HORIZON INTERNATIONAL SCHOOL

YEAR 7 CURRICULUM BOOKLET

EVERYONE COUNTS, EVERYONE CONTRIBUTES, EVERYONE SUCCEEDS

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We understand, as parents, it is important for you to know what your child is learning in school. This guide gives you an overview of the curriculum content your child will be learning each term in each subject, the key learning objectives, concepts, and success criteria throughout the academic year. If you require any further information or would like to make suggestions as to how we can ensure you have the key information relevant to your child's learning, please contact your child's subject teacher, who will be happy to help.

We aim to draw upon the best elements of the English National Curriculum, combined with the depth and range of subjects which are appropriate to an international school in Dubai. The aim of our curriculum is to challenge and inspire all learners to develop their skills and nurture values through a love of learning so that they can responsibly embrace the diverse challenges of tomorrow. It is our intention that students achieve a place at their first-choice university or chosen Post-18 pathway.

Our assessment philosophy aims to focus on what is important: students are able to view assessments as opportunities to learn and develop, not as opportunities to be judged. Or, put simply, students take responsibility for their own learning – they know what they need to be able to do, what they can currently do, how they are going to get there, and what they need to improve on. The impact of developing engagement with their own assessment capability at an early age will be two-fold:

- Academic success: maximising of potential in high stake public exams (GCSEs and A-Levels)
- Learning skills success: developing a wide range of learning skills in our students which supports their application to learning

Parents will receive regular reports at appropriate times in the school year and will have the opportunity to meet with their child's teachers. We actively encourage all students and parents to attend Student/Parent Conferences which enable students to take responsibility for their own learning as they grow in 'assessment capability'.

The curriculum is designed to give students a broad and balanced exposure to a wide variety of subjects and to develop their learning skills.

We also offer the ASDAN programme for students with special educational needs. Further information regarding provision for students of determination is available through our Achievement Centre.

Alternative Pathway ASDAN: Curriculum Ambition

Horizon International School's provides an inclusive environment for all students. Our students are provided with the opportunity to discover, develop and make use of their abilities to affirm their identities, contribute to society, and challenge educational and social inequalities through a range of ASDAN accredited course. ASDAN engages students through relevant and motivating courses to achieve meaningful learning outcomes, which elevate them to go on to further education, training and work, and empower them to take control of their lives.

Through the ASDAN Personal Development program, students will:

•Display pride in achievement and commitment to learning
•Develop self-confidence, self-awareness and understanding of how to be a successful learner
•Gain employability skills so that learners are well prepared for the next stage of their education, employment, self-employment or training
•Develop knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
•Foster personal development, so that learners are well prepared to respect others and contribute to wider society
•Develop critical thinking skills that will enable them to analyze complex problems and identify effective solutions
•Enhance their problem-solving abilities through real-world scenarios

These aims are realised through our curriculum which:

- Providing opportunities for students to set personal goals and work towards achieving them.
- Engaging in a range of activities and projects that allow them to showcase their achievements and celebrate their progress.
- Regular feedback and recognition from teachers and peers help students develop a sense of pride in their accomplishments and maintain their commitment to learning.
- Develop self-confidence, self-awareness, and understanding of how to be a successful learner:
- Students participate in workshops and discussions that promote self-awareness, helping them identify their strengths and areas for improvement.
- By setting challenging goals and working towards them, students develop a sense of accomplishment and build confidence in their abilities as learners.
- Students engage in work-related scenarios, mock interviews, and skill-building exercises to enhance their readiness for future education or employment opportunities.
- The curriculum also focuses on developing transferable skills that can be applied across various industries and settings.
- Through community service projects and volunteering opportunities, students learn the importance of contributing to their communities and making a positive impact on society.

