

MUTIARA INTERNATIONAL GRAMMAR SCHOOL



YEAR 8

CURRICULUM Handbook

2018/2019

Discovering Potential | Learning to Care | Respecting Differences

VISION STATEMENT

Discovering Potential

Learning to Care

Respecting Differences

MISSION STATEMENT

Our mission is to challenge students to reach their full potential by offering an International curriculum that encourages students to become lifelong learners and develop intellectual curiosity with a thirst for innovation.

CLIENT CHARTER

Mutiara International Grammar School endeavours to:

- Provide opportunities in all aspects of the curriculum for students to reach their full potential;
- Provide best practices in Teaching and Learning;
- Provide a safe, caring, happy and conducive environment for all;
- Provide opportunities for the use of Technology;
- Ensure that each child appreciates that serving and caring brings the highest rewards in life;
- Develop an awareness for the need for stewardship of the earth's resources.

DESCRIPTION OF COMPULSORY LEARNING AREAS AND SUBJECTS

No	Subject	Teacher	HOD
1	English	Josephine	Datin Christie
2	Mathematics	Cynthia	Raj
3	Science	Mahindran	Raj
4	ICT	Justin	Justin
5	Geography	Nisha	Justin
6	History	Nisha	Justin
7	Cultural Studies	Azleen	Justin
8	Art and Design	Nikolai	TBC
9	Drama	Fazli	TBC
10	Music	TBC	TBC
11	Malay Language	Azleen	Ali
12	Malaysian Studies	TBC	Ali
13	Mandarin	TBC	Ali
14	French	Dr Hocine	Ali
15	Arabic	Ali	Ali
16	Islamic Studies	Ali	Ali
17	Sejarah	Azleen	Ali
18	Malaysian History	Nisha	Ali

DESCRIPTION OF COMPULSORY LEARNING AREAS AND SUBJECTS

ENGLISH	
OVERVIEW	<p>In English, texts and language constitute the central and essential concepts. The concept of texts focuses equally on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis. The concept of language includes the use of language and the development of linguistic competence, and the development of knowledge about language. Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.</p>
DURATION	<p>This compulsory subject runs for the THREE terms, three hours per week.</p>
KEY SKILLS	<p>Students learn to:</p> <ul style="list-style-type: none"> ● Extend their language skills through thinking, reading, writing, speaking and listening. ● Communicate ideas, feelings, observations and information effectively, both orally and in writing. ● Demonstrate an ability to use appropriate language to discuss texts. ● Recognise the relationship between language and ideas, and the role of language in developing their capacity to express ideas. ● Spelling: Learn complex polysyllabic words and unfamiliar words which do not conform to regular patterns ● Spelling strategies, devise their own ways to improve their spelling, ● Extend their range of prepositions and connectives used to indicate purpose, e.g. <i>in order to</i>, <i>so that</i>, or express reservations, e.g. <i>although</i>, <i>unless</i>, <i>if</i> Sentence construction and punctuation, combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity ● Paragraphing and cohesion: explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, e.g. by chronology, comparison or adding exemplification.

ASSESSMENT TASKS	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none"> ● Texts: Reading and comprehension ● Writing a descriptive/narrative composition ● Writing a sonnet. ● Travel writing: Powerpoint presentation ● Oral presentation ● Examination
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ENGLISH: TOPICS OF STUDY	
Term 1	<ul style="list-style-type: none"> ● Descriptive accounts–For example, Pliny the Younger’s description of the eruption of Mount Vesuvius at Pompeii, western Italy. ● Newspaper article: extract taken from a Sunday Magazine ● Myths - Greek myth: The Gift of fire ● Water Sports: Sport activities in New Zealand , like snorkelling, rafting and kayaking ● Informative and instructional writing - example, explaining how the ancient game of backgammon came about ● Proverbs – water proverbs and their meanings. ● Writing: news reports, acrostic and shape poems, instruction on how certain board games are played, short stories summary writing, creating humour and creating satirical messages ● Connectives, adverbs, phrases in opposition, punctuation, , adjectival ending,
Term 2	<ul style="list-style-type: none"> ● Descriptive accounts–For example, Pliny the Younger’s description of the eruption of Mount Vesuvius at Pompeii, western Italy. ● Newspaper article: extract taken from a Sunday Magazine ● Myths - Greek myth: The Gift of fire ● Water Sports: Sport activities in New Zealand , like snorkelling, rafting and kayaking

