

# Modern English School

## Year 8

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British Curriculum Overview



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# Welcome Message

Year 8 marks the end of the beginning for students in their journey into Secondary education. The second and final year of Key Stage 3 is an important milestone as it is the time to consolidate learning and start dedicating serious thought to university and career aspirations. Mid-way through Year 8, students will be asked to commit to decisions about subject choices for IGCSEs and beyond. At the end of Year 8, final examinations will also provide useful information about the suitability of subject choices for Year 9. The reality of these consequences coupled with the challenges of puberty and anticipated increase in maturity means that Year 8 promises to be memorable for so many reasons!

The key to success in Year 8 is consistency. Students need to apply themselves to their class work and homework; they need to develop good study habits and revision techniques. 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 behaviours in Year 8 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.

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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 8 curriculum which enhances curriculum delivery and continuity in Year 8 and beyond.

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 8 this academic year.

For more general matters, please feel welcome to contact Mrs Sally Elsaadany, Assistant Head Teacher, Year 7 - 9. 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 preparation for further study and academic success. Our Year 8 English curriculum is designed to build on students' knowledge from Year 7 and places focus on developing deeper understanding and analysis skills. Students will study a variety of traditional and modern texts, ranging from Greek Mythology to contemporary fiction. 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 8, students will study

- Short Stories
- World Poetry
- Romeo and Juliet by William Shakespeare
- The Giver by Lois Lowry
- Heroes and Villains in Literature

### Students will develop their use of English in these key areas:

- Reading
- Writing
- Speaking
- Listening

### Aims and Objectives

#### **Reading** Year 8 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 8 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 8 students will be taught 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.

8 lessons / 2-week cycle

## 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, drawing links between their learning and the wider world.

## 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.

## Assessment

Students will complete at least one full assessment per half-term. Targets are set, and pupil 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 8 will be based on our school thresholds 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.

## Technology

Year 8 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

Year 8 students will attend bi-weekly Library lessons throughout the course of the academic year. As well as choosing reading books, students 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.

## 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.



**Ms. Antonia Adi**

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# Mathematics

7 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 3b, 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.

### 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 their mathematical knowledge to solve problems
- To communicate and reason mathematically
- To understand and use the number system and the relationships between numbers
- To understand and use functional relationships, equations and formulae
- To understand 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 a 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 mathematical 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

For these reasons testing is carried out regularly and with uniformity across the department.

Testing in Year 8 is based upon the relevant scheme of work. Students are tested 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.

# Mathematics Cont.

7 lessons / 2-week cycle

All mathematics teachers maintain comprehensive records. Each teacher records results for homework, tests and examinations. Moreover, 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/her ability. The LDD Department provide support for students with special needs, and the textbook exercises are graduated in such a way that the quicker or more able students attempt more challenging assignments in addition to practice questions.

Year 8 students identified as Gifted and Talented in Mathematics are given opportunities to progress at a pace that stretches their abilities beyond the scope of the Year 8 Scheme of Work.

## 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 use ICT, both in the classroom and at home. There are specific ICT lessons planned, and students might use interactive whiteboards and laptops in lessons. Mathematical skills in particular, 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 the 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   |
|---|--|--|--|--|
| <ul style="list-style-type: none"><li>Working with numbers, (Rounding, Estimating, Factors, Multiples and Prime)</li><li>Circle area and circumference</li><li>Algebraic fractions</li><li>All about formulae</li></ul> | <ul style="list-style-type: none"><li>All about fractions</li><li>Financial math (Percentage change, percentages increase and decrease, repeated percentages )</li><li>Angles and Constructions</li><li>Graphs drawings and interpretation</li></ul> | <ul style="list-style-type: none"><li>Whole Numbers, Decimals, Powers and Roots</li><li>Planning a statistics project</li><li>Transformation</li><li>Maps, Scale drawings and bearings</li></ul> | <ul style="list-style-type: none"><li>Forming and solving equations</li><li>Indices and surds</li><li>Constructing 2D shapes</li></ul> | <ul style="list-style-type: none"><li>Pythagoras' Theorem</li><li>Sequences</li><li>3D shapes surface area and volume</li><li>Revision for End of Year Exams</li><li>IGCSE Preparation</li></ul> |



