

Modern English School Cairo



Year 7 'My Digital World' Project by Jomana Eid Y7Y

Year 7 Curriculum Guide Your Guide to Understanding Key Stage 3 **2018-2019**

YEAR 7
AT MODERN ENGLISH SCHOOL CAIRO

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

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

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

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

For more general matters, please feel welcome to contact Mrs Sally Elsaadany, Assistant Head Teacher, Year 7 - 8. Ms Enas Sami 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
Headteacher
Secondary British

Thresholds for all subjects can be found on the Google Classroom.

Year 7 English Course Overview

8 lessons / 2 week cycle

English is the main means of communication within the school, and it is essential that all pupils have a good command of the language and an understanding of its uses. They need to communicate effectively with peers and adults, use language to communicate thoughts and feelings, and convey information with clarity and precision both in speech and writing.

We help the students develop their use of English in three areas:

- Reading
- Writing
- Speaking and Listening

Aims and 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.
- To begin to read 'between the lines' for inference.

Writing

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

Speaking and Listening

- To speak choosing a suitable register and to use English confidently in a variety of situations.
- To contribute effectively to classroom discussions.
- To listen carefully to clearly understand other people's arguments and explanations.
- To prepare talks and presentations carefully for impact on an audience.

Homework

Students in the English Department are set Homework on specific evenings designated in the Homework Timetable. Students may be asked to deal 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

Assessment of English work in Year 7 will be based on the school thresholds, with a view to future success at IGCSE English at the end of Year 10. Targets are set, and pupil progress is tracked with rigour. Moderation of students' work takes place regularly to ensure consistency and equality of learning opportunities across the department.

During the year the students will do a wide range of reading and writing activities. Teachers will mark the students' work regularly to help them progress. There are formal tests every half-term. In these tests the skills necessary for success at IGCSE are practised. Although Speaking and Listening is not formally assessed at IGCSE, the students will also have many opportunities to develop their fluency in appropriate speech through debates, classroom presentations and other activities.

Differentiation

The English Department recognises the necessity to challenge and motivate students of all abilities. The Department works closely with the Learning Development Department and adheres to school policy in the identification and support of students with the individual learning needs of students of all abilities.

Technology

Students will develop ICT skills in:

- Finding things out - students will be taught to collect, analyse and present information.
- Developing ideas and making things happen - students will be taught to explore information and solve problems.
- Exchanging and sharing information - students will be taught how to interpret information and to reorganise and present it in a variety of forms that are fit for purpose (for example – information about a charitable cause presented in a leaflet for a school fundraising event.)
- Reviewing, modifying and evaluating work as it progresses - students will be taught to reflect critically on their own and others' uses of ICT to help them develop and improve their ideas and the quality of their work.

Global Perspectives strands also run through the curriculum including HRCF enabling students to see links across the curriculum.

How Parents Can Help

The promotion of independent reading in Years 7 and 8 and a thorough Library Induction Programme in Year 7 is evidence of the fact that purposeful reading is integral to development of skills in **Reading, Writing, and Speaking and Listening**. Students are expected to read regularly at home and to complete tasks linked to this reading.

Parents can assist by:

- Reading aloud with your child when appropriate.
- Showing an interest in the books your child is reading.
- Encouraging your child to read regularly at home and during holidays.
- Helping with revision of weekly spelling lists and spelling corrections.

- Ensuring he/she listens regularly to radio or television programmes in English.
- Ensuring access to a dictionary, thesaurus and computer.

Mr Martin O'Connor
Head of Department of English (British Section)
 (moconnor@mescairo.com)

Year 7 Sample English Scheme of Work Overview

Year 7 Course Outline

A detailed scheme of learning will be published on our online learning platform. Below is a brief outline of the material covered over the year.

Term 1

Boy by Roald Dahl

Skellig by David Almond

Term 2

A Midsummer Night's Dream by William Shakespeare and non-fiction texts

A selection of poetry

Term 3

Trash by Andy Mulligan and non-fiction text

Year 7 Mathematics Course Overview

8 lessons / 2 week cycle

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

Aims

- To improve mathematical knowledge and develop confidence in talking about, writing and using mathematics
- To acquire the mathematics foundation necessary for the study of the subject at the next level

- To achieve a greater understanding of the part mathematics plays in the world around us, and of its relevance to other areas of study
- To gain enjoyment and satisfaction from the study of the subject, and to appreciate that the subject is worthy of study in its own right

Objectives

- To use and apply mathematical knowledge to solve problems
- To communicate and reason mathematically
- To 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 the homework timetable. Homework will take the form of written assignments and tasks from MyMaths to be completed online.

Assessment

Testing is an important part of the education process for several reasons:

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

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

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

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

Differentiation

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

Technology

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

How Parents Can Help

We encourage parents to practise mental arithmetic and calculations with their children in everyday settings and to exploit the many opportunities in general reading to interpret graphs and charts and undertake calculations. Parents could talk with their child about their learning or discuss 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.

Mr S Rayner

Head of Department of Mathematics (British Section)

(srayner@mescairo.com)

Year 7 Course Outline

A detailed scheme of learning will be published on our online learning platform. Below is a brief outline of the material covered over the year.

| TERM | TOPICS COVERED |
|-------------|--|
| Y7T1A | Whole numbers and decimals Sequences Measures, perimeter and area Test |
| Y7T1B | Fractions, decimals and percentages Expressions and formulae Angles and 2D shapes Test |
| Y7T2A | Whole Number and calculations Construction and 3D shapes Factors and multiples Graphs Test |
| Y7T2B | Ratio and proportion Equations Statistics Transformations and symmetry Test |

Y7T3 Probability
Decimal calculations
End of Year Examination

Year 7 Science Course Overview

7 lessons / 2 week cycle

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

Aims

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

Objectives

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

Resources

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

Homework

Homework is set as designated in the Homework Timetable and involves a variety of tasks. These include:

- Text-based questions
- Write-ups of experiments
- Research from books and the internet
- Revision exercises for topic tests