	<ul style="list-style-type: none"> ● Informative and instructional writing - example, explaining how the ancient game of backgammon came about ● Proverbs – water proverbs and their meanings. ● Writing: news reports, acrostic and shape poems, instruction on how certain board games are played, short stories summary writing, creating humour and creating satirical messages ● Connectives, adverbs, phrases in opposition, punctuation, , adjectival ending,
Term 3	<ul style="list-style-type: none"> ● Place description: extract taken from “ Travel in Spain” ● Reviews - web reviews of hotels in Zimbabwe, Mexico and New Delhi ● News report: taken from www. Chinadaily.com.cn ● Poetry: form, rhyme and meter. “Hunting snake” ● Synopsis from – musical “Evita” ● Writing a review for a hotel visited ● Descriptive writing: a new invention and a performance using descriptive words and phrases ● Creating a news report from a magazine article ● Mini Debate after writing the pros and cons for “ Should Zoos exist” ● Punctuation: uses of commas, question marks, exclamation marks, and dashes, <p>Emphatic adverbials, negative phrases</p>

MATHEMATICS

OVERVIEW	Students learn to recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem, to use mathematics as a means of communication with emphasis on the use of clear expression and to develop an ability to apply mathematics in other subjects, particularly science and technology.
DURATION	This is a compulsory subject that runs for the THREE terms.
KEY SKILLS	Students learn to: <ul style="list-style-type: none">● become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.● reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language● can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
ASSESSMENT TASKS:	Students will complete a number of assessment tasks throughout the year, these will include: <ul style="list-style-type: none">● Practising questions● Online Maths (www.myimaths.com)● Mental maths● Presentation● Projects● Examination

MATHEMATICS: TOPICS OF STUDY

Term 1	<ul style="list-style-type: none">● Working with numbers● Probability● Multiplication and division of fractions● Fractions and percentages● Ratio● Polygons● Areas of triangles and parallelograms
Term 2	<ul style="list-style-type: none">● Scatter graphs● Circumference and area of a circle● Formulas● Reflections, translations and rotations● Linear equations● Straight line graphs● Curved graphs● Continuous data
Term 3	<ul style="list-style-type: none">● Simultaneous equations● Solving equations● Volumes● Enlargement● Scale drawing● Pythagoras' theorem

SCIENCE

OVERVIEW	A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.
DURATION	Science is a compulsory subject that runs for the THREE terms.
KEY SKILLS	The national curriculum for science aims to ensure that all pupils: <ul data-bbox="611 791 1991 1007" style="list-style-type: none">● Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics● Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them● Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
ASSESSMENT TASKS:	Students will complete a number of assessment tasks throughout the year, these will include: <ul data-bbox="611 1142 943 1358" style="list-style-type: none">● Mini-quizzes● Creative writing tasks● In class levelled tasks● Oral presentations● Tests● Examinations

SCIENCE: TOPICS OF STUDY

TERM 1	<ul style="list-style-type: none">● Health and Lifestyle● The Periodic Table● Electricity and Magnetism● Separation techniques
TERM 2	<ul style="list-style-type: none">● Ecosystem processes● Metals and acids● Energy
TERM 3	<ul style="list-style-type: none">● Adaptation and Inheritance● The Earth● Motion and Pressure

ICT

OVERVIEW	<p>Learning ICT focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems. Learning ICT also focuses on engaging students with specialised learning in preparation students for the future. Students will have the opportunity to learn scenario-based activities that promote problem solving through clearly levelled tasks. The modules in ICT are design to help students learn how to use the PowerPoint to produce effective business presentation. Students will include the use of charts, images, animation and a range of software features. Students will also learn how to use Word-processing software to create documents. Excel and Access are also included in their modules. An introduction to webpage designing is also introduced to the students. They will learn a variety of formulas and functions, creating charts, formatting worksheets. Students will use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems.</p>
DURATION	<p>This is a compulsory subject that runs for the THREE terms</p>
KEY SKILLS	<p>Students learn to:</p> <ul style="list-style-type: none">• Search, evaluate and present information• Select, refine and evaluate information from a range of sources• Use search engines and methods of searching to produce required results.• Use basic programming language to create web pages• Use models, variables and rules to test predictions.• Design a database using Microsoft Access• Search data and produce reports to solve problems using Microsoft Access• Sequence instructions to achieve specific outcomes• Handle data in an ethical, responsible and safe manner
ASSESSMENT TASKS:	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none">• Group Projects• Individual Project

