apparatus • Identifying hazard signs • Measuring, units and experimental write-ups
Chemistry Component	• Particle model of solids, liquids and gases • Atoms and Elements
Biology Component	• Cells • Reproduction

Term 2

Physics Component	• Energy Resources • Electrical Circuits
Chemistry Component	• Compound and Mixtures • Solutions
Science Skills 2	• Scientific investigation skills • Compound variables • Advanced data collection

Term 3

Biology Component	• Respiration • Plants & Photosynthesis • Environment & Feeding Relationships
Physics Component	• Forces and their effects

Arabic

4 lessons / 2 week cycle

Course Overview

Aims & Objectives
Reading
- To enable students to read independently at an appropriate yet challenging level.
- To read and respond to a variety of different genres: fiction, non-fiction, poetry and drama.
- To understand and select required information from a text and to identify and explain the writer's choice of language.

Writing
- To write confidently in a variety of styles: personal, imaginative and functional.
- To punctuate and spell accurately.
- To use grammar to make writing effective and distinctive.
- To edit, redraft or word process work when required.

Speaking and Listening
- To speak choosing suitable words and to use Arabic confidently in a variety of situations.
- To contribute effectively to classroom discussions.
- To listen carefully to clearly understand other people's arguments and explanations.

Homework
- To learn weekly spellings and spelling corrections and new vocabulary
- To write or complete written tasks.
- To complete grammar, dictionary or language exercises.
- To read independently at home.
- To prepare a talk or poetry presentation.
- To complete a reading comprehension exercise.

Assessment and Marking
Each student has a written profile in a class folder which enables the teacher and student to monitor progress and identify strengths and areas for development. This profile is passed from the Year 7 teacher to the Year 8 teacher thus ensuring that assessed work is available for reference and that sound transfer of information takes place. Students are also offered a formal assessment under examination conditions at the mid & the end of each year.

How Parents Can Help
Students are expected to read regularly at home and to complete tasks linked to this reading. They need to ensure access to a dictionary, thesaurus and computer. Parents can assist by:
- Showing interest in the books your child is reading.
- Checking work your child has completed for his/her Reading Award.
- Encouraging your child to read (Arabic books, stories or magazines) regularly at home and during holidays.

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Term 1

Year 7 Arabic

القصة	النصوص	القراءة	النحو
قصة عقبة بن نافع من الفصل (8-1)	عشقناك يامصرمن مكارم الأخلاق فضل العلم والعمل الحب عطاء - العمل حياة	الحرية صيانة المال العام سبيل النجاح غرائب المخلوقات	أنواع الخبر الضمائر البارزة والمستترة همزة القطع وألف الوصلالأفعال المعتلة والصحيحة

Year 7 Religion (Islamic)

القصة	الموضوعات	القرآن الكريم
اسماء بنت أبي بكر الفصل (1 – 4)	مظاهر قدرة الله التأمل في صنع الله مفهوم العبودية الصوم وأحكامه جمال صنع اللهصلح الحديبية- عثمان بن عفان التزام الإنسان بمنهج الله	سورة يس حفظ الآيات من (1 : 54) للحفظ

Year 7 Religion (Christian)

الموضوعات	محفوظات
الوحدة الأولي (اسس الإيمان المسيحى):1- وحدانية الله.2- الإله الواحد مثلث الأفانيم .3- لاهوت الرب يسوع .4- بعض صفات الله .الوحدة الثانية (الله والإنسان) : 1- الخليقة وسقوط الإنسان .2- أنتشار الخطيئة والوعد بالخلاص .4- تعاليم السيد المسيح بالأمثال عن قبوله للتائبين .	إنجيل معلمنا يوحنا (1 : 1 -14)مزمور 103 (1-10)(باركي يانفسي الرب ولا تنسي كل حسناته)

Year 7 Arabic Social Studies

تاريخ	جغرافيا
الدولة القديمةالدولة الوسطالدولة الحديثة	مجموعتنا الشمسيةرحلة فى كوكب الأرضنشأة اليابس والماء

Year 7 Arabic

النحو	القراءة	النصوص	القصة
أسلوب الشرط الفعل اللازم والفعل المتعدينائب الفاعل الفعل المبني للمعلوم الفعل المبني للمجهول ظن وأخواتها	هيا نشجع بأخلاق كريمةمن قصص القرآن الكريمنور والجغرافيا رحلات تاريخية	تواضع سيدنا عمر من أعمال الخير التعاون كن بلسما حق الآخر نصائح	قصة عقبة بن نافع من الفصل (9-17)

Year 7 Religion (Islamic)

القرآن الكريم	الموضوعات	القصة
سورة يس حفظ الآيات من (55 : 83) للحفظ	الإيمان بالرسل والاقتداء بهم الرسالة الخاتمة الإنسان والماءالزكاة غزوة خيبر (علي بن أبي طالب)فتح مكة (خالد بن الوليد)	أسماء بنت أبي بكر الفصل (5 – 7)

Year 7 Religion (Christian)

محفوظات	الموضوعات
مزمور : 133(هوذا ما أحسن)	الوحدة الأولي:(سير بعض شخصيات الكتاب المقدس):1- القديسة مريم العذراء. 2- نوح البار .3- إبراهيم الخليل .الوحدة الثانية :(بعض القيم السلوكية):1- اختيار الصديق الصالح2-المحبة والبعد عن الأنانية.

Year 7 Arabic Social Studies

جغرافيا	تاريخ
الأقاليم المناخيةعناصر المناخالأخطار الطبيعية والبيئية	ابداعات مصريةالإسكندر الأكبرمصر تحت حكم الرومان

Term 2

Arabic as a Foreign Language

4 lessons / 2 week cycle

Course Overview

The AFL programme for Year 7 builds on the foundation of Key Stage 2 AFL. The course helps students to progress in:
- learning, understanding and applying grammar
- listening, speaking, reading and writing skills
- language and language-learning skills (the ability to learn and use Arabic more independently)
- developing awareness of Egyptian culture.

Aims
- To provide a thorough practical grounding in Arabic based on a combination of learning through understanding and language acquisition through enjoyment and practice
- To develop the language skills of listening, speaking, reading and writing through structured and purposeful activities.
- To encourage students to use the language learnt in practical situations in the classroom.
- To develop study skills by encouraging group work as well as individual exercise and projects.
- To motivate students by presenting the language through informative, amusing and relevant activities.

Curriculum
The AFL curriculum is a differentiated curriculum that is designed to meet the range of levels of Arabic that we have at MES Cairo. However, it is important to note that AFL courses are aimed at students whose level of ability is two or more years deficient of the standard demonstrated by their same age peers.

There are five levels within the AFL curriculum:
- Beginners 1 / 2
- Standard Arabic 1
- Standard Arabic 2
- Standard Arabic 3
- Standard Arabic 4

Topics for each level will be given to students on a termly basis.