- Investigative work
- Models/projects

Assessment and marking

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

Differentiation

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

Technology

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

CASE

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

Extra-curricular Activities

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

How Parents Can Help

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

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

Year 7 Science Outline Scheme of Work

Year 7 Course Outline

A detailed scheme of learning will be published on our online learning platform. Below is a brief outline of the material covered over the year.

| Term 1 | |
|----------------------------|---|
| All Sciences | <ul style="list-style-type: none">• Naming and drawing scientific apparatus• Using scientific apparatus• Identifying hazard signs• Measuring, units, and experimental write-ups. |
| Biology Component | <ul style="list-style-type: none">• Cells and Reproduction• Food and Digestion, Respiration |
| Chemistry Component | <ul style="list-style-type: none">• Acids and Alkalis• Simple Chemical Reactions |
| Term 2 | |
| Physics Component | <ul style="list-style-type: none">• Energy Resources• Electrical Circuits |
| Biology Component | <ul style="list-style-type: none">• Food and Digestion, Respiration |
| Physics Component | <ul style="list-style-type: none">• Forces and their effects |
| Term 3 | |
| Biology Component | <ul style="list-style-type: none">• Environment and Feeding Relationships• Variation and Classification, Ecological Relationships |
| Chemistry Component | <ul style="list-style-type: none">• Particle model of solids, liquids and gases• Solutions |

Mr B Rainford

Head of Department of Science (British and IB Diploma Sections)

(brainford@mescairo.com)

Year 7 Arabic Course Overview

2 lessons / 2 week cycle

Aims & Objectives

Reading

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

Writing

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

Speaking and Listening

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

Homework

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

Assessment and Marking

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

How Parents Can Help

Students are expected to read regularly at home and to complete tasks linked to this reading. They need to ensure access to a dictionary, thesaurus and computer. Parents can assist by:

- Showing interest in the books your child is reading.
- Checking work your child has completed for his/her Reading Award.
- Encouraging your child to read (Arabic books, stories or magazines) regularly at home and during holidays.

Ms. Safaa El-Bagoury

sbagoury@mescairo.com

Head of Department, Arabic

| Year / 7 Arabic | | | |
|---|---|---|-----------------------------------|
| Term 1 | | | |
| النحو | القراءة | النصوص | القصة |
| -أنواع الخبر -الضمائر البارزة والمستترة -همزة القطع وألف الوصل -الأفعال المعتلة والصحيحة | - الحرية - صيانة المال العام - سبيل النجاح - غرائب المخلوقات | - عشقناك يامصر - من مكارم الأخلاق - فضل العلم والعمل - الحب عطاء - العمل حياة | - قصة عقبة بن نافع من الفصل (8-1) |

| Year / 7 Religion (Islamic) | | | |
|--|--|------------------------------------|--|
| Term 1 | | | |
| القرآن الكريم | الموضوعات | القصة | |
| -سورة يس حفظ الآيات من (1 : 54) للحفظ | -مظاهر قدرة الله -التأمل في صنع الله -مفهوم العبودية -الصوم وأحكامه -جمال صنع الله -صلح الحديبية- عثمان بن عفان -التزام الإنسان بمنهج الله | -اسماء بنت أبي بكر الفصل (1 – 4) | |

| Year / 7 Religion (Christian) | | | |
|--|---|--|--|
| Term 1 | | | |
| محفوظات | الموضوعات | | |
| - إنجيل معلمنا يوحنا (1 : 1 - 14) - مزمور 103 (1-10) (باركي يا نفسي الرب ولا تنسي كل حسناته) | الوحدة الأولى (أسس الإيمان المسيحي) : 1- وحدانية الله. 2- الإله الواحد مثلث الأفانيم . 3- لاهوت الرب يسوع . 4- بعض صفات الله . الوحدة الثانية (الله والإنسان) : 1- الخليفة وسقوط الإنسان . 2- أنتشار الخطيئة والوعد بالخلاص . 4- تعاليم السيد المسيح بالأمثال عن قبوله للتائبين . | | |

| Year / 7 Arabic | |
|-----------------|--|
| Term 2 | |

| النحو | القراءة | النصوص | القصة |
|--|--|---|--|
| <ul style="list-style-type: none"> - أسلوب الشرط - الفعل اللازم والفعل المتعدي - نائب الفاعل - الفعل المبني للمعلوم - الفعل المبني للمجهول - ظن وأخواتها | <ul style="list-style-type: none"> - هيا نشجع بأخلاق كريمة - من قصص القرآن الكريم - نور والجغرافيا - رحلات تاريخية | <ul style="list-style-type: none"> تواضع سيدنا عمر - من أعمال الخير - التعاون - كن بلسما - حق الآخر - نصائح | <ul style="list-style-type: none"> - قصة عقبة بن نافع من الفصل (9-17) |

| Year / 7 Religion (Islamic) | | | |
|---|---|---|--|
| Term 2 | | | |
| القرآن الكريم | الموضوعات | القصة | |
| <ul style="list-style-type: none"> - سورة يس حفظ الآيات من (55 : 83) للحفظ | <ul style="list-style-type: none"> - الإيمان بالرسول والافتداء بهم - الرسالة الخاتمة - الإنسان والماء - الزكاة - غزوة خيبر (علي بن أبي طالب) - فتح مكة (خالد بن الوليد) | <ul style="list-style-type: none"> - أسماء بنت أبي بكر الفصل (5 – 7) | |

| Year / 7 Religion (Christian) | |
|--|---|
| Term 2 | |
| محفوظات | الموضوعات |
| <ul style="list-style-type: none"> - مزمور : 133 (هوذا ما أحسن) | <ul style="list-style-type: none"> الوحدة الأولى: (سير بعض شخصيات الكتاب المقدس): 1- القديسة مريم العذراء. 2- نوح البار . 3- إبراهيم الخليل . الوحدة الثانية: (بعض القيم السلوكية): 1- المسيحي كمواطن صالح . 2- المحبة والبعد عن الأنانية. |

Year 7 World Languages
French Course Overview/ Spanish Course Overview
4 lessons / 2-week cycle

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

These courses help students to progress in:

- learning, understanding and applying grammar
- listening, speaking, reading and writing skills
- language and language-learning skills (the ability to learn and use French more independently)
- awareness of different countries, cultures and peoples
- developing global citizenship skills

The four language skills of listening, speaking, reading and writing are developed in line with the recommendations of the National Curriculum of England. French and Spanish are used in class management and communication as much as possible. All students are strongly encouraged to speak French and Spanish at their level.

