MIDDLE SCHOOL CURRICULUM

MEF
INTERNATIONAL SCHOOLS

IZMIR

2021-2022

Contents

THE SECONDARY SCHOOL (Grades 6 - 12) – OVERVIEW

At MEF International School – Izmir, we aim to create young people who are motivated, skilled, confident, independent learners; young people who recognise the need to be lifelong learners and responsible global citizens.

We have high expectations of all students and value continuity in their learning. At an individual level students are encouraged to achieve their highest academic standards.

MEF International School – Izmir is the only accredited school in Turkey to offer all levels of the Cambridge International Programme and is thus a Cambridge International Examinations (CAIE) Centre.

The secondary school is organised into two main sections: the Middle School and High School. In addition, support services are available to assist student learning in a range of roles: Learning Support, English Support, Counselling and Career Planning.

Middle School:	Grade 6 Grade 7 Grade 8	Age 11-12 Age 12-13 Age 13-14	 Checkpoint Examinations
High School:	Grade 9 Grade 10 Grade 11 Grade 12	Age 14-15 Age 15-16 Age 16-17 Age 17-18	 IGCSE Examinations AS Level Examinations A Level Examinations

INTRODUCTION – THE MIDDLE SCHOOL (Grades 6-8)

The Middle School academic programme at MEFIS-Izmir has its roots in the Cambridge Lower Secondary Programme but it has been further developed through an inquiry-based, students-centered approach that celebrates the international context in which we live.

Students enter Secondary School from the age of 11 and in Grades 6-8 follow a course of study which provides a broad and balanced range of learning experiences. The curriculum includes the following core subjects: English, Mathematics, Science as well as Art & Design, ICT, Humanities, Performance Arts, Physical Education, PSHE and Modern Languages (French, Spanish, Turkish and English as a Second Language).

In the second semester of Grade 8 students start to make decisions concerning the courses they will pursue from Grade 9. In order to help students make informed decisions, a “Course Selection Presentation” is shown to students and parents early in the second semester.

STUDENT SUPPORT SERVICES

English Support

All English Language Learners at MEFIS-Izmir are provided with English Support. Intermediate level learners will follow a English as a Second Language course in place of First Language English. Beginners will receive English Support in place of First Language English and in place of modern foreign Language courses, as well as English as a Second Language.

Learning Support

Students at MEFIS Izmir with specific learning needs that are not related to English Language can receive some learning support. Learning support can be provided through pull-out individualized or push-in in-class support.

Counselling

A full time counsellor is available to support students with their social-emotional needs and academic guidance. Academic counselling includes career planning, university applications, choosing appropriate option choices, planning and self-management.

ASSESSMENT AND REPORTING

In Grades 6-8 students are assessed regularly throughout the year through their classwork, projects, and end of unit assessments.

In April, Grade 8 students sit the Cambridge Checkpoint Examinations for English, Mathematics, and Science, that provide detailed feedback on the students' strengths and areas of improvement before they progress to their IGCSE courses.

HOMEWORK

The purpose of homework is to consolidate knowledge and understanding of learning objectives; to reinforce and apply skills learned in the classroom; to aid the development of good study habits; to stimulate creative activity and imagination; to encourage independent thinking; to develop a spirit of inquiry and research; to foster self-discipline; and to foster parental involvement.

Guidelines:

1. Homework assigned will be purposeful and meaningful to the work of the class or to some future work.
2. Extended exercises may form part of an on-going assessment of each student.

3. Students must present homework on the date specified by the teacher. Students who do not complete their homework will complete it in school during a specified time.
4. It is the responsibility of students to find out any homework missed due to absence.
5. Students absent due to illness should submit their homework on the day they return to school.
6. Students absent due to school-related activities (eg. matches, quizzes) must ensure that homework set in their absence is completed and submitted on their return to school.
7. A student absent for a period of time is expected to make every effort to complete work missed including homework while absent.
8. A student absent for an extended period should contact the teacher for a record of homework set during this period.
9. If there are extenuating circumstances, a verification note from parents is to be presented at the beginning of class.
10. Students in these grade levels can expect 45-60 minutes of homework in any given evening:

HOMEROOMS

Students in each grade level are assigned a homeroom teacher. They meet with their homeroom teachers every morning for registration and to receive important communications. It is the role of the Homeroom Teacher:

- To be the point of contact for parents, teachers, and administrators.
- To be their students' advocate and supporter
- To motivate students into participating fully in the life of the school (i.e. extra- curricular activities and events organized by the school).
- To deliver material provided for Pastoral periods, guiding our students social-emotional learning.
- To share information from the student message board, upcoming events, and activities with the students.
- To monitor academic, social, and behavioral progress

RECREATIONAL ACTIVITIES

Students are offered clubs and recreational activities once a week during school time. After school clubs are also available. Clubs offered vary according to staffing availability and students' requests.

COMMUNITY SERVICE

Students in Middle School are provided with opportunities to contribute to the school and the wider community through community service activities. Community service options include working with younger students as part of the reading partnership, assisting with leadership, preparation and organisation of school events, participating in special events with other schools in our region, and assisting with fundraising for our sister school or emergency relief efforts as directed by the school.

EDUCATIONAL EXCURSIONS

Students in Middle School are offered the possibility of taking part in day or overnight educational excursions that have a link to the curriculum studied or are part of their Community Service programme

ENGLISH FIRST LANGUAGE

This course is based on the CAIE English First Language Curriculum Framework, which provides a comprehensive set of progressive learning objectives for learners of English as a First Language.

Cambridge Lower Secondary English curriculum empowers learners in their application of English, and encourages life-long enthusiasm for reading, writing and spoken communication. It develops communication skills in English that learners can apply in everyday situations and in study. It also equips them with transferable language skills for interrogating and producing spoken and written texts, and working collaboratively. Together the reading, writing, speaking and listening skills acquired through Cambridge Lower Secondary English support learners' overall intellectual, creative and social development.
-Cambridge English Secondary 1 Curriculum Framework

Content

	Reading	*Writing*	*Speaking and Listening* * *Speaking and listening skills are not assessed in the tests.*
Grade 6	***Develop broad reading skills*** • *7Ro1 Give an informed personal response to a text and provide some textual reference in support* • *7Ro2 Understand how readers make choices about the texts they like reading, e.g. by author or genre* ***Demonstrate understanding of explicit meaning in texts*** • *7Rx1 Extract the main points and relevant information from a text or IT source, using a range of strategies such as skimming and scanning* • *7Rx2 Select, collate and summarise ideas from texts, using notes where relevant* ***Demonstrate understanding of implicit meaning in texts***	***Develop broad writing skills*** • *7Wo1 Practise note-taking using different styles for different purposes* • *7Wo2 Use a dictionary and thesaurus effectively to further develop vocabulary* ***Select and develop content and use register and language appropriate to genre, purpose and audience*** • *7Wa1 Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas* • *7Wa2 Create an effect by using some of the key linguistic and literary techniques used by writers* • *7Wa3 Begin to develop character and voice in fiction writing* • *7Wa4 Use features and conventions of a wide variety of text types in order to write*	• *7SL1 Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade* • *7SL2 Shape talk for clarity and effect and to engage a listener* • *7SL3 Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince an audience* • *7SL4 Practise speaking fluently and clearly at an appropriate pace and volume* • *7SL5 Develop the ability to listen courteously to others and be sensitive to turn-taking* • *7SL6 Make significant contributions to group discussions, engaging with complex material, making perceptive responses and*

	• 7Ri1 Use inference and deduction to recognise implicit meanings ***Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts*** *• 7Rw1 Comment on a writer's use of language, demonstrating an understanding of the implications of their use of vocabulary* *• 7Rw2 Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language* *• 7Rw3 Show awareness of poets' use of language and its intended impact on the reader* *• 7Rw4 Use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre' in discussion about texts* *• 7Rw5 Comment on the use of formal and informal language and discuss the writer's motivation for making the choice* *• 7Rw6 Show awareness of the reasons for using long and short sentences* *• 7Rw7 Comment on how the choice of sentences and variety of sentence openings control pace and meaning* *• 7Rw8 Explore the variety and range of ways in which the content of texts can be organised, structured and combined* ***Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts*** *• 7Rv1 Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text*	*to inform, explain, describe, argue, persuade and comment* *• 7Wa5 Understand and use degrees of formality in a range of texts according to context, purpose and audience* *• 7Wa6 Write to express a personal viewpoint* *• 7Wa7 Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience* *• 7Wa8 Clarify and extend meaning and create specific effects by using a range of features, e.g. precise and imaginative use of vocabulary* *• 7Wa9 Understand the conventions of standard English and how to use them consistently in writing* ***Structure and organise ideas coherently using sections or paragraphs*** *• 7Wt1 Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively* *• 7Wt2 Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases* ***Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects*** *• 7Wp1 Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects* *• 7Wp2 Provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc. by using a range of features, e.g. varying sentence length and structure* *• 7Wp3 Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing English* *• 7Wp4 Build up detail and convey shades of meaning through sentence structure,*	*showing awareness of a speaker's aims* *• 7SL7 Work effectively in solo, paired and group assignments, including role-play* *• 7SL8 Show insight into texts and issues through choice of speech, gesture and movement, within role-play* *• 7SL9 Explain features of own and others' language, showing sensitivity to the impact of varying language for different purposes and situations*

	• *7Rv2 Demonstrate understanding of features of narrative and non-narrative texts by explaining and developing these features in their own discussion and writing* • *7Rv3 Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written* • *7Rv4 Explore the range of different ways writers use layout, form and presentation in a variety of texts*	*e.g. controlling order of clauses, expanding verb phrases* • *7Wp5 Use correct grammar, including articles, word order and tense in a range of genres and text types* • *7Wp6 Clarify relationships between ideas with an accurate and increased use of connectives* • *7Wp7 Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and dialogue* ***Use accurate spelling*** • *7Ws1 Spell correctly most commonly used words with regular patterns* • *7Ws2 Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns*	
Grade 7	***Develop broad reading skills*** • *8Ro1 Broaden experience of reading a wide range of texts and express preferences and opinions* • *8Ro2 Explore how different audiences choose and respond to texts* • *8Ro3 Make relevant notes when researching different sources, comparing and contrasting information* ***Demonstrate understanding of explicit meaning in texts*** • *8Rx1 Identify relevant points, synthesising and summarising ideas from different parts of a text* • *8Rx2 Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate Demonstrate understanding of implicit meaning in texts* • *8Ri1 Comment on implied meaning, e.g. writer's*	***Develop broad writing skills*** • *8Wo1 Apply editing and proofreading skills to a range of different texts and contexts* • *8Wo2 Extend vocabulary by noting down powerful words in books read* ***Select and develop content and use register and language appropriate to genre, purpose and audience*** • *8Wa1 Identify the most appropriate approach to planning their writing in order to explore, connect and shape ideas* • *8Wa2 Develop ideas to suit a specific audience, purpose and task* • *8Wa3 Develop a consistent viewpoint in non-fiction writing by selecting from techniques and devices used by known writers, and drawing on a range of evidence, opinions, information and purposes* • *8Wa4 Write in a range of forms for a variety of purposes, including: autobiography (to entertain, inform, review or comment), diary entries (to inform,*	• *8SL1 Give short presentations and answer questions, maintaining effective organisation of talk* • *8SL2 Adapt speech, non-verbal gesture and movement to meet an increasing range of demands* • *8SL3 Explore complex ideas and feelings, both succinctly and at length* • *8SL4 Take part in a simple debate following formal rules (proposer, seconder, etc.)* • *8SL5 Engage with more demanding material through perceptive responses to other students' talk, showing awareness of the speaker's aims and extended meanings* • *8SL6 Conduct a discussion, drawing together ideas and promoting effective sharing of ideas* • *8SL7 Work in groups to formulate ideas and plans of action* • *8SL8 Develop skills in solo, paired and group assignments, including role-play and drama*

