



PARK HOUSE ENGLISH SCHOOL

DOHA, QATAR

SECONDARY DEPARTMENT

KEY STAGE 3 BOOKLET

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PARK HOUSE ENGLISH SCHOOL

Secondary Department

Key Stage 3 Booklet

Welcome to Key Stage 3 at Park House English School. Our intention with this booklet is to take you through how the school works at this level and to give you an outline of the curriculum content in each of the year groups, with an indication of the type of work that will be set during the year. There will also be information on tests, end of year examinations, reporting and, for those of you entering Year 9, the Cambridge Checkpoint examinations.

Reporting

Your son or daughter will receive three formal reports from us during the year. At the end of the first and second terms there will be a grade report, giving Achievement and Effort grades for each subject, along with a comment from the Form Tutor. In early June there will be a full final report issued, which will contain comments from all class teachers as well as grades for Effort and Achievement and a final comment from the Form Tutor. At the end of the academic year the examination grade sheet is issued giving the results of all the end of year examinations for your child. We have Parents' Meetings in first term and the second term, which give you a chance to discuss any concerns with subject teachers face to face.

Testing

At regular stages throughout the academic year, subjects will carry out tests to ensure that learning is taking place. For some subjects such as English and Mathematics in Years 7, 8 & 9 and Science in Year 9, these tests will help Heads of Department to stream the classes so that each child is given the best chance of success. Of course, everyone has the chance to move up if they are performing well and if there is room in the upper sets. All students in all sets are taught the same syllabus, the upper sets simply progress a little faster. At the end of the year all students sit the same examinations.

Cambridge Checkpoint and Edexcel Lower Secondary Examinations

The Cambridge Checkpoint and Edexcel Lower Secondary examinations are designed to stringently test the core subjects of English, Mathematics and Science to ensure that students are prepared to the standards necessary for study towards IGCSE. The examinations, which for Maths are set and marked by Cambridge International Examinations and for English and Science by the Edexcel examination board in the UK give our Year 9 students an early chance to experience external examinations with the rules and regulations that go with them. All our Year 9 students sit these examinations in the final term.



Attendance

As is the case with all schools, at Park House we discourage absences during term time if they are at all avoidable. There is an obvious link between academic success and full attendance; we want our students to achieve their full academic potential in order to increase their chances of success in the increasingly competitive world of work. We also expect all students to be punctual to school each day. The first 20 minutes of each day is spent with the Form Tutor and this is an important time, when students get ready for the day ahead and receive important notices.

Trips

At Park House we believe strongly that education is not just about the academic side of life, it encompasses much more. With this in mind, we offer a number of trips for our Key Stage 3 students so that they can grow in ways other than intellectually. Students in previous years have travelled to Lebanon to go skiing, London and Paris for a cultural trip, Switzerland and other Gulf countries for music and performing arts festivals, as well as educational visits in Doha. Each year we are reviewing our programme of trips and there will certainly be an opportunity for your child to enjoy the benefits of overseas travel at Park House, allowing them to experience different cultures and giving them a chance to further strengthen friendships.

Homework

Homework is set regularly at Key Stage 3 as a way of testing understanding of what has been done in class and also as a way of raising the level of achievement for each individual. Homework also supports the development of independent learning and will help to build the confidence of students as they progress through the school year. Of course, homework allows you, the parents, to be involved in the management of your son or daughter's learning and to see first hand what work is being set at any point in the academic year. Below are the guidelines regarding what you can expect regarding the average time your child should spend on homework for each subject each week. Of course, I must stress these are guidelines and not strictly adhered to rules.

English: 2 hours

Maths: 2 hours

Science: 1 hour

Arabic: 30 minutes

Art: 1 hour

French: 30 minutes

Geography: 1 hour

History: 1 hour

I.T.: Occasional follow up homework from class

Music: 10-15 minutes



Homework Diary

All students in the Secondary Department are given a Homework Diary, which is used to record homework and is a means of instant communication between the school and parents. The Homework Diary is essential to the smooth running of all classes and you will see that teachers do record comments in them, both positive and negative. We would ask that you read the Homework Diary regularly during the week and that you sign it so that your son or daughter can show it to the Form Tutor as evidence that you have agreed that all homework has been completed. You will also note that at times staff may make comments regarding discipline in the Homework Diary. There is more about this in the next section.

Homework Club

At the end of the school day, from 1:30-2:30, except when there are Parents' Evenings, there is a Homework Club for all Secondary Department students. This is in the same classroom every day and is supervised by a member of staff. The Homework Club gives students the chance to get a head start on their homework whilst waiting for their transport home to arrive. We strongly encourage all Secondary students to take advantage of this facility, or, if they are leaving a little earlier, they may wish to use the Library, which is open until 2:15 each day. There are more details of the expectations regarding homework at the end of this booklet.

Discipline

I am sure we all agree that discipline is essential if a school is to be a success. At Park House we take discipline very seriously and have high expectations of our students, both in the classroom and around the school. We run a weekly break detention for those students who have received a minimum of three negative comments from staff in their Homework Diary in any one week. There is also an after school detention for more serious issues. I am delighted to say that there are very few students who have to attend such detentions over the course of the school year. Almost without exception Park House students are respectful and well motivated.