Homework
Students are set homework on specific days, as indicated in the Homework Timetable. The nature of homework tasks for AFL can include:
- learning, e.g. vocabulary, spellings, rules and exceptions
- revising, e.g. work from a previous unit to be applied in a new unit
- preparing or drafting for next lesson, e.g. part of a dialogue, a brief presentation
- continuing a piece of classwork, e.g. a reading text or a piece of extended writing
- written work, e.g. to demonstrate understanding of a particular structure
- making use of ICT

Arabic as a Foreign Language Cont.

Assessment

As language teachers, we believe that the main purpose of assessment is to improve students' learning. Assessment tells the student how well he or she is doing and tells the teacher what needs to be done next.

Each unit topic area contains vocabulary, grammar and idioms, which must be learnt on a regular basis. Homework and exercise books are marked to ensure that the students are making satisfactory progress as well as informing them of ways of developing their work. In addition to the homework, the students are assessed in an end of unit test and/or project.

There is an end of year examination in June which tests the students' skills and knowledge in all five modules covered throughout the academic year.

Differentiation

As a department, we recognise the importance of catering for the needs of individual students. Differentiation in the Arabic classroom is ensured in the following ways:

- by differentiating as we regularly do in the normal run of classroom teaching in the way we phrase questions, respond to pupils and use other varying strategies, depending on the attainment of the individual student;
- by differentiating by text, selecting materials to match or challenge a student's level of attainment;
- by allowing students to choose texts according to personal interest in particular topics, and thus allowing the more able a greater variety of texts read or listened to;
- by differentiating by task: e.g. graded tasks; different roles within a role-play, different tasks within a group project;
- by differentiating by outcome: i.e. a common task which is sufficiently open-ended for all pupils to tackle at their own level.

Technology

The department recognises that ICT represents an important medium for language and access to it for language learners is crucial. We endeavour to ensure that use of ICT is integrated into the teaching and learning of modern languages. To this end, suggestions for ICT related tasks are included wherever they might arise naturally within individual units in the Schemes of Work. The communicative nature of language work also lends itself very well to the use of ICT for language learning purposes.

Mrs. Safaa Bagoury
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Arabic as a Foreign Language Cont.

	Module 0= getting started	
	Topics	**Grammar**
	Classroom instructions Classroom objects Days of the week Saying what you need in Arabic class.	
Term 1a	**Module 1: 'Me and My community'**	
	Topics	**Grammar**
	Greetings Numbers Birthdays Names of countries Where you are from Say where you live Talk about your family Talk about your pets My school	Verb 'speak' Verb 'live 'pronouns
	Module 2: My School	
	Topics	**Grammar**
Term 1b	School subjects and opinions Saying the time School timetable Talk about your favorite day Talking about meal time What you eat and drink Means of transport	Gender of nouns
	Module 3: 'My Digital Life'	
	Topics	**Grammar**
Term 2a	Naming parts of a computer Home and neighborhood Town and village Describing your house and bedroom Places in town Directions Distance Weather	* Masculine and feminine

Arabic as a Foreign Language Cont.

Term 2b	Module 4: Pastimes and hobbies	
	Topics	**Grammar**
	Sports Free time At the weekends Daily routine	* Singular
Term 3a	Module 5: Shopping	
	Topics	**Grammar**
	Shopping for clothes School uniforms Prices in Arabic	* plural
	Module 6: Holidays	
	Holidays Summer plans	

World Languages

4 lessons / 2 week cycle

Course Overview

French/Spanish

The French programme for Year 7 builds on the foundation of Key Stage 2 French.
The Spanish programme for Year 7 is for complete beginners.

These courses help students to progress in: learning, understanding and applying grammar listening, speaking, reading and writing skills language and language-learning skills (the ability to learn and use French more independently) awareness of different countries, cultures and peoples.

The aim is to provide a thorough practical grounding in French or in Spanish based on a combination of learning through understanding and language acquisition through enjoyment and practice. We develop the language skills of listening, speaking, reading and writing through structured and purposeful activities. We also encourage students to use the language learnt in practical situations in the classroom. Furthermore, we develop study skills by encouraging group work as well as individual exercise and projects. Finally, we motivate students by presenting the language through informative, amusing and relevant activities.

In Year 7, students will study the following topics:

French	Spanish
- Myself - My family and friends - My home - Education	- Introduction - My family - My home - Education

We help the students to develop their use of French and Spanish in four areas:
- Reading
- Writing
- Speaking
- Listening

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World Languages

4 lessons / 2 week cycle

Aims and Objectives

Students should be able to:

- Read and extract information from authentic French/Spanish language materials of a suitable level.
- Pronounce French or Spanish accurately with the correct intonation and increased fluency.
- Communicate information about themselves and other people, and use an increased range of structures and vocabulary in different contexts.
- Handle a number of situations in which they might find themselves in a French/ Spanish speaking country/community.
- Write simple French or Spanish sentences based on models; use complex language when appropriate to produce creative writing such as a postcard, a letter or paragraph summarising information.
- Listen to spoken French or Spanish to find out information, to follow instructions or to respond appropriately in a variety of situations.

Homework

Throughout the course of the academic year, students will be given tasks to complete. The nature of homework tasks for French can include:

- learning, e.g. vocabulary, spellings, rules and exceptions.
- revising, e.g. work from a previous unit to be applied in a new unit.
- preparing or drafting for the next lesson, e.g. part of a dialogue, a brief presentation.
- continuing a piece of class work, e.g. a reading text or a piece of extended writing written work, e.g. to demonstrate understanding of a particular structure making use of ICT.

Differentiation:

As a department we recognise the importance of catering for the needs of individual students.

Differentiation in the French or in the Spanish classroom is ensured in the following ways:

- by differentiating as we regularly do in the normal run of classroom teaching in the way we phrase questions, respond to pupils and use other varying strategies, depending on the attainment of the individual student.
- by differentiating by text, selecting materials to match or challenge a student's level of attainment.
- by allowing students to choose texts according to personal interest in particular topics, and thus allowing the more able a greater variety of texts read or listened to.
- by differentiating by task: e.g. graded tasks; different roles within a role-play, different tasks within a group project.
- by differentiating by outcome: i.e. a common task which is sufficiently open-ended for all pupils to tackle at their own level.

The above strategies are applicable to gifted linguists as well as those students who find learning a third language more of a challenge.

World Languages

4 lessons / 2 week cycle

Assessment

As language teachers, we believe that the main purpose of assessment is to improve students' learning. Assessment tells the student how well he or she is doing and tells the teacher what needs to be done next. Each unit topic area contains vocabulary, grammar and idioms, which must be learnt on a regular basis. Students are assessed at the end of each topic with an end of module assessment. Moreover, there is an end of year examination in June which tests the students' skills and knowledge in all modules covered throughout the academic year.