# Science

7 lessons / 2-week cycle

## Course Overview

In Year 8, 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
- 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 in order 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 simple laboratory skills and techniques

### Resources

Students in Years 8 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

# Science Cont.

7 lessons / 2-week cycle

## Assessment and marking

Students' progress is assessed through the quality of their class work, homework, projects, topic tests and end of Year 8 examination. The end of year exam will contain material from the Science topics taught during both year 7 and 8. In this way the suitability of students for each of the three Sciences at IGCSE level can be better assessed. It is departmental policy to offer a quantitative mark to students' work where 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 in order 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, Power Point presentations, computer simulations 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, which will be incorporated into their ICT passport. 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

Following on from last year, we will be continuing with the CASE programme into Year 8. *Cognitive Acceleration through Science Education* is a well-established programme which 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 also to become involved in cross-curricular events such as Ahmed Zewail Day and 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 our Online Learning Platform.



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## Term 1

|                     |  |
|---------------------|--|
| Chemistry Component | <ul style="list-style-type: none"><li>• Acids and alkalis</li><li>• Chemical reactions</li></ul> |
| Physics Component   | <ul style="list-style-type: none"><li>• Light</li><li>• Sound and Hearing</li></ul>              |
| Biology Component   | <ul style="list-style-type: none"><li>• Digestion</li><li>• Microbes &amp; Disease</li></ul>     |

## Term 2

|                     |   |
|---------------------|---|
| Chemistry Component | <ul style="list-style-type: none"><li>• Metals and Reactions of Metals</li></ul>                        |
| Physics Component   | <ul style="list-style-type: none"><li>• Speeding up</li><li>• Pressure and Moments</li></ul>            |
| Biology Component   | <ul style="list-style-type: none"><li>• Fit &amp; Healthy</li><li>• Inheritance and Selection</li></ul> |

## Term 3

|                   |  |
|-------------------|--|
| Physics Component | <ul style="list-style-type: none"><li>• Heating and Cooling</li><li>• Magnets and Electromagnets</li></ul> |
|-------------------|--|



# 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 in order 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 in order to clearly understand other people's arguments and explanations

### Homework

Students in the Arabic Department are given homework with a variety of tasks. The following list is by no means exhaustive and other types of task may be added.

- To learn weekly spellings and spelling corrections
- To learn 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

Year 8 students are regularly assessed by the subject teacher on specific areas of the course. 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.

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 regularly at home and during holidays
- Helping with revision of all subjects taken during the week
- Ensuring access to a dictionary, thesaurus and computer

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# Term 1

| Year 8 Arabic                    |  |  |  |
|----------------------------------|--|--|--|
| القصة                            | النصوص   | القراءة  | النحو  |
| قصة كفاح شعب مصر الفصل ( 6 - 1 ) | نصائح غالية عهد الطفولة من أجل مصر فى حب مصر ذكريات أكتوبر سيناء أرض الفيروز | كبرياء الطفل لو أنى ضابط شرطة منتصر ومجاهد طيار مقاتل نصر أكتوبر | الإعراب والبناء فى (الأسماء والأفعال ) العطف النعت الحال غير المفردة التوكيد اللفظي والمعنوي |

| Year 8 Religion (Islamic) |  |  |
|---------------------------|--|--|
|---------------------------|--|--|

| أسامة بن زيد                    | الموضوعات  | القرآن الكريم                               |
|---------------------------------|--|---|
| من الفصل الأول حتى الفصل الرابع | مفهوم الدين التوحيد أساس الحرية ثمرة عبادة الله يسر الإسلام فى الصلاة يسر الإسلام فى الطهارة غزوة حنين وحصار الطائف العباس بن عبد المطلب | سورة الفرقان حفظ الآيات من ( 1 : 44 ) للحفظ |

| Year 8 Religion (Christian) |  |
|-----------------------------|--|
|-----------------------------|--|

| الموضوعات  | محفوظات   |
|--|---|
| <b>الوحدة الأولى :</b> ( أسس الإيمان المسيحى )<br>. سر التجسد<br>. سر الفداء<br>. الوعد بالمجئ الثاني<br><b>الوحدة الثانية :</b> ( الإلتقاء بمجد السيد المسيح )<br>. سلطان السيد المسيح علي الطبيعة<br>. سلطان السيد المسيح علي إقامة الموتى<br>. السيد المسيح ينادي الخطاة إلي التوبة | إنجيل معلمنا يوحنا البشير ( 14 : 26 - 31 )<br>مزمور 130 ( من الأعماق صرخت إليك يارب ) |

| Year 8 Arabic Social Studies |  |
|------------------------------|--|
|------------------------------|--|

| تاريخ  | جغرافيا   |
|--|---|
| محمد مولد ونشأة الهجرة وبناء الدولة الخلفاء الراشدون | موقع الوطن العربى تضاريس الوطن العربى مناخ الوطن العربى سكان الوطن العربى |