Uniform

Our students are required to wear their uniform correctly at all times. In particular this means that the boys must have their shirts tucked in and that shoes for both boys and girls should be black leather, not trainer style shoes. Girls are allowed to wear a pair of small stud earrings but no other jewellery, except for a wrist watch, whilst boys are allowed to wear only a wrist watch. Extreme hair styles are not allowed and we do reserve the right to ask a student to stay at home until an extremely short or sculpted haircut grows. There is more information on the uniform in the prospectus which can be found on our website.



Extra Curricular Activities

As you would expect, our students are given every chance to experience a wide range of after school activities at Park House. There are a variety of sporting activities including football, volleyball, basketball and many others for the students to enjoy. The school takes part in the QUESS competitions and has been highly successful in recent years, something we would like to see continue. As well as sport there is something for all interests, including music, drama, debating, arts and crafts, the Model United Nations, for those in Year 9 and much more.

Curriculum

Over the next few pages there is an outline of each subject area, giving you an overview of what is covered in each of the subjects your child will be studying during Years 7, 8 & 9, we hope you may find this useful. If you have any questions then you may wish to bring this up at the meeting we have for those new to Year 7 in June, or contact us at any time for an appointment.



ARABIC

الوحدة الأولى:

- 1- فهم المقروء: التلوث بالضوء.
- 2- خصائص النص المعلوماتي.
- 3- جذر الكلمة.
- 4- المبني للمعلوم والمبني للمجهول.
- 5- كتابة نص معلوماتي. التلوث بأنواعه

الوحدة الثانية:

- 1- فهم القراء: الغيبة .
- 2- خصائص النص التفسيري
- 3- الحقيقة والرأي .
- 4- الفعل اللازم والمتعدي.
- 5- كتابة نص تفسيري. ظاهرة ضعف الطلاب في اللغة العربية

الفصل الثاني TERM 2

الوحدة الثالثة:

- 1- فهم القراء: ليلة عاصفة .
- 2- خصائص النص الوصفي .
- 3- التشبيه.
- 4- الهمزة المتوسطة .
- 5- كتابة نص وصفي.

الوحدة الرابعة:

- 1- فهم المقروء: الأمانة
- 2- خصائص النص السردى .
- 3- كان وأخواتها.
- 4- كتابة نص قصصي.



الفصل الثالث TERM3

في الفصل الثالث سيتم تدعيم ما تم أخذه في الفصلين الأول والثاني من نصوص معلوماتية وتفسيرية ووصفية وغيرها.



منهج الصف الثامن: الفصل الأول TERM1 الوحدة الأولى:

- 1- فهم المقروء: داء السكري
- 2- خصائص النص المعلوماتي.
- 3- الحالة الإعرابية للفعل المضارع.
- 4- الهمزة المتوسطة.
- 5- كتابة نص معلوماتي.

الوحدة الثانية:

- 1- فهم المقروء :أسباب القلق.
- 2- خصائص النص التفسيري.
- 3- المفعول المطلق.
- 4- قاعدة الألف الفارقة.
- 5- كتابة نص تفسيري.

الفصل الثاني: TERM 2

الوحدة الثالثة:

- 1- فهم المقروء: خور العديد.
- 2- خصائص النص الوصفي.
- 3- الأسماء الخمسة.
- 4- المنقوص والمقصور.
- 5- الهمزة المتوسطة.
- 6- كتابة نص وصفي.

الوحدة الرابعة:

- 1- فهم المقروء: المساومة.
 - 2- خصائص النص السردى.
 - 3- أفعال الرجاء والمقاربة والشرع.
 - 4- قاعدة همزة ابن.
 - 5- كتابة نص سردي.
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الفصل الثالث TERM3

في الفصل الثالث سيتم تدعيم ما تم أخذه في الفصلين الأول والثاني من نصوص معلوماتية وتفسيرية ووصفية وغيرها.



منهج الصف التاسع: الفصل الأول TERM1

الوحدة الأولى:

- 1- فهم المقروء: الانفجار السكاني
- 2- خصائص النص المعلوماتي.
- 3- قاعدة كتابة العدد
- 4- الهمزة في وسط الكلمة
- 5- كتابة نص معلوماتي.

الوحدة الثانية:

- 1- فهم المقروء :ظاهرة الاستعراض بالسيارات
- 2- خصائص النص التفسيري.
- 3- الاستثناء
- 4- الهمزة المتطرفة.
- 5- كتابة نص تفسيري.

الفصل الثاني: TERM 2

الوحدة الثالثة:

- 1- فهم المقروء: أمي
- 2- خصائص النص الوصفي.
- 3- النعت .
- 4- حروف المد.
- 5- كتابة نص وصفي.

الوحدة الرابعة:

- 1- فهم المقروء: الصيد العظيم.
- 2- خصائص النص السردي.
- 3- المصدر.
- 4- اسم الفاعل
- 5- كتابة نص سردي.



TERM3 الفصل الثالث

في الفصل الثالث سيتم تدعيم ما تم أخذه في الفصلين الأول والثاني من نصوص معلوماتية وتفسيرية ووصفية وغيرها.