	<ul style="list-style-type: none"> • Classwork • Online Projects • PowerPoint Presentation • Tests • Examination • Analysing database • Video Presentations
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TOPICS OF STUDY: ICT	
Term 1	<ul style="list-style-type: none"> • Presenting Information • Web Design and Creation • Computer Hardware and Software Theory
Term 2	<ul style="list-style-type: none"> • Spreadsheet Modelling • Techniques in Handling Data • Theory
Term 3	<ul style="list-style-type: none"> • Basic Programming • Data, Information and Internet safety • Theory

GEOGRAPHY

OVERVIEW

A high-quality geography education should inspire students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Students will be equipped with knowledge about diverse places, people, resources and natural and human environments, together with deep understanding of the Earth's key physical and human processes. As student progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scale are shaped, interconnected and change over time.

DURATION

This is a compulsory subject that runs for the **THREE** terms

KEY SKILLS

Students learn to:

- Develop contextual knowledge of the location globally significant places
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Acquire geographical skills to collect, analyse and communicate with a range of data through experiences of fieldwork that deepens their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems
- information in a variety of way, including through map, numerical and quantitative skills and writing at length.

TOPICS OF STUDY: GEOGRAPHY

Term 1	<ul style="list-style-type: none">● Introduction to Geographical Information System● Population● Urbanisation● Coasts
Term 2	<ul style="list-style-type: none">● Map Work – Skills in Map Interpretation● Weather and Climate● Our Warming Planet
Term 3	<ul style="list-style-type: none">● Regional Study - Asia● Regional Study – Southwest China● Regional Study – ASEAN

HISTORY

OVERVIEW	<p>From the Norman Conquest to the Battle for Berlin, from the Black Death to Bird Flu, History deals with the substance of life and death throughout the ages, and helps us to understand not only why mistakes have been made but also how they have been avoided, thus enabling us to avoid them in our own time. But this is only the most obvious benefit of studying History. Studying the past sates the curiosity we all have as human beings. And, in an age, when comments and opinions abound on every subject under the sun, a study of History helps young people to strip out bias and prejudice and be able to focus on the essential facts. History at Mutiara is taught using a variety of resources, including texts, hand-outs, whiteboards, multimedia PowerPoints, video and DVD. At Key Stage Three we follow a course which is broadly in line with the National Curriculum for England but enrich it to acknowledge the S E Asian context.</p>
DURATION	<p>This is a compulsory subject that runs for the THREE terms</p>
KEY SKILLS	<p>Students develop:</p> <ul style="list-style-type: none">● the ability to recall, select, organise and deploy knowledge of the syllabus content● an understanding of change and continuity, cause and consequence, similarity and difference.● empathy for the motives, emotions, intentions and beliefs of people in the past.● the ability to understand, interpret, evaluate and use a range of sources as evidence.

ASSESSMENT TASKS:	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none"> ● Presentation of Case Studies ● Project work ● Fieldwork & Investigations ● Small Scale Research ● Map Interpretations ● Mind Mapping Presentations ● Topical Assignments ● Topical Assessments ● Term Examinations
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TOPICS OF STUDY: HISTORY	
Term 1	<ul style="list-style-type: none"> ● The Tudors ● The Early Stuarts ● The English Civil War
Term 2	<ul style="list-style-type: none"> ● ● Black Peoples of North America ● Civil Rights in America
Term 3	<ul style="list-style-type: none"> ● History of S.E. Asia

PHYSICAL EDUCATION

OVERVIEW	<p>In Physical Education, students are given the opportunity to broaden their knowledge and understand what constitutes a healthy, active lifestyle and also to develop an appreciation of Sport. Over the course of the year, students will participate in a number of practical activities whilst learning a variety of techniques and tactics for various sports. In addition to this, we will be introducing more of a theoretical approach into the subject with the aim to give students more understanding of what it is to be healthy, and live longer, happier lives.</p>
DURATION	<p>This is a compulsory subject where students are given 2 lessons per week and runs for the THREE terms.</p>
KEY SKILLS	<p>Students learn:</p> <ul style="list-style-type: none">• To develop skills and techniques with/without the ball, and work as team in a number of sports.• To understand and apply rules and tactics to team sports.• To develop their personal fitness and understand how to maintain and/or improve.• About food and what constitutes a healthy diet for a professional athlete.• About society's issues with Obesity and other eating disorders.• About our cardiovascular and respiratory systems and the effects that exercise has upon them.• How to remain safe in sport.• About how sport has changed through the years.
ASSESSMENT TASKS:	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none">• Practical assessments• Subject essays• Newspaper articles• Posters• Role plays• Video logs• Presentations• Examinations