Technology

The department recognises that ICT represents an important medium for language and access to it for language learners is crucial. We endeavour to ensure that use of ICT is integrated into the teaching and learning of modern languages. To this end, suggestions for ICT related tasks are included wherever they might arise naturally within individual units in the Schemes of Work. The communicative nature of language work also lends itself very well to the use of IT for language learning purposes. Teachers have at their disposal a considerable bank of resources designed to be used with interactive white boards which they use on a day to day basis in their French and Spanish lessons. Furthermore, we use a range of interactive activities such as kahoot, wordwall, languagenut...

How Parents Can Help

The following strategies are of substantial benefit to the students' continued learning:

- Subscribing to the CFCC (Centre Français de Culture et de Coopération.) médiathèque as it gives students access to a wide range of authentic or the Spanish institute, materials such as books, magazines and DVDs, netflix...
- Watching TV5 or Spanish channels
- Reading independently in French: http://www.lesclesjunior.com/ or in Spanish
- Reinforcing and practising grammar knowledge and vocabulary using the Internet:
  http://www.zut.org.uk/
  http://www.frenchassistant.com/default.asp
  http://www.espanol-extra.co.uk
- Conversing in French with French speaking friends and relatives/ conversing in Spanish with Spanish speaking friends and relatives.

World Languages

4 lessons / 2 week cycle

French Overview

Module	Topics	Grammar
1: c'est parti!	Greetings Age and birthdays Numbers up to 10 Alphabet Classroom vocabulary Colours	Questions Pronunciation Present tense: - verb être Negatives Feminine and masculine words
2: C'est perso	Countries Nationalities + languages Describing yourself Talking about likes + dislikes Talking about other people (family + friends) Describing a famous person	Present tense: "-er" verbs Adjective agreements Verbs: parler, s'appeler, avoir Connectives Negatives
3: Ma zone	My area My town Directions My house My bedroom	Prepositions (place and directions) Present tense: habiter Second verb infinitives
4: Mon collège	Description of my school School subjects Giving opinions and reasons Time + timetable Routine Project: compare your school to school from other French speaking countries	The present tense of aller Conjugation of opinion verbs *(aimer, adorer, détester)* Negatives Giving reasons using parce que c'est…. Questions Pronoun 'on'
5: On s'amuse	Sports + extreme sports Hobbies The online world Sports and activities in the Francophone world	The present tense of faire Comparatives Jouer + à Pronouns: ils + elles

World Languages

4 lessons / 2 week cycle

Spanish Overview

Module	Topics	Grammar
1: ¡Vamos!	Greetings Age and birthdays Numbers up to 31 Rucksack Alphabet Classroom vocabulary Spanish speaking countries	Questions Punctuation Pronunciation: -h, -j, -ll, -c, -ñ, -j, -z Present tense: -IR verbs Connectives: y, pero, también Negatives Definite and indefinite articles
2: En el Instituto	School subjects Days of the week Opinions of teachers Opinions of school subjects Snacks Money Numbers up to 100	Present tense: -AR, -ER and –IR verbs Adjective agreements Verb: gustar Connectives: porque Negatives
3: Mi Famila	Family members Household pets Colours Physical descriptions Hair and eyes	Irregular verb: tener – to have Possessive adjectives Adjective agreements (revision) Irregular verb: ser – to be
4:En Casa	European countries Regions Home descriptions Rooms of the house Activities at home Bedroom furniture Daily routine	Adjective agreements (revision) Verb: estar – to be located: está Present tense (revision) Radical stem changing verbs Prepositions Reflexive verbs
5: El Tiempo Libre	Hobbies Time Sports Opinions of free time activities Future activities	Irregular first person conjugations Irregular verb: ir – to go Immediate future tense

Humanities

2 lessons / 2 week cycle

Geography Course Overview

The Geography course is based on Key Stage 3 of the National Curriculum for England. The course increases students' awareness of the world around them and gives them a greater understanding of the events and processes that have contributed to creating their environment.

Aims
- To develop a sense of place and understanding of location on a local, regional and global scale
- To develop an understanding of different communities and cultures throughout the world
- To develop an awareness of the different opportunities and limitations offered by various environments
- To develop an understanding of the characteristics and distributions of different physical and human environments
- To develop an awareness of the ways in which people interact with each other and with their environments

Objectives
- To use a variety of sources for obtaining information including maps, photos and diagrams, books, newspapers, electronic media
- To show information in simple map and diagrammatic form
- To use geographical data to recognise patterns and deduce relationships
- To select, organise and interpret data
- To recognise the role of decision-making as determined by physical and human constraints
- To understand the range of processes that contribute to the creation of the environment
- To understand the interrelationships between human activity and the environment

Homework
Homework is set on two occasions in the two week cycle according to the Homework Timetable. The homework tasks cover many different skills and always extend work covered in class. Homework is assessed for understanding, accuracy and effort.

Assessment and Marking
- Classwork and homework is marked positively on a regular basis. The Department employs a marking system common to the whole school with regards to grading and identification of errors in spelling and grammar.
- Students complete regular assessed tasks throughout the course of the year. These tasks are based on a variety of different skills. Students are aware of these assessed tasks and that part of their progress will be judged on their performance in these tasks against our departmental thresholds.
- Tests are conducted throughout the year to check knowledge and understanding.
- Reports and Report Cards ensure that parents, students and teachers can monitor the progress being made and identify areas for future development.

Humanities

2 lessons / 2 week cycle

Geography Course Overview

Differentiation
The Geography Department makes use of the LDD and Gifted and Talented registers, along with teacher judgements based on assessment data and classroom performance, to provide additional support for students. This may include in-class support, materials written to take account of differing levels of language comprehension, or a choice of tasks that students choose according to their ability.

Technology
The Geography Department makes full use of the ICT resources available at MES Cairo and actively incorporates computer-based lessons into the course. Geography lessons develop students' use of computer-based research, the presentation of information, and interaction with a range of common pieces of software.

Extra-Curricular Activities
Geography lessons often involve inter-school activities in which students leave the confines of the classroom to apply their learning in a wider environment. Field visits are undertaken to a wide variety of locations in Cairo and beyond.

How Parents Can Help
- Providing encouragement to your child in his/her studies.
- Providing your child with books and other reading materials to extend his/her range of reading.
- Providing other forms of exposure to the issues studied as part of the Geography programme, e.g. encouraging students to view the National Geographic Channel.
- Discussing and reviewing your child's progress regularly by looking at their school books and reports.
- Encouraging your child to make use of the resources on our online learning platform.

Term 1	Term 2	Term 3
- What is Geography? - Foundations of Physical and Human Geography	Concept based unit on Europe	Concept based unit on Africa

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Humanities

3 lessons / 2 week cycle

History Course Overview

The general aims of the course are to increase students' awareness of the world around them and to give a greater understanding of the events and processes that have contributed to creating their cultural environment.

Aims

- To encourage students to develop an interest in the events that have contributed to the creation of the world and society in which they live.
- To provide students with the skills to enable them to study History effectively.
- To give students the opportunity to investigate aspects of the past for themselves.
- To help students learn how to become good historians by teaching them to organise their historical ideas, ask their own questions, collect and record information effectively, and to evaluate information gained from evidence.