ART AND DESIGN COURSE OUTLINE 2014/2015

Key Stage 3 Art & Design

The art curriculum is designed to prepare young people for lifelong learning and employment through the development of four capacities, to enable all pupils to become:

- **successful learners**
- **confident individuals**
- **responsible citizens**
- **effective contributors**

Art and design naturally cultivates several important aspects, particularly critical and creative thinking, problem-solving, evaluating and decision-making. Experiential learning is a key approach and pupils are given ample scope for choice and personalisation, which helps engender enthusiasm and motivation. It is essential that assessment supports learning as this encourages pupils to be more actively involved in the learning process and to be more effective communicators and contributors.

All work set should meet the requirements of the National Curriculum and a variety of themes can be used, but careful consideration needs to be made of the culture of Qatar when planning any unit of work.

Students in KS3 Art and design should:

- **Develop an understanding of the elements and principles of art and design and be able to discuss their own work and the work of others using art terms and vocabulary.**

Elements

Shape

Line

Colour

Texture

Space

Principles

Balance

Rhythm and repetition

Pattern

Unity

Variety

- **Be given the opportunity to look at, discuss and learn from the work of master artists. (Either looking at individual artists and their way of working e.g. Van Gogh or studying an art movement e.g. Pop Art)**



- **Use a variety of different materials and techniques for making art work. Throughout the year students have at least one project based on each of the following – drawing, painting, printmaking and sculpture. There should be a balance between wet and dry media and 2D and 3D work produced.**
- **Be encouraged to use their art sketchbooks as a diary of progress for their work. Homework tasks should be given to build on skills learnt in class and to develop ideas for project work.**

The Key Stage 3 curriculum allows for a natural progression into the examination course at GCSE and Advanced Level and the National Curriculum levels link closely to assessment at higher levels also.



ENGLISH LANGUAGE

UNITS COVERED

Year 7

Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns. Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify, and extend meaning, and to interest their audience.

Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and to present dialogue. Use correct grammar, including articles, word order and tenses in a range of genres and text types. Clarify relationships between ideas with an increasingly accurate and growing use of connectives. Provide clarity and emphasis in writing, a variety of sentence lengths, structures and subjects. Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing. Make relevant notes to select, collate and summarise ideas from texts. Understand the conventions of standard English and how to use them consistently in writing. The practise and assessment of these skills will be via different styles of directed writing; informative, creative, discursive, argumentative and persuasive. Also, reading for understanding skills will be assessed and practised using different forms of comprehension.

Year 8

Spell most words correctly, including some complex polysyllabic words and unfamiliar words. Create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary. Comment on the use of a wide range of punctuation to convey shades of meaning. Begin to use formal and informal language for specific purposes. Demonstrate controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect. Styles of non-fiction writing; summaries, reports, reviews, leaflets, letters. Note-taking and skimming skills. Media writing; magazine, newspaper, journalism, reportage, language of television news.

Year 9

Writing, advanced skills. Sentence and punctuation skills requiring focus. Narrative viewpoint. Strategies of description and imagery (showing not telling), Application of dialogue in writing. Strategy of narrative beat and pace. Understanding travelogue; Literary/ linguistic features of travel/holiday writing. Recognition of socio-culturally based writing. Differentiating fact and opinion in narrative. Linguistic and rhetorical features of persuasive, argumentative and discursive writing. Structure of essay; effective introductions, detailed development and constructive conclusions. Structure of analytical writing.



INTERNET LINKS

www.lettsandlonsdale.com/Key-Stage-3

www.morelearning.net

www.bbc.co.uk/schools/ks3bitesize/english/

www.teachit.co.uk/index.asp?CurrMenu=3

What can parents/students do to enhance learning at home?

Encourage children to read by ensuring the personal reading log is always in current use. This is a log every student has, which lists a variety of literary genres that must be read in order to be awarded reading achievement certificates and progress on to the next level.

Speak English as much as possible with your child. Buy or read online a quality daily/weekly newspaper and the content together.

For every topic in years 7-9 there is a “need to know” list stuck in books at the start of each topic. This can be used by parents as well as students to check revision. Also in books is an assessment sheet with target grades given for improvement. To know what your child needs to do to improve, please check here regularly and discuss.

Accelerated Reader will run from year 6 to the end of year 9 and is an integral part of the long-term plan. Pupils will do an online Star Reading test at the start of each term to ascertain their reading level and reading age, this will provide teachers and parents with diagnostic results with specific advice on how the pupils can improve their reading. Pupils will then be expected to read a text of their choice in a specific band aimed at their personal reading abilities and then do a test on each text they read. As a part of this programme pupils must commit to reading at least 40 minutes per day in their own time in order to develop their reading abilities. They will be expected to read at least four texts each half term and complete the tests for these texts achieving at least 90% in each test.