TOPICS OF STUDY: PHYSICAL EDUCATION

Term 1	<ul style="list-style-type: none">• Netball• Football• Cross Country• Basketball• Health Related Fitness• Obesity and eating disorders• An athlete's diet
Term 2	<ul style="list-style-type: none">• CCA inter-house game preparation• Hockey• Volleyball• Athletics• The Cardiovascular system• The Respiratory system
Term 3	<ul style="list-style-type: none">• Handball• Gymnastics• Rounders• Safety in Sport• Sports across the ages

ART AND DESIGN

OVERVIEW	<p>An Art and Design course encourages personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. It leads to greater understanding of the role of the visual arts in the history of civilisations and widens cultural horizons and enriches the individual. In addition, it combines a breadth and depth of study so that it may accommodate a wide range of abilities and individual resources.</p>
DURATION:	<p>This is a compulsory subject that runs for the THREE terms.</p>
KEY SKILLS	<ol style="list-style-type: none">1. Observational drawing2. Water Colour3. Design / Craft4. History of Art <ul style="list-style-type: none">● Media and equipment - charcoal, paper, tripod, water colour● Obtain first experience of doing an observational drawings● Obtain basic knowledge of proportions of a real life objects● History of Art – General Knowledge <p>Students will learn to use their previously obtained knowledge of perspective, colour mixing, light and shadow and composition in a single artwork.</p>
ASSESSMENT TASKS:	<ul style="list-style-type: none">● Termly tests are given to students● Teacher analyses the creativity of the students in a regular basis

TOPICS OF STUDY: ART AND DESIGN

Term 1	<ul style="list-style-type: none">● Observational drawings● Perspective – Interiors (Lines and light and shades)● History of Art 1 (attend an Art excursion related to the topic being studied)
Term 2	<ul style="list-style-type: none">● Painting and Water Colour● Still life – observational study● History of Art 2 - Movies
Term 3	<ul style="list-style-type: none">● Design and Craft● Workshop on Creative Thinking <p>Media and equipment – pencils, eraser, poster colour, paper, tripod, coloured paper, markers, acrylics, water colours, artistic pens, computer and projector.</p>

MUSIC

OVERVIEW	<p>In Year 8, the students will explore about instrumentation. The students will discover about the strings, brass, woodwinds and other instrument categories. Besides that, student will be brought back to famous musical eras before, such as the music in the 60s. This topic will educate students how the music from the eras before developed, from Broadway jazz, to rock and roll. Another important fact the students will learn is how the music technology have been developing. The final topic for the students will be the world music, where students will learn the traditional music styles and instrumentations from different countries.</p>
DURATION	<p>This is a compulsory subject that runs for the THREE terms.</p>
KEY SKILLS	<p>Students learn to:</p> <ul style="list-style-type: none">● Categorise the instrument in the correct family.● Explore more musical instrument and their names.● Discover how the music develops from the 50s, to now.● Discover how technology music develops● Explore the traditional music around the world● Recognise the traditional instruments from different countries
ASSESSMENT TASKS	<ul style="list-style-type: none">● Quiz● Listening test● Singing test● Presentation

TOPIC OF STUDY: MUSIC

Term 1	<p>The instruments in the Orchestra</p> <ul style="list-style-type: none">● Strings● Woodwind● Brass● Percussions
Term 2	<ul style="list-style-type: none">● Music and Technology in the 60s● Music and Technology in the 70s● Music and Technology in the 80s
Term 3	<ul style="list-style-type: none">● World Music● Indian Music● African Music● Javanese Music● World Music (Group work)