Aims

- To provide a thorough practical grounding in French and Spanish 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.

Objectives

Students should be able to:

- Read and extract information from authentic French/Spanish language materials of a suitable level.
- Pronounce French or Spanish accurately with the correct intonation and increased fluency.
- Communicate information about themselves and other people and use an increased range of structures and vocabulary in different contexts.

- Handle a number of situations in which they might find themselves in a French/ Spanish speaking country/community.
- Write simple French or Spanish sentences based on models; use complex language when appropriate to produce creative writing such as a postcard, a letter or paragraph summarising information.
- Listen to spoken French or Spanish to find out information, to follow instructions or to respond appropriately in a variety of situations.

Course Details

In French, the students are supplied with an exercise book and a vocabulary and grammar practice booklet (*Livre d'exercices*). The *Expo 1*, *Expo 2* and *3 rouge* are the main textbooks supplemented with other textbooks and online resources.

In Spanish, the students are supplied with an exercise book and an exercise workbook. The *Listos 1*, *Listos 2* and *3 rouge* textbooks are also used, as well as *Mira 1*, *2*, *3* and online resources.

Homework

Students are set homework on specific days, as indicated in the Homework Timetable. The nature of homework tasks for French or Spanish can include:

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

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 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 World Languages 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.
- By grouping (the seating plan is a strategy to help students collaborate with their peers and support each other)

The above strategies are applicable to gifted linguists as well as those students who find learning a third language more of a challenge. Furthermore, in Year 7 we are able to withdraw small groups of students from the main French class to address their learning needs in a more focused way.

Technology

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

Teachers have at their disposal a considerable bank of resources designed to be used with interactive white boards which they use on day to day basis in their French lessons. Furthermore, through the use of Google Classroom students can communicate with their French teacher as well as do a wide range of activities online.

From the next year, the World Languages Department will liaise with French schools and allow students to have pen-pals.

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 or to the Spanish Language Centre as it gives students access to a wide range of authentic material such as books, magazines and DVDs
- Looking at the learning resources on Google Classroom.
- Watching TV5, TVE
- Reading independently in French or in Spanish. For example, in French:
<http://www.lesclesjunior.com/>
- Reinforcing and practising grammar knowledge and vocabulary using the Internet:
<http://www.zut.org.uk/>
<http://eleaston.com/french.html>
<http://www.frenchassistant.com/default.asp>
- Conversing in French with French speaking friends and relatives or in Spanish with Spanish speaking friends or relatives.

Mr. O Thiam

Head of Department, Modern Foreign Languages

(othiam@mescairo.com)

Year 7 French Overview

Year 7 Course Outline

A detailed scheme of learning will be published on our online learning platform. Below is a brief outline of the material covered over the year.

| Module | Topics | Grammar | Term |
|------------------------------|--|---|------------------|
| 1: c'est parti! | <ul style="list-style-type: none"> Greetings Age and birthdays Numbers up to 100 Alphabet Classroom vocabulary stationeries colours | <ul style="list-style-type: none"> Questions adjectives agree with nouns Pronunciation Present tense: - verb être (to be) Negatives Definite and indefinite articles Feminine and masculine words | Autumn Term 1 |
| 2: Famille et copains | <ul style="list-style-type: none"> Nationalities Languages Describing family members and friends (appearance and personality) Celebrating Christmas in France | <ul style="list-style-type: none"> Present tense: "-er" verbs Adjective agreements Verbs: parler and s'appeler Connectives Negatives Verb "avoir" | Autumn Term 1 |
| 3: Chez moi | <ul style="list-style-type: none"> Where you live Description of the house Name different rooms Bedroom's furniture Different activities done at home The clock | <p>The prepositions (en, au, aux)</p> <p>The present tense of verb: habiter</p> <p>Intro prepositions (devant - derrière ...)</p> <p>Pronoun on.</p> <p>Pronunciation : oi</p> | Spring Term 2 |
| 4: on va en ville | <ul style="list-style-type: none"> Name different places and buildings in town Town description Expressing opinions about Places in town Directions Ordering Drinks and snacks | <p>The present tense of aller (to go)</p> <p>Conjugation of <i>aimer</i></p> <p>Giving reasons using parce que c'est....</p> <p>preposition à when followed by the definite article: <i>au parc (à + le = au), à la gare (à + la = à la), à l'église (à + l' = à l'), aux magasins (à + des = aux)</i></p> <p>connectives (e.g. <i>et, mais</i>)</p> | Spring Term 3 |

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

Year 7 World Languages: Arabic as a Foreign Language (AFL)

4 lessons / 2-week cycle

The AFL programme for Year 7 builds on the foundation of Key Stage 2 AFL. The course helps students to progress in:

- learning, understanding and applying grammar
- listening, speaking, reading and writing skills
- language and language-learning skills (the ability to learn and use Arabic more independently)
- developing awareness of Egyptian culture.