ENGLISH LITERATURE	UNITS COVERED
<p><u>Year 7</u></p> <p>Use inference and deduction to recognise implicit and inferred meanings. Give an informed personal response to a text and provide some textual reference in support. Make relevant notes to select, collate and summarise ideas from texts. Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods. Features of narrative poems/ballads. Features of character and narrative. Personal response to poem. Conventions of poetry, drama and the novel. Exploring pre/post-20th century literature.</p>	
<p><u>Year 8</u></p> <p>Key features of narrative structure and character and how they are used and positioned in fiction texts. Knowledge and understanding of fiction, and the techniques writers use. The construction of setting/atmosphere. Character and stereo type; physical description and dialogue to convey character; textual interpretation and evidence. Construction of narrative tension and suspense. Planning narrative; narrative structure; function of character and type; physical description and dialogue to convey character; textual interpretation and evidence. Understanding the development of a writer's ideas, viewpoint and themes and relating to other texts read Genres of texts will consider, pre/post 20th century novels including Shakespeare; plays and poetry, myths and legends from around the world.</p>	
<p><u>Year 9</u></p> <p>In-depth literary analysis; Different poetical forms: Ballad, sonnet; haiku, ode, elegy, free verse. Narrative in a socio-cultural/historical context(pre/post 20th century) summary; reading strategies; research strategies; note-taking techniques; key features of plot, character and setting; creative writing; Gaining a sense of the English literary heritage and engaging with important texts in it. How writers' uses of language and rhetorical, grammatical and literary features influence the reader. How writers present ideas and issues to have an impact on the reader. How form, layout and presentation contribute to effect. How themes are explored in different texts. How symbolism and motif are employed as implicit literary effects by authors.</p>	



There are specific texts, held in the library; more texts are added each year. The following is a selection of those available:

Buddy: Michael Morpugo

Skellig: David Almond

Boy: Roald Dahl

The Lion, The Witch and The Wardrobe: C.S Lewis

Midsummer Night's Dream: William Shakespeare

Blitzed :Robert Swindells

Private Peaceful: Michael Morpugo

INTERNET LINKS

www.classicsshots.com

www.bbc.co.uk/schools/ks3bitesize/english/

www.teachit.co.uk/index.asp?CurrMenu=3

www.oxfordhomeschooling.co.uk/subject/ks3-english/

www.lettsandlonsdale.com/Key-Stage-3

www.morelearning.net

What can parents/students do to enhance learning at home?

Encourage children to read by ensuring the personal reading log is always in current use. This is a log every student has, which lists a variety of literary genres that must be read in order to be awarded reading achievement certificates and progress on to the next level. Speak English as much as possible with your child. Buy, or read online, a good quality daily or weekly newspaper and discuss the contents with your child.



FRENCH

UNITS COVERED

YEAR 7: Course Book “Expo 1”

Term 1:

- Meeting people, school objects, alphabet. Numbers to 20. Verb *avoir*, age, birthday, saying the date.
- In class-talking about the classroom. The definite article, colours, adjectives, agreeing with nouns.
- Talking about family, possessive adjectives, pets, plurals. Describing yourself and others. Talking about their hair and eyes. Understanding plural adjective agreements.

Term2:

- Talking about where people live, using *je* and *tu* and forms of the verb *habiter*.
- Describing your home, bedroom and what you do in the evening. Telling the time, using the pronouns *ils* and *ells*.
- Asking about places in a town. Using *est ce qu’ill y a?* Asking directions. Understanding the difference between *tu* and *vous*, expressing opinions and ordering drinks and snacks.

Term 3:

- Talking about what you do in the morning. Using reflexive verbs.
- School subjects, giving opinions and reasons. Talking about your timetable. Talking about what you do after school. The verb *faire*.
- Talking about sports and games, playing an instrument, using *jouer de* and *jouer a*.
- Saying what you like to do, using *aimer* plus the infinitive.
- Going on holiday, using *aller* plus the infinitive.

YEAR 8: Course Book “Expo 2”

Term 1:

- Talking about self, family, jobs, and where people live; describing the weather; finding a pen pal; using French idioms;
- Talking about activities , sports , and leisure; French television, Christmas in France
- Using pronouns *je*, *tu*, *il*, *elle*, and *on*; using masculine and feminine nouns, using *depuis*
- Using *j’aime* + infinitive, *je joue* and *je fais*; using the pronoun *nous*; the perfect tense with – er verbs

Term 2:

- Making and receiving invitations; talking about clothes; talking about the weekend
- Talking about food likes and dislikes; preparing for a party; dining out; French culinary culture
- Using *vouloir*, *pouvoir*, *devoir*; using *aller* in the perfect tense; adjectives and comparatives
- Using *de* + definite article; using *il faut*



Term 3:

- Naming countries and languages; planning and describing holidays, past and future; French Revolution
- Talking about friends, money, technology; planning for the future; youth clubs, jokes
- Using prepositions *a* and *en*; asking questions and giving opinions
- Using *ne ... jamais, je vais* + infinitive, *je voudrais* + infinitive; adjectives

YEAR 9: Course book “Expo 3”

Term 1:

- Talking about what you watch on TV and the cinema
- Describing yourself and others
- Using the near future tense with *aller*
- Using the verbs *avoir* and *être*
- Modal verbs: *pouvoir, vouloir, devoir*

Term 2:

- Talking about illness and healthy living
- Using expressions with *avoir mal* and *être*
- Using negatives
- Using imperatives
- Using *son, sa, ses*

Term 3:

- Learning about travel and a region of France
- Young people and work
- Tackling world issues
- The pronoun *y*
- Using *Je voudrais...*
- Using singular reflexive verbs
- Using *on peut* + infinitive

INTERNET LINKS:

<http://www.scoop.it/t/ks3-french> --various resources
<http://quizlet.com/subject/french/> --vocabulary quizzes and flashcards
<http://mmecurrie.typepad.com/games/> --Year 8 and 9 based on Expo Series
<http://www.zut.org.uk/index.html>
<http://www.frenchrevision.co.uk/>

What can parents/students do to enhance learning at home?