Objectives

- To understand events and societies in the past.
- To construct their own view of the past.
- To develop their ability to describe and explain historical change and the causes of change.
- To compare features of different historical situations.
- To identify facts and opinions of past events and societies.
- To develop an ability to acquire evidence from historical sources and form judgements about its reliability.
- To show awareness of different interpretations of past events.

Homework

Homework is set on two occasions in the two week cycle according to the Homework Timetable. Work tasks cover many different skills and always extend work covered in class. Homework is assessed for understanding, accuracy and effort.

Assessment and Marking

- Classwork and homework is marked positively on a regular basis. The Department pays close attention to grading and identification of errors in spelling and grammar.
- Students complete regular assessed tasks throughout the course of the year. These tasks are based on a variety of different skills. Students are aware of these assessed tasks and that part of their progress will be judged on their performance in these tasks against our departmental thresholds.
- Students are provided with marking criteria for assessments, and on completion are given both summative feedback (summaries of what they did well) and formative feedback (targets for their next assessment).
- Tests are conducted throughout the year to check knowledge and understanding.
- Reports and Report Cards ensure that parents, students and teachers can monitor the progress being made and identify areas for future development.

Humanities

3 lessons / 2 week cycle

History Course Overview

Differentiation

The History Department makes use of the LDD and Gifted and Talented registers, along with teacher judgements based on assessment data and classroom performance, to provide additional support for students. This may include in-class support, materials written to take account of differing levels of language comprehension, or a choice of tasks that students choose according to their ability.

Technology

The History Department makes full use of the ICT resources available at MES, and actively incorporates computer-based lessons into the course. We subscribe to an interactive History learning website and provide all our students with access codes to ensure they can use the resource at home. History lessons develop students' use of computer-based research, the presentation of information, and interaction with a range of common pieces of software. We also produce a wide range of online learning resources specifically designed for our students.

The department uses a range of resources for teaching and learning, including a subscription to www.activehistory.co.uk (username- mesmes, password- historyfun)

How Parents Can Help

- Providing encouragement to your child in his/her studies.
- Providing your child with books and other reading materials to extend his/her range of reading.
- Providing other forms of exposure to the issues studied as part of the History programme, e.g. encouraging students to watch historical documentaries.
- Discussing and reviewing your child's progress regularly by looking at their school books and reports.
- Encouraging your child to make use of internet resources. The department has a school subscription to www.activehistory.co.uk (username: mesmes; password: historyfun).

Term 1	Term 2	Term 3
- What is History? - A Local Study: Cairo - Ancient Civilisations	The Medieval Realms	- The Tudors - History Heroes Project

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Physical Education

6 lessons / 3-week cycle

Course Overview

The Physical Education curriculum broadly follows the National Curriculum for England. The overarching aim for Key Stage 3 PE is to encourage creativity, competitiveness, and resilience, whether students are working individually or as part of a team. A significant emphasis is placed on promoting positive attitudes towards maintaining an active and healthy lifestyle, equipping students with the tools and mindset needed for lifelong well-being.

Aims and Objectives

Students will experience a variety of sports and practical activities. Through each unit of study, students will work towards achieving the following skills and processes:

-
- Acquisition and development of movement skills
- Selection and application of skills, tactics and compositional ideas
- Evaluation and improvement of self and performance of others
- Understanding of rules and responsibilities within sport and physical activity
- Display knowledge and understanding of both fitness and health
- Develop the ability to evaluate performance and suggest strategies for improvement
- To provide opportunities for the development of self physical confidence and resilience
- Encourage and develop personal qualities associated with good sportsmanship, fair play and leadership

Homework

Due to the practical nature of the subject, students will have minimal written homework assignments in this subject in Year 7. Students are expected to pursue their own physical goals and achieve a higher level of attainment through participation in after school activities and clubs outside of school. Only through this intrinsically motivated medium, will students be able to extend themselves out of the classroom.
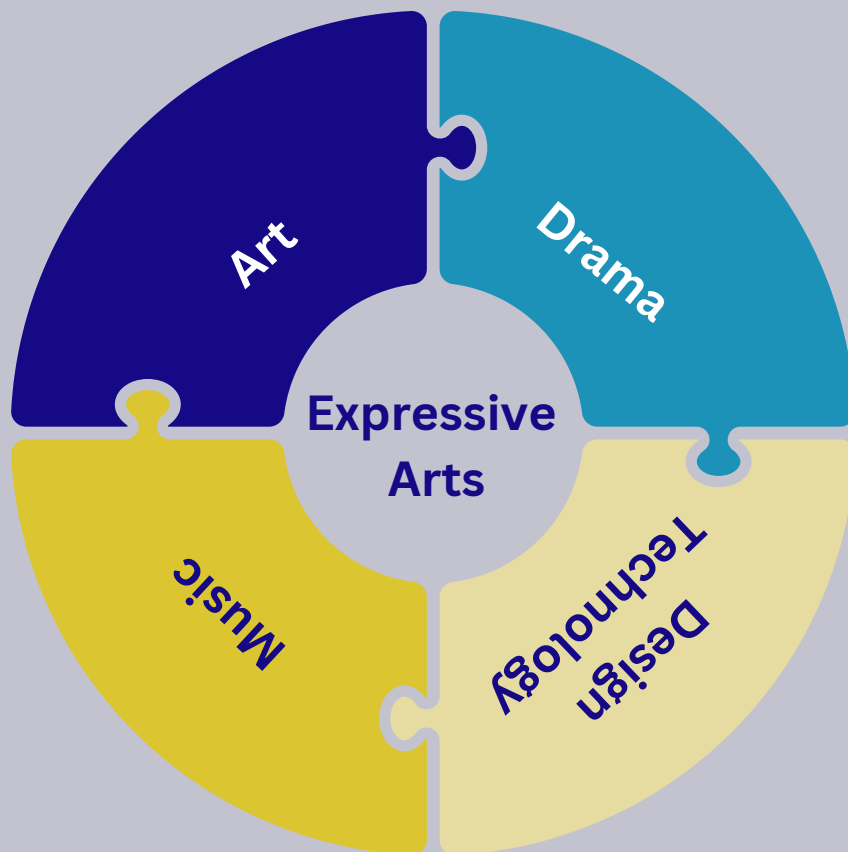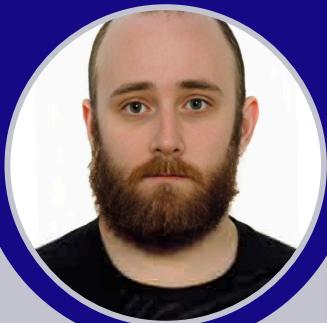
Assessment

Students are assessed on every unit using the Head, Heart, Hands model. The aim of this assessment is to holistically assess our students, giving them every opportunity to progress and to prepare them for life through Physical Education.