	viewpoint, relationships between characters, ironic effect ***Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts*** *• 8Rw1 Comment on how a writer's use of language contributes to the overall effect on the reader, using appropriate terminology* *• 8Rw2 Explore the range, variety and overall effect of literary, rhetorical and grammatical features used by poets and writers of literary and non-literary texts, considering informal or formal style as well as the choice of words to create character* *• 8Rw3 Compare poems from different cultures and times, commenting on poets' use of language and imagery to develop similar themes and elicit responses from the reader* *• 8Rw4 Explain, using accurate terminology, how language is used to create effect, e.g. personification, figurative language, imagery, patterns and structure in the use of language, use of dialect or informal language* *• 8Rw5 Comment on the use of a wide range of punctuation to convey shades of meaning* ***Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts*** *• 8Rv1 Trace the development of a writer's or a poet's ideas, viewpoint and themes through a text and relate these to other texts read* *• 8Rv2 Demonstrate understanding of the main features of text structure of each genre and text type studied*	*explain, review, comment or explore), leaflets or newspaper reports (to inform), letters (to persuade, entertain, narrate or comment), magazine articles (to describe, review or comment), reports (to review, inform, advise or argue), reviews (to inform, entertain or advise), summaries* *• 8Wa5 Draw on knowledge of how and why writers use varying degrees of formality and informality to make appropriate choices of style and register in their own writing* *• 8Wa6 Create and control effects by drawing independently on the range and variety of their own vocabulary* *• 8Wa7 Understand the significance and importance of conventional standard English and the ways in which writers use non-standard forms in specific contexts for particular effects* ***Structure and organise ideas coherently using sections or paragraphs*** *• 8Wt1 Experiment with different ways of structuring and presenting texts, appropriate for different audiences and purposes* *• 8Wt2 Use a range of cohesive devices with audience and purpose in mind* ***Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects*** *• 8Wp1 Draw on their knowledge of a variety of sentence lengths and a wide variety of sentence structures, including complex sentences, and apply it to their own writing to make their ideas and intentions clear and create a range of effects* *• 8Wp2 Demonstrate controlled use of a variety of simple and complex sentences*	*• 8SL9 Help to plan and participate in a brief dramatic scene, demonstrating empathy and understanding of a range of characters through flexible choice of speech, gesture and movement* *• 8SL10 Discuss the features of media productions such as news broadcasts, interviews and discussions, analysing meaning and impact of variations in spoken language*

	• 8Rv3 Explore why certain texts are important within a culture and show awareness that the context in which a text is written and read affects its meaning • 8Rv4 Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports • 8Rv5 Explain how specific choices and combinations of form, layout and presentation create particular effects	to achieve purpose and contribute to overall effect • 8Wp3 Confidently use a range of sentence features to clarify or emphasise meaning, e.g. complex nouns or prepositional phrases • 8Wp4 Use accurate punctuation including commas, parenthetical commas, colons, semi-colons, dashes and brackets **Use accurate spelling** • 8Ws1 Spell most words correctly, including some complex polysyllabic words and unfamiliar words • 8Ws2 Learn the spelling of difficult and commonly misspelt words and develop strategies for correcting spelling	
Grade 8	**Develop broad reading skills** • 9Ro1 Discuss their own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations • 9Ro2 Make notes using a range of different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media • 9Ro3 Analyse how texts are shaped by audiences' preferences and opinions **Demonstrate understanding of explicit meaning in texts** • 9Rx1 Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts **Demonstrate understanding of implicit meaning in texts** • 9Ri1 Develop interpretations of texts, supporting points with detailed textual evidence	**Develop broad writing skills** • 9Wo1 Use the editing, proofreading and reviewing process, and revise as necessary, to evaluate the effectiveness and likely impact on the reader **Select and develop content and use register and language appropriate to genre, purpose and audience** • 9Wa1 Link a selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience • 9Wa2 Shape and affect the reader's response through conscious choices and in planned ways by selecting from a wide and varied vocabulary for a range of tasks, purposes and readers • 9Wa3 Add detail, tension and climax to their narratives by shaping the reader's response through conscious choices from a wide and ambitious vocabulary • 9Wa4 Establish and sustain character, point of view and voice • 9Wa5 Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing	• 9SL1 Use speaking and listening as a method of preparing for written assignments, exploring a wide range of subject matter with precision and effect • 9SL2 Make increasingly significant contributions both as a solo speaker and as a member of a group • 9SL3 Demonstrate increased personal confidence by managing and manipulating content of spoken presentation and listening • 9SL4 Question and respond to others, shaping the direction and content of their talk with well-judged contributions • 9SL5 Work in groups for a variety of purposes, such as taking decisions, planning and organisation • 9SL6 Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence • 9SL7 Evaluate meaning and impact of a range of features in own and others' discourse, including broadcast media

	• 9Ri2 Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias **Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts** • 9Rw1 Show some appreciation of how a writer's language choices contribute to the overall effect on the reader, e.g. demonstrating the effectiveness of imagery in contrasting texts or arguing that the use of highly emotive language in an advertisement is/is not counterproductive in its effect on an audience • 9Rw2 Analyse in depth and detail a writer's use of literary, rhetorical and grammatical features and their effects on different readers • 9Rw3 Develop precise, perceptive analysis of how language is used, e.g. explaining how euphemisms conceal bias in a political statement or showing how language use reflects a character's changing emotional state • 9Rw4 Understand how words are used for different purposes, e.g. to create a tense atmosphere from the beginning, to persuade the reader • 9Rw5 Recognise ways in which writers use different registers and other methods to communicate with their audience • 9Rw6 Analyse the structures of different poetic forms • 9Rw7 Demonstrate understanding of the impact of vocabulary on meaning through the selection of appropriate quotations	evidence, opinions and appropriate information • 9Wa6 Write to analyse, review and comment • 9Wa7 Write persuasively, e.g. in letters or in the script of a commercial • 9Wa8 Write arguments with a sense of linked progression • 9Wa9 Understand ways to deploy a range of formal and informal styles to enhance and emphasise meaning and create a wide range of effects • 9Wa10 Develop a range of registers and a personal voice • 9Wa11 Extend range of language and use it appropriately **Structure and organise ideas coherently using sections or paragraphs** • 9Wt1 Select the most appropriate text format, layout and presentation to create impact and engage the reader • 9Wt2 Shape and craft language within paragraphs, and structure ideas between them, to achieve particular effects with purpose and audience in mind **Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects** • 9Wp1 Demonstrate control of a wide variety of sentence types used for intended purpose and desired effect • 9Wp2 Use a range of features to shape and craft sentences that have individual merit and contribute to overall development of the text, e.g. embedded phrases and clauses that support succinct explanation; secure control of complex verb forms; use of antithesis, repetition or balance in sentence structure • 9Wp3 Understand ways in which writers modify and adapt phrase and sentence structures and conventions to create effects, and how to	

	• *9Rw8 Understand the differences between formal and informal style* • *9Rw9 Analyse how meaning, including attitude, can be conveyed in different ways according to structural and organisational choices* ***Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts*** • *9Rv1 Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts* • *9Rv2 Develop an understanding of how ideas, experiences and values are portrayed in texts from different cultures and traditions* • *9Rv3 Demonstrate understanding of the features of a wider range of non-fiction and media texts, e.g. travel writing, advertisement material* • *9Rv4 Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes*	*make such adaptations when appropriate* • *9Wp4 Deploy a range of punctuation and grammatical choices to enhance and emphasise meaning, aid cohesion and create a wide range of effects* ***Use accurate spelling*** • *9Ws1 Spell correctly throughout a substantial text, including ambitious or complex polysyllabic words* • *9Ws2 Continue to be aware of spelling errors and correct them*	

ENGLISH AS A SECOND LANGUAGE

This course is based on the CAIE English as a Second Language Curriculum Framework, which provides a comprehensive set of progressive learning objectives for learners of English as a Second Language.

The course is based on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used widely both within and beyond Europe to map learners' progression in English. The curriculum frameworks are divided into five strands: Reading, Writing, Use of English, Listening and Speaking. In line with the CEFR, learning outcomes in each strand for each successive stage are defined in terms of what learners should be able to do in English.' *Cambridge Secondary 1 Curriculum Framework*

	Beginner Level	*Pre-Intermediate Level*	*Intermediate Level*
Speaking	*7S1 Use formal and informal registers in their talk on a limited range of general and curricular topics.* *7S2 Ask questions to clarify meaning on a wide range of general and curricular topics.* *7S3 Give an opinion, at discourse level, on a range of general and curricular topics.* *7S4 Respond, with some flexibility, at both sentence and text level, to unexpected comments on a range of general and curricular topics.*	*8S1 Use formal and informal registers in their talk on a growing range of general and curricular topics.* *8S2 Check the main point or detail of what someone else has said.* *8S3 Explain and justify their own point of view on a range of general and curricular topics.* *8S4 Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics.* *8S5 Modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge.*	*9S1 Use formal and informal language registers in their talk on a range of general and curricular topics.* *9S2 Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English.* *9S3 Explain and justify their own and others' point of view on a range of general and curricular topics.* *9S4 Analyse and evaluate the views of others in a growing range of contexts.* *9S5 Modify language mistakes in their talk which cause misunderstanding.* *9S6 Interact with peers to make hypotheses about a growing range*

	7S5 Link comments, with some flexibility, to what others say at sentence and discourse level in pair, group and whole class exchanges. *7S6 Interact with peers to negotiate classroom tasks.* *7S7 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics.*	*8S6 Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks.* *8S7 Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics.*	*of general and curricular topics.* *9S7 Use a range of appropriate subject-specific vocabulary and syntax to talk about curricular topics.*
Reading	*7Re1 Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts.* *7Re2 Understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended texts.* *7Re3 Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts.* *7Re4 Understand implied meaning on a limited range of unfamiliar general and curricular topics, including some extended texts.* *7Re5 Recognise the attitude or opinion of the writer on a limited*	*8Re1 Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts.* *8Re2 Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts.* *8Re3 Understand the detail of an argument on a growing range of unfamiliar general and curricular topics, including some extended texts.* *8Re4 Understand implied meaning on a growing range of general and curricular topics, including some extended texts.* *8Re5 Recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts.* *8Re6 Deduce meaning from context on a growing range of unfamiliar general and curricular topics, including some extended texts.*	*9Re1 Understand the main points in extended texts on a range of unfamiliar general and curricular topics.* *9Re2 Understand specific information in extended texts on a range of unfamiliar general and curricular topics.* *9Re3 Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics.* *9Re4 Understand implied meaning in extended texts on a range of unfamiliar general and curricular topics.* *9Re5 Recognise the attitude or opinion of the writer in extended texts on a range of unfamiliar general and curricular topics.* *9Re6 Deduce meaning from context on a range of unfamiliar general and curricular topics, including some extended texts.* *9Re7 Begin to recognise the devices a writer uses to express*

	range of unfamiliar general and curricular topics, including some extended texts. *7Re6 Deduce meaning from context on a limited range of unfamiliar general and curricular topics, including some extended texts.* *7Re7 Recognise typical features at word, sentence and text level in a limited range of written genres.* *7Re8 Read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics with confidence and enjoyment.* *7Re9 Use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding.* *7Re10 Begin to recognise inconsistencies in argument in short texts on a limited range of general and curricular subjects.*	*8Re7 Recognise typical features at word, sentence and text level in a growing range of written genres.* *8Re8 Read a growing range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics with confidence and enjoyment.* *8Re9 Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding.* *8Re10 Recognise inconsistencies in argument in short and some extended texts on a limited range of general and curricular subject*	*intentions in extended texts on a growing range of unfamiliar general and curricular topics.* *9Re8 Read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics, with confidence and enjoyment.* *9Re9 Use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding.* *9Re10 Recognise inconsistencies in argument in extended texts on a growing range of general and curricular subjects.*
Writing	*7W1 Brainstorm, plan and draft written work at text level, with some support, on a range of general and curricular topics.* *7W2 Compose, edit and proofread written work at text level, with some support, on a range of general and curricular topics.*	*8W1 Brainstorm, plan and draft written work at text level, with limited support, on a range of general and curricular topics.* *8W2 Compose, edit and proofread written work at text level, with limited support, on a range of general and curricular topics.* *8W3 Write, with limited support, with moderate grammatical*	*9W1 Brainstorm, plan and draft written work at text level, with minimal teacher support, on a range of general and curricular topics.* *9W2 Compose, edit and proofread written work at text level, with minimal teacher support, on a range of general and curricular topics.*