1. Ask students daily what they have learned. The best way to learn a skill is to explain it to someone else.
2. Encourage daily revision of 10 to 15 minutes on items such as new unit vocabulary and previous vocabulary lists, and verb conjugations; this can be done at odd times such as in the car on the way to and from school, while waiting for an appointment, etc.



GEOGRAPHY

UNITS COVERED

YEAR 7:

Introducing Geography and Geographical Skills: What's Geography? Connections. Finding places. Plans and scale. Investigating the school. OS maps. Sketch maps. Height and shape on a map.

Tectonics: Earthquakes and Volcanoes: What are natural hazards? Structure of Earth. Tectonic plates. Earthquakes. Volcanoes. Coping with earthquakes and volcanoes.

River Processes and Landforms: River contrasts. Water cycle. Drainage basins. How do rivers do their work? Upper and lower river features. River landforms – v shaped valleys, waterfalls, meanders and oxbow lakes.

Flooding: Causes of floods. Flash floods. Impacts of flooding in developed and developing countries. Flood control and management.

Settlement and Shopping: What is a settlement and how might they change over time? Choosing sites for early settlements. Settlement patterns. Settlement hierarchy. Urban land use models. Land use change. Sustainability. Shopping. Out of town shopping centres. Internet shopping.

YEAR 8

Energy Resources: Where does energy come from? Generating electricity. Use of energy at PHES. Problems with fossil fuels. Greenhouse effect and global warming. Why do we depend on fossil fuels? What difference can oil make? Solar power. Bio-fuels.

Weather and Climate: What is weather and climate? How can weather be measured? Micro-climate investigation. How is weather forecast? Types of clouds and how does it rain? Air pressure. Hurricanes. Climate graphs. What influences climate? How do climates vary?

Ecosystems: Component parts. Food webs and cycles. Global biomes. Vegetation and climate links. Human influence. Deserts. Tropical rainforests. Adaptation. Destruction of forests. Sustainability.

Geography of Crime: What is crime/criminal behaviour? Types of crime. Links between location and crime. Mapping crime. Deterring criminals. Global crime issues. Security at PHES survey.

Coasts: Coastal environments. Wave types. Tides. Processes. Long-shore-drift. Landforms. Erosion and people. Management. Map skills.



YEAR 9

Development: What does development mean? Measuring development. Identifying patterns and relationships. Distribution of wealth. Extreme poverty and starvation. Development gap. Debt. Millennium development goals.

Ghana – development issues: Characteristics of Ghana. Journey through Ghana. Why is Ghana an LEDC? Life in a Ghanaian village. Ghanaian farming. Large versus small scale development projects and debt.

Globalisation: What is globalisation? Global jeans. TNCs. Why go global? Fashion victims. Coca-cola.

Fairtrade: What is Fairtrade? How and where is coffee grown? Why are coffee farmers poor? Fairtrade organisation. When is Fairtrade not fair? Why is trade so unfair?

Tourism: What is tourism? Where and why has it increased? Advantages and disadvantages. How can tourism change places? Why is tourism risky business? Sustainable Tourism.

INTERNET LINKS

www.georesources.co.uk

www.geography.learnontheinternet.co.uk

www.bbc.co.uk/education

www.educationquizzes.com/ks3/geography

www.coolgeography.co.uk

What can parents/students do to enhance learning at home?

Help and encourage your child to be engaged with news and events of a geographical nature shown in local and international media (newspapers, news channels etc.). Talk to your child about these, ask them questions and perhaps help them to research them further.

Check their exercise books from time to time; discuss their work and any teacher comments that identify areas for improvement.

Ensure that your child is making good use of the resources made available to them; these may be in their exercise books or via the Edmodo internet portal.



HISTORY	UNITS COVERED
<u>YEAR 7:</u> Topic One: What is history? <u>The life of a Historian:</u> Handling Time & Chronology; An introduction to historical sources. <u>The life of an Archaeologist:</u> Excavating a site; Dating artifacts Topic Two: Ancient Roman Civilisation <u>The Life of a Roman soldier:</u> Hannibal Rome's greatest enemy; Strength of the Empire; Weapons and tactics; Recruitment. <u>The life of a Roman slave:</u> Housing; Food; Clothing; Entertainment; Religion. Topic Three: Medieval Times 1066-1500 <u>The Norman Conquest:</u> The Events of 1066; The story of the Battle of Hastings; Controlling the land; Castle development; The Feudal System; The Domesday Book; The Black Death <u>The Life of a Knight:</u> Feudal system; Features of a castle; Training; Weapons; Entertainment <u>The Life of a Craftsman</u> Training; Life in a Medieval Town; Punishments	
<u>YEAR 8</u> Topic One: World War I Causes; Recruitment; Weapons; Battles; Diseases; Trenches; Armistice; Effects of the War, Treaty of Versailles Topic Two: Slave Trade Triangular Trade Route; Middle Passage; Life of a Slave; Abolition of Slavery; Consequences of Slavery	
<u>YEAR 9</u> Topic One: World War I Causes; Recruitment; Weapons; Battles; Diseases; Trenches; Armistice; Effects of the War, Treaty of Versailles	

