

KSAB SECONDARY

YEAR 7 CURRICULUM OVERVIEW

2017 - 2018



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KINGS' SCHOOL AL BARSHA

CURRICULUM OVERVIEW

Subject: Islamic A



Purpose of Study

الغاية من دراسة المادة

لمعرفة العلوم و المعرفات الدينية التي يحتاج إليها الطالب في هذه المرحلة العمرية وربطها بحياته العصرية ومستجداتها على ضوء مبادئ الشريعة الإسلامية من الوسطية و التسامح والإيجابية و المسؤولية الفردية و المجتمعية و الاهتمام بالمهارات الأدائية و الإعتماد بالقيم الإسلامية لبناء شخصية واعية متمسكة بدينها القائم على الأخلاق لقوله صلى الله عليه وسلم: (إنما بعثت لأتمم مكارم الأخلاق) و البنية لوطنها والقائمة على التفكير الإبداعي المبتكر و الناقد بحيث يحسن نفسه من الأفكار غير السوية و التقليد غير الرشيد.

Aims

الهدف من دراسة المادة

تهدف مادة التربية الإسلامية في كينجز البرشاء أن تكون مادة شمولية مرتبطة بحياة الطالب المدرسية بحيث تكون مرتبة بمواده الدراسية الأخرى مثلا:

- الرياضيات (مثل حساب الزكاة)
- الجغرافيا (خرائط المعارك مثل الوعي البيئي)
- التاريخ (السيرة النبوية و تاريخ مكة. الإمبراطورية الرومانية و الفارسية)
- الفن (مثل الخط العربي الإسلامي)
- العلوم (خلق الله عزوجل و تأثير المطر على الأرض)

Programme of Study

محتوى المنهج

نعتمد في تدريس التربية الإسلامية على الوثيقة الوطنية لدولة الإمارات العربية المتحدة التي تسعى إلى صياغة شخصية توازن بين المعرفة الدينية والأنشطة التعليمية من خلال تقديم المعرفات والمهارات المفاهيم الالزامية لهذه المرحلة التعليمية حيث يقوم الطالبة بدراسة المادة على أساس ستة فروع:

- القرآن الكريم و السنة النبوية.
- قيم الإسلام و غاياته.
- أحكام الإسلام و أدابه.
- السيرة النبوية.
- العقلية الإيمانية.
- الهوية و الإنماء.
- الإنسان و الكون.

| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
|------------------------|--|--|------------------------------|
| YEAR 7 | - ستعطى المادة المادة سورة ق الآيات (1-12) حديث المستظلون في ظل الرحمن و حديث من بشائر المصلين و أدلة وحدانية الله تعالى و مراقبة الله تعالى و سنن الفطرة و الخلق العليم و التوبة فرصة للعمر | - ستعطى المادة المغيث الحليم و الغسل و التيمم و المسح على الخفين و غزوة الأحزاب و الإعتدال في الإنفاق و الإمام أبو حنيفة و بشارة ومواساة و الحضارة العربية الإسلامية | - كتاب الوزارة الجزء الثاني. |
| Further Reading | كتاب التربية الإسلامية للصف السابع من التعليم الأساسي | | |

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: Islamic B****Purpose of Study**

Islamic Education promotes the spiritual, moral, and cultural development of Muslim students at Kings' Al Barsha. It also lays the foundation for students to prepare for responsibilities and experiences in later life.

Islamic Education is a compulsory subject for Muslim students to study at Key Stage 3. It aims to offer the same high level of teaching and learning as other subjects in order to enable Muslim students, regardless of ability and/or level of development to:

- Acquire and develop both knowledge and understanding of Islam in an interesting and informative manner.
- Understand that Islam is a complete way of life in developing spiritual, moral, cultural and social development through knowledge of the Qur'an and Sunnah.
- Develop a positive and tolerant attitude towards other people, respecting their right to hold different beliefs from their own, and live in a society of diverse religious beliefs.
- Foster a sense of pride in being Muslim.

Aims

The Key Stage 3 Islamic Education Programme of Study follows the UAE National Document and is based on the KHDA recommended 'Learning Islam' series of books. Students who attend Islamic Education lessons study Islam based on the following six strands:

- Divine Revelation
- Islamic Beliefs
- Islamic Ruling and Aims
- Islamic values and Manners
- Biographies
- Identity and Contemporary World

Islamic Education at Kings' Al Barsha aims to follow a themed topic of learning to be consistent with the whole school where possible. Curriculum links can be found with English (e.g. writing), Maths (e.g. calculating zakat), Geography (e.g. environmental awareness), History (e.g. the life of the Prophet Muhammad (P.B.U.H) and other Prophets mentioned in the Qur'an), Art (e.g. Islamic calligraphy) and ICT (e.g. use of ipads and computer suites).