	7W3 Write, with some support, with moderate grammatical accuracy on a limited range of general and curricular topics. *7W4 Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a limited range of written genres on general and curricular topics.* *7W5 Use, with some support, style and register appropriate to a limited range of written genres on general and curricular topics.* *7W6 Use appropriate layout for a range of written genres on a growing range of general and curricular topics.* *7W7 Spell a growing range of high-frequency vocabulary accurately on a range of general and curricular topics.* *7W8 Punctuate, with accuracy, a growing range of written work on a range of general and curricular topics.*	*accuracy on a growing range of general and curricular topics.* *8W4 Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a growing range of written genres on general and curricular topics.* *8W5 Use, with limited support, style and register appropriate to a limited range of written genres on general and curricular topics.* *8W6 Use appropriate layout for a range of written genres on a range of general and curricular topics.* *8W7 Spell a range of high-frequency vocabulary accurately on a range of general and curricular topics.* *8W8 Punctuate, with accuracy, a range of written work on a range of general and curricular topics.*	*9W3 Write, with minimal support, with moderate grammatical accuracy on a range of general and curricular topics.* *9W4 Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a range of written genres on general and curricular topics.* *9W5 Use, with limited support, style and register appropriate to a growing range of written genres on general and curricular topics.* *9W6 Use appropriate layout for a range of written genres on a wide range of general and curricular topics.* *9W7 Spell a wide range of high-frequency vocabulary accurately on a wide range of general and curricular topics.* *9W8 Punctuate, with accuracy, a range of written work on a wide range of general and curricular topics*
Use of English	*7Uw1 Use a growing range of abstract nouns and compound nouns; use a limited range of gerunds as subjects and objects; use a limited range of complex noun phrases; on a variety of general and curricular topics.*	*8Uw1 Use a range of abstract nouns and compound nouns; use a growing range of gerunds as objects and subjects; use a growing range of complex noun phrases; on a range of general and curricular topics.* *8Uw2 Use a wide range of quantifiers for countable and uncountable nouns and a*	*9Uw1 Use a range of abstract nouns, compound nouns, complex noun phrases and gerunds as subjects and objects on a wide range of general and curricular topics.* *9Uw2 Use a wide range of quantifiers for countable and uncountable*

	7Uw2 Use a range of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of general and curricular topics. *7Uw3 Use a growing range of compound adjectives and adjectives as participles and a limited range of comparative structures to indicate degree including not as…as, much …than on a range of general and curricular topics.* *7Ug1 Use a range of determiners including all, half, both [of] in pre-determiner function on a range of general and curricular topics.* *7Ug2 Use a range of questions using a range of different tense and modal forms on a range of general and curricular topics.* *7Ug3 Use a range of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few on a range of general and curricular topics.* *7Ug4 Use a growing range of simple perfect forms to express [recent, indefinite and unfinished] past on a range of general and curricular topics.*	*growing range of noun structures;* *use qualifying uncountable nouns* *..a piece of.. a bar of ..etc. on a range of general and curricular topics.* *8Uw3 Use a range of compound adjectives and adjectives as participles and a growing range of comparative structures to indicate degree on a range of general and curricular topics.* *8Ug1 Use a wide range of determiners and pre-determiner structures on a range of general and curricular topics.* *8Ug2 Use a range of questions including questions involving prepositions at what time, in which direction, from whose on a range of general and curricular topics.* *8Ug3 Use a range of pronouns [relative, demonstrative, indefinite, quantitative* *use a growing range of reflexive pronoun structures; on a range of general and curricular topics.* *8Ug4 Use a range of simple perfect forms, including some passive forms, with a growing range of time adverbials on a range of general and curricular topics.* *8Ug5 Use a range of future forms, including some passive forms, on a range of general and curricular topics.* *8Ug6 Use a wide range of active and passive simple present and past forms: use a growing range of causative forms; use a range of past perfect simple*	*nouns and a range of structures qualifying uncountable nouns on a wide range of general and curricular topics.* *9Uw3 Use a range of compound adjectives, adjectives as participles and comparative structures indicating degree and a growing range of intensifying adjectives on a wide range of general and curricular topics.* *9Ug1 Use a wide range of determiners and pre-determiner structures on a wide range of general and curricular topics.* *9Ug2 Use a wide range of types of question on a wide range of general and curricular topics.* *9Ug3 Use a wide range of pronouns [relative, demonstrative, indefinite, quantitative];* *use a range of reflexive pronoun structures; on a wide range of general and curricular topics.* *9Ug4 Use a range of simple perfect active and passive forms with a range of time adverbials … so far, lately, all my life; use a growing range of perfect continuous forms; on a wide range of general and curricular topics.* *9Ug5 Use a range of future active and passive forms and a growing range of future continuous forms on a wide range of general and curricular topics;* *9Ug6 use a range of active and passive simple present and past forms, causative forms and past perfect simple forms; use a growing range of past perfect continuous forms in narrative*

	7Ug5 Use a growing range of future forms, including present continuous and present simple with future meaning, on a range of general and curricular topics. *7Ug6 Use a range of active and passive simple present and past forms; use a limited range of causative forms have/get done; use a growing range of past perfect simple forms in narrative and reported speech; on a range of general and curricular topics.* *7Ug7 Use a growing range of present continuous forms and past continuous, including some passive forms, on a range of general and curricular topics.* *7Ug8 Use a growing range of reported speech forms for statements, questions and commands: say, ask, tell, including reported requests, on a range of general and curricular topics.* *7Uw4 Use a limited range of comparative degree adverb structures not as quickly as/far less quickly with regular and irregular adverbs; use a limited range of sentence adverbs including too, either, also; use a growing range of pre-verbal, post-verbal and end position adverbs; on a range of general and curricular topics.*	*forms in narrative and reported speech; on a range of general and curricular topics.* *8Ug7 Use a range of present continuous forms and past continuous, including a growing range of passive forms, on a range of general and curricular topics.* *8Ug8 Use a range of reported speech forms for statements, questions and commands, including indirect and embedded questions with know, wonder on a range of general and curricular topics.* *8Ug9 Use a growing range of comparative degree adverb structures with regular and irregular adverbs; use a growing range of sentence adverbs including as well, though; use a range of pre-verbal, post-verbal and end-position adverbs; on a range of general and curricular topics.*	*and reported speech; on a wide range of general and curricular topics.* *9Ug7 Use a range of present continuous forms and past continuous [active and passive] on a range of general and curricular topics.* *9Ug8 Use a range of reported statements and question forms on a wide range of general and curricular topics.* *9Uw4 Use a range of comparative degree adverb structures with regular and irregular adverbs; use a range of sentence adverbs, including especially, particularly; use a range of pre-verbal, post-verbal and end-position adverbs; on a wide range of general and curricular topics.* *9Uf1 Use a growing range of past modal forms, including must have, can't have, might have, to express speculation and deduction about the past on a wide range of general and curricular topics.* *9Uw5 Use a range of prepositional phrases preceding nouns and adjectives; use a range of dependent prepositions following nouns and adjectives and a growing range of prepositions following verbs; on a wide range of general and curricular topics.* *9Ug9 Use infinitive forms after a range of verbs and adjectives; use gerund forms after a range of verbs and prepositions; use a growing range of prepositional and phrasal verbs; on a wide range of general and curricular topics.*

	7Uf1 Use a range of modal forms for a range of functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of general and curricular topics. *7Uw5 Use a range of prepositions preceding nouns and adjectives in prepositional phrases; use prepositions as, like to indicate manner; use a growing range of dependent prepositions following adjectives; on a range of general and curricular topics.* *7Ug9 Use infinitive forms after a limited range of verbs and adjectives; use gerund forms after a limited range of verbs and prepositions; use a limited range of prepositional verbs and begin to use common phrasal verbs; on a range of general and curricular topics.* *7Ug10 Use a growing range of conjunctions including since, as to explain reasons and the structures so ... that, such a/... that in giving explanations on a range of general and curricular topics.* *7Ug11 Use if/unless/if only in second conditional clauses and wish [that] clauses [present reference]; use a range of relative clauses including why clauses; on a range of*		*9Ug10 Use a range of conjunctions on a wide range of general and curricular topics* *9Ug11 Use if/if only in third conditional structures; use a range of relative clauses, including which [whole previous clause reference]; on a wide range of general and curricular topics.*

	general and curricular topics.		
Listening	*7L1 Understand, with little or no support, the main points in extended talk on a wide range of general and curricular topics.* *7L2 Understand, with little or no support, most specific information in extended talk on a wide range of general and curricular topics.* *7L3 Understand, with little or no support, most of the detail of an argument in extended talk on a wide range of general and curricular topics.* *7L4 Understand, with little or no support, most of the implied meaning in extended talk on a wide range of general and curricular topics.* *7L5 Recognise, with little or no support, the opinion of the speaker(s) in extended talk on a wide range of general and curricular topics.* *7L6 Deduce, with little or no support, meaning from context in extended talk on a wide range of general and curricular topics.* *7L7 Begin to recognise typical features at word, sentence and text level in a limited range of spoken genres.*	*8L1 Understand the main points in unsupported extended talk on a wide range of general and curricular topics.* *8L2 Understand most specific information in unsupported extended talk on a wide range of general and curricular topics.* *8L3 Understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics.* *8L4 Understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics.* *8L5 Recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics.* *8L6 Deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics.* *8L7 Recognise typical features at word, sentence and text level of a growing range of spoken genres.* *8L8 Begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects.*	*9L1 Understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics.* *9L2 Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics.* *9L3 Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics.* *9L4 Understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics.* *9L5 Recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics.* *9L6 Deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics.*

	7L8 Understand extended narratives on a range of general and curricular topics.		*9L7 Recognise typical features at word, sentence and text level of a range of spoken genres.* *9L8 Recognise inconsistencies in argument in extended talk on a range of general and curricular subjects.*
Possible Topics	*Me and Others* *People and Places* *Free Time* *Past and Present*	*Here and Now* *Follow Your Dreams* *Far and Wide* *The Things People Do*	*Take It to the Limit* *Different Lives* *Weird and Wonderful* *Dreams and Reality*

MATHEMATICS

'Learners develop a holistic understanding of the subject, focussing on principles, patterns, systems, functions and relationships. They will become mathematically competent and fluent in computation, which they can apply to everyday situations.' -Cambridge Secondary 1 Curriculum Framework

Content

	Grade 6	*Grade 7*	*Grade 8*
		Number	
Ni Integers, powers and roots	*7Ni1 Recognise negative numbers as positions on a number line, and order, add and subtract positive and negative integers in context* *7Ni2 Recognise multiples, factors, common factors, primes (all less than 100), making use of simple tests of divisibility; find the lowest common multiple in simple cases; use the 'sieve' for generating primes developed by Eratosthenes* *7Ni3 Recognise squares of whole numbers to at least 20 × 20 and the corresponding square roots; use the notation 7^2 and $\sqrt{49}$*	*8Ni1 Add, subtract, multiply and divide integers* *8Ni2 Identify and use multiples, factors, common factors, highest common factors, lowest common multiples and primes; write a number in terms of its prime factors* *8Ni3 Calculate squares, positive and negative square roots, cubes and cube roots; use the notation $\sqrt{49}$ and $\sqrt[3]{64}$ and index notation for positive integer powers*	*9Ni1 Add, subtract, multiply and divide directed numbers* *9Ni2 Estimate square roots and cube roots* *9Ni3 Use positive, negative and zero indices and the index laws for multiplication and division of positive integer powers*
Np Place value, ordering and rounding	*7Np1 Interpret decimal notation and place value; multiply and divide whole numbers and*	*8Np1 Read and write positive integer powers of 10; multiply and divide integers and decimals by 0.1, 0.01*	*9Np1 Recognise the equivalence of 0.1, 10 1 and 10-1; multiply and divide whole numbers and decimals*