# Term 2

| Year 8 Arabic                     |  |   |   |
|-----------------------------------|--|---|---|
| القصة                             | النصوص   | القراءة   | النحو   |
| قصة كفاح شعب مصر الفصل ( 7 – 13 ) | الخلق.. كنز لا يفنى<br>الفلاح<br>تبارك الله..أحسن الخالقين<br>العلم واجب<br>القراءة حياة للحياة<br>اللغة العربية تنعي حظها | الكنز قبل أن يضيع<br>اختراعات عربية<br>لغة خالدة<br>عالم من ذهب | تمييز العدد<br>كم الإستفهامية وكم<br>الخبرية<br>المجرد والمزيد من<br>الأفعال<br>الكشف في المعجم<br>الميزان الصرفي |

## Year 8 Religion (Islamic)

| القصة                        | الموضوعات   | القرآن الكريم   |
|------------------------------|---|---|
| اسامة بن زيد الفصل ( 5 – 7 ) | استخلاف الله الإنسان في الأرض<br>عمارة الأرض<br>الإسلام وتنمية المجتمع<br>الإنسان والفضاء<br>الإنسان والأرض<br>الإنسان والحيوان<br>غزوات وشخصيات إسلامية<br>السيرة الشخصية – غزوة مؤتة – قادة<br>مؤتة الشهداء | سورة الفرقان حفظ الآيات من ( 45 إلى آخر السورة) للحفظ |

## Year 8 Religion (Christian)

| الموضوعات  | محفوظات   |
|--|---|
| <b>الوحدة الأولى : (تاريخ الكنيسة وانتشار المسيحية)</b><br>الكنيسة في اورشليم (القدس )<br>كنيسة الأسكندرية ( مارمرقس )<br><b>الوحدة الثانية : (بعض القيم السلوكية)</b><br>آداب الحضور إلي الكنيسة<br>آداب التعامل مع الآخرين | المزمور 122 ( فرحت بالقائلين لي إلي بيت الرب نذهب ) . |

## Year 8 Arabic Social Studies

| تاريخ  | جغرافيا   |
|--|---|
| الدولة الأموية<br>الدولة الأيوبية<br>دولة المماليك | خيرات وطننا العربي<br>المعادن ومصادر الطاقة في الوطن العربي<br>الصناعة والتجارة في الوطن العربي |



# Arabic as a Foreign Language

4 lessons / 2 week cycle

## Course Overview

The AFL programme for Year 8 builds on the foundation of Key Stage 2 and Year 7 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)
- 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. 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
- Beginners 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 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



# Arabic as a Foreign Language Cont.

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. 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. Moreover, 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 students 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 students 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 IT for language learning purposes.

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# Arabic as a Foreign Language Cont.