These aims are also implemented through data, assessment, reporting, moderation and student voice which:

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school

ASDAN Bronze Award Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: **1.1** Identity **1.2** Information Handling	This module will explore the concepts of identity and encompass various aspects of personal identity. This module will explore and focus on enhancing your ability to access, interpret, and communicate information in a variety of contexts	Who am I? **UAE Link:** Link with identify-exploring UAE- where they live and have grown up. How can I gather, evaluate and present information in an effective way? **UAE link:** Gather and present information on aspects of UAE culture.	• Understand the concept of personal identity and its multifaceted nature. • Identify and describe the factors that contribute to the formation of personal identity • Demonstrate effective communication skills to express and discuss personal identity-related topics. • Develop the ability to locate, evaluate, and effectively use information from various sources, such as books, articles, websites, and databases. • Explore how collect, organize, and present data using different formats, such as tables, graphs, and charts	Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to personal identity and Information handling **Assessment for Learning**: questioning, peer and self-assessment, class discussion and feedback **Summative Assessment**: Project Portfolio, written assignment, presentations **This assessment will assess how effectively students have developed their understanding of the topic**	To understand how identity contributes to personal growth, self-awareness, and understanding of oneself and others To gain insight into gathering relevant and reliable information from various sources, such as books, articles, websites, and databases	This *provides an opportunity for collaboration* between English,, PSHE and Science This *provides an opportunity for collaboration* between English, ICT and business	• Describe your family in a group • Create a family tree • Discuss your likes and dislikes • Prepare and undertake a coffee morning • Present your finalised project to a number of guests • Illustrate the ability to find information from the internet • Demonstrate your ability to follow diagrams and instructions to make something • Compose and send an email • Write about a project you have been involved in • Give an illustrated talk about a topic of interest to a group of people	Critical thinking Literacy Numeracy Improving own learning and performance Working with others Problem solving
Term 2: **2.1** Sport and Leisure **2.2** Home Management	This module will explore a variety of sports and leisure activities to broaden their knowledge and understanding. This module will explore how to effectively manage a home environment.	How can I foster a positive lifestyle through engaging in sports and leisure activities ? **UAE Link** Explore the different leisure and sport activities available to use here In the UAE. How can I maintain a clean and organised home environment? **UAE link:** Linking it to my own home environment here in the UAE	• Develop an understanding of different sports, leisure activities and key concepts. • Explain the importance of physical fitness and the benefits of an active lifestyle. • Explore the basics of meal planning and nutrition. • Demonstrate how to maintain a clean and organized home environment. • Develop skills to effectively care for clothing and manage laundry tasks.	Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to Sport and Leisure and Home Management **Assessment for Learning**: questioning, peer and self-assessment, class discussion and feedback **Summative Assessment**: Project Portfolio, written assignment, presentations **This assessment will assess how effectively students have developed their understanding of the topic**	To gain insight into port and leisure activities allows students to develop a wide range of skills. They can acquire physical skills specific to a particular sport or activity, such as hand-eye coordination, balance, agility, and motor skills To learn how to effectively manage their living environment, make responsible choices, and take care of their personal space	This *provides an opportunity for collaboration* between PE and PSHE This *provides an opportunity for collaboration* between Science and ICT	• Design a chart to explain how you use your time during the week. • Visit a museum/theme park and write a report. • Illustrate how you have taken part in a number of indoor activities • Identify a leisure activity that you would like to try and find out more information on how you can become a member • Plan and prepare a healthy snack that would be suitable for a packed lunch	Critical thinking Literacy Numeracy Improving own learning and performance