	decimals by 10, 100 or 1000 *7Np2 Order decimals including measurements, changing these to the same units* *7Np3 Round whole numbers to the nearest 10, 100 or 1000 and decimals, including measurements, to the nearest whole number or one decimal place*	*8Np2 Order decimals, including measurements, making use of equality and inequality signs* *8Np3 Round whole numbers to a positive integer power of 10,*	*by 10 to the power of any positive or negative integer* *9Np2 Round numbers to a given number of decimal places or significant figures; use to give solutions to problems with an appropriate degree of accuracy* *9Np3 Use the order of operations, including brackets and powers*
Nf Fractions, decimals, percentages,ratio and proportion	*7Nf1 Recognise the equivalence of simple fractions, decimals and percentages* *7Nf2 Simplify fractions by cancelling common factors and identify equivalent fractions; change an improper fraction to a mixed number, and vice versa; convert terminating decimals to fractions,* *7Nf3 Compare two fractions by using diagrams, or by using a calculator to convert the fractions to decimals,* *7Nf4 Add and subtract two simple fractions, find fractions of quantities (whole number answers); multiply a fraction by an integer* *7Nf5 Understand percentage as the*	*8Nf1 Find equivalent fractions, decimals and percentages by converting between them* *8Nf2 Convert a fraction to a decimal using division; know that a recurring decimal is a fraction* *8Nf3 Order fractions by writing with common denominators or dividing and converting to decimals* *8Nf4 Add and subtract fractions and mixed numbers; calculate fractions of quantities (fraction answers); multiply and divide an integer by a fraction* *8Nf5 Calculate and solve problems involving percentages of quantities and percentage increases or decreases; express one given number as a fraction or percentage of another* *8Nf6 Use equivalent fractions, decimals and percentages to compare different quantities* *8Nf7 Simplify ratios, including those expressed in different units; divide a quantity into more than two parts in a given ratio* *8Nf8 Use the unitary method to solve simple problems involving ratio and direct proportion*	*9Nf1 Consolidate writing a fraction in its simplest form by cancelling common factors* *9Nf2 Add, subtract, multiply and divide fractions, interpreting division as a multiplicative inverse, and cancelling common factors before multiplying or dividing* *9Nf3 Solve problems involving percentage changes, choosing the correct numbers to take as 100% or as a whole, including simple problems involving personal or household finance, e.g. simple interest, discount, profit, loss and tax* *9Nf4 Recognise when fractions or percentages are needed to compare different quantities* *9Nf5 Compare two ratios; interpret and use ratio in a range of contexts* *9Nf6 Recognise when two quantities are directly proportional; solve problems involving proportionality,*

	number of parts in every 100; use fractions and percentages to describe parts of shapes, quantities and measures *7Nf6 Calculate simple percentages of quantities (whole number answers) and express a smaller quantity as a fraction or percentage of a larger one* *7Nf7 Use percentages to represent and compare different quantities* *7Nf8 Use ratio notation, simplify ratios and divide a quantity into two parts in a given ratio* *7Nf9 Recognise the relationship between ratio and proportion* *7Nf10 Use direct proportion in context; solve simple problems involving ratio and direct proportion*		
Nc Calculation	*7Nc1 Consolidate the rapid recall of number facts, including positive integer complements to 100, multiplication facts to 10 × 10 and associated division facts* *7Nc2 Use known facts and place value to multiply and divide two-digit*	*8Nc1 Use known facts to derive new facts,* *8Nc2 Recall squares to 20 × 20, cubes to 5 × 5 × 5, and corresponding roots* *8Nc3 Recall simple equivalent fractions, decimals and percentages* *8Nc4 Use known facts and place value to multiply and divide simple fractions*	*Mental strategies* *9Nc1 Extend mental methods of calculation, working with decimals, fractions, percentages and factors, using jottings where appropriate* *9Nc2 Solve word problems mentally* *9Nc3 Consolidate use of the rules of arithmetic and*

	numbers by a single-digit number *7Nc3 Know and apply tests of divisibility by 2, 3, 5, 6, 8, 9, 10 and 100* *7Nc4 Use known facts and place value to multiply simple decimals by one-digit numbers,* *7Nc5 Calculate simple fractions and percentages of quantities,* *7Nc6 Use the laws of arithmetic and inverse operations to simplify calculations with whole numbers and decimals* *7Nc7 Use the order of operations, including brackets, to work out simple calculations* *Addition and subtraction* *7Nc8 Add and subtract integers and decimals, including numbers with different numbers of decimal places* *Multiplication and division* *7Nc9 Multiply and divide decimals with one and/or two places by single-digit numbers,* *7Nc10 Know that in any division where the dividend is not a multiple of the*	*8Nc5 Use known facts and place value to multiply and divide simple decimals,* *8Nc6 Use known facts and place value to calculate simple fractions and percentages of quantities* *8Nc7 Recall relationships between units of measurement* *8Nc8 Solve simple word problems including direct proportion problems* *8Nc9 Use the laws of arithmetic and inverse operations to simplify calculations with integers and fractions* *8Nc10 Use the order of operations, including brackets, with more complex calculations* *Addition and subtraction* *8Nc11 Consolidate adding and subtracting integers and decimals, including numbers with differing numbers of decimal places* *Multiplication and division* *8Nc12 Divide integers and decimals by a single-digit number, continuing the division to a specified number of decimal places, e.g. 68 ÷ 7* *8Nc13 Multiply and divide integers and decimals by decimals such as 0.6 or 0.06, understanding where to place the decimal point by considering equivalent calculations,*	*inverse operations to simplify calculations* *Multiplication and division* *9Nc4 Multiply by decimals, understanding where to position the decimal point by considering equivalent calculations; divide by decimals by transforming to division by an integer* *9Nc5 Recognise the effects of multiplying and dividing by numbers between 0 and 1*

	divisor there will be a remainder, *The remainder can be expressed as a fraction of the divisor,* *7Nc11 Know when to round up or down after division when the context requires a whole-number answer*		
		Algebra	
Ae Expressions, equations and formulae	*7Ae1 Use letters to represent unknown numbers or variables; know the meanings of the words term, expression and equation* *7Ae2 Know that algebraic operations follow the same order as arithmetic operations* *7Ae3 Construct simple algebraic expressions by using letters to represent numbers* *7Ae4 Simplify linear expressions, e.g. collect like terms; multiply a constant over a bracket* *7Ae5 Derive and use simple formulae, e.g. to change hours to minutes* *7Ae6 Substitute positive integers into simple linear expressions/formula e* *7Ae7 Construct and solve simple linear equations with*	*8Ae1 Know that letters play different roles in equations, formulae and functions; know the meanings of formula and function* *8Ae2 Know that algebraic operations, including brackets, follow the same order as arithmetic operations; use index notation for small positive integer powers* *8Ae3 Construct linear expressions* *Ae4 Simplify or transform linear expressions with integer coefficients; collect like terms; multiply a single term over a bracket* *8Ae5 Derive and use simple formulae, e.g. to convert degrees Celsius (°C) to degrees Fahrenheit (°F)* *8Ae6 Substitute positive and negative integers into formulae, linear expressions and expressions involving small powers,, including examples that lead to an equation to solve* *8Ae7 Construct and solve linear equations with integer coefficients (unknown on either or both sides, without or with brackets)*	*9Ae1 Know the origins of the word algebra and its links to the work of the Arab mathematician Al'Khwarizmi.* *9Ae2 Use index notation for positive integer powers; apply the index laws for multiplication and division to simple algebraic expressions.* *9Ae3 Construct algebraic expressions.* *9Ae4 Simplify or transform algebraic expressions by taking out single-term common factors.* *9Ae5 Add and subtract simple algebraic fractions.* *9Ae6 Derive formulae and, in simple cases, change the subject; use formulae from mathematics and other subjects* *9Ae7 Substitute positive and negative numbers into expressions and formulae.* *9Ae8 Construct and solve linear equations with integer coefficients (with and without brackets, negative signs anywhere in the equation, positive or negative solution); solve a number problem by*

	integer coefficients (unknown on one side only), e.g. 2x = 8, 3x + 5 = 14, 9 - 2x = 7 As		*constructing and solving a linear equation.* *9Ae9 Solve a simple pair of simultaneous linear equations by eliminating one variable.* *9Ae10 Expand the product of two linear expressions of the form x ± n and simplify the corresponding quadratic expression.* *9Ae11 Understand and use inequality signs (<, >, Y, []); construct and solve linear inequalities in one variable; represent the solution set on a number line.*
As Sequences, functions and graphs	*7As1 Generate terms of an integer sequence and find a term given its position in the sequence; find simple term-to-term rules* *7As2 Generate sequences from spatial patterns and describe the general term in simple cases* *7As3 Represent simple functions using words, symbols and mappings* *7As4 Generate coordinate pairs that satisfy a linear equation, where y is given explicitly in terms of x; plot the corresponding graphs; recognise straight-line graphs parallel to the x- or y-axis*	*8As1 Generate terms of a linear sequence using term-to-term and position-to-term rules; find term-to-term and position-to-term rules of sequences, including spatial patterns* *8As2 Use a linear expression to describe the nth term of a simple arithmetic sequence, justifying its form by referring to the activity or practical context from which it was generated* *8As3 Express simple functions algebraically and represent them in mappings* *8As4 Construct tables of values and use all four quadrants to plot the graphs of linear functions, where y is given explicitly in terms of x; recognise that equations of the form y = mx + c correspond to straight-line graphs*	*9As1 Generate terms of a sequence using term-to-term and position to-term rules.* *9As2 Derive an expression to describe the nth term of an arithmetic sequence.* *9As3 Find the inverse of a linear function.* *9As4 Construct tables of values and plot the graphs of linear functions, where y is given implicitly in terms of x, rearranging the equation into the form y = mx + c; know the significance of m and find the gradient of a straight line graph.* *9As5 Find the approximate solutions of a simple pair of simultaneous linear equations by finding the point of intersection of their graphs.* *9As6 Use systematic trial and improvement methods to find approximate solutions of equations such as $x^2 + 2x = 20$ (1, 2 and 7).*

			9As7 Construct functions arising from real-life problems; draw and interpret their graphs. *9As8 Use algebraic methods to solve problems involving direct proportion, relating solutions to graphs of the equations.*
		Geometry	
Shapes and geometric reasoning	*7Gs1 Identify, describe, visualise and draw 2D shapes in different orientations* *7Gs2 Use the notation and labelling conventions for points, lines, angles and shapes* *7Gs3 Name and identify side, angle and symmetry properties of special quadrilaterals and triangles, and regular polygons with 5, 6 and 8 sides* *7Gs4 Estimate the size of acute, obtuse and reflex angles to the nearest 10°* *7Gs5 Start to recognise the angular connections between parallel lines, perpendicular lines and transversals* *7Gs6 Calculate the sum of angles at a point, on a straight line and in a triangle, and prove that vertically*	*8Gs1 Know that if two 2D shapes are congruent, corresponding sides and angles are equal* *8Gs2 Classify quadrilaterals according to their properties, including diagonal properties* *8Gs3 Know that the longest side of a right-angled triangle is called the hypotenuse* *8Gs4 Identify alternate angles and corresponding angles* *8Gs5 Understand a proof that: - the angle sum of a triangle is 180° and that of a quadrilateral is 360° - the exterior angle of a triangle is equal to the sum of the two interior opposite angles* *8Gs6 Solve geometrical problems using properties of angles, of parallel and intersecting lines, and of triangles and special quadrilaterals, explaining reasoning with diagrams and text* *8Gs7 Draw simple nets of solids, e.g. cuboid, regular tetrahedron, square-based pyramid, triangular prism* *8Gs8 Identify all the symmetries of 2D shapes* *8Gs9 Use a straight edge and compasses to construct: - the midpoint and perpendicular*	*9Gs1 Calculate the interior or exterior angle of any regular polygon;* *prove and use the formula for the sum of the interior angles of any* *polygon; prove that the sum of the exterior angles of any polygon is* *360°.* *9Gs2 Solve problems using properties of angles, of parallel and* *intersecting lines, and of triangles, other polygons and circles,* *justifying inferences and explaining reasoning with diagrams and* *text.* *9Gs3 Draw 3D shapes on isometric paper.* *9Gs4 Analyse 3D shapes through plans and elevations.* *9Gs5 Identify reflection symmetry in 3D shapes.* *9Gs6 Use a straight edge and compasses to:* *- construct the perpendicular from a point to a line and the* *perpendicular from a point on a line* *- inscribe squares, equilateral triangles, and regular hexagons and octagons by constructing equal divisions of a circle*

	opposite angles are equal; derive and use the property that the angle sum of a quadrilateral is 360° *7Gs7 Solve simple geometrical problems by using side and angle properties to identify equal lengths or calculate unknown angles, and explain reasoning* *7Gs8 Recognise and describe common solids and some of their properties, e.g. the number of faces, edges and vertices* *7Gs9 Recognise line and rotation symmetry in 2D shapes and patterns; draw lines of symmetry and complete patterns with two lines of symmetry; identify the order of rotation symmetry* *Gs10 Use a ruler, set square and protractor to:* *- measure and draw straight lines to the nearest millimetre* *- measure and draw acute, obtuse and reflex angles to the nearest degree* *- draw parallel and perpendicular lines* *- construct a triangle given two sides and the included angle (SAS) or two angles and the included side (ASA)*	*bisector of a line segment - the bisector of an angle* *8Gs10 Use a ruler and compasses to construct: - circles and arcs - a triangle, given three sides (SSS) - a triangle, given a right angle, hypotenuse and one side (RHS)*	*9Gs7 Know and use Pythagoras' theorem to solve two-dimensional problems involving right-angled triangles.*