Aims

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

Curriculum

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

There are five levels within the AFL curriculum:

- Beginners 1 / 2
- Standard Arabic 1
- Standard Arabic 2
- Standard Arabic 3
- Standard Arabic 4

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

Homework

Students are set homework on specific days, as indicated in the Homework Timetable. The nature of homework tasks for AFL can include:

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

Assessment

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

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

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

Differentiation

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

Differentiation in the Arabic classroom is ensured in the following ways:

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

Technology

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

**AFL Outline Scheme of Work
Year 7 (Beginners)**

| | | |
|----------------|--|---|
| Term 1a | Module 0= getting started | |
| | Topics | Grammar |
| | <ul style="list-style-type: none"> Classroom instructions Classroom objects Days of the week Saying what you need in Arabic class. | |
| | Module 1: 'Me and My community' | |
| | Topics | Grammar |
| | <ul style="list-style-type: none"> Greetings Numbers Birthdays Names of countries Where you are from Say where you live Talk about your family Talk about your pets My school | <ul style="list-style-type: none"> Verb 'speak' Verb 'live' pronouns |
| Term 1b | Module 2: My School | |
| | Topics | Grammar |
| | <ul style="list-style-type: none"> School subjects and opinions Saying the time School timetable Talk about your favorite day Talking about meal time What you eat and drink Means of transport | <ul style="list-style-type: none"> Gender of nouns |
| | Module 3: 'My Digital Life' | |
| Term 2a | Topics | Grammar |
| | <ul style="list-style-type: none"> Naming parts of a computer Home and neighborhood Town and village Describing your house and bedroom Places in town Directions Distance Weather | * Masculine and feminine |
| Term 2b | Module 4: Pastimes and hobbies | |
| | Topics | Grammar |
| | <ul style="list-style-type: none"> Sports Free time At the weekends Daily routine | * Singular |

| Term 3 a | Module 5: Shopping | |
|----------|---|-----------------|
| | Topics | Grammar |
| | <ul style="list-style-type: none"> • Shopping for clothes • School uniforms • Prices in Arabic | * plural |
| Term 3b | Module 6: Holidays | |
| | <ul style="list-style-type: none"> • Holidays • Summer plans | |

AFL Outline Scheme of Work

Year 7 (Standards 1, 2, 3, 4)

| <i>Term 1 - First half term - Theme – ‘Me and My Community’</i> | |
|---|--|
| Personal and social life | Grammar |
| Self, family and personal relationships Holidays and special occasions Self, family, pets, personal relationships House and home Leisure, entertainments, invitations Eating out Festivals and special occasions Holidays; getting around Accommodation | <ul style="list-style-type: none"> • Pronouns • Introduction to the present. • Negative with the present tense • Adjectives. • Negative |
| <i>Term 1</i> | |
| Everyday activities | Grammar |
| Home life and school Food, health and fitness Home life School routine Eating and drinking Health and fitness | <ul style="list-style-type: none"> • Prepositions. • Imperative. • Negatives with the imperative |
| <i>Term 2- First half term Theme – My Digital World</i> | |
| The world of work | Grammar |
| Continuing education Careers and employment Language and communication in the work Place Further education and training Future career plans Employment Communication | <ul style="list-style-type: none"> • Future (infinitive) • Negative with future |

| <i>Term 2 – Theme – Environment</i> | |
|---|--|
| The international world | Grammar |
| Tourism at home and abroad Life in other countries and communities World events and issues Holiday travel and transport Geographical surroundings Weather – Health - pollution Places and customs Food and drink Meeting people Issues according to available resources and Individual interest | <ul style="list-style-type: none"> • Gender of nouns |
| <i>Term 3</i> | |
| The world around us | Grammar |
| Home town and local area Natural and made environment People, places and customs Home town and geographical surroundings Shopping Public services Natural environment Finding the way Meeting people Travel and transport | <ul style="list-style-type: none"> • Demonstrative Adjectives • Adjectives |

Year 7 Physical Education Course Overview

4 lessons/2 week cycle

The Physical Education curriculum broadly follows the National Curriculum for England. The course develops a student's leadership, physical competence and confidence, fitness and his/her ability to use these to perform in a range of activities. It provides opportunities for students to be creative, competitive and to face up to different challenges both as individuals and as part of a team. It promotes positive attitudes towards leading and understanding the pursuit of an active and healthy lifestyle.

Aims

- To develop and improve physical skills and their uses in games or individual sports
- To instill the benefits of a healthy lifestyle
- To promote the physical, mental and social benefits derived from exercise and sports
- To pursue cross curricular aims
- To develop the ability to retain, adapt and apply knowledge, skills and concepts in a variety of movement related activities
- To develop responsible attitudes towards safety
- To provide the opportunity for creative and aesthetic awareness
- To develop in students the ability to evaluate their own and others performances and suggest strategies for improvement
- To provide opportunities for the development of self-esteem, physical confidence, inter-personal skills in both co-operative and competitive situations
- To encourage and develop personal qualities associated with good sportsmanship, fair play and positive leadership of small groups.

Objectives

Students will experience a variety of 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
- Display knowledge and understanding of both fitness and health

Homework

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

Assessment

Students are continuously examined through formative assessment against specific criteria. These are student friendly, progressive and performance based. Performance is monitored as an ongoing course of action, ending in a summative assessment grade for each unit. This grade links MES Cairo grades, MES Cairo Assessment thresholds and GCSE criteria bands. Each unit is assessed.

Fitness levels are also assessed objectively through comparing fitness testing results with normative data as well as personal improvement.

Differentiation

Teachers in the Physical Education department differentiate in their lessons through practical activities, groupings, learning outcomes and the support given to each individual student. Gifted and Talented students are encouraged to participate in after school clubs and teams.

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 make. Good habits developed early will last a lifetime.

Mr. E Newton

Head of Department, Physical Education (British and American Section)

(enewton@mescairo.com)

Physical Education Outline Scheme of Work

Year 7

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.

| <i>Term 1</i> |
|--|
| <ul style="list-style-type: none">• Athletics• Swimming• Invasion Games• Dance / Gymnastics |
| <i>Term 2</i> |
| <ul style="list-style-type: none">• Athletics• Net / Wall Games• Invasion Games |
| <i>Term 3</i> |
| <ul style="list-style-type: none">• Invasion Games• Net / Wall Games• Student Led Activities |