MALAY AS A FOREIGN LANGUAGE

OVERVIEW	<p>This course is designed for learners who are learning Malay as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learner's progress through their studies. The syllabus also aims to offer insights into the culture and civilisation of Malaysia, thus encouraging positive attitudes towards language learning. Students are asked to be reflective and develop their ability to learn. They learn to work with different information and ideas. They are engaged intellectually and socially.</p>
DURATION	<p>This runs for the THREE academic terms.</p>
KEY SKILLS	<ul style="list-style-type: none">● To understand and respond to spoken and written language from a variety of authentic sources● To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation● To write a varying length piece of work, using a variety of grammatical structures that they have learnt, on a variety of topics● To discover and develop an appreciation of a different culture.
ASSESSMENT TASKS:	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ol style="list-style-type: none">1. Reading Comprehension: Candidates read a number of texts and answer questions testing comprehension.2. Speaking: Candidates complete role plays, a topic presentation/conversation and a general conversation.3. Writing: Candidates respond in the target language

TOPICS OF STUDY: MALAY AS A FOREIGN LANGUAGE

Term 1	<ul style="list-style-type: none">● People, places and customs● The world of work● Continuing education
Term 2	<ul style="list-style-type: none">● Careers and employment● Language and communication in the workplace● The international world
Term 3	<ul style="list-style-type: none">● Tourism at home and abroad● Life in other countries and communities● World events and issues

MALAYSIAN STUDIES

OVERVIEW	<p>Learning a foreign language provides an opening to other cultures. It foster pupils' curiosity and deepen their understanding of the world. An essential dimension of international education is for a school to recognize and celebrate its "host country." This involves both the learning of functional language and cultural insight and understanding. Malaysian Studies is MIGS way of ensuring that non-Malaysians leave Malaysia knowing more about the host country. Non-Malaysian students gain an understanding of the Malaysian language as well as its culture, fables, and history.</p>
DURATION	<p>This runs for the THREE academic terms.</p>
KEY SKILLS	<ul style="list-style-type: none">● To speak with increasing confidence, fluency and spontaneity on a variety of topics.● To write a varying length piece of work on a variety of topics.● To discover and develop an appreciation of a different culture
ASSESSMENT TASKS:	<p>In order to facilitate in-depth debate amongst the students, the Malaysian Studies course is held in English. Assessment of practical language skill acquisition is done in Malay and Malaysian cultural understanding is taught and assessed in English.</p> <p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none">● Quizzes and tests● Reading assessments to show comprehension of Malay language acquisition and/or cultural understanding● Listening assessments such as listening to a variety of forms of spoken language to obtain information and respond appropriately● Speaking Assessments such as role plays, oral presentations and video productions <p>Writing varying length pieces of work on a studied theme</p>

TOPICS OF STUDY: MALAYSIAN STUDIES

Term 1	<ul style="list-style-type: none">● Malaysian Cultural Topics: Flag, local food and fruits● Malay vocabulary development: Lokasi dan tempat and Conjunctions
Term 2	<ul style="list-style-type: none">● Malaysian Cultural Topics: famous festivals (Hari Raya, Deepavali and Chinese new year celebrations)● Malay vocabulary development: Government agencies and offices
Term 3	<ul style="list-style-type: none">● Malaysian Culture Topics: traditional games● Malay vocabulary development: mari berkebun and Malaysia tercinta

FRENCH

OVERVIEW	<p>Learning a foreign language provides an opening to other cultures. A high-quality language education should foster pupils' curiosity and deepen their understanding of the world. The teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provides opportunities for them to communicate for practical purposes. Language learning provides the foundation for learning further languages, equipping pupils to study and work in other countries.</p>
DURATION	<p>This runs for the THREE academic terms</p>
KEY SKILLS	<ul style="list-style-type: none">● To understand and respond to spoken and written language from a variety of authentic sources● To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation● To write a varying length piece of work, using a variety of grammatical structures that they have learnt, on a variety of topics● To discover and develop an appreciation of a different culture.
ASSESSMENT TASKS:	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none">● Quizzes and tests● Reading assessments to show comprehension of original and adapted materials from a range of different sources● Listening assessments such as listening to a variety of forms of spoken language to obtain information and respond appropriately● Speaking Assessments such as role plays, oral presentations and video productions● Writing varying length pieces of work on a studied theme.

TOPICS OF STUDY: FRENCH

Tense: Focus on the present tense and future tense including common regular and irregular verbs

Term 1

- Talking about the weather and seasons
- Talking about what you do in your free time
- Talking about holiday destinations and what you can do there

Term 2

- Learn to talk about different places in the city
- Learn to give directions
- To be able to say the time and talk about your daily routine
- To be able to role play a real life situation around the theme of school day or my city

Term 3

- Learn to talk about food and express likes and dislikes
- Learn to talk about healthy lifestyles
- To be able to role play a real life situation around the theme food

MANDARIN

OVERVIEW

Learning a foreign language provides an opening to other cultures. A high-quality language education should foster pupils' curiosity and deepen their understanding of the world. The teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provides opportunities for them to communicate for practical purposes. Language learning provides the foundation for learning further language, equipping pupils to study and work in other countries.