	- construct squares and rectangles - construct regular polygons, given a side and the internal angle		
Position and Movement	7Gp1 Read and plot coordinates of points determined by geometric information in all four quadrants 7Gp2 Transform 2D points and shapes by: - reflection in a given line - rotation about a given point - translation Know that shapes remain congruent after these transformations	8Gp1 Find the midpoint of the line segment AB, given the coordinates of points A and B 8Gp2 Transform 2D shapes by rotation, reflection and translation, and simple combinations of these transformations 8Gp3 Understand and use the language and notation associated with enlargement; enlarge 2D shapes, given a centre of enlargement and a positive integer scale factor 8Gp4 Interpret and make simple scale drawings	9Gp1 Tessellate triangles and quadrilaterals and relate to angle sums and half-turn rotations; know which regular polygons tessellate, and explain why others will not. 9Gp2 Use the coordinate grid to solve problems involving translations, rotations, reflections and enlargements. 9Gp3 Transform 2D shapes by combinations of rotations, reflections and translations; describe the transformation that maps an object onto its image. 9Gp4 Enlarge 2D shapes, given a centre and positive integer scale factor; identify the scale factor of an enlargement as the ratio of the lengths of any two corresponding line segments. 9Gp5 Recognise that translations, rotations and reflections preserve length and angle, and map objects onto congruent images, and that enlargements preserve angle but not length. 9Gp6 Know what is needed to give a precise description of a reflection, rotation, translation or enlargement. 9Gp7 Use bearings (angles measured clockwise from the north) to solve problems involving distance and direction.

			9Gp8 Make and use scale drawings and interpret maps. *9Gp9 Find by reasoning the locus of a point that moves at a given distance from a fixed point, or at a given distance from a fixed straight line.*
		Measure	
Length, mass and capacity	*7Ml1 Choose suitable units of measurement to estimate, measure, calculate and solve problems in everyday contexts* *7Ml2 Know abbreviations for and relationships between metric units; convert between: - kilometres (km), metres (m), centimetres (cm), millimetres (mm) - tonnes (t), kilograms (kg) and grams (g) - litres (l) and millilitres (ml)* *7Ml3 Read the scales on a range of analogue and digital measuring instruments*	*8Ml1 Choose suitable units of measurement to estimate, measure, calculate and solve problems in a range of contexts, including units of mass, length, area, volume or capacity* *8Ml2 Know that distances in the USA, the UK and some other countries are measured in miles, and that one kilometre is about 8/5 of a mile*	*9Ml1 Solve problems involving measurements in a variety of contexts.*
Time and rates of change	*7Mt1 Draw and interpret graphs in real life contexts involving more than one stage, e.g. travel graphs* *7Mt2 Know the relationships between units of time; understand and use the 12-hour and 24-hour clock systems; interpret*	*8Mt1 Draw and interpret graphs in real life contexts involving more than one component, e.g. travel graphs with more than one person*	*9Mt1 Solve problems involving average speed.* *9Mt2 Use compound measures to make comparisons in real-life contexts, e.g. travel graphs and value for money.*

	timetables; calculate time intervals		
Area, perimeter and volume	*7Ma1 Know the abbreviations for and relationships between square metres (m^2), square centimetres (cm^2), square millimetres (mm^2)* *7Ma2 Derive and use formulae for the area and perimeter of a rectangle; calculate the perimeter and area of compound shapes made from rectangles* *7Ma3 Derive and use the formula for the volume of a cuboid; calculate volumes of cuboids* *7Ma4 Calculate the surface area of cubes and cuboids from their nets*	*8Ma1 Know the definition of a circle and the names of its parts; know and use formulae for the circumference and area of a circle* *8Ma2 Derive and use formulae for the area of a triangle, parallelogram and trapezium; calculate areas of compound 2D shapes, and lengths, surface areas and volumes of cuboids* *8Ma3 Use simple nets of solids to work out their surface areas*	*9Ma1 Convert between metric units of area, e.g. mm^2 and cm^2, cm^2 and m^2 and volume, e.g. mm^3 and cm^3, cm^3 and m^3; know and use the relationship 1 cm^3 = 1 ml.* *9Ma2 Know that land area is measured in hectares (ha), and that 1 hectare = 10 000 m2; convert between hectares and square metres.* *9Ma3 Solve problems involving the circumference and area of circles, including by using the π key of a calculator.* *9Ma4 Calculate lengths, surface areas and volumes in right angled prisms and cylinders.*
		Handling Data	
Planning and collecting data	*7Dc1 Decide which data would be relevant to an enquiry and collect and organise the data* *7Dc2 Design and use a data collection sheet or questionnaire for a simple survey* *7Dc3 Construct and use frequency tables to gather discrete data, grouped where appropriate in equal class intervals*	*8Dc1 Identify and collect data to answer a question; select the method of collection, sample size and degree of accuracy needed for measurements* *8Dc2 Know the difference between discrete and continuous data* *8Dc3 Construct and use: - frequency tables with given equal class intervals to gather continuous data - two-way tables to record discrete data*	*9Dc1 Suggest a question to explore using statistical methods; identify the sets of data needed, how to collect them, sample sizes and degree of accuracy.* *9Dc2 Identify primary or secondary sources of suitable data.* *9Dc3 Design, trial and refine data collection sheets.* *9Dc4 Collect and tabulate discrete and continuous data, choosing suitable equal class intervals where appropriate*

Processing and presenting data	*7Dp1 Find the mode (or modal class for grouped data), median and range* *7Dp2 Calculate the mean, including from a simple frequency table* *7Dp3 Draw and interpret:* *- bar-line graphs and bar charts* *- frequency diagrams for grouped discrete data* *- simple pie charts* *- pictograms*	*8Dp1 Calculate statistics for sets of discrete and continuous data; recognise when to use the range, mean, median and mode and, for grouped data, the modal class* *8Dp2 Draw, and interpret:* *- frequency diagrams for discrete and continuous data* *- pie charts* *- simple line graphs for time series* *- stem-and-leaf diagrams*	*9Dp1 Calculate statistics and select those most appropriate to the problem.* *9Dp2 Select, draw, and interpret diagrams and graphs, including:* *- frequency diagrams for discrete and continuous data* *- line graphs for time series* *- scatter graphs to develop understanding of correlation* *- back to back stem-and-leaf diagrams*
Interpreting and discussing results	*7Di1 Draw conclusions based on the shape of graphs and simple statistics* *7Di2 Compare two simple distributions using the range and the mode, median or mean*	*8Di1 Interpret tables, graphs and diagrams for discrete and continuous data, and draw conclusions, relating statistics and findings to the original question* *8Di2 Compare two distributions, using the range and one or more of the mode, median and mean* *8Di3 Compare proportions in two pie charts that represent different totals*	*9Di1 Interpret tables, graphs and diagrams and make inferences to support or cast doubt on initial conjectures; have a basic understanding of correlation.* *9Di2 Compare two or more distributions; make inferences, using the shape of the distributions and appropriate statistics.* *9Di3 Relate results and conclusions to the original question.*
Probability	*7Db1 Use the language of probability to describe and interpret results involving likelihood and chance* *7Db2 Understand and use the probability scale from 0 to 1* *7Db3 Find probabilities based on equally likely outcomes in simple contexts*	*8Db1 Know that if the probability of an event occurring is p, then the probability of it not occurring is 1 - p* *8Db2 Find probabilities based on equally likely outcomes in practical contexts* *8Db3 Find and list systematically all possible mutually exclusive outcomes for single events and for two successive events* *8Db4 Compare estimated experimental probabilities with*	*9Db1 Know that the sum of probabilities of all mutually exclusive outcomes is 1 and use this when solving probability problems.* *9Db2 Find and record all outcomes for two successive events in a sample space diagram.* *9Db3 Understand relative frequency as an estimate of probability and use this to compare outcomes of experiments in a range of*

	7Db4 Identify all the possible mutually exclusive outcomes of a single event *7Db5 Use experimental data to estimate probabilities* *7Db6 Compare experimental and theoretical probabilities in simple contexts*	*theoretical probabilities, recognising that:* *- when experiments are repeated different outcomes may result* *- increasing the number of times an experiment is repeated generally leads to better estimates of probability*	*contexts.*
Problem solving			
Using techniques and skills in solving mathematical problems	*7Pt1 Use the laws of arithmetic and inverse operations to simplify calculations with whole numbers and decimals* *7Pt2 Manipulate numbers, algebraic expressions and equations, and apply routine algorithms* *7Pt3 Understand everyday systems of measurement and use them to estimate, measure and calculate* *7Pt4 Recognise and use spatial relationships in two and three dimensions* *7Pt5 Draw accurate mathematical diagrams, graphs and constructions* *7Pt6 Check results of calculations by using inverse operations*	*8Pt1 Calculate accurately, choosing operations and mental or written methods appropriate to the numbers and context* *8Pt2 Use the order of operations, including brackets, with more complex calculations* *8Pt3 Manipulate numbers, algebraic expressions and equations, and apply routine algorithms* *8Pt4 Understand everyday measurement systems, using them to estimate, measure and calculate* *8Pt5 Recognise and use spatial relationships in two and three dimensions* *8Pt6 Draw accurate mathematical diagrams, graphs and constructions* *8Pt7 Estimate, approximate and check working* *8Pt8 Solve word problems involving calculations with whole numbers, fractions, percentages, decimals, money or measures, including multi-step problems*	*9Pt1 Calculate accurately, choosing operations and mental or written methods appropriate to the numbers and context.* *9Pt2 Manipulate numbers, algebraic expressions and equations, and apply routine algorithms.* *9Pt3 Understand everyday systems of measurement and use them to estimate, measure and calculate.* *9Pt4 Recognise and use spatial relationships in two dimensions and three dimensions.* *9Pt5 Draw accurate mathematical diagrams, graphs and constructions.* *9Pt6 Decide how to check results, by:* *- using rounding to estimate numbers to one significant figure and calculating mentally then comparing with the estimate* *- considering whether an answer is reasonable in the context of the problem* *- using inverse operations*

	7Pt7 Estimate, approximate and check their working *7Pt8 Solve word problems involving whole numbers, percentages, decimals, money or measures: choose operations and mental or written methods appropriate to the numbers and context, including problems with more than one step*		*9Pt7 Estimate, approximate and check their working. Solve a range of word problems involving single or multi-step calculations*
Using strategies in solving problems	*7Ps1 Identify and represent information or unknown numbers in problems, making correct use of numbers, symbols, words, diagrams, tables and graphs* *7Ps2 Recognise mathematical properties, patterns and relationships, generalising in simple cases* *7Ps3 Work logically and draw simple conclusions* *7Ps4 Relate results or findings to the original context and check that they are reasonable* *Ps5 Record and explain methods, results and conclusions* *7Ps6 Discuss and communicate findings effectively, orally and in writing*	*8Ps1 Identify the mathematical features of a context or problem; try out and compare mathematical representations using accurate notation* *8Ps2 Conjecture and generalise, identifying exceptional cases or counter-examples* *8Ps3 Use logical argument to interpret the mathematics in a context or to establish the truth of a statement* *8Ps4 Give accurate solutions appropriate to the context or problem* *8Ps5 Record and compare reasoning, solutions and conclusions* *8Ps6 Refine approaches and findings on the basis of discussions with others*	*9Ps1 Identify, organise, represent and interpret information accurately in written, tabular, graphical and diagrammatic forms.* *9Ps2 Explore the effect of varying values in order to generalise.* *9Ps3 Find a counterexample to show that a conjecture is not true.* *9Ps4 Present concise, reasoned arguments to justify solutions or generalisations using symbols, diagrams or graphs and related explanations.* *9Ps5 Recognise the impact of constraints or assumptions.* *9Ps6 Recognise connections with similar situations and outcomes.* *9Ps7 Consider and evaluate the efficiency of alternative strategies and approaches and refine solutions in the light of these.*

SCIENCE

This curriculum follows the requirements of the Cambridge International secondary 1 Curriculum.