**Topic Two: World War II**

Rise of Hitler and Nazi Germany; Appeasement and outbreak of WWII; Influential battles; development of weapons; Fall of Axis powers; Rise of the Cold War.

Topic Two: Terrorism

Revolutionaries vs Terrorists; September 11 attacks; War in Iraq; United Nations successes and failures

QATAR HISTORY**Year 7:**

Introduction to Qatar History

Qatar's Civilisation in Ancient Times

Qatar's Civilisation in the Arabian Gulf region

Year 8

European Colonial conflict in Qatar and Arabian Gulf

The Ottoman Caliphate in Qatar and the Arabian Gulf region

The British protection over Qatar and its treaties

Year 9

Evolution of the Emirate

Succession of Al Thani Family Rulers

Modern Revival of Qatar

INTERNET LINKS

www.schoolhistory.co.uk

www.johndclare.net

www.thinkinghistory.co.uk

www.historylearningsite.co.uk

www.bbc.co.uk/schools/gcsebitesizehistory

www.learningcurve.gov.uk

www.learnhistory.org.uk

www.spartacus.schoolnet.co.uk

What can parents/students do to enhance learning at home?

Students have two lessons a week in History and are expected to read over class work after each lesson. Students will have written homework at least once a week. Glossaries at the back of their exercise books will list important vocabulary and there will be at least one long term research project to present for each year group so students will need to manage their time for this.

Use of the above websites may be valuable as would the reading of any books, especially those available in the school library.



INFORMATION TECHNOLOGY		UNITS COVERED	
<u>YEAR 7</u>			
Unit 1	-	Word Processing	- Park House Booklet
Unit 2	-	Databases	- Introduction
Unit 3	-	Spreadsheets	- Basic Formatting & Formulas
Unit 4	-	Control	- Introduction to Flowol
Unit 5	-	Scratch	- Introduction to Scratch
Unit 6	-	Databases	- Surveys
Unit 7	-	Spreadsheets	- Functions & Graphs
<u>YEAR 8</u>			
Unit 1	-	Databases + WP	- Survey
Unit 2	-	Spreadsheet	- Statistics
Unit 3	-	Powerpoint	- Tourist Project
Unit 4	-	Control	- Flowol
Unit 5	-	Dreamweaver	- Basic Web Design
Unit 6	-	Scratch	- Scratch Programming
Unit 7	-	Spreadsheet	- Mixture (3 lessons)
Unit 8	-	Databases	- Reports/Detentions



YEAR 9

Unit 1	-	Databases + WP	-	Options
Unit 2	-	Spreadsheet	-	Formulas
Unit 3	-	HTML	-	Web Design
Unit 4	-	Control	-	Flowol
Unit 5	-	Visual Basic / Python	-	Intro to Programming
Unit 6	-	Spreadsheet	-	Formulas 2
Unit 7	-	Databases	-	Access Club
Unit 8	-	PowerPoint	-	Revision (1/2 lessons)



MATHS		UNITS COVERED			
<u>YEAR 7:</u>					
Term	Unit	Topic	No of Hours	Formal Assessment	Unit Test Dates
AUTUMN (7 Chapters) 52 lessons	1	Algebra 1 Number 1 Geometry & Measure 1	7 lessons 8 lessons 6 lessons	1 graded homework per chapter End of Unit test Ch. 1 – 3	17 th Oct
	2	Number 2 Statistics 1 Algebra 2	8 lessons 6 lessons 7 lessons	1 graded homework per chapter End of Unit test Ch. 4 – 6	5 th Dec
	3	Geometry & Measure 2	4 lessons	1 graded homework per chapter	See term 2
END OF TERM 1					
SPRING (6 Chapters) 44 lessons	3	Statistics 2 Number & Measure 3	5 lessons 7 lessons	End of Unit test Ch. 7 – 9	30 th Jan
	4	Algebra 3 Geometry & Measure 3 Number 4	7 lessons 5 lessons 6 lessons	1 graded homework per chapter End of Unit test Ch. 10 – 12	13 th Mar
	5	Algebra 4	4 lessons	1 graded homework per chapter	See term 3
END OF TERM 2					
SUMMER (5 Chapters) 33 lessons + Revision Week + Exam Week	5	Geometry & Measure 4 Statistics 3	6 lessons 6 lessons	End of Unit test Ch. 13 – 15 1 graded homework per chapter	8 th May
	6	Number 5 Algebra 5 Geometry & Measure 5	6 lessons 6 lessons 4 lessons	1 graded homework per chapter	
END OF TERM 3					