| Year 8 AFL |  |   |
|------------|--|---|
| Term 1a    |  |   |
|            | <b>Topics</b>  | <b>Grammar</b>                          |
|            | <ul style="list-style-type: none"> <li>Classroom instructions</li> <li>Classroom objects</li> <li>Days of the week</li> <li>Saying what you need in Arabic class</li> </ul>  |   |
|            | <b>Module 1</b>  |   |
|            | <b>Topics</b>  | <b>Grammar</b>                          |
|            | <ul style="list-style-type: none"> <li>Greetings</li> <li>Numbers</li> <li>Birthdays</li> <li>Names of countries</li> <li>Where you are from</li> <li>Say where you live</li> <li>Talk about your family</li> <li>Physical description</li> <li>Talk about your pets</li> <li>My school</li> </ul>   | Verb 'speak'<br>Verb 'live'<br>pronouns |
| Term 1b    | <b>Module 2: Plan4Grad</b>   |   |
|            | <b>Topics</b>  | <b>Grammar</b>                          |
|            | <ul style="list-style-type: none"> <li>School subjects and opinions</li> <li>Saying the time</li> <li>School timetable</li> <li>Human body and illness</li> <li>Talk about your favorite day</li> <li>Talking about meal time</li> <li>What you eat and drink</li> <li>Means of transport</li> </ul> | Gender of nouns                         |
|            | <b>Module 3</b>  |   |
| Term 2a    | <b>Topics</b>  | <b>Grammar</b>                          |
|            | <ul style="list-style-type: none"> <li>Naming parts of a computer</li> <li>Home and neighborhood</li> <li>Town and village</li> <li>Describing your house and bedroom</li> <li>Places in town</li> <li>Directions</li> <li>Distance</li> <li>Weather</li> </ul>                                      | * Masculine and feminine                |



# Arabic as a Foreign Language Cont.

|         |  |                |
|---------|--|----------------|
| Term 2b | <b>Module 4: Pastimes and hobbies</b>  |                |
|         | <b>Topics</b>  | <b>Grammar</b> |
|         | <ul style="list-style-type: none"> <li>• Sports</li> <li>• Free time</li> <li>• At the weekends</li> <li>• Daily routine</li> <li>• Make dictionary about words</li> </ul> | * Singular     |
| Term 3a | <b>Module 5: Shopping</b>  |                |
|         | <b>Topics</b>  | <b>Grammar</b> |
|         | <ul style="list-style-type: none"> <li>• Shopping for clothes</li> <li>• School uniforms</li> <li>• Prices in Arabic</li> </ul>  | * plural       |
|         | <b>Module 6: Holidays</b>  |                |
|         | <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Summer plans</li> </ul>   |                |



# World Languages

4 lessons / 2 week cycle

## Course Overview

### French/Spanish

The French and Spanish programmes for Year 8 build on the foundation of Key Stage 2 and Year 7 French and lays the basis for the IGCSE course in Years 9 and 10. The course helps students to continue to develop: 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 8, students will study the following topics:

| French  | Spanish  |
|---|--|
| <ul style="list-style-type: none"><li>• Free time</li><li>• Health and fitness</li><li>• Holidays</li><li>• Fashion</li></ul> | <ul style="list-style-type: none"><li>• Free time</li><li>• Health and fitness</li><li>• Personal and social life</li><li>• Daily life</li></ul> |

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 and Spanish language materials of a suitable level.
- Pronounce French and 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 or 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: Mon temps libre | Sports and games<br>Hobbies TV/ movie/music genres<br>Talking about what you did last weekend<br>Opinions<br>Events in the past                   | Present tense of verbs: Jouer / faire<br>Opinion structures<br>The question word Quand<br>The negatives ne...pas/ne...jamais<br>Perfect tense |
| 2: La forme        | Food and drink<br>Ordering in a café<br>Food of the world<br>Healthy eating<br>Body parts Exercise + ailments<br>Preparing for a party            | Perfect tense continued<br>Prepositions au, aux, à la<br>Partitive articles du, de la, des<br>Pronoun vous<br>Comparatives                    |
| 3: Les vacances    | Countries, languages and nationalities<br>Booking a restaurant/hotel<br>Tourist questions<br>Talking about holidays in the past, present + future | Questions<br>Present tense<br>Perfect tense<br>Imperfect tense for past opinions<br>Simple future<br>Conditional tense for future opinions    |
| 4: La mode         | Clothes and accessories<br>Material, shape, style + size<br>French fashion and designers<br>Project Fashion show                                  | Verbs porter + s'habiller<br>Intensifiers<br>Adjective agreements   |