Year 7 Physical Education Knowledge and Skills

| Performance | Analysis and Evaluation | Health, Fitness and Leadership | Officiating |
|--|---|---|---|
| Copy and explore simple skills | Comment on my own and other's performance | Identify how to exercise safely | Name simple rules |
| Show basic control and co-ordination | | | |
| Begin to link skills together | | | |
| Copy, remember and repeat simple skills with control | Discuss differences in performance and suggest improvements | Describe how the body feels during exercise | Identify when to apply simple rules in game situations |
| Vary and link skills together | | | |
| Show some understanding of basic tactics | | | |
| Choose appropriate skills and use them with creativity control | Identify similarities and differences in mine and others' work and use this to improve my performance | Give reasons why warming up before an activity is important | Apply simple rules and scoring principles to performances and game situations |
| Begin to apply tactics into my performance | | Give reasons why physical activity is good for health | |
| Link skills and techniques fluently | Compare skills used in performance | Apply basic safety principles when leading a warm-up | Identify the different roles an official can take on |
| Demonstrate creativity, precision and control in my actions | | Lead part of the lesson | Apply a range of rules in increasingly complex situations |
| Demonstrate an understanding of choreography and tactics | | Explain basic safety principles when leading a warm-up | Demonstrate an understanding of how a performance would be scored |
| | | Describe how exercise effects my body | |
| | | Work with others to plan part of the lesson | |
| Select and combine skills and apply them appropriately in different activities | Analyse my own and others' work | Lead a practice to improve performance | Apply rules fairly in a range of roles and activities |
| Consistently demonstrate creativity, | | Create a strategy or tactic to achieve success | Judge an individual performance of simple |

| | | | |
|--|---|---|---|
| precision and control in different activities | | | skills with support from a teacher or partner |
| Change and refine skills to improve my performance | | Plan and organise a practice or an activity to develop skill | |
| Contribute ideas towards the choreography of a short sequence | | Explain how exercise effects the body | |
| Achieving 3/4 strands in Meeting threshold (Performance, Analysis and Evaluation, Health Fitness & Leadership and Officiating) | | | |
| Demonstrate a variety of skills with consistent creativity, precision and control in more than 1 activity | Suggest ways to improve performance and relate to specific types of fitness | Lead a team or group to organise tactics to improve performance | Take on a variety of roles within an activity, applying the rules consistently and fairly |
| Choreograph and perform a short sequence with different speeds and levels | Analyse my own and other people's ability in different activities | Lead an activity and apply the basic rules consistently | Independently judge an individual performance of simple skills |
| | | Explain how different types of activity contribute to a healthy lifestyle | |
| | | Plan and organise a practice or activity to improve performance | |

Year 7 Geography Course Overview

2 lessons / 2 week cycle

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

Aims

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

Objectives

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

Course Details

All students are expected to provide their own writing materials and the equipment necessary for the creation of coloured diagrams to help explain the concepts learnt in lessons. These items include:

- Pen
- Pencil
- Eraser
- Ruler
- Coloured pencils
- Glue stick

The following materials are used in class for the Year 7 Geography course:

- *Key Geography - New Foundations, David Waugh (Nelson Thornes)*
- www.geographyalltheway.com

In addition to the main textbook, we use various resources which provide appropriate materials for students needing extra help with their learning or extension materials for very able students. Students are also guided towards appropriate internet resources to enhance their learning.

Homework

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

Assessment and Marking

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

Differentiation

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

Technology

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

Extra-Curricular Activities

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

How Parents Can Help

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

Ms J Rainford

Head of Department, Humanities (British Section)

(jrainford@mescairo.com)

Year 7 Geography Outline Scheme of Work

| <i>Term 1</i> |
|--|
| <ul style="list-style-type: none">• What is Geography?• Local Study: Cairo• Map Skills |
| <i>Term 2</i> |
| <ul style="list-style-type: none">• Global Issues |
| <i>Term 3</i> |
| <ul style="list-style-type: none">• Ecosystems |

Year 7 History Course Overview

3 lessons / 2 week cycle

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

Aims

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

Objectives:

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

Course Details

All students are expected to provide their own writing materials and the equipment necessary for the creation of coloured diagrams to help explain the concepts learnt in lessons. These items include:

- Pen
- Pencil
- Ruler
- Glue Stick

The following textbook is used in class for the History course:

- *Contrasts and Connections, Schools History Project (John Murray)*

The department also use a range of resources for teaching and learning, including a subscription to www.activehistory.co.uk and www.historytoday.co.uk

Homework

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

Assessment and Marking

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

Differentiation

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

Technology

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

How parents can help

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

Ms J Rainford

Head of Department, Humanities (British Section)

jrainford@mescairo.com

History Outline Scheme of Work Year 7

| <i>Term 1</i> |
|---|
| <ul style="list-style-type: none">• What is History?• A Local Study: Cairo• Ancient Civilisations |
| <i>Term 2</i> |
| <ul style="list-style-type: none">• The Medieval Realms |
| <i>Term 3</i> |
| <ul style="list-style-type: none">• The Tudors• History Heroes Project |

Creative Arts

The Creative Arts Department consists of Visual Art, Drama and Music. 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, so students' can understand the building blocks they will need in their transition from year 6 on to their examination years.

Ms. J Bennett

Head of Department, Creative Arts

jbennett@mescairo.com)

Year 7 Art Course Overview

Carousel Rotation

Introduction

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 7 students follow a course of study devised to explore a variety of media, techniques and approaches to learning.

Aims

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

Objectives

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

- To develop understanding and knowledge on how art impacts all areas of design such as fashion, architecture and media.

Homework

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

Assessment

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

UK assessment criteria, based on thresholds will be used throughout the year, with students expect 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.

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 create presentations on the above, using a range of programs such as PowerPoint, Picture Editor, and Photoshop with animation and sound elements.

Year 7 Art Units Overview

| |
|--|
| At the beginning of the year the students will be set two mini tests, one for creativity and one for technical drawing skills. From these tests the art department can set targets for the year and understand how to progress learning on an individual basis. |
| Term 1 |
| Formal Elements & Basic Drawing Skills – Tradition, Identity, and Culture Students will be introduced to the formal elements of art and basic drawing skills. These will be developed throughout the year with special focus on the use of tone, mark-making, scale, space, line, perspective, form, pattern and colour in this term in respect to observational drawing. Students will explore traditional Egyptian art forms and creativity, researching established Egyptian artists such as George Bahgoury. This year students will work on two major projects based on developing their drawing skills- still life and representation of Cairo life, all related to their community, identity and culture. |
| Term 2 |
| My Digital World Students will explore the impact of digital technology on their worlds and how this technology is used within art. Students will experiment with a range of digital apps producing a series of images that they will use as a secondary source to base a painting on. They will be introduced to a range of painting techniques. |
| Term 3 |
| Environment Students will explore the importance of environmental art and social responsibility of artists through 3D form. Students will be set the question, “should artists be environmentally responsible?” A number of 3D outcomes are offered, and students will develop their ideas further with the inclusion of use of space and light. For their final exam they will be able to independently choose the mediums that are the most appropriate to create a successful outcome. |

Year 7 Assessment and Thresholds

Year 7 assessment objectives are built on 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 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 help them reflect on how to improve their learning.

