

### Key Stage 3 years 7-9

The timetable is based on the UK National Curriculum and intended to give the students breadth and balance.

The students have 34 periods per week.

<b>Subject</b>	<b>No. of Periods</b>
English	5
Mathematics	4
Science	4
Arabic	5
Sharia	4
Arabic Humanities	1
Art	1
ICT *	2
Home economics	1
Robotics	1
PE	1
Humanities English	2

The English department supports students to explore a variety of fiction and non-fiction texts and to learn how to use the English language for effective communication in our contemporary world.

Why study this subject?

Students are encouraged to develop their strategies for reading and communicating well in English which supports their success in other English medium subjects such as science, mathematics, history, geography and English Humanities.

Teachers use a variety of methods and resources to appeal to students in their classes. The English Curriculum is delivered using interactive whiteboards and Power Point presentations to complement reading and writing and speaking and listening tasks. Students are encouraged to do pair and group work as well as individual work to complete assignments and projects.

On a weekly basis, students have scheduled library lessons during which time they have the opportunity to borrow books and to do self-directed reading. In addition, students have opportunities use their practical ICT skills to create Power Point presentations for speaking and listening assessments.

### **What we do at KS3**

In years 7-9, English is taught based on Cambridge First Language English programme and areas of study include: Novels, plays and poetry as well as non-fiction texts including media and advertising. Students practice skills they have learned to create a variety of texts such as diaries, journals, leaflets, reports and news articles. They also learn to analyse the texts they have read and to develop the ability to comment on writers' use of language for effect.

In addition to teachers providing lessons which include the study and reinforcement of English language skills, English Support sessions are offered on a weekly basis for students who need to do focussed work on their spelling, punctuation, and grammar skills.

At the end of year 9, students take Check Point English International Exam.

### **How will this help our students?**

The English Department provides various opportunities for students to expand their English language speaking and writing skills. All students can participate in Book Week which includes writing competitions and other activities. Students at KS4 are encouraged to participate in debates in and outside of the school. Over the past few years, students have participated in the Thimun Qatar MUN conference which allows them to utilize their speaking and listening skills in a conference setting modeled on the

United Nations. In addition, educational trips which are related to schemes of work are scheduled to venues such as Katara, Mathaf and the Museum of Islamic Art.

### **General Subjects**

The General Subjects Department is made up of a range of subjects, which include, ICT, PE, Art, Humanities English, Geography and Business Studies.

In KS3 (Years 7-9) we follow the British National Curriculum, whilst in KS4 the students study for IGCSEs which is a two-year curriculum programme resulting in the attainment of a certificate that is internationally recognised by schools, universities and employers. In KS5 (Year 12) students study towards the AS Level exams.

Throughout the department we offer the students a range of opportunities and trips. This can be Art trips to the Museum of Islamic Art or ICT trips to Spinney's. There are numerous competitions that take place throughout the year in Art, PE and ICT. In the Summer Term, there is a business enterprise project that takes place as well as the annual school Fun Day.

### **ICT**

#### **Why study this subject?**

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind.

#### **What we do at KS3**

Computing is an Exciting field of study. Students should be aware that computers are involved in a vast array of everyday devices as well as some specific and highly technical application. In the new KS3 ICT curriculum students now need to learn about the principles and application of computing together with digital literacy. Organisations and universities are looking for school leavers who are problem solvers and innovators

In Year 8 students also have the opportunity to learn Alice. This is an innovative programming environment to support the creation of 3D animations, the Alice Project

provides tools and materials for teaching and learning computational thinking, problem solving, and computer programming. This programming unit is taught in collaboration with Carnegie Mellon University.

It is hoped that this new scheme of work will provide students with the foundation to develop their ability to use logic and computational thinking to solve a range of problems, whilst giving due regards to the ethics of their approach. It is hoped that students will develop a solid grounding to be able to progress to KS4 with confidence.

## PE

### **Why study this subject?**

A high-quality physical education curriculum inspires all pupils 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.

### **What we do**

We follow the British National Curriculum for physical education, which aims to ensure that all pupils develop competence to excel in a broad range of physical activities along with being physically active for sustained periods of time. We endeavor to engage in competitive sports and activities and encourage and educate the students to lead healthy, active lives.