DURATION

This runs for the THREE academic terms.

KEY SKILLS

- To understand and respond to spoken and written language from a variety of authentic sources
- To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- To write a varying length piece of work, using a variety of grammatical structures that they have learnt, on a variety of topics
- To discover and develop an appreciation of a different culture.

ASSESSMENT TASKS:

Students will complete a number of assessment tasks throughout the year, these will include:

- Quizzes and tests
- Reading assessments to show comprehension of original and adapted materials from a range of different sources
- Listening assessments such as listening to a variety of forms of spoken language to obtain information and respond appropriately
- Speaking Assessments such as role plays, oral presentations and video productions
- Writing varying length pieces of work on a studied theme.

TOPICS OF STUDY: MANDARIN

Term 1

- Describe relatives, appearance
- Role play such as seeing a doctor
- Learn to talk about the seasons
- Talk about occupations

Term 2

- Learn to talk about hobbies
- Learn to talk about subjects of study and school facilities
- Role play such as to buy stationary

Term 3:

- Learn to order food in Restaurant
- Talk about neighbourhood
- Role play such as asking the way

ARABIC

OVERVIEW	<p>Learning a foreign language provides an opening to other cultures and deepens their understanding of the world. Language learning provides the foundation for learning further languages, equipping pupils to study and work in other countries.</p> <p>Arabic has always held its own in the literary ladder of beautiful language. Intricate yet simple, one word has multiple meanings and when strung together in a sentence, the grammar cannot be called anything less than a symphony. Arabic vocabulary gives a real richness and depth to descriptions, in addition to beautiful forms and types of calligraphy. Students will learn to communicate accurately, appropriately and effectively.</p>
DURATION	This runs for the THREE academic terms.
KEY SKILLS	<ul style="list-style-type: none">● To understand and respond to spoken and written language from a variety of authentic sources● To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation● To write a varying length piece of work, using a variety of grammatical structures that they have learnt, on a variety of topics● To discover and develop an appreciation of a different culture.
ASSESSMENT TASKS:	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none">● Quizzes and tests● Reading assessments to show comprehension of original and adapted materials from a range of different sources● Listening assessments such as listening to a variety of forms of spoken language to obtain information and respond appropriately● Speaking Assessments such as role plays, oral presentations and video productions● Writing varying length pieces of work on a studied theme.

TOPICS OF STUDY: ARABIC

Term 1	<ul style="list-style-type: none">● Vocabularies: names of the buildings, cities and nations● Daily routine● Conversation: “Where do you come from?” and “My family.”
Term 2	<ul style="list-style-type: none">● Arabic Grammar: Possessive Pronouns, singular and plural nouns, prepositions and cases in Arabic (Marfu', Mansub and Majrur)● Vocabularies: names of fruits and animals (pets)● Reading and listening: “in the mosque” and “in the classroom”
Term 3	<ul style="list-style-type: none">● Reading and listening: “My friends” and “My school”● Vocabularies: types of jobs, currencies, colors and objects in the office● Grammar: numbers (singular, plural and dual), adverb of time and adverb of place

ISLAMIC STUDIES

OVERVIEW	Islamic studies education is a holistic approach to learning and development where the principles of submission to Allah (SWT) as well as the essential elements in achieving human excellence are instilled in our students starting at the earliest stages. The subject focuses on producing individual Muslims who lead a God-conscious life, upright in their behaviour, having a caring and loving attitude towards themselves and others, and also individuals who live harmoniously with nature (flora and fauna).
DURATION	This subject runs for the THREE academic terms.
KEY SKILLS	Students learn to: <ul style="list-style-type: none">● develop an understanding on the basic beliefs in Islam and explore how they influence the life of the believers● identify and explore the religious, historical, and moral questions raised in the Islamic scriptures they study.● explore the practical aspects of being a good Muslim, particularly in their moral behaviour and in the proper manner of performing the basic Islamic rituals such as Thaharah (rituals of purification), Wudhu (ablution), Shalah (daily prayers), observing the Sawm (fasting) and Hajj (pilgrimage).
ASSESSMENT TASKS	Students will complete a number of assessment tasks throughout the year, these will include: <ul style="list-style-type: none">● Practical test on basic Islamic rituals which include Wudu, Tayammum and Shalah.● Quranic reading and memorisation test.● Assessment task presentation● Individual and group project● Quizzes and Tests● Examination