<u>YEAR 8</u>					
Term	Unit	Topic	No of Hours	Formal Assessment	Unit Test Dates
AUTUMN (7 Chapters) 65 lessons	1	Number/Algebra 1 SSM 1 Data 1	10 lessons 6 lessons 6 lessons	1 graded homework per chapter End of Unit test Ch. 1 – 3	24 th Oct
	2	Number 2 Algebra 2 SSM 2	8 lessons 5 lessons 5 lessons	1 graded homework per chapter End of Unit test Ch. 4 – 6	5 th Dec
	3	Algebra 3	5 lessons	1 graded homework per chapter	See term 2
END OF TERM 1					
SPRING (7 Chapters) 55 lessons	3	Number 3 SSM 3	7 lessons 7 lessons	End of Unit test Ch. 7 – 9	30 th Jan
	4	Algebra 4 Data 2 Number 4	8 lessons 6 lessons 6 lessons	1 graded homework per chapter End of Unit test Ch. 10 – 12	18 th Mar
	5	Algebra 5	6 lessons	1 graded homework per chapter	See term 3
END OF TERM 2					
SUMMER (3 Chapters) 33 lessons + Revision Week + Exam Week	5	Solving Problems SSM 4	6 lessons 8 lessons	End of Unit test Ch. 13 – 15 1 graded homework per chapter	12 th May
	6	Data 3	8 lessons	1 graded homework	
END OF TERM 3					



<u>YEAR 9</u>					
Term	Unit	Topic	No of Hours	Formal Assessment	Unit Test Dates
AUTUMN (7 Chapters) 65 lessons	1	Number/Algebra 1 SSM 1 Data 1	10 lessons 6 lessons 6 lessons	1 graded homework per chapter End of Unit test Ch. 1 – 3	24 th Oct
	2	Number 2 Algebra 2 SSM 2	8 lessons 5 lessons 5 lessons	1 graded homework per chapter End of Unit test Ch. 4 – 6	5 th Dec
	3	Algebra 3	5 lessons	1 graded homework per chapter	See term 2
END OF TERM 1					
SPRING (7 Chapters) 55 lessons	3	Number 3 SSM 3	7 lessons 7 lessons	End of Unit test Ch. 7 – 9	30 th Jan
	4	Algebra 4 Data 2 Number 4	8 lessons 6 lessons 6 lessons	1 graded homework per chapter End of Unit test Ch. 10 – 12	18 th Mar
	5	Algebra 5	6 lessons	1 graded homework per chapter	See term 3
END OF TERM 2					
SUMMER (3 Chapters) 33 lessons + Revision Week + Exam Week	5	Solving Problems SSM 4	6 lessons 8 lessons	End of Unit test Ch. 13 – 15 1 graded homework per chapter	12 th May
	6	Data 3	8 lessons	1 graded homework	
END OF TERM 3					



INTERNET LINKS

KS3 Maths Websites

www.gomaths.com

www.mathsisfun.com

www.channel4.com/homework/maths

www.mathleague.com

www.mathforum.org/dr.math/

www.webmath.com

www.homeworkelephant.co.uk

www.mathsnet.net

www.mathslessons.co.uk

www.waldomaths.com

www.mathsphere.co.uk

www.nrich.maths.org.uk

www.aplusmath.com

www.smilemathematics.co.uk

www.brain-cells.co.uk

What can parents/students do to enhance learning at home?

Parents can check regularly on progress through the work completed and look at feedback provided. Please also continually check Homework Planner for work set, tests due and any messages from your child's Maths teachers.



MUSIC

UNITS COVERED

YEAR 7:

Music Theory: Music notation including rhythm and notes on the staff, Italian terms describing dynamics and tempo, C major scale.

Music History: The Baroque Period including the music of Handel, Vivaldi and J.S Bach, basic features of the period including instruments, bass continuo and style.

The Orchestra: The instruments that are used in the modern orchestra and how they are positioned.

World Music: Arabic Music including learning and performing one popular Arabic Scale and creating a short piece using that scale.

Guitar - learning to read and play the notes on the first, second and third strings

Keyboard- learning to play the C major scale, basic songs using one hand in C position.

Popular Music Styles: The Musical - the main features of the Broadway and West end Musicals. Learn to sing a song from a Musical.

Popular Music performance – perform a piece of popular music using 3 chords on keyboard or guitar

Music and culture : folk music and national music

Music and Health: How music affects people and how it can be used to improve our environments and personal well being.

YEAR 8

Music Theory: Revision of basic theory. Music notation including compound time, primary and secondary triads, inversions, simple harmonic progressions, scales C, G, D, F. Italian terms.

Music History: The Classical Period including the music and life of Mozart, the development of the piano and the Piano Concerto. The changes in the orchestra. The building of concert halls and the way composers survived. Patronage and the growing trend toward composers as freelancers.

Music and Film: How music is used in film including the hit song, music to enhance action and drama, creating moods and sound effects. Techniques such as ostinati, sustained notes, tremolo, use of traditional instruments to portray time and place, discords and sound effects.

Students create a 30 second score to back a short scene using guitars / keyboards and or/computers.