Term 3: **3.1** The Environment	This module will explore and develop students' knowledge, understanding, and awareness of environmental issues and sustainable practices.	**How can we become a positive change in addressing environmental issues and promoting sustainable practices for a better future?** **UAE Link:** **Explore environmental issues that are unique to us here in the UAE and the practices we can take to be more sustainable**	• Develop an understanding of various environmental issues such as climate change and pollution. • Explore the concept of sustainable living and its importance in preserving the environment.	Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to The Environment and Health and Survival **Assessment for Learning**: questioning, peer and self-assessment, class discussion and feedback **Summative Assessment**: Project Portfolio, written assignment, presentations **This assessment will assess how effectively students have developed their understanding of the topic**	To gain knowledge about the environment promotes a sense of responsibility and stewardship towards the natural world To understand about personal well-being, safety, and resilience	This *provides an opportunity for collaboration* between Science, Geography and Social Studies This *provides an opportunity for collaboration* between Science, PE and PSHE	• Carry out a survey of your establishment and decide how you can improve this area • Improve an area of your environment • Demonstrate your understanding of road safety • Create a project on how accidents can be avoided at home • Design a poster on how to deal with cuts, grazes and nosebleeds	Critical thinking Literacy Numeracy Improving own learning and performance Working with others Problem solving Communication ICT
3.2 Health and Survival	This module will explore explore topics such as home safety, road safety and personal safety	**How can I be safe and minimise risks in everyday life?** **UAE Link:** **Explore road safety here in the UAE and how I can respond effectively to emergencies**	• Develop basic first aid skills and emergency response techniques. • Understand the importance of healthy lifestyle choices and strategies for maintaining overall well-being • Develop basic first aid skills and emergency response techniques. • Understand the importance of healthy lifestyle choices and strategies for maintaining overall well-being					

ASDAN Bronze Award Success Criteria

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Module 1- Identity • Understand what personal identity means and how it can be different for different people • Communicate clearly with others about my likes and dislikes • Recognise and describe things that shape who we are, like our culture, experiences, and beliefs. Use different ways to organize and show information, like making a family tree	Limited ability to present in front of a group of people	Some knowledge about concepts relating to identity	Can create a family tree	Can analyse personal identity and communicate this effectively to others	Can present their ideas confidently in front of other people
Module 2- Information Handling • Use appropriate keywords and search strategies to find relevant information online • Identify reliable and trustworthy sources of information from the internet. Select and extract relevant information from online sources • Follow step-by-step instructions accurately and effectively. Use appropriate tools, materials, and techniques to complete the task • Create a well-structured and coherent email with appropriate subject, greeting, body, and closing	Limited ability to research information online	Some knowledge of key concepts and identifying relevant information from online sources	Can create a well- structured and coherent email	Can research and gather relevant information from a topic of their choice	Can prepare and use visual aids to enhance their presentation skills
Module 3- Sport and Leisure • Visit a museum or theme park and observe and engage with the exhibits or attractions • Write a detailed and descriptive report that captures key aspects such as the overall experience, notable exhibits/attractions, and personal reflections • Provide a photography and brief description or caption of indoor activities I engage in to explain the activity and your involvement	Limited ability to write a report	Some knowledge of key concepts discussed in the module	Can create a project on a leisure activity that interests them	Can provide photographs and a description of an indoor activity of their choice	Can produce a detailed and descriptive report about a visit to a sporting attraction
Module 4- Home Management • Develop a detailed plan outlining the ingredients, measurements, and steps required to prepare a healthy snack. Select nutritious and balanced ingredients • Prepare the snack with proper hygiene and safety practices, demonstrating appropriate cooking or preparation techniques • Prepare a cooked meal considering nutritional balance, dietary preferences, and any specific dietary requirements	Limited ability to make a plan for a healthy snack	Some ability to prepare and make a nutritious snack	Can prepare and make a nutritious snack	Can prepare a cooked meal considering nutritional balance	Can create a well structured and organised menu plan
Module 5- The Environment • Conduct a thorough survey of the local area coming up with a plan to improve the environment • Develop a clear vision or goal for the improvement of the local area, outlining the desired outcome or result • Plan and execute practical steps to improve the identified area, considering available resources, materials, and any necessary permissions or guidelines	Limited ability to conduct a survey for the local environment	Beginning to be able to conduct a survey to the local environment	Can conduct a survey for the local environment	Can develop a clear vision for the improvement of a local area	Can effectively plan and execute practical steps to improve a local area
Module 6- Health and Survival • Identify and explain key road safety rules and regulations, such as traffic signs, pedestrian safety, and safe crossing procedures • Identify common potential hazards in a home environment that can lead to accidents or injuries and communicate how to prevent this • Create a visually appealing poster that provides clear and concise instructions on how to handle common injuries like cuts, grazes, and nosebleeds • Include appropriate step-by-step procedures for providing first aid, such as cleaning wounds, applying dressings, and managing nosebleeds	Limited ability to explain key road safety rules and other health and safety rules	Some ability to explain road safety rules and regulations and other safety rules	Can confidently identify and explain all road safety rules	Can identify potential hazards in a home environment that can lead to accidents and injuries	Can effectively create a poster with concise instructions on how to handle common injuries