The Cambridge Secondary 1 Science curriculum framework continues the journey from the Cambridge Primary Science framework and provides a solid foundation upon which the later stages of education can be built.' Cambridge Secondary 1 Curriculum Framework

The above books will be provided, along with handouts from other textbooks and online sources.

Scientific Enquiry

	Grade 6	Grade 7	Grade 8
Ideas and evidence	*7Ep1 Be able to talk about the importance of questions, evidence and explanations.* *7Ep2 Make predictions and review them against evidence.*	*8Ep1 Discuss the importance of developing empirical questions which can be investigated, collecting evidence, developing explanations and using creative thinking.* *8Ep2 Test predictions with reference to evidence gained.*	*9Ep1 Discuss and explain the importance of questions, evidence and explanations, using historical and contemporary examples.* *9Ep2 Test explanations by using them to make predictions and then evaluate these against evidence.* *Ep3 Discuss the way that scientists work today and how they worked in the past, including reference to experimentation, evidence and creative thought.*

Plan investigative work	*7Ep3 Suggest ideas that may be tested.* *7Ep4 Outline plans to carry out investigations, considering the variables to control, change or observe.* *7Ep5 Make predictions referring to previous scientific knowledge and understanding.* *7Ep6 Identify appropriate evidence to collect and suitable methods of collection.* *7Ep7 Choose appropriate apparatus and use it correctly.*	*8Ep3 Select ideas and turn them into a form that can be tested.* *8Ep4 Plan investigations to test ideas.* *8Ep5 Identify important variables; choose which variables to change, control and measure.* *8Ep6 Make predictions using scientific knowledge and understanding.*	*9Ep4 Select ideas and produce plans for testing based on previous knowledge, understanding and research.* *9Ep5 Suggest and use preliminary work to decide how to carry out an investigation.* *9Ep6 Decide whether to use evidence from first hand experience or secondary sources.* *9Ep7 Decide which measurements and observations are necessary and what equipment to use.* *9Ep8 Decide which apparatus to use and assess any hazards in the laboratory, field or workplace.* *9Ep9 Use appropriate sampling techniques where required.*
Obtain and present evidence	*7Eo1 Make careful observations including measurements.* *7Eo2 Present results in the form of tables, bar charts and line graphs.* *7Eo3 Use information from secondary sources.*	*8Eo1 Take appropriately accurate measurements.* *8Eo2 Use a range of equipment correctly.* *8Eo3 Discuss and control risks to themselves and others.* *8Eo4 Present results as appropriate in tables and graphs.*	*9Eo1 Make sufficient observations and measurements to reduce error and make results more reliable.* *9Eo2 Use a range of materials and equipment and control risks.* *9Eo3 Make observations and measurements.* *9Eo4 Choose the best way to present results.*
Consider evidence and approach	*7Ec1 Make conclusions from collected data, including those presented in a graph, chart or spreadsheet.* *7Ec2 Recognise results and observations that do not fit into a*	*8Ec1 Make simple calculations.* *8Ec2 Identify trends and patterns in results (correlations).* *8Ec3 Compare results with predictions.*	*9Ec1 Describe patterns (correlations) seen in results.* *9Ec2 Interpret results using scientific knowledge and understanding.* *9Ec3 Look critically at sources of secondary data.* *9Ec4 Draw conclusions.*

	pattern, including those presented in a graph, chart or spreadsheet. *7Ec3 Consider explanations for predictions using scientific knowledge and understanding and communicate these.* *7Ec4 Present conclusions using different methods.*	*8Ec4 Identify anomalous results and suggest improvements to investigations.* *8Ec5 Interpret data from secondary sources.* *8Ec6 Discuss explanations for results using scientific knowledge and understanding. Communicate these clearly to others.* *8Ec7 Present conclusions to others in appropriate ways.*	*9Ec5 Evaluate the methods used and refine for further investigations.* *9Ec6 Compare results and methods used by others.* *9Ec7 Present conclusions and evaluation of working methods in different ways.* *9Ec8 Explain results using scientific knowledge and understanding. Communicate this clearly to others.*

Biology

Grade 6	*Grade 7*	*Grade 8*
Cells and Organisms *7Bc1 Identify the seven characteristics of living things and relate these to a wide range of organisms in the local and wider environment.* *7Bc2 Know about the role of microorganisms in the breakdown of organic matter, food production and disease, including the work of Louis Pasteur.* *7Bc3 Identify the structures present in plant and animal cells as seen with a simple light microscope and/or a computer microscope.* *7Bc4 Compare the structure of plant and animal cells.* *7Bc5 Relate the structure of some common cells to their functions. Secondary sources can be used.*	***Plants*** *8Bp1 Explore how plants need carbon dioxide, water and light for photosynthesis in order to make biomass and oxygen.* *8Bp2 Describe the absorption and transport of water and mineral salts in flowering plants.* ***Humans as organisms*** *8Bh1 Identify the constituents of a balanced diet and the functions of various nutrients. Secondary sources can be used.* *8Bh2 Understand the effects of nutritional deficiencies.* *8Bh3 Recognise the organs of the alimentary canal and know their functions. Secondary sources can be used.* *8Bh4 Understand the function of enzymes as biological catalysts in breaking down food to simple chemicals.* *8Bh5 Recognise and model the basic components of the circulatory*	***Plants*** *9Bp1 Define and describe photosynthesis, and use the word equation.* *9Bp2 Understand the importance of water and mineral salts to plant growth.* *9Bp3 Understand sexual reproduction in flowering plants, including pollination, fertilisation, seed formation and dispersal.* ***Living things and their environment*** *9Be1 Explain the ways in which living things are adapted to their habitats. Secondary sources can be used.* *9Be2 Research the work of scientists studying the natural world.*

7Bc6 Understand that cells can be grouped together to form tissues, organs and organisms. ***Living things and their environment*** *7Be1 Describe how organisms are adapted to their habitat, drawing on locally occurring examples. Secondary sources can be used.* *7Be2 Draw and model simple food chains.* *7Be3 Discuss positive and negative influence of humans on the environment, e.g. the effect on food chains, pollution and ozone depletion.* *7Be4 Discuss a range of energy sources and distinguish between renewable and non-renewable resources. Secondary sources can be used.* ***Variation and classification*** *7Bv1 Understand what is meant by a species.* *7Bv2 Investigate variation within a species. Secondary sources can be used.* *7Bv3 Classify animals and plants into major groups, using some locally occurring examples.*	*system and know their functions.* *8Bh6 Understand the relationship between diet and fitness.* *8Bh7 Discuss how conception, growth, development, behaviour and health can be affected by diet, drugs and disease.* *8Bh8 Recognise the basic components of the respiratory system and know their functions.* *8Bh9 Define and describe aerobic respiration, and use the word equation.* *8Bh10 Explain gaseous exchange.* *8Bh11 Describe the effects of smoking. Secondary sources can be used.* *8Bh12 Discuss the physical and emotional changes that take place during adolescence. 8Bh13 Describe the human reproductive system, including the menstrual cycle and fertilization.*	*Secondary sources can be used.* *9Be3 Explain and model food chains, food webs and energy flow.* *9Be4 Explain the role of decomposers.* *9Be5 Describe factors affecting the size of populations.* *9Be6 Describe and investigate some effects of human influences on the environment.* ***Variation and classification*** *9Bv1 Use and construct keys to identify plants and animals.* *9Bv2 Understand that organisms inherit characteristics from their parents through genetic material that is carried in cell nuclei.* *9Bv3 Describe how selective breeding can lead to new varieties.* *9Bv4 Discuss the work of Darwin in developing the scientific theory of natural selection.*

Chemistry

Grade 6	Grade 7	Grade 8
States of matter *7Cs1 Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state.* ***Material properties*** *7Cp1 Distinguish between metals and nonmetals.* *7Cp2 Describe everyday materials and their physical properties.* ***Material changes*** *7Cc1 Use a pH scale.* *7Cc2 Understand neutralisation and some of its applications.* *7Cc3 Use indicators to distinguish acid and alkaline solutions.* ***The Earth*** *7Ce1 Observe and classify different types of rocks and soils.* *7Ce2 Research simple models of the internal structure of the Earth.* *7Ce3 Examine fossils and research the fossil record.* *7Ce4 Discuss the fossil record as a guide to estimating the age of the Earth.* *7Ce5 Learn about the most recent estimates of the age of the Earth.*	***States of matter*** *8Cs1 Show how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state, gas pressure and diffusion.* ***Material properties*** *8Cp1 Describe and explain the differences between metals and non-metals.* *8Cp2 Give chemical symbols for the first twenty elements of the Periodic Table.* *8Cp3 Understand that elements are made of atoms.* *8Cp4 Explain the idea of compounds.* *8Cp5 Name some common compounds including oxides, hydroxides, chlorides, sulfates and carbonates.* *8Cp6 Distinguish between elements, compounds and mixtures.* ***Material changes*** *8Cc1 Use a word equation to describe a common reaction. Secondary sources can be used.* *8Cc2 Describe chemical reactions which are not useful, e.g. rusting*	***Material properties*** *9Cp1 Describe the structure of an atom and learn about the methods and discoveries of Rutherford.* *9Cp2 Compare the structures of the first twenty elements of the Periodic Table.* *9Cp3 Describe trends in groups and periods.* *9Cp4 Talk about the contribution of scientists. Secondary sources can be used.* ***Material changes*** *9Cc1 Explore and explain the idea of endothermic processes, e.g. melting of ice, and exothermic reactions, e.g. burning, oxidation.* *9Cc2 Describe the reactivity of metals with oxygen, water and dilute acids.* *9Cc3 Explore and understand the reactivity series.* *9Cc4 Give examples of displacement reactions.* *9Cc5 Explain how to prepare some common salts by the reactions of metals and metal carbonates and be able to write word equations for these reactions.* *9Cc6 Give an explanation of the effects of concentration, particle size, temperature and catalysts on the rate of a reaction.*

Physics

Grade 6	Grade 7	Grade 8
Forces and motion *7Pf1 Describe the effects of forces on motion, including friction and air resistance.* *7Pf2 Describe the effect of gravity on objects. Secondary sources can be used.* ***Energy*** *7Pe1 Understand that energy cannot be created or destroyed and that energy is always conserved.* *7Pe2 Recognise different energy types and energy transfers.* ***The Earth and beyond*** *7Pb1 Describe how the movement of the Earth causes the apparent daily and annual movement of the sun and the stars.* *7Pb2 Describe the relative position and movement of the planets and the sun in the solar system.* *7Pb3 Discuss the impact of the ideas and discoveries of Copernicus, Galileo and more recent scientists.* *7Pb4 Understand that the sun and other stars are sources of light and that planets and other bodies are seen by reflected light.*	***Forces and motion*** *8Pf1 Calculate average speeds, including through the use of timing gates.* *8Pf2 Interpret simple distance/time graphs.* ***Sound*** *8Ps1 Explain the properties of sound in terms of movement of air particles.* *8Ps2 Recognise the link between loudness and amplitude, pitch and frequency, using an oscilloscope.* ***Light*** *8Pl1 Use light travelling in a straight line to explain the formation of shadows and other phenomena.* *8Pl2 Describe how non-luminous objects are seen.* *8Pl3 Describe reflection at a plane surface and use the law of reflection.* *8Pl4 Investigate refraction at the boundary between air and glass or air and water.* *8Pl5 Explain the dispersion of white light.* *8Pl6 Explain colour addition and subtraction, and the absorption and reflection of coloured light.* ***Magnetism*** *8Pm1 Describe the properties of magnets.* *8Pm2 Recognise and reproduce the magnetic field pattern of a bar*	***Forces and motion*** *9Pf1 Explain that pressure is caused by the action of a force on an area.* *9Pf2 Determine densities of solids, liquids and gases.* *9Pf3 Explain pressures in gases and liquids (qualitative only).* *9Pf4 Know that forces can cause objects to turn on a pivot and understand the principle of moments.* ***Electricity*** *9Pm1 Describe electrostatics and the concept of charge, including digital sensors.* *9Pm2 Interpret and draw simple parallel circuits.* *9Pm3 Model and explain how common types of components, including cells (batteries), affect current.* *9Pm4 Explain how current divides in parallel circuits.* *9Pm5 Measure current using ammeters and voltage using voltmeters, including digital meters.* ***Energy*** *9Pe1 Use knowledge of energy sources including fossil fuels and renewable energy resources to consider the world's energy needs, including research from secondary sources.* *9Pe2 Identify and explain the thermal (heat) energy transfer*

	magnet. *8Pm3 Construct and use an electromagnet.*	*processes of conduction, convection and radiation.* *9Pe3 Explain cooling by evaporation.*

MODERN FOREIGN LANGUAGES

Students may continue with a language previously studied or opt for a language they will have the opportunity to continue studying. Language classes at any grade level may consist of students at a range of linguistic levels.