| Programme of Study | | | |
|--------------------|---|--|--|
| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
| Year 7 | <ul style="list-style-type: none"> ● 1- Divine Revelation: ● Al Quran al-Kareem, The last Holy Book Tajweed, the Rules of Ghunna. ● 2- Islamic Beliefs: ● Belief in the unseen ● The first Pillar of Iman ● Faith in Allah. ● 3- Islamic Rulings and Aims: ● Compilation of the holy Quran. | <p>1- Islamic Ruling & Aims: Sunan al Fitrah. Ablution Ghusl & Tayyamum. Salatul Musafir + Mareed</p> <p>2- Biographies Battle of Trench. Imam abu hanifa. Sulh al Hudaibiya</p> | <ul style="list-style-type: none"> ● 1- Divine Revelation: ● Surah Rahman Part 1 & Part 2. Rewards of Praying. ● Purification of heart ● ● ● 2- Islamic Beliefs: ● Allah the exalted. ● Pondering in Islam. ● Poverty in Islamic world ● ● ● |

| | | | |
|--------------------------|---|---|---|
| | <ul style="list-style-type: none"> 4- Islamic values and manners: Work is Worship. Tolerance in Islam. Islamic Civilization | | |
| Recommended sites | www.muslim-ed-trust.org.uk http://www.quranexplorer.com/quran http://www.questionsonislam.com/article/what-importance-quran-how-can-you-describe-quran , https://en.wikipedia.org/wiki/Quran#Compilation | www.islamonline.net http://www.quranexplorer.com/quran http://www.questionsonislam.com/article/what-importance-quran-how-can-you-describe-quran , https://en.wikipedia.org/wiki/Quran#Compilation | http://www.quranexplorer.com/quran http://www.questionsonislam.com/article/what-importance-quran-how-can-you-describe-quran , https://en.wikipedia.org/wiki/Quran#Compilation |
| Further Reading | G. Sarwar, Islam – Beliefs and Teachings www.muslim-ed-trust.org.uk/ | Learning Islam Textbook Level 2 (Grade 7) | |

KINGS' SCHOOL AL BARSHA

CURRICULUM OVERVIEW

Subject: Arabic A

**Purpose of Study**

The purpose of the study of Arabic at Kings' Al Barsha is to empower students with the skills and opportunities to communicate in Arabic. Students having the ability to converse and interact in the language of the nation in which they reside, is a pertinent and exciting priority at Kings'. Opportunities for Arabic speakers in the professional world both internationally and locally are considerable and we aim to equip students for their future pathways.

Students will have the opportunity to fully appreciate the beauty of the Arabic language and its diversity of dialects across the Arab world. Continuity from Key Stage 2 is a key consideration, as is the ability to accommodate linguistic developments in the Arabic language. Students will learn about fascinating cultural heritage of the Arabic language and will enhance their understanding of poetry and literature widely appreciated throughout the Arab world. The rich, varied and expansive reach of the Arabian world forms a treasure chest of discovery for the enquiring student.

Social, cultural and historical contexts will be examined in tandem with linguistic foci and the challenges faced by parts of the Arab world today will be evaluated and considered.

Aims

Most of the resources used in Key Stage 3 will be based on specifications made by the UAE Ministry of Education. We will adopt a range of National Curriculum strategies and approaches in the delivery of Arabic language teaching at Kings'.

Programme of Study

| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
|--|---|---|--|
| | شعر (من ذكريات شاعر)، بلاغة (الأغراض البلاغية في المعجم)، البلاغة (التشبيه تام الأركان)، النحو (المعنى الصحيح وأنواعه)، قصة (حسون الحوای)، النحو (ال فعل المعنى مع والدي)، معلوماتي (مع والدي)، نحو (أحوال العدد مع | شعر (من ذكريات شاعر)، بلاغة (الأغراض البلاغية للأسلوب الخبري)، قصة (قلب أمي)، نحو (المفعول فيه، إعرابه وتوظيفه في مواقف حياتية)، قصة (حسون مسرحية الراعي الأمين)، قراءة (سيرة ذاتية)، نحو (النعت والمنعوت)، الاستماع (الكرسي المتحرك)، | نص شعري (أميرة الصحراء)، البلاغة (يحدد الطالب الأغراض البلاغية للأسلوب الإنساني، الاستفهام)، مسرحية (الراعي الأمين)، قراءة (سيرة ذاتية)، نحو (النعت والمنعوت)، الاستماع (الكرسي المتحرك)، |

| | | | | |
|--------------------------|--|--|--|--|
| | <p>(برج خليفة)، النحو (المبني للمعلوم والمبني للمجهول)، الاستماع والتحدث (قصر الحصن)، الكتابة (كتابه قصيرة) (كتابه قصبة قصيرة)، الإملاء (الإملاء (الألف الينية في نهاية الأسماء الثلاثية).</p> | <p>المعدود)، الاستماع (الليرة الذهبية)، كتابة (قصة قصيرة)، التحدث (مسؤوليتي تجاه عائلي)، الإملاء (كتابه الألف الينية في آخر الأفعال الثلاثية كتابة صحيحة).</p> | | <p>التحدث (نلوث البيئة)، قصة مترجمة (ألف دلو من الماء)، نحو (نصب الفعل المضارع)، قصة من النمط التقليدي (الحمامه والشلبه)، نحو (جزم الفعل المضارع).</p> |
| Recommended sites | http://www.arabicstory.net/ | http://www.books4arab.com/2016/01/pdf_443.html | | http://download-children-pdf-ebooks.com/199-1-library-books |
| Further Reading | <p>قصص (كان ما كان) لميخائيل نعيمة</p> | <p>رواية (أرض البرتقال الحزين) لغسان كفاني</p> | | <p>نوادر جحا</p> |