We offer a range of sports including;

- Basketball
- Athletics
- Football
- Swimming
- Aerobics
- Badminton
- Volleyball

### **How will this help our students?**

We offer a range of competitive opportunities where the students can participate in a number of matches for the school, along with the opportunity to take part in the School

Sports Olympic Programme. This allows them to compete against other students from schools around Doha.

## Art

### **Why study this subject?**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils 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 our nation.

### **What we do at KS3**

The students use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. They have the opportunity to use a range of techniques and media, including painting with the aim to increase their proficiency in the handling of different materials. Students will also analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

Learning about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day is also an important part of Art at Key Stage 3.

## Humanities English

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils 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.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.

### **What we do at KS3**

Students aim to 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.

By the end of KS3 it is hoped that the students will develop the following knowledge and skills.

### **Geography**

- 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
- 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.

### **History**

- 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.

### **Mathematics**

The Math department: our department has 4 academic qualified teachers. We offer a widerange of courses and teach for all levels from KS3, KS4, and KS5

Secondary teachers work with young adults in Years 7 – 12 (ages 11 – 18) in intermediate, middle, area and secondary schools. As a Secondary teacher you inspire your students, encouraging them and giving them the skills and enthusiasm they need to make a positive difference in the world. Mathematics and Statistics underpin almost every aspect of today's society. Whether it is technology, business, science, social science or education, mathematicsand statistics are used.

#### **Why study this subject?**

Our School is offering a British international curriculum, Cambridge international examinationCIE

For schools, Cambridge IGCSE offers a flexible and stimulating curriculum, supported withexcellent resources and training.

For learners, Cambridge IGCSE helps improve performance by developing skills in creativethinking, enquiry and problem solving. It is the perfect springboard to advanced study.

Recognition: Cambridge IGCSE is widely recognised by higher education institutions and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International A Levels and Cambridge IGCSEs to meet their entry requirements. <http://www.cie.org.uk/Images/122564-cambridge-recognition-brochure.pdf>

The Cambridge Curriculum is founded on the values of the University of Cambridge and best practice in schools. The curriculum is dedicated to developing learners who are confident, responsible, innovative and engaged. Each curriculum framework for English, mathematics

And science is designed to engage learners in an active and creative learning <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse> Find out more about Cambridge IGCSE subjects/

### **What do we do at KS3?**

The Cambridge Secondary KS3 mathematics curriculum is presented in six content areas: Number, Algebra, Geometry, Measure, Handling data and Problem solving.

The first five content areas are all underpinned by Problem solving, which provides a structure for the application of mathematical skills.

Mental strategies are also a key part of the Number content. Together, these two areas form a progressive step preparing students for entry onto IGCSE level courses.

This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject.

The Cambridge Secondary KS3 Mathematics curriculum framework continues the journey from the Cambridge Primary Mathematics framework and provides a solid foundation upon which the later stages of education can be built.

## **Science**

The Science department aims to motivate and inspire students to learn about how Science affects the world in which they live.

### **Why study this subject?**

In addition to teaching the basic principles, students are encouraged to develop both their investigative and ICT skills. The modern laboratories are well equipped with a range of apparatus and an interactive Promethean board. The Science Curriculum is delivered in a variety of teaching styles including PowerPoint presentations, scientific experiments and demonstrations. Students are also given opportunities for independent work such as research projects.

### **What we do at KS3**

In years 7-9, Balanced Science is taught based on Cambridge Secondary 1 programme and the topics include:



Cells, Forces, Particles, Acids and Alkalis, , Energy Resources, Electricity, Reproduction, Environment, Simple Chemical Reactions and the Solar System. Food and Digestion, Light, Energy Transfer, Elements and Compounds, Respiration, Microbes, Sound, Magnetism and Ecological Relationships

They are given the opportunity to carry out investigative work in laboratories and students attend 4 lessons a week to fulfill the requirements of the curriculum.

At the End of year 9 students take Check Point international Exam.

#### **How will this help our students?**

We provide numerous opportunities for students to develop their scientific knowledge and understanding outside the classroom. Students are encouraged to participate in scientific research -Al Biraq- organized by Qatar University. Trips are arranged to places of interest throughout the year such as trip to Science centre and Shaf alah centre.

#### **Science week**

Following the International Science week we also conduct the Science week at the beginning of March each year. During this week different fun activities are conducted in the Science labs to involve students. Science competitions, treasure hunts and educational Science trips are also arranged for the students. All these activities ensure students involvement in Science and help them to explore different aspects of Science.