# World Languages

4 lessons / 2 week cycle

## Spanish Overview

| Module            | Topics  | Grammar  |
|-------------------|---|--|
| 1: Mi Vida        | Talking about activities<br>Describing friends<br>Describing celebrities<br>Nationalities<br>Daily routine  | Opinions<br>Adjective agreements<br>Verbs: ser / estar / tener Present tense<br>Feminine and masculine (revision)<br>Reflexive verbs     |
| 2: Vamos a salir  | Places in town the near future<br>Arranging to go out<br>Making excuses / Finding solutions<br>Directions<br>Weather  | Verbs Hay / tiene<br>Near future + present tense<br>Sequencing words<br>Modal verbs<br>Phrases with infinitives<br>Possessive adjectives |
| 3: Mis vacaciones | Countries, locations + places<br>Transport<br>Holiday activities<br>Opinions of the holidays<br><br><b>Barcelona project:</b> Directions<br>Describing a holiday in Barcelona<br>Reading a story set in Barcelona | Preterite + irregular preterite verbs<br>Verbs Ir / ser<br>Opinions in the past<br>Combining tenses                                      |
| 4: La comida      | Talking about meals and mealtimes<br>Shopping for food/fruit and vegetables<br>Quantities<br>Restaurant food/ordering meals<br>Past food and opinions   | Adjective agreements<br>Tú vs usted<br>Preterite tense<br>Adverbs<br>Using Past, Present & Future  |
| 5: De moda        | Clothes<br>Colours<br>School uniform<br>Comparisons and opinions<br>Saying what you wore to a fancy-dress ball<br>Argentina   | Adverbs of frequency<br>Adjective agreements<br>Comparatives<br>Demonstrative adjectives<br>Combining three tenses                       |



# Humanities

3 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

The aims of the Geography course are to encourage students to develop:

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

### Objectives

- Use a variety of sources for obtaining information including maps, photos and diagrams, books, newspapers, electronic media
- Show information in simple map and diagrammatic form
- Use geographical data to recognise patterns and deduce relationships
- Select, organise and interpret data
- Recognise the role of decision-making as determined by physical and human constraints
- Understand the range of processes that contribute to the creation of the environment
- 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

- Class work 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

3 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. We also produce a wide range of online learning resources specifically designed for our students.

### 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 in order 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  |
|--|---|---|
| <ul style="list-style-type: none"><li>• Population</li></ul> | <ul style="list-style-type: none"><li>• Natural hazards</li></ul> | <ul style="list-style-type: none"><li>• Environmental risks</li></ul> |

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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

Students should be able to:

- Understand events and societies in the past
- Construct their own view of the past
- Develop their ability to describe and explain historical change and the causes of change
- Compare and contrast features of different historical situations
- Identify facts and opinions of past events and societies
- Develop an ability to acquire evidence from historical sources and form judgements about its reliability
- 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

- A variety of strategies are in use to ensure that the progress of students is monitored and recorded:
- Class work 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 Cairo, 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 including the Microsoft Office suite and Windows Movie Maker. 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](http://www.activehistory.co.uk) (username- mesmes, password- historyfun)

### 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 in order 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](http://www.activehistory.co.uk) (username: mesmes; password: historyfun)

| Term 1   | Term 2   | Term 3   |
|--|--|--|
| <ul style="list-style-type: none"><li>• The Cause and Effect of WW1</li><li>• The Move Towards World Peace</li></ul> | <ul style="list-style-type: none"><li>• The Move Towards World Peace</li><li>• Causes of WW2</li></ul> | <ul style="list-style-type: none"><li>• Causes of WW2</li><li>• The Cold War</li></ul> |

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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 8. 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

# Physical Education

6 lessons / 3-week cycle



## Differentiation

The Physical Education department employs differentiation strategies in their lessons to cater to the diverse needs of students. These strategies include:

- Practical Activities: Tailoring activities to suit varying skill levels, ensuring all students are challenged appropriately.
- Groupings: Organising students into groups based on ability, experience, or learning needs to maximise participation and learning.
- Learning Outcomes: Setting different learning objectives for students, allowing each individual to work towards goals that match their current abilities and potential.
- Support: Providing personalised support to each student, whether through additional instruction, modified tasks, or encouragement, to ensure they can succeed in their physical activities.

For Gifted and Talented students, the department offers additional opportunities for growth by encouraging participation in after-school clubs and teams. These extracurricular activities provide a platform for these students to further develop their skills, compete at higher levels, and engage with peers who share similar talents and interests.

## How Parents Can Help

We believe that ensuring that your child has the correct PE uniform for every lesson, encouraging them to identify with a physical activity, supporting his/her choice of pursuit and ensuring that they understand the importance of personal hygiene and health are the most valuable contributions that a parent makes. Good habits developed early will last a lifetime.