- AO1: Gathering, recording, research and investigation
- AO2: Exploration and development of ideas
- AO3: Organisation and relationships of visual and/or other forms
- AO4: Selection and control of materials, media and processes
- AO5: Personal vision and presentation

Year 7 Drama Course Overview

Carousel Rotation

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

In addition to the areas of study which encompass mask work, slapstick and physical comedy and creating performances which educate and entertain, students gain experience in:

- Creative and critical thinking
- Cooperative and collaborative learning by enquiry
- Self and social awareness

Aims:

- To encourage students to work sensitively and creatively with others
- To enable students to distinguish between different forms and uses of Drama
- To encourage students to expand their understanding and experience of different forms of performance
- To enable students to present and perform with confidence
- To develop students' verbal and non-verbal communication skills

Objectives:

By the end of the course students will:

- be able to perform a range of different forms of drama with confidence
- know how to respond imaginatively to and develop work for performance from a range of stimuli

- 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

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, written tasks for research, analysis and reflection, quizzes, peer and self-evaluation, planning diagrams, storyboards, script writing, annotation and memorisation.

Differentiation

Every student is treated as an individual in Drama lessons and teachers are made aware of student IEPs through the LDD department. In Term 1 differentiation will be achieved by 'outcome'; students will devise work in groups and arrive at 'a personalised outcome depending on their level of ability'. In Term 2 students will participate in a unit designed upon differentiation by 'choice'; they will decide their own personal outcomes based upon set criteria. Finally, in Term 3 differentiation will be by design, as the teacher will assist students to choose scripts which are suited to their language/drama skills ability. 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.

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:

- Digital presentations
- Word-processing of scripts
- Use of digital FX
- Filming their own work
- Projection of digital imagery to achieve multi-media performance

Extra-Curricular activities:

The annual show allows students to access theatre as a performer or technician. Auditions and sign-ups are communicated via the daily bulletin.

Homework:

Occasionally students will be required to complete drama related activities at home. During the first term, this will be the creation of a Modroc mask, the instruction video for which will be available on Google Classroom. In Term 2, some students may opt to record their silent movies outside of school and in Term 3 students will need to memorise lines and create props.

How parents may help:

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

Occasionally students will require props or costumes to enhance or enrich their performances, they might choose to meet outside of school to further develop their devised work, or they might need help to memorise lines. Any assistance will be greatly appreciated.

Additionally, exposure to all the creative arts – drama, as well as art and music will help broaden their cultural understanding, supporting their learning and achievement directly linking to the MES graduate profile.

Drama Scheme of Work Overview

Year 7

| | Term 1 | Term 2 | Term 3 |
|-------------------|---|--|---|
| Unit Title | Masks | Silent Movies | What on Earth...? |
| Focus | Tradition, Identity, and Culture | My Digital World | The Environment |
| Overview | Students will participate in Trestle style workshops to develop their non-verbal communication skills with the goal of developing emotional intelligence. They will design and create their own full-face masks and use them to explore a variety of situations, from multiple perspectives, to find resolutions to challenging situations. | Students will develop their characterisation skills with the addition of facial expressions; they will create Silent Movies utilising ICT skills, and literacy skills for story development. | Students will be shown a variety of stimuli to initiate discussion into worldwide environmental issues. They will then form peer groups to devise plays with the Brechtian ideal of entertaining and educating. |

| | Term 1 | Term 2 | Term 3 |
|-----------------------------|---|--|--|
| Skills and Knowledge | <p>To learn how to manipulate body language and gestures to develop physicality and communicate non-verbally</p> <p>To devise roles to contribute to a piece of drama</p> <p>To work collaboratively to create scenes from stimulus</p> <p>To know how to reflect on work to achieve higher quality</p> <p>To engage in and share an acting area</p> <p>To use stillness (tableaux) to achieve</p> <p>To perform devised work with confidence</p> | <p>To learn how to use slapstick comedy or “planned mistakes” to develop a comedy genre</p> <p>The realisation of a role using characterisation skills to develop personal physicality</p> <p>To understand mime and silent movies as genres</p> <p>To use sound to create atmosphere</p> <p>To develop collaborative skills to create multiple scenes</p> <p>To make appropriate use of props</p> | <p>To understand how to break the fourth wall (direct address and asides)</p> <p>To use split scene to show different places or points in time</p> <p>To work pro-actively to record work outside of the classroom identifying problems and devising solutions</p> <p>Literacy: reading for meaning and interpreting data to create performance</p> <p>ICT: Sharing work to a wider audience using wiki spaces</p> <p>To know how to reflect upon work</p> |
| Assessment | <p>Observation of workshop participation</p> <p>Creation of a full-face mask</p> <p>Role-on-the-wall preparation diagram</p> <p>Performance of group mask drama</p> <p>Numeracy: Self-reflection Likert scale and data analysis for confidence</p> <p>Research into masked theatre origins</p> | <p>Completion of a notebook demonstrating development of knowledge and understanding of mime, slapstick and silent movies</p> <p>Ongoing observation of collaborative process</p> <p>Filmed Silent Movie performance</p> <p>Peer evaluation pro forma</p> <p>Oscars acceptance speech</p> | <p>Research shared to wiki space</p> <p>Multi-media performance using projections</p> |

Year 7 Assessment and Thresholds

Year 7 assessment objectives are built on the same criteria strands 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 creative learning. Assessment objectives are consistent throughout the year and every term's scheme of work (curriculum) incorporates more detail specific to aspects of Global Perspectives. The thresholds help students to self-assess and help them reflect on how to improve their learning.