- **Head (thinking skills):** knowledge, understanding, analysis, feedback, responsibility and rules
- **Heart (motivation and effort)**: communication, leadership, respect, resilience, effort and confidence
- **Hands (skill and application)**: physical ability, fitness levels, competitive, technique, tactics and problem solving

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Expressive Arts

Art

Drama

Expressive
Arts

Music

Design
Technology

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Art

2 lessons / 2 week cycle

Course Overview

Art has a unique part to play in developing creative and critical thinking, enabling learners to make decisions and to work through problems irrespective of their skills and potential as artists. Art forms an important means of communication and expression with opportunities for risk-taking and reflection leading to individual and cultural development.

Enquiry and research into the visual arts, both past and present, can stimulate and promote an open-minded understanding essential to a multicultural society. Art nurtures inventiveness and engages students in developing their self-esteem, self-discipline, cooperation and self-motivation. Students' natural abilities can be developed, through the arts, into a wide range of qualities and skills. It is the intention of the department to give every student the opportunity to extend and refine their skills and to develop as an individual. In Year 7 students follow a course of study devised to explore a variety of media, techniques and approaches to learning.

Aims
- Develop students' creativity and imagination through observation, recording, designing, touching and the use of relevant ICT
- Develop practical, technical and critical thinking skills
- Use language and visual language to communicate their ideas, feelings and meanings
- Learn to reflect, evaluate and make practical decisions
- Explore ideas and meanings in the work of artists, crafts people and designers
- Learn about the diverse roles and function of art and design in the modern world and in different times and cultures.

Objectives
- To provide appropriate experiences and conditions to encourage study and analysis of the world in which we live, developing life-long learners
- To encourage students to express and be responsible for themselves
- To introduce a wide range of skills and techniques, knowledge of tools, materials and processes, and to use them confidently and safely
- To develop and train the creative capacity of all students, by enabling them to experience as many forms of visual art as possible to find a vehicle for their individual creativity.
- To develop the ability of students to appraise and analyse their results verbally, using relevant vocabulary.
- To recognize the diverse methods used by a range of artists
- Relate art within social, historical and cultural context
- To develop understanding and knowledge on how art impacts all areas of design such as fashion, architecture and media.

Art

2 lessons / 2 week cycle

Homework

Homework is not set on a regular basis but students will be asked to complete work not completed during lesson time. Parents can support and encourage their children's learning by providing necessary materials and by checking learning objectives have been met. The school provides materials, but students need the following equipment at home to be able to complete their homework:

- Drawing pencils (2B, 4B, 6B)
- Eraser
- Sharpener
- Colour pencils
- Glue
- Scissors
- Set of paints (watercolour, poster or acrylic – not oil)
- A good fine liner drawing pen

Parental Support

There are many ways you can support your child's art education and you do not need any specialised background or resources, just the desire to help your child discover and learn.

- Talk about art – encourage your children to talk about art. What do they like or not like, and why? Talk about the history of a special work of art in your own home.
- Discuss how art enriches our lives, is prevalent in our clothing, architecture, environment and media, and is intertwined throughout Egypt's rich cultural history.
- Provide materials and a place to create art, such as an old table, and a drawer or shelf to store the materials.
- Visit local art galleries, museums and cultural centres. Stimulate your child's interest by talking about what you will see or do.
- Read about art and artists together using books, magazines and the internet.

Assessment

Assessment is based upon class and homework assignments. In every case the assessment objectives are clearly explained when the task is set. Students are marked for effort and achievement and every grade is accompanied by a constructive comment. Students are encouraged to be involved with their assessment, learning and set targets. Formative teacher assessment is given through constructive comments and discussion during lessons. Students are encouraged to independently reflect on their work, self-assess and support co-operative learning through peer assessment. At the end of year students prepare for and take a practical exam which tests the skills they have developed.

UK assessment criteria, based on thresholds will be used throughout the year, with students expected to start Year 7 at the emerging/developing levels. There are five levels - emerging, developing, meeting, exceeding and mastering - used for competence in execution of the skills and techniques outlined.

Art

Differentiation
We aim to include and encourage all students through the art curriculum. We do this through classwork and homework tasks, providing both additional support and direction for work beyond the initial task. We also encourage the philosophy of extension, enrichment and acceleration by providing challenging extension activities and welcoming students into the department to continue with art work at break times. They are often inspired by and interested in work they see around them created by older students.

Extra-Curricular Activities
A wide range of after school activities are run in the Art department. These provide the opportunity for students to participate in additional art and craft activities which enrich, extend and build on work that is achieved in class. These activities give students the opportunity to work with students of all ages, on specialised projects that cannot be covered in the curriculum.

Technology
ICT is integrated into the Art curriculum in the following areas:
- Research: Students are directed to appropriate websites to research specific artists, art history and art movements
- Presentation: Students create presentations on the above, using a range of programs such as PowerPoint, Picture Editor, and Photoshop with animation and sound elements.

Year 7 Assessment and Thresholds
Year 7 assessment objectives are built upon the same criteria used for IGCSE assessment, helping the students understand the requirements, terminology, outcomes, skill set, grading and expectations of the IGCSE, as well as giving them an excellent foundation for all the creative learning. Assessment objectives are consistent throughout the year and every term's scheme of work (curriculum) incorporates more detail specific to the Global Perspectives strands. The thresholds help students to self-assess and reflect on how to improve in their learning.

- AO1: Gathering, recording, research and investigation
- AO2: Explore and select resources, media, materials, techniques and processes
- AO3: Develop ideas through investigation, demonstrating critical understanding
- AO4: Show personal vision and demonstrate an understanding of visual language

This year students will work on two major projects based on developing their drawing skills all related to their community, identity and culture. At the beginning of the year the students will be set two mini tests, one for creativity and one for technical drawing skills. From these tests the art department can set targets for the year and understand how to progress learning on an individual basis.	Unit 1 - Formal Elements & Basic Drawing Skills – Tradition, Identity, and Culture	Unit 2 - My Digital World – Language and communication
	Students will be introduced to the formal elements of art and basic drawing skills. These will be developed throughout the year with special focus on the use of tone, mark-making, scale, space, line, perspective, form, pattern and colour in this term in respect to observational drawing. Students will explore portraiture and the proportions of the human face. Initially the focus will be on facial features and learning how to recreate the textures of skin and hair. References will be made to famous artworks and students will use these to provide inspiration for their final self portrait.	Students will explore the impact of digital technology on their worlds and how this technology is used within art. Students will study visual and other forms of communication in art such as traditional and modern calligraphy producing a series of images that they will use as a secondary source to base a final piece on. The focus will be on building an awareness of scale, proportion and composition.

Design Technology

2 lessons / 2 week cycle

Course Overview

Aims and Objectives

Design Technology offers students opportunities to:

- Prepare young people to cope in a rapidly changing technological world.
- Enable them to think and intervene creatively to improve that world.
- Develop skills required to participate responsibly in home, school and community life (citizenship).
- Help students to become discriminating consumers and users of products.
- Help students to become autonomous, creative problem-solvers
- Support students working as individuals and with others.
- Equip students with the knowledge, skills and understanding about materials, tools and processes (knowledge of technology).
- Develop practical capability - being able to apply knowledge, skills and understanding when designing and making.
- Encourage the ability to consider critically the uses, effects and values dimension of design and technology (technological awareness or literacy).