	Beginner Level	Pre-Intermediate Level	Intermediate Level
Listening	• Understand appropriate forms of address in courtesy expressions • Respond to simple oral directions and commands in the classroom • Identify familiar people and objects based on an oral description • Recognize that other languages and/or dialects may be spoken by large groups of people within the foreign culture	• Recognize some idiomatic expressions • Comprehend basic information about everyday life • Recognize the difference between familiar and polite forms of address • Identify main ideas and topics in a short audio selection • Comprehend main ideas in language spoken by native speakers on familiar/simple topics • Comprehend/respond to com • mands, directions and instructions in a variety of situations	• Understand an appropriately paced conversation from various sources on a variety of concrete or familiar topics • Understand formal and informal presentations by native speakers, on a variety of concrete or familiar topics including cultural issues • Recognize some different types of discourse and main ideas and draw conclusions • Understand selected authentic oral materials on topics of personal interest • Comprehend main ideas of unfamiliar oral language with limited visual support • Follow directions, instructions, and commands in unfamiliar or novel situations • Comprehend main ideas and some supporting details of unfamiliar oral language with little or no visual support

Speaking	• Participate in brief guided conversations related to needs, interests, likes and dislikes • Use the appropriate forms of address in courtesy expressions • Make introductions • Describe state of being and people in simple phrases • Express agreement and disagreement • Present short plays and skits	• Ask questions regarding daily activities • Participate in guided conversations on a variety of everyday topics • Give directions and commands • Interact in a variety of guided situations to meet everyday needs • Convey personal information or state of being • Express preferences pertaining to everyday life • Provide and exchange detailed information about familiar topics • Respond to main ideas in language spoken by native speakers on familiar/simple topics • Read aloud with a more accurate pronunciation and intonation • Relate a simple story about a personal experience or event • Give commands, directions and instructions in a variety of situations	• Ask and respond to factual and interpretive questions • Express and support opinions • Express judgments • Paraphrase or restate what has been said • Describe problems and possible solutions • Give oral reports on a variety of topics • Describe state of being and feelings, elaborating on the causes • Restate directions, instructions and commands in unfamiliar or novel situations • Justify personal preferences • Present oral reports and speeches on a variety of topics • Give commands, directions, and instructions involving more complex situations
Reading	• Read and interpret isolated words and phrases in situational context • Comprehend and respond to brief written directions and information • Read short narrative texts on simple topics • Identify objects and people based on familiar written descriptions • Recognize the differences in the writing systems	• Identify ideas and topics from simple texts • Comprehend messages and announcements on topics of interest • Comprehend simple personal written communication such as notes, invitations and letters • Recognize idiomatic expressions • Read selected magazines, newspapers and electronic media for information about the culture	• Demonstrate comprehension of ideas in a variety of authentic material including literary and non-literary texts, some of which may be simplified • Identify some aspects of style • Understand selected written materials on topics of personal interest • Comprehend main ideas of unfamiliar written language with limited visual support • Comprehend formal written communication, e.g., business, official documents, etc. • Demonstrate comprehension of particular literary selections

			• Comprehend main ideas and some supporting details of unfamiliar written language with little or no visual support
Writing	• Write familiar words and phrases • Write a simple, informational letter, e-mail • Write short paragraphs on familiar topics, short descriptions and	• Write postcards, e-mail messages, personal notes, and letters using culturally appropriate format and style • Convey personal information or state of being • Express preferences pertaining to everyday life • Identify main ideas and topics in a variety authentic materials • Write paraphrases, summaries and brief compositions	• Express and support opinions • Express judgments • Paraphrase or restate what has been said • Describe problems and possible solutions • Respond to formal written communication, e.g., business, official documents, etc. • Write short well-organized compositions on given topics • Write personal letters using culturally appropriate format and style • Give commands, directions, and instructions involving complex situations • Communicate effectively for a variety of purposes through the appropriate use of grammatical structures, cohesive devices, vocabulary and spelling

FRENCH

Grade 6 / Beginner	Grade 7 / Pre Intermediate	Grade 8 / Intermediate
HOW DO WE LEARN A LANGUAGE? *Identify and demonstrate study and assessment methods for the 4 aspects of language learning: reading, writing, speaking and listening* ***BIENVENUE*** *Greet people, talk about how they are, say and ask their name, talk about age and colours* ***TOI ET MOI*** *Talk about pets, family, nationalities* *Talk about their personality and physical descriptions* ***AU COLLÈGE*** *Talk about school subjects, school objects, timetables and tell the time* ***MES LOISIRS*** *Talk about sports and their free time* ***CHEZ MOI*** *Talk about where they live, describe rooms in a house, talk about what they do at home* ***LES VACANCES*** *Talk about what they are going to do in the holidays*	***SALUT*** *Introduce people by recycling language learned at beginner level* *Talk about a day in the past (perfect tense)* ***MA VIE*** *Talk about daily routine and about going out, clubs and cinema* ***FAMILLE ET COPAINS*** *Talk about family and friends; talk about the parts of the body and ailments* ***À TABLE !*** *Say what they eat for breakfast and lunch; shop for food, order food and drinks* *Describe a day in the past* ***UNE SEMAINE À PARIS!*** *Talk about holiday places and activities; arrange a visit* *Inquire about and relate past events* ***À VOUS LA FRANCE!*** *Make suggestions and choose what to do on a trip; talk about what they did* *Choose a hostel and make a booking*	***BON SÉJOUR!*** *Review pre-intermediate level vocabulary and grammar* ***L'HEXAGONE!*** *Talk about France and French towns* *Describe their towns and what activities they can do there* ***J'ARRIVE*** *Talk about their family, what their family members do and their home* *Talk about how they get on with people* ***PROGRAMME DE LA VISITE*** *Talk about plans for the weekend (near future)* *Talk about what happened in the perfect and imperfect tense* ***LA FORME!*** *Talk about what they do to keep fit and healthy eating* ***LA MODE!*** *Talk about what they are wearing* *Talk about fashion and music* ***EN PLEIN DANS L'ACTU*** *Understand the news and the weather forecast* *Talk about a soap opera*

SPANISH

The above books will be provided, along with handouts from other textbooks and online sources.

Grade 6- 8-9-10 Beginner	Grade 6-8 Pre-intermediate	Grade 8 / Intermediate

• ***Unit 0:***
  ○ ***En la escuela:*** *Greetings, farewells, introducing oneself, respond to classroom directions, numbers (0-100), tell the time, identify parts of the body.*
  ○ ***En la clase:*** *Talk about things in the classroom, ask questions about new words and phrases, use the Spanish alphabet to spell words.*
  ○ ***El tiempo:*** *Describe the weather conditions, identify the seasons.*
• ***Unit 1A:***
  ○ *Activities people like and don´t like to do, infinitives, negatives, expressing agreement or disagreement .*
• ***Unit 1B:***
  ○ *Personal treats, physical description,*
	• ***Unit 3A:***
	  ○ *Foods and drinks, present tense of -er and -ir verbs, "me gustan" and "me encantan", adverbs to express frequency.*
	• ***Unit 3B:***
	  ○ *The food pyramid, activities for a healthy life, the time and the moment of the day, the plural of the adjectives, the verb "ser", ask and give advices, express agreement and disagreement ("creo que sí/no")*
	• ***Unit 4A:***
	  ○ *Places to visit on a city, places to visit during holidays, the verb "ir", asking questions (question words), "ir a" + place, ask and give information about holidays and free time*
	• ***Unit 4B:***
	  ○ *Emotions, activities out of the school, verb "jugar", "ir a"+ infinitive, extend, accept and decline*
		Módulo 1: Así soy yo
		• *Revise the present tense of the key verbs: "llamarse", "tener", "vivir", "ser"*
		• *Question words*
		• *Adjectives: gender and number*
		• *Express your own opinion*
		• *Connectives: y, que, también, además, pero, o, porque, si, cuando, ni...ni…, sin embargo, siempre*
		• *Prepositions*
		• *How long*
		• *Reflexive verbs*
		• *Adverbs to talk about frequency*
		• *Verbs "ser", "estar", "hay"*
		• *The imperfect tense: regular and irregular verbs ("ser", "ir", "ver")*
		Módulo 2: Gente joven
		• *The present tense of regular verbs*
		• *The present tense stem-changing or radical changing verbs*
		• *Verbs "gustar" and similar: "chiflar", "encantar", "inspirar", "entusiasmar"*
		• *The present tense of irregular verbs: "dar", "decir", "hacer", "poner", "salir", "ver", "estar", "ir", "ser", "tener", "venir"*
		• *The preterite tense of regular and irregular verbs: "ir", "ser", "hacer"*
		• *Time expressions: hoy, esta mañana /tarde/noche, por la mañana/tarde/noche, ayer, anoche, anteayer, hace una semana, la semana pasada*

colours, adjectives, definite and indefinite articles, word order (placement of adjectives) ● ***Unit 2A:*** ○ *School subjects and how they are (adjectives), ordinal numbers (0-10), school activities, subject pronouns, present tense of -ar verbs, verb "tener".* ● ***Unit 2B:*** ○ *Classroom objects, prepositions (location), verb "estar", "estar" vs. "hay", the plural of nouns and articles, verb "necesitar".*	*invitations.*	● *Adjectives to describe people: personal treats, physical description* ● *Adverbs: muy, un poco, más, bastante, poco, menos* ● *Comparative* ● *Superlative* ● *Using "tener" to describe people* ● *Linking words: pero, porque, como, lo mejor de...es...*

TURKISH

Grade 6-8 / Beginner	Grade 6-8 Intermediate	Grade 6-8 Advanced
ADIN NE? *Greetings, alphabet, numbers, vowel harmonies* *Learn formal informal greetings,* *Express basic information about oneself - including name, age,* *Identify the sounds of the letter* ***NE? NEREDE? NERESİ?*** *School objects, school community, question words, demonstrative pronouns, consonant harmonies* *Describe their own and other schools' schedules, express opinions about classes and the nature of school community;* ***KİM? NASIL? NERELİ?*** *Personal pronouns, feelings, copulative sentences* *Describe feelings and ailments* *Learn to describe physical appearance* *Asking and talking about feelings* ***GÜNLÜK YAŞAM*** *Verbs, present continuous tense, adverb of time, case suffixes* *Learn daily routine activities,* *Describe and talk about their daily routine* ***PLANLAR PROGRAMLAR*** *Telling time, Infinities, auxiliary verbs* *Learn telling time* *Talk about plans and programs* *Learn to make reservation for their holiday* ***AİLENDE KİMLER VAR?*** *Family members, possession, possessive construction* *Learn the names of family members and their jobs* *Describe and discuss family celebrations, customs and traditions*	***NELER YAPIYORDUK?*** *Past continuous tense, conjunctions, sentences stress* *Talk about past events* *Learn to compare past and present* *Discuss childhood toys and games* *Describe people, places and situations in the past* ***NELER OLACAK?*** *Future tense, adverbs , weather, Future in the past* *Learn the celebration vocabulary* *Discuss family celebrations, customs and traditions* *Describe the weather conditions* *Describe people, technology and situations in the future* ***NE YAPAYIM?*** *Imperative and optative forms,health problems, giving Advice* *Learn illnesses vocabulary* *Talk about health problems and give advise* *Describe the symptom of illness* ***NE? NEREDE?*** *Prepositions, directions, possessive constructions* *Give directions for getting to places,* *Describe their own house and neighbourhood* *Talk about neighbours and their habits* ***NE OLMUŞ?*** *Past tense (-miş), past perfect tense, verbal adverbs* *Understand indefinite past tense contexts* *Use definite and indefinite past tense structures correctly*	***NELER ÖĞRENDİK?*** *Review pre-intermediate level vocabulary and grammar* ***HER IŞIN BAŞI SAĞLIK*** *Write composition about contagious diseases* *Learn sıfat-fill, zarf-fiil, isim fiil* ***DÜNYA KÜÇÜLÜYOR*** *Learn about technology and media terms in Turkish* *Link geographical diversity to tourism* *Learn "used to" in Turkish* ***GIZEMLI ANADOLU*** *Talk about different instruments and music* *Learn active and passive sentences in Turkish* *Review rivayet birleşik zaman in Turkish* ***BIR BAŞARI ÖYKÜSÜ*** *Learn travel phrases in Turkish; make a reservation for a holiday* *Learn traffic rules and signs; learn names of vehicles* ***EDEBİYAT*** *Describe what makes a family; Discuss family celebrations, customs and traditions* *Demonstrate proper restaurant etiquette, ordering food, expressing needs* ***YAZIŞMA*** *Learn media vocabulary;* *Read and discuss news* *Create news and advertising* ***NELER ÖĞRENDİK?*** *Describe the environment that they are part of*

NELER OLDU? *Past tense, adverb of past tense, direct speech, revision for exam* *Talk about past, learn to use shopping phrases, Talk about clothes, shopping and prices*	*Tell the story using with indefinite past tense* *Talk about other people* ***NE OLUR? NE OLMAZ?*** *Present tense, able to/can /could, conjunctions* *Understand indefinite past tense contexts* *Talk about habits* *Discuss leisure activities* *Extend, accept and decline invitations*	*Write information about their country's climate*

HUMANITIES

The field of Humanities encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

In this subject, students can engage with exciting, stimulating and personally relevant topics and issues. The subject helps students to critically appreciate the diversity of human culture, attitudes and beliefs.