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: Arabic B****Purpose of Study**

In the knowledge society of the 21st century, language competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations.

Kings' Al Barsha provides a learning environment which values and draws upon students' background and interests. We aim to support different learning styles, build confidence and encourage independence. We believe that learning Arabic should be fun and stimulating for all our learners in order to cover the vocabulary and grammar of topics and build up fluency and sophistication in language use more naturally. We aim to provide an excellent context for developing insights into culture as well as higher order thinking skills such as analysis, comparison and interpretation.

Arabic is compulsory at Key Stage 3 in the UAE and we see the range of ICT tools as having a valuable role to play in teaching and learning Arabic. This is because they represent an up-to-date and increasingly versatile resource and are central to the way young people learn, play and most of all communicate with each other.

Aims

The Arabic Scheme of Work is based on the themes provided by the KHDA and covers the similar topic areas as other Modern Foreign Languages at Kings' Al Barsha.

The Arabic Programme aims to ensure that all students:

- understand and respond to spoken and written language from a variety of authentic sources
- 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

- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.
- Acquire an understanding of the Arabic Culture around them.

| Programme of Study | | | |
|---------------------------|--|--|--|
| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
| | <ul style="list-style-type: none"> • describing people. • Hobbies. • Happy events | <ul style="list-style-type: none"> • Advertisement • UAE and world around me. • My area. | <ul style="list-style-type: none"> • Tecnologia. • Free-time and daily routine. |
| Recommended sites | http://toolstolearnarabic.blogspot.ae/2010/04/pdf-36-arabic-stories-for-kids-for.html http://arabalicious.com/secondary-resources.html | http://www.arabicreadingcourse.com/ http://toolstolearnarabic.blogspot.ae/2010/04/pdf-36-arabic-stories-for-kids-for.html | http://ilanguages.org/arabic.php https://bookstolearnarabic.wordpress.com/more/arabic-stories/arabic-stories-grade-1/ |
| Further Reading | The Arabic Alphabet: How to Read & Write It, by Nicholas Awde | Your First 100 Words in Arabic, by: Jane Wightwick | Easy Arabic Grammar, by: Jane Wightwick |

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: English****Purpose of Study**

A high quality English Literature and Language education will aim to deliver a diverse, exciting and rigorous English curriculum learning experience developed not only to extend students to achieve their absolute potential but to cultivate skills and approaches to teamwork, leadership and communication. Through studying a range of challenging texts, it is hoped that students will develop a love of literature that permeates into their lives outside of school and stays with them as a lifelong passion.

Studying English encourages students to analyse and evaluate texts in depth, both independently and in groups, thus improving their readiness to engage with challenging concepts across the curriculum. Students will also cover a range of spoken language modules in both Key Stage 3 and 4. The disciplines of speaking and listening serve to develop exceptional young leaders by instilling confidence, developing interpersonal skills and furthering higher order thinking.

Aims

The National Curriculum for English aims to ensure that all students:

- develop an appreciation and love of reading, and read increasingly challenging material independently
- understand increasingly challenging texts
- write accurately, fluently, effectively and at length for pleasure and information
- plan, draft, edit and proofread
- consolidate and build on their knowledge of grammar and vocabulary
- speak confidently and effectively

| Programme of Study | | | |
|--------------------------|---|--|--|
| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
| | <p>Travel Writing Students cover the conventions of travel writing with a focus on persuasive techniques.</p> <p>Introduction to Poetry From haikus to limericks, this unit gives an introduction to the techniques used in a range of poems.</p> <p>Drama and script writing A speaking and listening unit developed to build confidence in speaking in front of an audience.</p> | <p>Novel An in depth study of the characters, themes, plot and setting of a novel.</p> <p>Creative writing A unit covering the range of skills of creative writing to encourage individuality and imagination to flourish.</p> | <p>Media – advertising An insight into the language used in advertising; how it is designed to have an impact on the target audience and how it achieves the purpose of a text.</p> <p>Introduction to Shakespeare An introduction to the works of Britain's most famous bard, touching upon a range of his popular plays and poems.</p> |
| Recommended sites | <p>http://bluefieldsvillas.com/from-our-blog/why-visit-jamaica/</p> <p>http://www.bbc.co.uk/education/topics/z8wxnb</p> <p>http://www.bbc.co.uk/education/guides/zsf8wmn/revision</p> | YouTube clip: Flocabulary – figurative language | http://www.theschoolrun.com/home-work-help/william-shakespeare |

| | | | |
|------------------------|---|---|--|
| Further Reading | Any Lonely Planet Guide The Children's Classic Poetry Collection | Girl Online, Zoe Sugg Awful Auntie: David Walliams | The Usborne Illustrated Stories from Shakespeare |
|------------------------|---|---|--|