TOPICS OF STUDY: ISLAMIC STUDIES

Term 1	<ul style="list-style-type: none">● The Qur'an: The Base of Islam● Oneness of Allah (Tawheed)● Prayer (Shalah)● Fasting (Sawm)● A surah from The Qur'an 1
Term 2	<ul style="list-style-type: none">● Alms-giving (Zakat)● Pilgrimage (Hajj and Umrah)● Story of a Noble Scholar: Imam Malik● Story of Prophet Isa A.S.● A surah from The Qur'an 2
Term 3	<ul style="list-style-type: none">● Story of Prophet Muhammad S.A.W.: Conquest of Mecca● A rightly Guided Caliph: Umar bin Khattab R.A.● Muslim Community● A surah from The Qur'an 3

CULTURAL STUDIES

OVERVIEW	<p>PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.</p> <p>By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.</p> <p>There is evidence to show that PSHE education can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates.</p>
DURATION	This is a compulsory subject that runs for the THREE terms
KEY SKILLS	<p>Students learn to:</p> <ul style="list-style-type: none">● Develop confidence and responsibility and making the most of their abilities● Preparing to play an active role as citizens● Developing a healthy, safer lifestyle● Developing good relationships and respecting the differences between people
ASSESSMENT TASKS	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none">● Writing folio● Oral presentation● Tests● Examination

TOPICS OF STUDY: CULTURAL STUDIES

Term 1	<ul style="list-style-type: none"> ● <i>A new school year</i> To reflect on the last school year and to think about targets for the one to come. ● <i>Future hopes</i> To focus on strengths and begin thinking about possible career choices for the future. ● <i>A part time job</i> To understand the laws relating to children working. To examine the reasons why young people work. ● <i>The nature of work</i> To examine the nature of work and the need for it in this century. ● <i>Boyfriends, girlfriends</i> To explore the reasons for having girlfriends and boyfriends and the pressures involved. ● <i>HIV and AIDS</i> To understand what HIV and AIDS are and the issue surrounding them. ● <i>High risk behaviour</i> To recognise behaviour those carries high risks and learn strategies for moving away from those kinds of behaviour. ● <i>Habits for a lifetime</i> To look at some of today's trend in eating habits. To examine the arguments for and against certain types of food. ● <i>Learning to relax</i> To examine the reasons why relaxation is an important part of healthy lifestyle.
Term 2	<ul style="list-style-type: none"> ● <i>Mental health</i> To examine the nature and meaning of being mentally fit and understand some of the pressure affecting mental health. ● <i>Violence in the home</i> To examine the issue of violence in the home and explore strategies for dealing with it. ● <i>Problems in the family</i>

	<p>To examine child abuse within the family and to look at the rights of children within this society.</p> <ul style="list-style-type: none"> ● <i>A new member of the family</i> <p>To understand the feelings and emotions that may arise when a new family member arrives.</p> <ul style="list-style-type: none"> ● <i>Problems at work</i> <p>To examine the effects of gender stereotyping and discrimination at work and develop strategies for dealing with these problems</p> <ul style="list-style-type: none"> ● <i>Community-based voluntary groups</i> <p>To understand the nature of community-based voluntary groups, and explore the benefits for individuals and communities.</p>
<p>Term 3</p>	<ul style="list-style-type: none"> ● <i>Regional differences</i> <p>To consider the nature of regional differences and the implications of these.</p> <ul style="list-style-type: none"> ● <i>The Commonwealth of Nations</i> <p>To learn about the history, nature and function of the Commonwealth of Nations.</p> <ul style="list-style-type: none"> ● <i>The World Health of Organisation</i> <p>To find out about the aims and work of the World Health Organisation.</p> <ul style="list-style-type: none"> ● <i>Teaching tomorrow's adult</i> <p>To appreciate the work of UNICEF and consider its philosophy of empowering children.</p> <ul style="list-style-type: none"> ● <i>Kicking out racism</i> <p>To raise awareness of racism and develop strategies for combating it.</p>