## Year 8 Scheme of Learning

The table below illustrates an example of the types of units that students will follow. The unit rotation is determined by which teaching group a student is in. Teaching groups are either single sex or mixed depending on the unit. Swimming is taught in single sex groups.

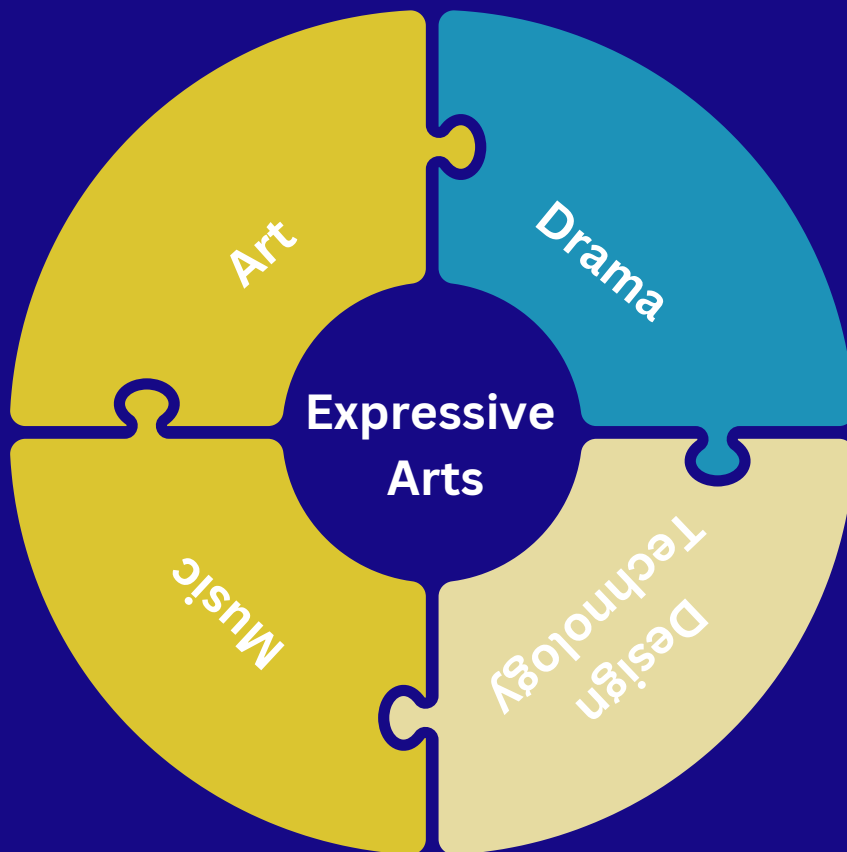
| Term 1   | Term 2   | Term 3   |
|--|--|--|
| <ul style="list-style-type: none"><li>• Athletics</li><li>• Invasion Games</li><li>• Net / Wall Games</li><li>• Swimming</li><li>• Striking and fielding</li></ul> | <ul style="list-style-type: none"><li>• Dance/gymnastics</li><li>• Invasion Games</li><li>• Net / Wall Games</li><li>• Swimming</li><li>• Anatomy &amp; physiology</li></ul> | <ul style="list-style-type: none"><li>• Athletics</li><li>• Invasion Games</li><li>• Net / Wall Games</li><li>• Swimming</li><li>• Striking and fielding</li></ul> |

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# Expressive Arts



The Creative Arts Department consists of Visual Art, Drama, Music and Design Technology. Each can imbue in our students a sense of achievement that comes from creating something, building their confidence and helping them express themselves intelligently. Exposure to the arts is beneficial in many ways and we seek to offer an educational journey that best supports our students' personal interests, and helps them enjoy their learning. We scaffold our teaching on the IGCSE assessment criteria to fully prepare our students should they choose to continue into Year 9. We introduce students to the wide range of vocational options available and help them understand how the skills they develop are highly transferable across many other industries.



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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 multi-cultural 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 8 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 lifelong 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
- To develop and train the creative capacity of all students, by enabling them to experience as many forms of visual art as possible in order 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 specialized background or resources, just the desire to help your child discover and learn.