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: Maths****Purpose of Study**

Mathematics is an interconnected subject in which students need to be able to move fluently between representations of mathematical ideas. The programme of study is organised into distinct domains, but students should build on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge in science, geography, computing and other subjects. The expectation is that the majority of students will move through the programme of study at broadly the same pace. However, decisions about progression should be based on the security of students' understanding and their readiness to progress to the next stage. Students who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems. Those who are not sufficiently fluent should consolidate their understanding, including through additional practice, before moving on.

Aims

Working mathematically through the mathematics content, students will be taught to:

- Develop fluency in order to consolidate their numerical and mathematical capability and extend their understanding of the number system and place value to include decimals, fractions, powers and roots.
- Select and use appropriate calculation strategies to solve increasingly complex problems and use algebra to generalise the structure of arithmetic.
- Reason mathematically to extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations.
- Develop and extend their knowledge of ratio and proportion in working with measures and geometry.
- Be resilient and be able to solve problems and evaluate the outcomes, including multi-step problems with an emphasis on financial Maths.

| Programme of Study | | | |
|---------------------------|--|--|---|
| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
| | Written and Mental Calculations. Place Value and Rounding. Measures, Time and Speed. Integers, Powers and Roots. | Algebraic Manipulation. Geometric Reasoning, Angles and Bearings. Linear Equations, Identities, Formulae and Simultaneous Equations. | Area, Perimeter and Volume. Pythagoras. Fractions. Probability. |
| Recommended sites | www.mangahigh.com | www.mymaths.co.uk | http://www.bbc.co.uk/education/subjects/zqhs34j |
| Further Reading | Maths Frameworking, 3 rd Edition, Pupil Book (1.1, 1.2 and 1.3) Publisher: Collins | Maths Frameworking, 3 rd Edition, Pupil Book (1.1, 1.2 and 1.3) Publisher: Collins | Maths Frameworking, 3 rd Edition, Pupil Book (1.1, 1.2 and 1.3) Publisher: Collins |

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: Science****Purpose of Study**

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 students 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, students 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.

Aims

The National Curriculum for science aims to ensure that all students:

- 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

Programme of Study

| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
|--|--|---|---|
| | Cells, Tissues and organs How the body is organised. Cell structure and function. Specialised cells Energy | Atoms and elements Periodic table Elemental symbols Trends in the table Ecosystem Food chains and webs | Muscles and bone Skeletal movement and bone structure Antagonistic muscle groups. Three functions of the skeleton. Acids and Alkalies |

| | | | |
|--------------------------|---|---|---|
| | <p>Energy cannot be created or destroyed.</p> <p>Different types of energy.</p> <p>Energy transfers</p> <p>Sexual Reproduction</p> <p>The process of sexual and asexual reproduction.</p> <p>Structure and function of sperm and eggs</p> <p>Particle model</p> <p>The model of particles to explain the properties of solids, liquids and gases.</p> | <p>Feeding relationships</p> <p>Factors affecting the environment</p> <p>Forces</p> <p>Understanding resultant force.</p> <p>Forces and movement</p> <p>Sound</p> <p>How sound is created.</p> <p>Amplitude</p> <p>Pitch</p> <p>The ear</p> <p>Mixtures and separation</p> <p>How to separate mixture.</p> <p>Filtering and distillation.</p> <p>Solvents and solution</p> | <p>Testing for acids and alkalis using universal indicator.</p> <p>Testing household chemicals</p> <p>Current and Electricity</p> <p>Simple circuits.</p> <p>Measuring current.</p> <p>Measuring voltage</p> <p>Food and Digestion</p> <p>Digestive organs</p> <p>Digestive process</p> |
| Recommended sites | www.escience@kings.com KS3 BBC Bitesize | www.escience@kings.com KS3 BBC Bitesize | www.escience@kings.com KS3 BBC Bitesize |
| Further Reading | Exploring Science 7 | Exploring Science 7 | Exploring Science 7 |

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: History****Purpose of Study**

A high-quality history education will help students gain a coherent knowledge and understanding of the past and how the modern world has come to take the shape it has. We aim to inspire students' curiosity to know more about the past, whilst equipping students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The National Curriculum for history aims to ensure that all students:

- know and understand history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped Britain as well as how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Programme of Study

| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
|--|-------------------------|-------------------------|-------------------------|
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| | <p>The Norman Conquest Students will study Western Europe at the turn of the first millennium, with a particular focus on Edward the Confessor's England. students will study the reasons for and main events of the Norman Conquest as well as its consequences for the country.</p> | <p>The Medieval World Students will study the nature of Medieval European society with important aspects such as Feudalism and the Catholic Church being studied in depth. students will focus on two main case studies; The 'Black Death' of the 1340s/50s and the Peasants' Revolt of 1381.</p> | <p>Guns, Germs and Steel This module will cover <i>all</i> of human history from the earliest migration from Africa to the modern rise of China. Students will be invited to consider questions such as 'why did the Spanish conquer the Inca, not the other way around?' and 'why do global businessmen wear British-style suits, not kimonos?' Genghis Khan students will explore the Asia of Genghis Khan. They will be asked to explain the historical significance of a man who conquered a quarter of the world's land mass.</p> |
| Recommended sites | http://www.historylearningsite.co.uk/ http://www.bbc.co.uk/education/subjects/zk26n39 http://www.historynet.com/ | | |
| Further Reading | Horrible Histories: Smashing Saxons by Terry Deary Publisher: Scholastic. Horrible Histories: Stormin' Normans by Terry Deary Publisher: Scholastic The Battle of Hastings (Great Events) by Gillian Clements Publisher: Franklin Watts | Horrible Histories: Measly Middle Ages by Terry Deary Publisher: Scholastic. | Genghis Khan by John Mann Publisher: Bantam |

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: Geography****Purpose of Study**

A high-quality geography education should inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As students 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 scales are shaped, interconnected and change over time.

Aims

The National Curriculum for Geography aims to ensure that all students:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

| Programme of Study | | | |
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| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
| | <p>Where in the world? How do we make connections and know where we are?</p> <p>Students will have an introduction to geography and understanding what geographers do and the tools they use.</p> <p>Social Studies Program:</p> <p>Spotlight on the UAE and our Local Place, Dubai</p> <p>Students will be focusing on the UAE, and Dubai's physical and human environment, including;</p> <ul style="list-style-type: none"> • The geography of the UAE • the siting of Dubai –original site factors (physical and human factors) for the location of our city • What are the factors that have contributed to Dubai becoming one of the major global cities of today | <p>Map Skills</p> <p>Students will be introduced to basic mapping using compass points, grid references, title, key, scale and interpretation of different kinds of maps, including Ordnance Survey Maps. They will also learn to use four and six-figure grid references.</p> | <p>Water, Water Everywhere</p> <p>Students study rivers, landforms and the impact that flooding can have on humans and the natural environment</p> |

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| | <ul style="list-style-type: none"> Dubai and the future.....what do you think lies ahead for Dubai? <p>This unit includes a compulsory day's field trip to the Dubai Museum and The Creek in November. The students will complete a project based on their field work</p> | | |
| Recommended sites | <p>http://www.bbc.co.uk/education/guides/ztqtyrd/revision (Atlas Skills)</p> <p>http://government.ae/en/seven-emirates (The UAE and it's seven Emirates)</p> <p>https://www.dubai.com/v/history/ (Dubai's History, Culture and Lifestyle)</p> <p>http://www.visitdubai.com/en/pois/dubai-museum (Dubai Museum)</p> | <p>https://www.ordnancesurvey.co.uk/mapzone/map-skills (Practice Map Skills with Ordnance Survey)</p> <p>http://www.bbc.co.uk/education/guides/z6j6fq8/revision (OS Map Skills)</p> | <p>http://www.bbc.co.uk/education/topics/zs92tfr</p> |
| Further Reading | <p>KS3 Geography Complete Study and Practice (with online edition) Publisher: CGP</p> <p>https://www.cgpbooks.co.uk/Student/books_ks3_geography.book_GHS33</p> | | <p>KS3 Geography Complete Study and Practice (with online edition) Publisher: CGP</p> <p>https://www.cgpbooks.co.uk/Studt/books_ks3_geography.book_GHS33</p> |

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: ART****Purpose of Study**

Art, craft and design embody some of the highest forms of human creativity.

A high-quality art and design education will engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

We believe in teaching students how to think like artists as well as equipping them with practical skills. Creative thinking is a transferable skill and we strive to make connections between Art and Design and all other aspects of life.

As students progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. They should also know how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of a nation.