The Design Technology curriculum provides students with a range of activities, including:

- Investigative and experimental work.
- Individual and group activities.
- Problem-solving tasks.
- Creative responses both within designing and making projects.
- Evaluation of existing products and systems.
- Development of systems thinking and application of control concepts.
- Taught inputs/demonstrations, e.g. to teach techniques.
- Discussion, e.g. of technological issues and value judgments.

Homework

Homework is set weekly in accordance with the Homework Schedule and may be in the form of a design task to complete at home or revision of theory studied in class to be tested either on paper or orally. Homework topics form the basis of the examinations. Thus revision throughout the year in homework time helps students prepare for their examination.

Assessment

Students are assessed continuously in class on practical assignments. The examination is a theory paper drawing on the concepts discussed in class and on the methods they have used to construct and complete practical work. Students may be asked in the examination to complete a design process. In this manner, both the theoretical and practical component can be assessed in the examination.

Differentiation

We aim to include and encourage all students through the Design Technology curriculum. We do this through differentiated classwork tasks and/or differentiated homework tasks. We also encourage the philosophy of extension, enrichment and acceleration by providing challenging extension activities and welcoming students into the department at break times and to after school activities. They are often inspired by work they see around them done by older students.

Design and Technology

2 lessons / 2 week cycle

Technology

Computers and laptops are used regularly in lessons. ICT is integrated into the design technology curriculum in the following areas:

- Product Research: Students are directed to appropriate websites to research specific products, materials and their properties and gain a greater understanding of the design world.
- Design Software: Students have the opportunity to use design and graphic programmes such as Sketch Up and DTP Software as well as 3D CAD Software for design and graphic projects.
- Presentations: They will use Google Slides to present their research and ideas.
- The regular use of the Interactive whiteboard in lessons.

How Parents Can Help

It is essential that you and your child sign and return to school the Internet Acceptable Use Policy, as the use of the internet is integral to the course. Students need to learn how to use this powerful resource appropriately and to understand that everything they see on the internet is not necessarily the truth.

Students are not expected to 'surf the net' or carry out research for hours at a time at home. If you find your children doing this, they are not using their study time effectively.

Design Technology is a creative subject. Students often find idea generation at the start of the design process difficult. As parents you could help your child greatly just by sharing and discussing your ideas and experiences about the design brief.

Design Technology Scheme of Learning Outline

NOTE: Projects may be moved around during term time due to availability of rooms, resources and staff

Unit 1 - Introduction to Design and Technology	Unit 2 - Coding and Robotics	Unit 3 - Graphics Skills and Desktop Publishing
Students will be introduced to the Resistant Materials workshop. They will learn how to work safely and accurately with a variety of tools and machinery in order to produce high-quality products. Students will work to a given *Design Brief* and use their sketching skills to design a product within given parameters. This project teaches a wide range of basic skills such as marking out, cutting using saws, shears, drills, shaping using files, rasps, belt sanding etc. Assembly skills using screws, nails and adhesives.	We are very excited to offer this project to year 7. Students will learn the basics of computer coding by producing fun games that they can test and play. Once they have learnt the fundamentals of coding students will apply that knowledge to the world of robotics. Students will have access to Lego Mindstorms robots which are driven by motors and have sensors to react to the environment around them. By the end of this project students will be able to program a Mindstorms robot to follow a black line on the ground, know if it hits something and avoid it and even to avoid hitting something using ultrasound proximity sensors – much like reversing sensors on modern cars.	Students will really surprise themselves with what they are able to sketch by the end of this module. We will start at the very beginning – drawing straight, parallel lines freehand. Moving on to 2D sketches of furniture and a jukebox ensuring proportions are correct and ending with the ability to draw complex 3D curved shapes.

Students will also learn some basic skills using the sketch-up silhouette and 2D design programmes, which will be very useful across all subjects and even beyond school. |

Drama

2 lessons / 2 week cycle

Course Overview

Introduction

The Drama course introduces students to different styles of theatre and its different uses. It also aims to develop confidence and multiple intelligences including emotional, empathic, and higher order thinking skills. Communication, both verbal and non-verbal, are at the core of the subject and students are expected to be able to respond logically and sensitively to any stimulus. Drama is mainly a practical course and focuses upon developing three distinctive skills and knowledge areas:

- Devising .
- Performing.
- Responding.

Aims and Objectives

- To encourage students to work sensitively and creatively with others.
- To enable students to distinguish between different styles and dramatic strategies.
- To enable students to present and perform with confidence.

By the end of the course students will:

- Be able to perform a range of dramatic techniques with confidence.
- Know how to respond imaginatively to and develop work for performance - both scripted and devised.
- Show that they can work effectively as a member of an ensemble, both in the creation and the performance of drama.
- Understand how to critically appraise their own work and the work of others in a critically constructive way.

Homework

Almost all of the work for drama is done in class. Occasionally, students will be required to complete drama related activities at home. This usually consists of memorising lines or light research.

Assessment

Assessment tasks are varied and inclusive to give students the opportunity to prove and develop their understanding of dramatic concepts either within or outside of performance. These include observations of rehearsal and performance (individual, paired and in larger groups), written assessment based on terminology, analysis and reflection, peer and self-evaluation and the creation of theatre as a theatre-maker.

Differentiation

Every student is treated as an individual in drama lessons and teachers are made aware of student IEPs through the LDD department. Students are given the opportunity to explore a variety of avenues as pertains to theatre, not only as a performer but as a director and designer, too.

Gifted and Talented students are offered opportunities to extend their learning throughout the course and to employ more sophisticated techniques to assist them in their development to the exceeding and mastering assessment levels.

Drama

2 lessons / 2 week cycle

Technology
Students use ICT to enhance their knowledge and understanding of taught drama concepts which reciprocally assists them to develop ICT skills in a variety of ways. These are:

- Designing performances as a sound and lighting designer.
- Word-processing of scripts.
- Filming their own work.
- Projection of digital imagery to achieve multi-media performance.

How Parents Can Help
There are many ways you can support your child's drama education without needing to be a drama specialist. Occasionally students may ask for assistance with learning their lines and rehearsing scenes - this is greatly encouraged and can be a fun learning experience at home.

Students will also have all assessments and homework uploaded to Google classroom, therefore vigilant checking of Google Classroom, alongside keeping an eye on productive emails containing information, praise or action areas is also encouraged.

Drama Course Scheme of Learning Outline

Unit 1 - Introduction to Drama	Unit 2 - Greek Theatre	Unit 3 - Devising
Terms and definitions, responding to instructions, working effectively as a group, building confidence, and introducing some of the elements of Drama such as freeze framing, mime & gesture and improvisation.	Pupils will learn all about the origins and founding history of theatre and get to perform extracts from the Greek tragedy Antigone (links to scripted performance aspect of component 1 within the iGCSE course.)	Pupils will work in small groups to create and perform a small extract of devised theatre, based around a given stimulus (links to devising aspect of component 1 within the iGCSE Drama course.)