- Talk about art – encourage your children to talk about art. What 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



2 lessons / 2 week cycle

## 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 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 have the opportunity to create presentations on the above, using a range of programmes such as PowerPoint, Picture Editor, PhotoShop with animation and sound elements.

## Year 8 Assessment and Thresholds

Year 8 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.<br>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 and year 8 assessment the art department can set revised targets for the year and understand how to progress learning on an individual basis. | Unit 1 - Surrealism   | Unit 2 - My Survival   |
|--|---|--|
|  | Surrealism; Students will concentrate on their drawing skills by studying perspective and tone, building up their proficiency on their use of the formal elements, technical drawing and selection of media. Students will be set a number of smaller tasks that integrate elements of the graduate profile, such as problem solving, critical thinking, reflection and evaluation which create flexibility, independence, resilience, resourcefulness and inspiration. All students will have the opportunity to personalise their final outcomes, developing their own styles and creativity. | My Survival: Students will explore things in their lives that help them to live well from day to day and threaten their happy and healthy survival. This will be presented in the form of a survival map that traces their day to day journey. |





# Design Technology

2 lessons / 2 week cycle

## 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 an Design 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 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 components can be assessed in the examination. At the beginning of each lesson, some theory is taught and students present this in their design books. Once a subject has been introduced, students are required to research, specify and comment on their own designs, plan their making and answer questions, research topics and complete homework tasks.

# Design and Technology

2 lessons / 2 week cycle



## 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.

## Technology

Computers and laptops are used regularly in the 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 programmes such as Sketch Up and illustrator 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 regarding 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*

In Unit 1 students will develop skills learnt in Year 7; design and make a product using various materials available to them in the workshop. They will use hand and machine tools in the workshop, safely and with precision to create their product; learning a range of design skills including using pencil and technical graphic drawings. In addition to the practical work there will also be some Computer Aided Design and Computer Aided Manufacturing work completed using the vinyl cutter and laser cutter which will further enhance the quality of the work.

In order for students to explain and explore their design ideas they need to have Graphic Design skills. In this unit we will focus on how to draw 3D objects in a variety of different styles including Oblique and isometric projection and perspective drawings. The students will quickly move on to a 3D designed project made from card which will further develop their understanding of how 3D objects can be made from 2D materials. In addition to this there will be exercises in drawing their own logo using SketchUp which will then be printed in PLA plastic using the 3D Printer.

CAD Modelling Students will learn a range of skills using Sketchup 3D CAD software. They will be walked through the process of modeling a number of different projects including how to produce architectural models to scale and rendered. Sketchup is a very powerful piece of software and provides a very good foundation for other CAD software students may encounter at university if they chose to study engineering or architecture. Proficiency in Sketchup will only come with extra time spent practicing in addition to DT lessons. For this reason we strongly encourage year 8 students to download Sketchup (the free version only) to their own laptops or home desktops.



# 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 lead, present and perform with confidence.

### By the end of the course students will:

- Be able to create theatre – whilst articulating creative theatre making choices.
- 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 - The Woman in Black   | Unit 2 - Devised Comedy   | Unit 3 - Songologues  |
|---|---|---|
| Script exploration.<br>Pupils will explore a traditional ghost story, adapted for stage. The text will be approached through practical workshops utilising the performance and production elements of drama such to develop their awareness of how to work together to create a production. | A group-devised performance project.<br>Pupils will explore various types of comedy, participating in multiple workshops to learn the purpose of all sub-genres.<br>Students are also exposed to different approaches to characterisation, improvisation techniques and audience/performer relationships. | Pupils will use previously learned vocal and physical skills to transform the lyrics from a piece of music, into a dramatic performance. Topic gives pupils the perfect opportunity to use creative skills to experiment with characterisation and creating interesting scenarios. A fantastic way to end KS3 drama and will prepare those who are about to embark on the iGCSE course. |



# Music

2 lessons / 2 week cycle

## Course Overview

### Introduction

Students' understanding and enjoyment of music are 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 and possible.

### 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 through performing.

### Objectives

All students should be able to:

- Perform an individual part in a group and interpret the mood and effect of the music.
- Develop musical ideas through exploiting musical elements, while using a variety of resources.
- Compose music for specific purposes using notation and/or IT to explore, develop and revise musical ideas.
- Respond to music of various eras and periods and identify conventions used within different styles.
- Critically appraise their own work and that of others, taking account of their own intentions and the comments of others.