Aims

The National Curriculum for Art aims to ensure that all students:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Programme of Study

| | Autumn 1 & 2 Observing Nature | Spring 1 & 2 Patterns In Nature | Summer 1 & 2 Nature And Architecture |
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| | Students are initially given a diagnostic assessment in the form of an Art Passport. | Students will continue to develop their drawing skills, referring to Patterns in Nature and how | Students will focus on ways in which natural forms have inspired many |

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| | <p>Students will then be introduced to the overall theme of Nature. They will develop skills in drawing mainly from the direct observation of natural objects. Outcomes will be produced in printmaking and painting. They will relate their work to Key Artists: Albrecht Durer, Georgia O'Keefe and Elizabeth Blackadder. Throughout the year much of the work students produce will be presented appropriately in sketchbooks.</p> | <p>natural forms have inspired Islamic Art and Design. Calligraphy, carpets and the decorative and applied arts will be explored. Students will learn how to create their own patterns from sources material produced last term using a range of media such as collage. This will be developed further as students build skills in using resist media such as Ink and Wax, using Sgraffito and Batik.</p> | <p>architects, including Gaudi, Hundertwasser and Gehry. Students will explore the ways in which birds, animals and insects create architectural structures such as nests and bowers. This will all provide inspiration for drawings, sculptures and paintings. We will also consider the role of public and site-specific art and sculpture - for example, the beautiful work of contemporary artist, Andy Goldsworthy, who uses natural materials in the environment.</p> |
| Recommended sites | www.artchive.com www.moma.org www.tate.org.uk www.nga.gov www.khm.at/en/ | www.nationalgallery.org.uk www.british-museum.ac.uk/ www.mia.org.qa/en/ www.vam.ac.uk/ | www.guggenheim.org www.newbritishartists.co.uk www.leopoldmuseum.org/en/exhibitions/21/vienna-1900 www.kunsthauswien.com/en/museum |
| Further Reading | http://uk.phaidon.com/store/art/the-art-book-new-edition-9780714864679/ | | |

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: Drama****Purpose of Study**

A high quality Drama curriculum will equip students with the skills necessary to explore the world in which we live, through the use of dramatic strategies and conventions. Students investigate a variety of times and cultures, historical events and social issues whilst refining performance skills. The development of empathy, confidence, emotional intelligence, communication skills and social skills is at the core of learning through Drama. The emphasis at Key Stage 3 is placed strongly on process (exploration) and the fostering of reflective and evaluative practice. This continues into examined Drama at KS4 and KS5 with the added dimension of theatre studies/theory and theatre making.

Aims

Students will become familiar with a specific range of explorative strategies required to study Drama. They will learn to see texts through the eyes of directors, designers and performers. Kings' students will become adept at devising drama and theatre from given forms of stimuli as well as bringing plays and texts to life using the elements of drama and the drama medium. Students will improve transferable skills beneficial to their wider curriculum such as public speaking, confidence in communication and empathy and they will collaborate constantly and creatively.

Programme of Study

| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
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| | <p>Introduction to practical Drama.</p> <p>Trust exercises, focus work, cooperation within the acting space.</p> <p>Storytelling, narration.</p> | <p>Displacement</p> <p>Students will explore the concept of displacement through historical events such as WW1 and WW2, and the evacuation of children from the Cities during War, and the sinking of the Titanic.</p> <p>Areas of focus;</p> | <p>Introduction to practical Drama.</p> <p>Trust exercises, focus work, cooperation within the acting space.</p> <p>Storytelling, narration.</p> |

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| | <p>Use James Thurber's 'Fractured Fairy Tales' for reference and dramatic stimuli.</p> <p>Fear/Darkwood Manor Students examine a range of emotions and consider the appeal of fear and risk-taking. The use of pause, tension and suspense is developed and several explorative strategies are introduced.</p> <p>Links to History/Art/English</p> | <p>Relationships Family social circumstances War/conflict Refugees courage</p> <p>Links to PSHE/Geog/History/English</p> | <p>Use James Thurber's 'Fractured Fairy Tales' for reference and dramatic stimuli.</p> <p>Fear/Darkwood Manor</p> <p>Students examine a range of emotions and consider the appeal of fear and risk-taking. The use of pause, tension and suspense is developed and several explorative strategies are introduced.</p> <p>Links to History/Art/English</p> |
| Recommended sites | | www.nationaltheatre.com | Various sites will be recommended as appropriate to the range of stimuli. |
| Further Reading | Publications, stories and novels about houses with 'personalities'. | Research on evacuees and the Titanic. 'Goodnight Mr Tom' Michelle Magorian and 'Carrie's war'. | 'A Christmas Carol', 'Great Expectations' and 'Oliver Twist' Charles Dickens |

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: Music****Purpose of Study**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As students progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The National Curriculum for music aims to ensure that all students:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Programme of Study

| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
|--|---|---|---|
| | Singing Students will learn vocal and ensemble skills in a whole class singing project. They will learn about aspects of keeping the voice healthy, | Building Blocks of Music Continued... students will study the musical elements to equip them with the key vocabulary and foundations to | Rap Students will learn about the context of Rap and will learn how to create their own rap composition using Garageband and Music Technology skills. |