ASDAN Silver Award Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: **1.1** Expressive Arts **1.1** The Community	This module will explore creativity, artistic skills, self-expression, and appreciation for various forms of artistic expression This module will explore community engagement, social responsibility, and active participation in their local communities.	**How does Art and creativity shape the world I live in?** **UAE Link:** Explore famous UAE artists and compare their work to other worldwide artists **How can I be an active member of the community?** **UAE link** Explore local community services in your area and find out how the wider community contributes to this.	• Foster creativity and imaginative thinking through engagement with various art forms such as visual arts, music, dance, drama, and creative writing • Encourage students to explore new ideas, experiment with different techniques, and express themselves artistically • Encourage active participation in community activities and initiatives • Develop students' skills in engaging with community members organizations, and local resources • Understand the importance of community involvement and the potential for positive impact	Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to Expressive Arts and The Community **Assessment for Learning**: Questioning, peer and self-assessment, class discussion and feedback **Summative Assessment**: Project Portfolio, written assignment, presentations **This assessment will assess how effectively students have developed their understanding of the topic**	To understand how to communicate ideas, thoughts, and feelings through different artistic mediums. The expressive arts encourage students to explore their creativity and engage in various forms of self-expression. To develop and equip students with skills, knowledge, and values necessary to actively contribute to their community and make a positive impact on the world around them	This *provides an opportunity for collaboration* between Drama, dance, PE, Music	• Produce an illustrated study of the life and work of one famous celebrity/artist • Create a poem or a short story • Present a drawing or painting • Participate in group work to make a list of the main organisations which help in your community • Collect newspaper cuttings or access website information on homelessness	Improving own learning and performance Working with others Problem solving Communication ICT Application of number Resilience Research Inquiry Analysis
Term 2: **2.1** Beliefs and Values **2.2** World of Work	This module will explore students' understanding of personal values and beliefs This module will explore aspects of the professional world and equipping them with essential skills for career readiness.	**What are my personal values and beliefs?** **UAE Link:** Compare UAE values and culture to the wider world **How do I prepare for Career success?** **UAE Link:** Explore career options and further educational pathways available in the UAE	• Develop students' understanding of beliefs and values • Understand the factors that shape individual belief systems, including cultural, religious, and personal experiences • Explore different career paths and industries • Understand the world of work and employability skills	Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to The World of Work and Beliefs and Value **Assessment for Learning**: Questioning, peer and self-assessment, class discussion and feedback **Summative Assessment**: Project Portfolio, written assignment, presentations **This assessment will assess how effectively students have developed their understanding of the topic**	To gain insights into the cultural contexts that shape beliefs and values, including traditions, customs, and historical factors. This understanding enhances their ability to interact respectfully and effectively with individuals from different cultural backgrounds To explore different career options and gain insights into various industries and professions. To learn about different job roles, skills required, and educational pathways, allowing them to make more informed decisions about their future careers	This *provides an opportunity for collaboration* between Business Studies	• Carry out an in-depth study into another religion • Visit a place of worship and produce an illustrated report. • Complete a period of work experience • Carry out an in-depth study of an occupational area.	Improving own learning and performance Working with others Problem solving Communication ICT Application of number Resilience Research Inquiry Analysis
Term 3: **The Wider World**	This module will explore	**What is going on in the World Around us ?** **UAE Link:** Explore and compare common issues in the UAE to the wider world	• Develop students' understanding of the wider world • Explore opportunities to view different lifestyles	Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to The Wider World **Assessment for Learning**: questioning, peer and self-assessment, class discussion and feedback **Summative Assessment**: Project Portfolio, written assignment,presentations **This assessment will assess how effectively students have developed their understanding of the topic**	To be familiar global citizenship, cultural awareness, understanding of global challenges, critical thinking, intercultural communication, and a sense of responsibility towards creating a more sustainable and just world	This *provides an opportunity for collaboration* between Geography and Social Studies	• Establish links with someone from another country and write a letter to them. • Produce an illustrated study of a foreign country.	Improving own learning and performance Working with others Problem solving Communication ICT Application of number Resilience Research Inquiry Analysis