Our approach to the subject includes a strong focus on inquiry and investigation. Students collect, describe and analyse data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

The study of Humanities helps students to develop their identities as individuals and as responsible members of local and global communities. These explorations of our common humanity are intrinsically interesting, and disciplines in this subject group are filled with potential for creating in students a lifelong fascination with 'the human story' as it continues to evolve in an era of rapid change and increasing interconnectedness.

	Grade 6-8
Skills	**Knowing and understanding** ● Students develop factual and conceptual knowledge about the subject. In order to reach the aims, students should be able to: ● use terminology in context ● demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples **Investigating** ● Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. ● Students develop successful strategies for investigating independently and in collaboration with others. In order to reach these aims, students should be able to: ● formulate a clear and focused research question and justify its relevance ● formulate and follow an action plan to investigate a research question ● use research methods to collect and record relevant information ● evaluate the process and results of the investigation. **Communicating** ● Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats. In order to reach these aims, students should be able to: ● communicate information and ideas using an appropriate style for the audience and purpose ● structure information and ideas in a way that is appropriate to the specified format ● document sources of information using a recognized convention.

	Thinking critically ● Students use critical thinking skills to develop and apply their understanding of the subject and the process of investigation. In order to reach these aims, students should be able to: ● discuss concepts, issues, models, visual representation and theories ● synthesize information to make valid arguments ● analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations ● interpret different perspectives and their implications		
	Grade 6	***Grade 7***	***Grade 8***
Possible Content	● *Wonders of the World* ● *Cultures of the World* ● *Ancient Civilizations* ● *Natural Hazards*	● *Civil Rights Movement* ● *Human Rights* ● *Technology: Then and Now* ● *Weather and Climate*	● *Environmental Dangers* ● *Government Systems* ● *History of Global Slavery* ● *Development*

COMPUTER SCIENCE

This is an introductory course on Information and Communication Technologies. Topics include ICT terminologies, the internet, ICT based applications, and coding.

	Grade 7- 9: Key Stage 3 Skills		
Skills	• *Develop and consolidate knowledge, skills and understanding in ICT;* • *Develop further as autonomous users of ICT;* • *Develop their ICT skills in order to enhance their work in a variety of subject areas;* • *Analyze, design, implement, test and evaluate ICT;* • *Consider the impact of ICT on methods of working in the outside world and on social, economic, ethical and moral issues;* • *Gain awareness of the ways in which ICT is used in practical and work-related situations.* • *Describe algorithms to solve problems* • *Complete simple programming tasks*		
	Grade 7	*Grade 8*	*Grade 9*
	• *organise presentation material* • *manage presentation notes* • *present data* • *enter and format text* • *insert and format images* • *alter page layouts and margins* • *enter and format data* • *use and understand basic functions and formulae* • *create graphs* • *set up tables* • *understand and define fields and field types* • *conduct proper research on the Internet* • *create research documents* • *understand basic coding and coding related topics*	• *Use the Internet as a research tool* • *Create research documents* • *Create multimedia presentations* • *Produce quality desktop documents* • *Create multiple spreadsheets with formulae and functions* • *Work with databases* • *Understand basic coding.*	• *Use the Internet as a research tool* • *Create research documents* • *Create multimedia presentations* • *Select document types based on their task* • *Create multiple spreadsheets with formulae and functions and appropriate graphs* • *Enter data, format data* • *Use and understand statements and instructions for coding.*

PERFORMING ARTS

Performing Arts stimulates young imaginations, challenges perceptions and develops creative and analytical skills. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning.

The aims of Performing Arts are to encourage and enable students to:

- develop skills specific to the discipline
- engage in a process of creative exploration and discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect
- deepen their understanding of the world.

Performing arts courses include the disciplines of Drama, Music, and Dance. These can be learned in both an integrated or modular fashion.

Learning objectives:

- Creating - students develop their musical and performing ideas to a point of realization by applying their skills. Students develop their abilities by presenting it to audiences. Students develop curiosity, and purposefully explore and challenge boundaries. Students explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. They discover their personal signature and realize their artistic identity.
- Responding - Students respond to their world, to their own art and to the art of others. Students must make connections and transfer learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate as well as respond to change.

VISUAL ARTS

This wide ranging discipline enables learners to explore their creativity and to express themselves through a range of artistic forms. They will experiment with artistic media, consider the artistic process that all artists follow and use concentration and perseverance to convert their creative ideas and their experiments into both personal and collaborative pieces of art. Throughout their artistic journey, learners will also benefit from reflecting on their own experiences and from the experiences of others.

	Grade 6-8
Media	• *Students should work in a range of media eg. Pens and pencils, paints, inks (including printmaking, batik), modelling clays, mixed media, lens based media (still and moving), digital media, textiles, mixed media etc*
Skills	• *Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas* • *Use a range of techniques and media, including painting* • *Increase their proficiency in the handling of different materials* • *Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work* • *Understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.*
Explore and Create	• *Develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources* • *Investigate how to express and realise ideas using formal elements and the qualities of a range of media* • *Make purposeful images and artefacts, selecting from a range of materials, techniques and processes* *Draw to express perception and invention, to communicate feelings, experiences and ideas, and for pleasure* • *Explore and develop ideas using sketchbooks, journals and other appropriate strategies.*
Understand and Evaluate	• *Use research and investigative skills appropriate to art, craft and design* • *Appreciate how codes and conventions are used to convey ideas and meanings in and between different cultures and contexts* • *Reflect on and evaluate their own and others' work, adapting and refining their own images and artefacts at all stages of the creative process* • *Analyse, select and question critically, making reasoned choices when developing personal worK* • *Develop ideas and intentions when creating images and artefacts* • *Organise and present their own material and information in appropriate forms*

PHYSICAL EDUCATION

Students in Grade 6 - 8 will develop skills in physical education through the six content areas below. The learning outcomes for this curriculum are based upon the United Kingdom national curriculum with the intent of a preparation for the IGCSE in Physical Education.

	Skills
Developing skills in physical activity	*Pupils should be able to refine and adapt skills into techniques; develop the range of skills they use and develop the precision, control and fluency of their skills*
Making and applying decisions	*Pupils should be able to select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge-type contexts.* *Refine and adapt ideas and plans in response to changing circumstances; plan and implement what needs practicing to be more effective in performance; recognize hazards and make decisions about how to control any risks to themselves and others.*
Developing physical and mental capacity	*Pupils should be able to develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities; develop their mental determination to succeed.*
Evaluating and improving	*Pupils should be able to analyze performances, identify strengths and weaknesses, and make decisions about what to do to improve their performance and the performance of others. Act on these decisions in future performances and be clear about what they want to achieve in their own work and what they have actually achieved.*
Make informed choices about healthy, active lifestyles	*Pupils should be able to identify the types of activity they are best suited to; Identify the types of role they would like to take on and make choices about their involvement in healthy physical activity.*
Content	
Unit One: Athletics	• *Throwing events (Shot Putt, Discus and Javelin)* • *Jumping Events (Long jump, Triple Jump and High Jump)* • *Short distance running and sprinting techniques* • *Long distance running and pacing* • *The rules and regulations of Track and Field events* • *The positive benefits of health and exercise* • *Recording, Evaluating and reflecting on performance and results*
Unit Two: Basketball	• *Passing* • *Receiving* • *Game play (half court and full court)* • *Rules of the game* • *Attacking and Defensive play* • *Tactical play*

	• *links to the benefits of health and exercise*
Unit Three: Badminton	• *Different shots (tap, forehand, overhead clear, smash)* • *Service and rotational play (singles and doubles)* • *Game play and rallying skills* • *Rules of the game (singles and doubles)* • *Attacking and defensive play* • *Tactical play* • *links to the benefits of health and exercise*
Unit Four: Health and fitness	• *What it means to be healthy (physical, mental and social well being) and the benefits* • *How to sustain a healthy lifestyle* • *Different types of training (Weight, Circuit, CV fitness)* • *CV Fitness testing and comparison of worldwide results (WHO)* • *Measurement and recording of other fitness tests and self evaluations* • *ILP's and training plan execution and reflection*
Unit Five: Lifesaving and Personal Survival	• *Different types of rescues (water and land)* • *Using lifesaving equipment* • *Basic first aid* • *RLSS award work programme* • *Distance swimming* • *Lifesaving procedures both in and outside of the water* • *Basic first aid*
Unit Six: Swimming	• *4 main stroke development (Freestyle, Backstroke, Breaststroke and Butterfly)* • *Water Entries and Exits* • *Turns* • *Finishes* • *Recording of times and self reflection and evaluations*

PSHE

Students in Grades 6-8 attend a series of PSHE sessions, during which they will learn about their Personal Wellbeing. Personal Wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development. Examples of diverse values encountered in society and the clarification of personal values.

	Grade 6-8: Key Stage 3 Skills
Skills	• *To live safe and healthy lives* • *Grow and develop, not just as individuals' but also as members of families and society in general.* • *To become fulfilled' productive and responsible* • *To form and maintain good relationships* • *To make a positive difference to their own lives and the lives of others* • *Clarify their own values and attitudes to gain knowledge and understanding of those of other people* • *Build personal identities and self esteem* • *Reflect on what is being taught* • *Communicate constructively at all times*
	Content
Communities	***Hopes and fears*** • *Understand that others have similar feelings about the beginning of the year* • *Students feel encouraged* • *Students get to know each other* ***School relationships*** • *Students will show appreciation to each other verbally and in writing* • *Recognise the qualities of popularity vs friendship*

	Reflective communication • *Students will be able to reflect feelings in others ' summarise and ask open questions.* ***Community Service*** • *Students participate in community service activities*
Emotional wellbeing	***Feelings*** • *Students will increase and become aware of 'feeling' vocabulary* ***Mindfulness*** • *Students experience and develop relaxation and stress management techniques*
Health and Safety	***Making healthy choices*** • *To understand the need for regular exercise* • *To understand the need for a balanced diet and possible effects of poor nutrition* • *Understand the consequences of alcohol and drug consumption* • *Know the legal minimum age for alcohol consumption is 18 in Turkey* • *Know possible consequences of underage drug and alcohol use in Turkey (inc expulsion from school, deportation, criminal conviction, jail time)* ***Sex and relationships*** • *Review the names of the reproductive organs* • *Understand the process of puberty including emotional and physical changes and sexuality* • *Setting limits on intimacy* ***Safety*** • *Know how to keep themselves safe* • *Understand the guidelines for e- safety*
Self - management	***Goals and personal development*** • *Students will articulate their goals for the year and how they hope to achieve them. Goals include academic performance and personal development.* ***Personal organisation*** • *Students reflect on and be able to write out the ways in which they organise themselves to complete work effectively* ***Learning styles*** • *Students will recognise that people learn in different ways* • *Students will understand how they best learn*