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| | <p>projection, breathing, intonation, expression and enunciation. This project culminates in a year 7 concert: Spotlight on Sevens.</p> <p>The Building Blocks of Music</p> <p>Students will study the musical elements to equip them with the key vocabulary and foundations to undertake musical study in Key Stage 3.</p> | <p>undertake musical study in Key Stage 3.</p> <p>Samba</p> <p>Students will learn to perform as part of a Samba band on a range of appropriate percussion instruments, using key Latin American rhythms.</p> | <p>Indian Music</p> <p>Students will learn about the context of Indian Music and will learn how to create their own Indian Music composition and performance.</p> |
| Recommended sites | http://www.bbc.co.uk/education/topics/zhg4q6f | https://www.youtube.com/watch?v=jQLvGghaDbE | http://www.plasticlittleraps.com/history-of-rap-music.html https://www.youtube.com/watch?v=9VQjH0RrdXU |
| Further Reading | <p>Singing for Dummies Publisher: For Dummies</p> | <p>Teach and Play Samba by Mike Simpson Publisher: Rhinegold Education</p> | <p>When the Beat was Born: DJ Kool Herc and the Creation of Hip Hop by Laban Carrick Hill Publisher: Roaring Brook Press</p> |

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: French****Purpose of Study**

A high-quality languages education should foster students' curiosity and deepen their understanding of the world. The teaching should enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping students to study and work in other countries.

Aims

The National Curriculum for languages aims to ensure that all students:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Programme of Study

| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
|--|--|--|---|
| | <p>Personal information and school life.</p> <p>Students learn to talk about themselves and about their school life in present tense</p> | <p>Hobbies and Hometown</p> <p>Students learn to talk about their hobbies, homes and the area where they live. New grammatical</p> | <p>Holidays</p> <p>Students learn to talk about making plans about going on holidays. The students are introduced to the near future.</p> |

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| | using a range of opinions, justifications and connectives. | structures are presented as the 3 rd person singular | |
| Recommended sites | www.linguascope.com www.languagesonline.org Memrise | www.linguascope.com www.languagesonline.org Memrise | www.linguascope.com www.languagesonline.org Memrise |
| Further Reading | Studio 1 Le cahier d'exercice A French dictionary | Studio 1 Le cahier d'exercice A French dictionary | Studio 1 Le cahier d'exercice A French dictionary |

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: Spanish****Purpose of Study**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster students' curiosity and deepen their understanding of the world. The teaching should enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping students to study and work in other countries.

Aims

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

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Programme of Study

| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
|--|---|---|---|
| | Personal information and Family . Students learn to talk about themselves and learn to talk about their families. | School and house Students talk about their school life in present tense using a range of opinions, justifications and connectives. Students also learn to describe where they live. | Free time activities and town Students work on a wide range of free time activities and opinions. Students also talk about their homes and the area where they live. New grammatical structures |

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| | | | are presented as the 3 rd person singular. Students will be introducing the future tense. |
| Recommended sites | www.linguascope.com www.languagesonline.org Memrise | www.linguascope.com www.languagesonline.org Memrise | www.linguascope.com www.languagesonline.org Memrise |
| Further Reading | Mira1 Cuaderno de ejercicios A+B Spanish dictionary | Mira 1 Cuaderno de ejercicios A+B Spanish dictionary | Mira 1 Cuaderno de ejercicios A+B Spanish dictionary |

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: Computing****Purpose of Study**

A high-quality computing education equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The National Curriculum for computing aims to ensure that all students:

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

| Programme of Study | | | |
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| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
| | <p>Understanding Algorithms and Scratch A development of understanding algorithm theory is a core concept in Computer Science which will build the foundations of success in this curriculum area. This project will explore the stages of the systems development life cycle as students plan, create, design, test and evaluate a game of their design.</p> <p>Algorithms, Flowcharts and Flowol Students will continue to develop their understanding about algorithms and logic processes. Students will be solving real life problems and thinking about programming in the real world.</p> | <p>E-Safety Students will learn to use computers safely, effectively and responsibly. They will learn the dangers of social networking, how to keep data safe, using emails and safely searching the Internet. Students will learn the dangers of email scams, hacking, protecting personal data and copyright.</p> <p>Python Turtle Students will learn the difference between visual and textual language. What a variable is? Selection looping and sequence. How to write lines of code and execute them, how to create a variable, how to program a loop, how to program an if statement.</p> | <p>Databases Students will begin their understanding about data types, how data is stored and organised on a computer. They will develop an understanding about why databases are important and how they can be more effective than a paper based system.</p> <p>Networking Students will learn about the core concepts of networking. Students will learn about the Internet, Connectivity, Topologies, Client-server networks and Encryption</p> |
| Recommended sites | <p>https://scratch.mit.edu/</p> <p>http://www.flowol.com/</p> <p>http://www.bbc.co.uk/education/guides/z3bq7ty/revision</p> | <p>https://www.thinkuknow.co.uk/</p> <p>https://pythonschool.net</p> <p>https://www.codecademy.com/</p> | <p>http://www.bbc.co.uk/education/guides/zswnb9q/revision</p> <p>http://www.bbc.co.uk/education/guides/z36nb9q/revision</p> |

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| | http://www.bbc.co.uk/bitesize/ks3/ict/software_applications/control_sequencing/revision/3/ | | |
| Further Reading | <p>Learn to program with Scratch by Majed Marji Publisher: No Starch Press</p> <p>Controlling and monitoring with Flowol 2 by P. Evans Publisher: Payne-Gallway Publishers</p> | <p>Keep Your Kids Safe on the Internet by Simon Johnson</p> | <p>Computer Networks 3rd Edition by Andrew S. Tanenbaum</p> |

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: Design and Technology****Purpose of Study**

A high quality Design and Technology education is an inspiring, rigorous and practical. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and wellbeing of the nation.