AO1: Understanding repertoire

AO2: Devising

AO3: Acting skills

At Key Stage 3 students are taught Drama once per week, with weekly homework and are encouraged to use the thresholds to self-assess and help them reflect on how to improve their learning.

| Year | Term | Units of Work | Core Knowledge & Skills Assessment A)1, AO2, AO3 for the year |
|------|-------------|--|---|
| 7 | 1 2 3 | Tradition, Identity, and Culture My Digital Life Environment | AO1: Understanding repertoire. This should cover 3 strands – the ability to bring a character to life based on understanding of the role and its function in the play from which it is taken. The ability to interpret this role in a manner that demonstrates understanding of the style/genre of the play. Understanding of the process of moving from page to stage and contribution to the working process to craft and shape the performance. AO2: This should cover 3 strands – the quality of the individual role that the candidate has devised within the ensemble piece, and the ideas that underpin it. The integrity of the individual role and its contribution to the overall piece. The ability to engage with the devising process to craft and shape the role. AO3: Acting skills. This should cover 4 strands - the quality of the candidate's voice and physical technique and use of the performance space. The ability to pace the performance and vary levels of emotional intensity. The confidence and consistency of the performance. The nature of the candidate's rapport with the audience. |

Drama Skills Descriptors

| Skills | |
|-----------------|---|
| Devising | Think creatively to develop a character Collaborate with others to devise drama Be pro-active and rehearse scenes Establish a character with control over voice and movement Experiment with lots of ideas Evaluate my ideas so that I share my best quality work Plan and structure plays, showing knowledge of different Drama techniques |

| | |
|-------------------|---|
| Performing | Communicate using my body language and gestures Express emotions using facial expression Speak clearly and fluently in performance Present my work confidently Make efficient use of an acting area Show that I understand different dramatic styles Use movement and stillness to achieve more dynamic performance Maintain character throughout my performance |
| Responding | Use drama language to articulate my ideas and opinions Discuss how plots are developed/characters portrayed and justify their effect Evaluate my own work Assess the work of others Respond to stimulus to create drama Interpret scripts to communicate a story effectively Identify when rehearsals are not going well and make improvements |

Year 7 Music Overview

Carousel Rotation

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

Aims

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

Objectives

- To perform an individual part in a group and interpret the mood and effect of the music
- To develop musical ideas exploiting musical elements and a variety of resources
- To compose music for specific purposes using notation and/or IT to explore, develop and revise musical ideas

- To respond to music of various eras and periods identifying conventions used within different styles
- To critically appraise their own work taking account of their own intentions and the comments of others

Homework

Homework is set on two occasions during the two week timetable, according to the Homework Timetable.

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 team-work which includes using individuals' strengths and supporting each other in areas of weakness. The curriculum is largely self-differentiating although teachers do group students in a variety of ways across the year so that expertise can be shared.

Students on the Gifted and Talented register are frequently offered opportunities to extend their learning and employ more sophisticated technique.

Technology

Students are given frequent opportunities to use ICT in their Music lessons including Acoustica Mixcraft (sequencing software), Audacity (used for recording live instruments and composing) and Dance Ejay (used for initial introduction into music technology). In Year 7 students also prepare and deliver a PowerPoint presentation.

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
- Choir

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

- Peripatetic music concerts
- Choir performances
- Seasonal concert
- Graduation Choir
- Assemblies
- House events

Year 7 Music Outline Scheme of Work

All schemes of work and learning is based on enriching our students lives through the appreciation of music. The music department follows the KS3 whole section topic guide using Tradition, Identity, and Culture to underpin lesson planning of Global Perspectives.

| |
|--|
| What is Music? Introduction of elements of music Exploration and understanding of the elements Practical application of the elements through composition of found sounds projects Exploring concept of what constitutes music |
| Basic Music Theory and Form Introduction to music notation Treble clef notation Bass clef notation Note values Basic terminology |
| Music Composition Through Technology Introduction to various music composition apps and programs Explanation of use of music theory knowledge through composition Create compositions using iPads/laptops |
| Music Through Time Introduction to common traits of specific genres Understanding of the development of music through time Exploration of various music forms Demonstration of knowledge of the elements of music Further discussion of the question- What is music? |
| African Drumming Through performance and both large and small group work, students will learn and demonstrate: Various rhythmic devices Improvisation Composition Music elements Singing Collaborative work |

Year 7 Music Skills Descriptors

| <i>Students can ...</i> |
|---|
| <p>sing in tune</p> <p>perform rhythmically simple percussion parts</p> <p>improvise short repeated patterns</p> <p>attempt to copy a rhythm when performing Call & Repeat</p> <p>combine layers of sound in a group</p> <p>justify my opinions of music in using basic musical vocabulary</p> <p>make improvements to my own work and comment on whether this has the intended effect</p> <p>perform/clap rhythmically simple parts (mainly crotchets)</p> <p>recognise crotchets and understand that other musical symbols mean different durations</p> <p>recognise when the pitch goes up and down from musical notation</p> |
| <p>hold my part when singing in a round</p> <p>accurately repeat a variety of rhythms in Call & Repeat</p> <p>demonstrate the difference between Call & Repeat and Call & Response</p> <p>improvise rhythmic phrases that do not just repeat over and over</p> <p>play in time when performing polyrhythm in a group</p> <p>use more detailed musical vocabulary when describing/evaluating music</p> <p>suggest improvements for others' performance work and state how this is to be achieved</p> <p>perform rhythmic parts that use mainly crotchets, but be able to accurately play minims and quavers</p> <p>perform in time</p> <p>recognise crotchets, minims and quavers and demonstrate these different note values.</p> <p>demonstrate a basic understanding of pitch</p> <p>suggest how to develop my composition work</p> <p>suggest appropriate sounds and instruments to achieve an effect for a purpose</p> <p>play a separate part within a group performance and stay in time with the group</p> |
| <p>improvise complex rhythms</p> <p>accurately recall more complex syncopated rhythms in Call & Repeat</p> <p>write down their rhythms on a rhythm grid/using musical notation</p> <p>take a leadership role in a group performance, from memory, playing solos, or directing the group</p> <p>suggest and implement improvements to a composition or performance, commenting on reasons for the success or failure of changes, and reworking and rehearsing to sustain improvement</p> <p>describe and compare pieces of music using appropriate musical vocabulary and commenting on structures, phrasing and effects</p> <p>perform more complicated parts from musical notation</p> <p>use more complex rhythms in my work and be able to notate this</p> <p>attempt to add harmony to my composition – chords/counter-melody</p> <p>play triads</p> <p>develop triads into chord sequences</p> |
| <p>add expression to my performance work through dynamics/rubato/phrasing</p> <p>compose coherent harmony to accompany a melody</p> <p>analyse, compare and evaluate how music reflects the context in which it is created, performed and heard</p> <p>make improvements to my own and others' work ensuring that it reflects the context in which it was intended</p> |