Music

2 lessons / 2 week cycle

Course Overview

Introduction

Students' understanding, and enjoyment of music is developed through activities which bring together elements from performing, composing, listening and appraising. A variety of sources, including electronic instruments and IT, are used to record and enhance the performances and compositions where appropriate.

Aims

- To encourage students to listen with attention to detail when performing, composing, listening and appraising
- To enable students to distinguish various musical elements, such as pitch, dynamics, tempo, etc. by using the above elements
- To encourage students to extend their musical experience and knowledge by encouraging them to listen to and appraise music from diverse cultures and periods
- To enable students to use traditional musical notation and give them a working knowledge of it

Objectives

- To perform an individual part in a group and interpret the mood and effect of the music
- To develop musical ideas exploiting musical elements and a variety of resources
- To compose music for specific purposes using notation and/or IT to explore, develop and revise musical ideas
- To respond to music of various eras and periods identifying conventions used within different styles
- To critically appraise their own work taking account their own intentions and the comments of others

Homework

Homework is set as appropriate to reinforce class learning.

Assessment

Assessment of various performing and composing tasks and knowledge and understanding is carried out during each unit of work, based on the levels and expectations established as part of the National Curriculum of England.

Differentiation

Every student is treated as an individual in Music lessons and teachers are made aware of individual needs through the LDD register and personal observation. One aspect of Music education is the importance of team-work which includes using individuals' strengths and supporting each other to develop their skills. Students are frequently offered opportunities to extend their learning and to challenge themselves at every opportunity so they can make the most of the learning opportunities on offer.

Technology

Students are given frequent opportunities to use ICT in Music lessons and will use different software to develop compositions and to record performances. Students often use Garageband as a user friendly resource.

Music

2 lessons / 2 week cycle

Extra-Curricular Activities

The Music Department offers a broad range of activities in music making – in choral, instrumental and the Performing Arts.

Clubs include:

- Band (British)
- Choir (American)

There is an array of performance opportunities throughout the academic year including:

- Choir performances
- Seasonal concert
- Graduation Choir
- Assemblies

Term 1.1 - Elements of Music	Term 2.1 - Music from The World - Asia	Term 3.1 - Listening and Appraising
Students learn about the elements of music (DR SMITTTH) and how they impact the mood of the music piece. Students learn about orchestra instruments and can recognize instruments both visually and auditory. Students learn about graphic stores. Main project of that unit is to compose their own piece of music that expresses the graphic score (painting of their choice) in pairs and other instruments (if available). The culmination of the unit gives students the chance to perform, record and evaluate their composing project at the end of the unit.	Students learn about music from selected Asian countries. Students are given the opportunity to learn about different instruments and styles of music and take part in the listening exercises. The main project is a performance of a whole class piece in a Chinese style. Students perform China Jumps, based on a pentatonic scale, including some elements of improvisation. Students use notation to play a musical instrument as part of a whole class ensemble. The final aim is performed, recorded and evaluated and students are assessed based on the given success criteria.	Students summarize knowledge they gathered across the school year. Students are capable of applying the knowledge they have acquired so far to the musical piece they listen to. Students take part in multiple listening activities and quizzes. The culmination of this unit is to complete the listening test, during which students present their subject knowledge.
Term 1.2 - Music Notation	**Term 2.2 - Vocal Music**	**Term 3.3 - Mysic from the World - Africa**
The aims of this unit are: Secure the knowledge about DR SMITTTH and know how to read and apply it to the score. Read the music notation - students learn about elements of music notation - staff, clefs, time signature. They learn about the names of the notes (pitch) and their lengths (duration). Students perform Christmas songs in groups of up to 4 people using music notation. The culmination of the unit is class concert when students perform, record and evaluate their performing project	Students learn about the different rehearsal and performance techniques of singing and will listen to a variety of performances. Students have the chance to take part in a listening task to develop appraising skills and will learn to sing a song as part of a whole class. The main project for this unit enables students to choose a song and perform it in groups of up to 4 people. The culmination of the unit gives students the chance to perform, record and evaluate their singing project at the end of the unit	Students learn about African music and the importance of music in everyday life. Students listen to various examples of music from different parts of Africa. The importance of rhythm is discussed while performing different patterns using Djembe drums. Students work in groups of up to 4 people and as a whole class to develop an authentic performance which is developed into a full project. This drumming performance is then recorded and evaluated.

Computing

1 lesson / 2 week cycle

Course Overview

Aims and Objectives

Computing is concerned with how computers and computer systems work, how they are designed and programmed, how to apply computational thinking, and how to make best use of information technology. It aims to give pupils a broad education that encourages creativity and equips them with the knowledge and skills to understand and change the world.

Computing is Identified in three strands - Computer Science, Information Technology and Digital Literacy. Computer science is the scientific and practical study of computation: what can be computed, how to compute it, and how computation may be applied to the solution of problems. Information technology is concerned with how computers and telecommunications equipment work, and how they may be applied to the storage, retrieval, transmission and manipulation of data. Digital literacy is the ability to effectively, responsibly, safely and critically navigate, evaluate and create digital artefacts using a range of digital technologies. The creation of digital artefacts will be integral to much of the learning of computing. Digital artefacts can take many forms, including digital images, computer programs, spreadsheets, and Database.

Students will develop skills in:
- Computer Programming
- Spreadsheet Modelling
- Database Design
- E-Safety

Homework

Homework is set weekly in accordance with the Homework Schedule and may be in the form of a practical task to complete at home or revision of theory studied in class to be tested either on paper or orally. Each lesson includes a good percentage of theory which students take down from the whiteboard and teacher, research independently and/or discuss as a class. These homework topics form the basis of the examinations. Thus revision throughout the year in homework time helps students prepare for their examination.

Assessment

Students are assessed continuously in class on practical assignments. At the end of Term 3 they are examined on the whole year's work. The examination is a theory paper focusing on the concepts discussed in class and on the methods they have used to complete practical work. Both the theoretical and practical component can be assessed in the examination. At the beginning of each lesson, some theory is taught and students present this in their class books.

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Computing

1 lesson / 2 week cycle

Differentiation

We aim to include and encourage all students through the Computing curriculum. We do this through differentiated classwork tasks and/or differentiated homework tasks. We also encourage the philosophy of extension, enrichment and acceleration by providing challenging extension activities and welcoming students into the department at break times and to after school activities.

How Parent Can Help

It is essential that you and your child sign and return to school the Internet Acceptable Use Policy, as the use of the Internet is integral to the course. Students need to learn how to use this powerful resource appropriately and to understand that everything they see on the Internet is not necessarily the truth.

Students are not expected to 'surf the net' or carry out research for hours at a time at home. If you find your children doing this, they are not using their study time effectively.