Aims

The National Curriculum for Design and Technology aims to ensure that all students:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

Programme of Study

| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
|--|--|--|---|
| | Sketching/presentation skills, CAD/CAM + intro to manufacture | Cooking and Nutrition Unit – The Great Kings menu | Technical knowledge through Design and Manufacture |

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| <p>Students start the course with a block of sketching and presentation techniques building confidence in our young designers to express themselves in a creative and technical manner supporting the progress of design from idea to concept. We then apply these newly developed skills to a design scenario allowing students to explore the design process developing an understanding of materials, design issues and manufacturing techniques. Students will use a range of industry standard equipment with a focus on CAD/CAM using the laser cutter and 3D printer in their first projects. Students will also learn about technical communication with their first introduction to Orthographic drawing and communication requirements to aid manufacture.</p> | <p>Students will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in our students opens a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that will enable our students to feed themselves and others affordably and well, now and in later life. The Great Kings Menu will see students cook and apply nutrition and healthy eating through both theory tasks and practical application. Students will be introduced to the characteristics of a broad range of ingredients producing a range of predominantly savoury dishes. Students will progress with a range of cooking techniques e.g. selecting and preparing ingredients, using utensils and electrical equipment applying heat in different ways. They will develop an awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting their own recipes.</p> | <p>Students will build knowledge around basic electrical components and circuits within a lighting project looking at plastic forming and wood construction. Students will be challenged to incorporate these components in the product. Students will embark on their first full scale design projects. This will allow our young designers to appreciate the problematic balance of design issues as they strive to achieve aesthetically pleasing and technically functioning products for the end user. Building the skills within all component elements of Design and Technology, introductory basic electronics, develops designers with the a range of knowledge required to solve the futures design problems. Students will be introduced to wood and plastic as resistant materials, the types available, their uses and the sustainability issues around design.</p> |
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| Recommended sites | www.technologystudent.com www.bbcbitesize.co.uk https://vimeo.com/idsketching | www.greatbritishchefs.com http://www.jamieoliver.com/ http://www.eatingwell.com/ www.nutrition.org.uk | www.technologystudent.com www.bbcbitesize.co.uk https://www.youtube.com/watch?v=luE5Aeqjf1Q https://www.ellenmacarthurfoundation.org/circular-economy/overview/concept |
| Further Reading | Google: <ul style="list-style-type: none">• Industrial sketching techniques• Plastipedia | Google: <ul style="list-style-type: none">• Healthy Eating• Ashburton School of Cookery | Google: <ul style="list-style-type: none">• Sustainable design• Analogue Electronics for beginners |

KINGS' SCHOOL AL BARSHA**CURRICULUM OVERVIEW****Subject: Physical Education****Purpose of Study**

A high-quality physical education curriculum inspires all students to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The National Curriculum for Physical Education aims to ensure that all students:

- Develop competence to excel in a broad range of physical activities.
- Evaluate and improve their performance.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

Programme of Study

| | Autumn 1 & 2 | Spring 1 & 2 | Summer 1 & 2 |
|--|---|--|--|
| | Pupils will build on and embed the physical development and skills learned in key stages 2, become more competent, confident and expert in their techniques for a variety of different activities (listed below). They should understand what makes a | Pupils will build on and embed the physical development and skills learned in key stages 2, become more competent, confident and expert in their techniques for a variety of different activities (listed below). They should understand what makes a performance effective and how to | Pupils will build on and embed the physical development and skills learned in key stages 2, become more competent, confident and expert in their techniques for a variety of different activities (listed below). They should understand what makes a performance effective and how to apply these principles to |

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| | <p>performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <p>HRF, Badminton, Football, Swimming, Dance and Sports Leaders.</p> | <p>apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <p>HRF, Badminton, Football, Swimming, Dance and Sports Leaders.</p> | <p>their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <p>HRF, Badminton, Football, Swimming, Dance and Sports Leaders.</p> |
| Recommended sites | <p>www.googleclassroom.com</p> <p>www.youtube.com</p> <p>http://www.bbc.co.uk/education/subjects/zdhs34j</p> | <p>www.googleclassroom.com</p> <p>www.youtube.com</p> <p>http://www.bbc.co.uk/education/subjects/zdhs34j</p> | <p>www.googleclassroom.com</p> <p>www.youtube.com</p> <p>http://www.bbc.co.uk/education/subjects/zdhs34j</p> |
| Further Reading | PE Passport | PE Passport | PE Passport |