### Homework

Homework is set as appropriate to reinforce class learning.

### Assessment

Assessment of various practical 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 collaboration and communication which includes using individuals' strengths and supporting each other in more challenging areas. The curriculum is differentiated to enable all students to challenge themselves and teachers group students in a variety of ways across the year so that expertise can be shared.

### Technology

Students are given frequent opportunities to use ICT in their Music lessons, which includes Garageband and other online software to compose music.

# 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 - Blues   | Term 2.1 - Pop  | Term 3.1 - Listening and Appraising   |
|--|---|---|
| Students learn about the historical context and origins of blues. Students learn about the structure of 12 Bar Blues and the blues scale. Students can identify 12 Bar Blues structure and blues scale, and apply it to their performance. The culmination of this unit is to compose and perform (in pairs) a blues composition. The culmination of the unit gives students the class concert, while their compositions will be presented. Their work will be recorded and evaluated. | Students discover the structure and chord sequence of the pop songs, based on some popular songs worldwide. Students develop listening skills by recognizing the structure of the songs. The aim of these students is to compose a pop song. In order to do so, students need to create their own lyrics (chat gpt might be used) and provide at least two chord sequences: one for verse and one for chorus.   | Students summarise 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 from the World - Latin America  | Term 2.2 - Film Music   | Term 3.3 - Music from the World - Europe  |
| Students learn about different music and dance styles originated from Latin America. Students distinguished the difference in elements of music (rhythm, instrumentation etc.). Students perform a piece of music chosen by them from the different genres of Latin American music. The culmination of the unit is a class concert, while students present their ensemble skills. Students' work will be recorded and evaluated.   | During this period, students get to know the history of cinema, key vocab and music's functions in the movie. They discuss the meaning of music and how music can change the reception of the scene. Students are able to apply their knowledge to the movie scenes they watch. Students compose a music to the short clip from the movie, showing their understanding of the concept. The culmination of this unit is to present their own compositions. Their work will be evaluated. | Students learn about European folk music. Students listen to various examples of music from different regions of Europe. Students learn the characteristics of music from selected countries. They discuss how music elements influence different types of music. Students work in groups of up to 4 people and develop authentic performance, which is presented during class concert. Their work is recorded and evaluated. |





# Computing

1 lesson / 2 week cycle

## Course Overview

### Aims and Objectives

The national curriculum for computing aims to ensure that all students:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

### In Key Stage 3

Students should be taught to:

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

# Computing

1 lesson / 2 week cycle



## 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.

As this is a new course subject the Thresholds guides will be available in September on Google Classroom.

## 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.



# Computing

1 lesson / 2 week cycle



| Term 1  | Term 2  | Term 3   |
|---|---|--|
| <p>In Term 1 we will be covering three Units which introduces the concept of computing along with organisation and safety whilst using the computer</p> <p>Unit 1 - Under the hood of a computer - This Unit provides a brief outline of the history of computing, inputs, processing, outputs, data and binary.</p> <p>Unit 2 - Think like a computer scientist - This unit introduces students to computational thinking.</p> <p>Unit 3 - Drawing and manipulating shapes - This is designed to provide students with an understanding of the relationship between computer science and shape / patterns in order to be able to write algorithms in a range of computer programming languages to draw basic shapes and design artworks.</p> | <p>In Term 2 we will be creating animation using algorithms including looking into how the Internet works.</p> <p>Unit 4 - Creating an Animation - Creating algorithms and using programs such as Scratch, Alice or Appinventor.</p> <p>Unit 5 - 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 to so.</p> <p>Unit 6 - 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.</p> | <p>In Term 3 we will be looking into creating websites and learning the principles of Human Computer Interaction.</p> <p>Unit 7 - Web page creation from the ground up - Challenge creating and uploading web pages.</p> <p>Unit 8 - 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.</p> <p>Unit 9 - 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.</p> |



# 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 reinforcement and enrichment of the Secondary Elements across KS3 through a variety of activities, focus tasks and reflection activities linked with the Plan4Grad and application of real world potential into Unifrog, the careers and university platform, to better support future careers and ultimately, graduation.

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.

**Mrs. Sally Elsaadany**  
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# Learning Development Department

On going

## 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