Computing is a creative subject. As parents you could help your child greatly just by sharing and discussing your ideas and experiences regarding the Computing brief.

Term 1	Term 2	Term 3
In Term 1 we will be covering three Units which introduces the concept of computing along with organisation and safety whilst using the computer Unit 1 – Introduction to G-Suite – This unit provides an introduction to the use of all Google Applications beneficial for student learning; drive, slides, docs. Unit 2 - Under the hood of a computer - This Unit provides a brief outline of the history of computing, inputs, processing, outputs, data and binary. Unit 3 - Think like a computer scientist - This unit introduces students to computational thinking. Unit 4 - Drawing and manipulating shapes - This is designed to provide students with an understanding of the relationship between computer science and shape / patterns to be able to write algorithms in a range of computer programming languages to draw basic shapes and design artworks.	In Term 2 we will be creating animation using algorithms including looking into how the Internet works. Unit 5 - Creating an Animation - Creating algorithms and using programs such as Scratch, Alice or Appinventor. Unit 6 - The foundations of computing - Understanding how computers have developed, students are encouraged to not only create programs to carry out arithmetic calculations, but to 'think' like a computer in order to so. Unit 7 - How the Web Works - Provides an opportunity to look at the way in which the web works technically and cover the issues of reliability and e-safety.	In Term 3 we will be looking into creating websites and learning the principles of Human Computer Interaction. Unit 8 - Web page creation from the ground up - Challenge creating and uploading web pages. Unit 9 - Designing for HCI: A handheld digital device - Introduces students to the concept and principles of Human Computer Interaction and its importance in providing usable solutions for a range of audiences and needs. Unit 10 - Designing for HCI: an operating system interface - Building on unit 8, this unit covers the importance of operating systems and how they might develop in relation to on-going changes in technology.

PRIME TIME

1 lesson / 2 week cycle

Pastoral Care Extended Homeroom Overview

The general aims of PRIME TIME course are to promote pupils' personal, social and emotional development, as well as their health and wellbeing. It provides the knowledge, skills and attributes pupils need to lead healthy, safe, responsible and fulfilled lives.

The focus over Term 1 is the introduction, enrichment and embedding of the Secondary Elements across KS3 through a variety of activities, focus tasks and reflection activities linked with the Graduate Profile and with *You Are Awesome!* by Matthew Syed

Global Perspectives, introduced later in KS4, is a skill-based programme, embedded into the curriculum and across other subject areas to enhance learning and provide an opportunity to develop transferrable skills for all subjects and future learning.

Aims
- To help pupils to develop principles for distinguishing between right and wrong.
- To help develop pupils' enjoyment of, and commitment to, learning.
- To help pupils form and maintain worthwhile, satisfying relationships.
- To help to promote enquiring minds.
- To help promote the capacity to think rationally.
- To build on pupils' strengths, interests and experiences.
- To develop transferrable skills to be used in future learning and across all subject areas.

Objectives
Students should be able to:
- Participate in class debate and discussion.
- Communicate their opinions on topical issues.
- Listen to the viewpoints of others.
- Develop a growth mindset.
- Learn to debate and discuss differing perspectives on key issues. This should be done rationally and logically whilst showing respect and empathy for the views of others.

Homework and Assessment
No formal homework or assessment will be issued to students in PRIME lessons.

How Parents Can Help
Parents could offer support to their child's learning by:
- Providing encouragement to your child in his/her studies.
- Providing your child with books and other reading materials to extend his/her range of reading.
- Regularly check and sign your child's student planner.

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Learning Development Department

Learning Development Support

The Learning Development Department (LDD) at Modern English School Cairo provides staff and resources to support students identified as having mild learning differences within the classroom setting.

Aims
- To support student learning
- To help students develop their full potential, both as individuals and as learners.

Objectives
- To identify students with learning differences and maintain a register of them on the Student Action List (SAL).
- To support student access to the curriculum by further differentiation, explanation and repetition.
- To liaise with parents to enable further evaluation and testing with outside agencies, when necessary.
- To process applications for special accommodations in external examinations, when appropriate.
- To write, monitor and evaluate Individual Education Plans (IEPs) that include specific targets for students on SAL.
- To share IEPs with parents, students and staff.
- To discuss student progress and adjustments to IEPs with parents at least twice a year, and ensure staff are aware of priority changes to learning need targets.

Assessment
Students are initially identified as having additional learning needs by:
- homeroom/subject teachers and/or parents
- observations from LDD staff
- previous primary LDD assessments
- school LDD assessments
- external sources (with a report provided to the school)

Once students are determined by the Learning Development Department to be eligible for LDD support in lessons, they are then added to the Student Action List (SAL) and Individual Education Plans (IEPs) are developed reflecting student targets and levels of LDD support.

Differentiation
Each student is a unique individual and has different needs. Targets will be set and written in Individual Education Plans (IEPs) for all students receiving LDD support. Teachers and the LDD team support students access the curriculum by further differentiation, explanation and repetition. Differentiated materials may be provided to students receiving LDD support (e.g. writing frames, graphic organisers, etc.) and additional work may be provided to LDD students to help with their understanding. Members of the LDD team liaise with teachers to advise on strategies and resources that are most successful for individual students.

Learning Development Department

On going

Learning Development Support

Gifted and Talented

Provision for those deemed 'gifted and talented' is provided to challenge the exceptional students to maximize their learning potential. This is delivered by means of accelerated instruction through enrichment via activities in class, small group work, projects and after school activities.

Students will be encouraged to achieve their full potential through numerous strategies – access to a challenging curriculum, opportunities to develop specific skills and talents, after school activities and differentiated work in classes.

All Gifted and Talented students are expected to attend at least one After School Activity as well as regularly check and use the dedicated Gifted and Talented online learning platform.

Extra-Curricular Activities

The extra-curricular activities are run as after school activities (ASA) and are by invitation only

- KS3 Catch-Up Club
- Gifted and Talented activities (ASA) that have a cross-curricular focus

How Parents Can Help

- Review Google Classroom with your child and take time to ensure they understand classwork.
- Read with your child daily. Provide a variety of fiction and non-fiction books and other reading materials to extend your child's range of reading, vocabulary and language skills.
- Encourage your child in his/her studies and find them a quiet study space at home where they can do homework with a good light source and the right equipment.
- Set time for homework the same time each day.
- Praise your child when he/she makes progress, no matter how big or small
- Liaise with the school regularly
- Inform school immediately of any concerns about your child
- Attend all parent meetings
- Check that your child uses his/her school planner daily and sign each week
- Help your child to get organised for school and ensure they have the correct equipment for lessons each day
- Ensure your child attends school regularly and catches up with any missed work due to absence
- Talk to your child about his/her learning everyday
- Encourage healthy lifestyle habits and routines for exercise, diet and sleep. This should include limiting the use of screens and mobile devices, especially before bedtime.
- Encourage your child to participate in After School Activities
- Have high but realistic expectations and goals for your child