Arabic Music: Create a short piece of music using a Arabic scale. The piece should have a drone and be at least 8 bars in length. The piece should be notated.

Arabic instruments including tabla, oud, rababneh, qanoon.

Popular Music Styles: The Blues- blues chord progressions, blue notes and scale, improvisation, history, themes, instruments and performers. The influence of the blues on popular music. The invention of radio and its impact on popular music. Students prepare radio interview with a blues performer.



Celtic Music – performance of short piece using guitar and /or keyboard
Students perform a 12 bar blues chord progression on keyboard or guitar

Guitar: three chord progressions

Keyboard: C major scale G major scale both hands separately. Simple song using both hands in C position.

The Function of Music: How music is used to influence others e.g. advertising, commercial music, National music.

YEAR 9

Music Theory: Music notation including chord charts, added notes, secondary triads, chord progressions. Major scales C, G, D and F major. A, E and D minor. Italian terms. Articulation and ornaments. Basic score reading (string quartet)

Music History-The First Viennese School: Haydn, Mozart, Beethoven Schubert.

Classical genre including the String Quartet, Concerto, Symphony and Lieder

World Music- Introduction to the music of Indonesia- gamelan orchestra, African music ,Indian Music and Latin America , Scotland and Ireland and Japan and China.

Students will perform a melodic cycle on keyboards in groups using the sledro and pelong scales of Indonesia.

Guitar- reading TAB, playing the chord progression G –D-E-G. Playing a short song using the first 4 strings.

Keyboard- Playing a short chord progression. Playing short song using both hands – left hand to include chords 1 – 1V-V-1

Popular Music Styles: The Grammy Awards- follow the nominations for the best new song- review and critique nominations and predict winners.

Performing People: Performing ensembles and groups Doha including the Qatar Philharmonic Orchestra, bands, small ensembles and singing groups in our communities. The role of music in developing culture and a sense of belonging.

Music and Well Being: How music is used for therapy and renewal. How we can use music to help us study, exercise and revive.

INTERNET LINKS :

To read biographies;

of composers go to www.classical.net , www.indiana.edu/musicresources/ , www.classical.com, www.zeroland.co.nz/

to listen to midi files of classical music go to www.classicalarchives.com.

For folk music try <http://www.frootsmag.com/>

For popular music <http://allmusic.com/> **for jazz** <http://ilovejazz.tripod.com/jazz/home.html>

For free manuscript paper www.blanksheetmusic.net

Arabic Music <http://www.muslimheritage.com/uploads/Music2.pdf>,

<http://www.musiq.com/makam/page0.html> , <http://www.encyclopedia.com/doc/1E1-Arabianm.html>



PHYSICAL EDUCATION

UNITS COVERED

Sports covered in Key stage 3 (Years 7 – 9)

In Key stage 3 pupils will undertake the following sports throughout the year.

We hope to develop pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of our school. This may lead to an interest in studying IGCSE Physical Education in Key stage 4.

Team Games:

Volleyball
Basketball
Rounders (Girls)
Touch Rugby (Boys)
Netball (Girls)
Football

Individual sports

Athletics
Badminton
Swimming
Dance (Girls)

Heath Related Fitness

Circuits
Health related fitness

What pupils can expect to learn in Key Stage 3 PE lessons:

- To participate confidently in all activities, individually and in groups.
- To understand the basic principles of performance and characteristics of good techniques and tactics.
- Pupils make informed judgments about their own and others performances and suggest improvements, with guidance.
- They are able to demonstrate skilful performance in co-operative and competitive activities, throughout the curriculum and also in inter-schools competitions.
- They are able to take responsibility for handling and securing equipment and show a responsible approach to the safety of themselves and others.
- Pupils are shown correct sporting behaviour and respect to others during lessons and inter-schools competitions.
- They will be taught the skills and fitness requirements for different activities covered in sports listed above.
- They are taught to work at a level where they can show competence in a range of games, exploiting space and using skills and tactics suited for the activity they are participating in.



SCIENCE

<u>YEAR 7</u>	<u>BIOLOGY</u>	<u>CHEMISTRY</u>	<u>PHYSICS</u>
	Plants I	Acids & Alkalis	Forces and motion I
	Humans as organisms I	Chemical Reactions	Energy I
	Cells and organisms	States of Matter	The Earth and beyond
	Living things in their environment I	Work on Solutions	
	Variation and classification I		
<u>YEAR 8</u>	<u>BIOLOGY</u>	<u>CHEMISTRY</u>	<u>PHYSICS</u>
	Food & Digestion	Atoms & Elements	Heating & Cooking
	Respiration	Compounds & Mixtures	Sound
	Microbes & Disease	Rocks & Weathering	Light
	Living Things in their Environment 2	The Rock Cycle	Magnetisim
<u>YEAR 9</u>	<u>BIOLOGY</u>	<u>CHEMISTRY</u>	<u>PHYSICS</u>
	Inheritance & Selection	Metals	Gravity & Space
	Fit & Healthy	Reactivity	Electricity
	Plants & Photosynthesis	Environmental Chemistry	Speeding Up
	Plants for Food	Using Chemistry	Pressure Moments