play a significant part in group composition, helping to shape music by suggesting tempo, dynamics, timbres and phrasing
create compositions using chord progressions with more complex chords such as seventh chords, developing ideas in different ways such as varying chord patterns, developing bass lines and combining melodies

Year 7 Design and Technology Course Overview

Carousel Rotation

Aims and Objectives

Design Technology offers students opportunities to:

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

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

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

Homework

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

Assessment

Students are assessed continuously in class on practical assignments. 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 component can be assessed in the examination.

Differentiation

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

Technology

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

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

How Parents Can Help

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

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

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

Ms S Taha

Head of Technology

(staha2@mescairo.com)

Design Technology Outline Scheme of Work

Year 7

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

| <i>Term 1</i> |
|--|
| <p><u>Introduction to Design and Technology</u></p> <p>Students will be introduced to the Resistant Materials workshop. They will learn how to work safely and accurately with a variety of tools and machinery in order to produce high-quality products. Students will work to a given <i>Design Brief</i> and use their sketching skills to design a product within given parameters. This project teaches a wide range of tools and skills including; measuring and marking out their wood, cutting with a tenon saw and coping saw, chiseling, sanding and gluing. At the end of the project students will have a functioning project to take home.</p> |
| <i>Term 2</i> |
| <p><u>Coding and Robotics</u></p> <p>We are very excited to offer this project to year 7. Students will learn the basics of computer coding by producing fun games that they can test and play. Once they have learnt the fundamentals of coding students will apply that knowledge to the world of robotics. Students will have access to Lego Mindstorms robots which are driven by motors and have sensors to react to the environment around them. By the end of this project students will be able to program a Mindstorms robot to follow a black line on the ground, know if it hits something and avoid it and even to avoid hitting something using ultrasound proximity sensors – much like reversing sensors on modern cars.</p> |
| <i>Term 3</i> |
| <p><u>Graphics Skills and Desktop Publishing</u></p> <p>Students will really surprise themselves with what they are able to sketch by the end of this module. We will start at the very beginning – drawing straight, parallel lines freehand. Moving on to 2D sketches of furniture and a jukebox ensuring proportions are correct and ending with the ability to draw complex 3D curved shapes.</p> <p>Students will also learn some basic skills in Desk Top Publishing which will be very useful across all subjects and even beyond school.</p> |

Year 7 Computing Course Overview

Carousel Rotation

Aims and Objectives

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

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

Students will develop skills in:

- Computer Programming
- Spreadsheet Modelling
- Database Design
- E-Safety

Homework

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

Assessment

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

As this is a new course subject the thresholds guides will be available in September.

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 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.

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.

Shereen Taha

Head of Technology

(staha2@mescairo.com)

Computing Outline Scheme of Work

| <i>Term 1</i> |
|--|
| <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 to be able to write algorithms in a range of computer programming languages to draw basic shapes and design artworks.</p> |
| <i>Term 2</i> |
| <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 in order 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> |
| <i>Term 3</i> |
| <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> |

Homeroom Community Forum (HRCF) Course Overview

1 lesson / 2 week cycle

The general aims of the Homeroom Community Forum (HRCF) 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.

Global Perspectives, a skill-based programme, will be 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.

Aim:

- To help pupils to develop principles for distinguishing between right and wrong.
- To help pupils to become responsible and active citizens, and to contribute to the development of a 'just society'.
- 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.

Objective:

Students should be able to:

- Participate in class debate and discussion.
- Communicate their opinions on topical issues.
- Listen to the viewpoints of others.
- Distinguish between right and wrong.
- 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.

Course Details

All students are expected to provide their own writing materials and the equipment necessary for the creation of coloured posters in lessons. These items include:

- Pen
- Pencil
- Ruler
- Coloured pencils

Homework

No formal homework will be issued to students in HRCF lessons. However, students may be asked to do some light reading or research on a topic to be studied in the future.

Assessment

There is no formal assessment for HRCF lessons.

Extra-curricular activities

Many of the ASA activities offered at school will enhance skills developed during HRCF 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.

Students are supported during HRCF by their Homeroom Teacher. Senior Student Mentors also support during morning Homeroom.

Learning Development Department (LDD)

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 and make referrals to outside agencies for further evaluation and testing, 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.

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.

Homework

No formal LDD homework will be given to students receiving LDD support. It is expected that all students do their homework, regardless of whether they receive LDD support or not. Occasionally, homework assignments may be differentiated or modified for students receiving LDD support. The department offer homework support during the A-Stars ASA in the LMC.

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. 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.

Students have access to the <https://sites.google.com/a/mescairo.com/mes-e-learning-hub/?pli=1> which provides support and guidance on how to study, revise and learn more for each subject.

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 through 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

- Homework Club
- Gifted and Talented activities (ASA) that have a cross-curricular focus

How Parents Can Help

- Review and encourage your child to use the MES e-learning hub and to make use of the resources on it
- 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
- Encourage your child to participate in After School Activities
- Have high but realistic expectations and goals for your child

Ms. Andrea Web LDD Coordinator, British Section Learning Development Department
(aweb@mescairo.com)