ASDAN Silver Award Success Criteria

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Module 1- Expressive Arts • Conduct thorough research on the chosen celebrity or artist, gathering information about their background, achievements, and significant works • Create an illustrated study that includes both written content and visual representations, showcasing key aspects of their life and artistic contributions	Limited ability to create a creative piece	Some creative skills demonstrated	Can use creativity and artistic skills to create a piece	Confident in expressing their creativity in creating a piece	Confident in expressing their creativity in creating a piece and able to articulate why they made certain choices
Module 2- The Community • Discuss as a group the main organisations that provide support and assistance in your community • Select and collect relevant website information that effectively highlight the issue of homelessness • Explain how community involvement can contribute to personal growth and a sense of belonging	Limited participation in group discussion of community organisations	Participates in some group discussions on community organisations	Ability to express an opinion on how to be involved in community organisations	Able to explain how being involved in a community organisation could help their personal growth	Expresses interest in playing an active role in community organisations
Module 3- Beliefs and Values • Conduct thorough research on a chosen religion, exploring its beliefs, practices, traditions, and historical context • Create a presentation highlighting this using visuals and communicate this effectively • Visit a place of worship associated with the chosen religion, respecting its customs and practices	Limited ability to research a chosen religion	Can research a chosen religion on the internet	Can research a chosen religion on the internet and present this in a powerpoint	Can research a chosen religion on the internet and communicate this with others through a powerpoint	Can confidently present information about a chosen religion to others in a visuallly appealing powerpoint
Module 4- World of Work • Successfully complete the designated period of work experience, fulfilling the required hours and tasks as specified • Actively engage in assigned tasks, seeking guidance when necessary and displaying a willingness to learn from experienced professionals • Reflect on the work experience, evaluating personal growth, skills gained, and insights into the chosen occupational area • Conduct comprehensive research on a chosen occupational area, including it's skills, qualifications and career pathways	Limited participation in work experience	Beginning to engage in assigned tasks during work experience	Can engage in assigned tasks during work experience and listen to instruction from others	Confident in engaging in assigned tasks during work experience and seeks guidance and feedback from others	Confident in engaging in assigned tasks during work experience, seeking guidance and feedback from others and reflecting on this in order to set personal targets
Module 5- The Wider World • Write a well-crafted and culturally sensitive letter to your international contact • Show awareness of cultural customs, traditions, and norms in your communication • Collect a wide range of reliable and diverse sources, including books, articles, websites, and firsthand accounts and create an illustrated study on a chosen country • Present the study in a way that educates and enlightens the reader about the country's essence and significance	Limited knowledge of cultural customs, traditions and norms	Beginning to develop knowledge of cultural customs, traditions and norms	Shows awareness of cultural customs, traditions and norms	Shows awareness of cultural customs, traditions and norms and creates an illustrated study to communicate this	Confidently presents information on cultural customs, traditions and norms and enlightens the reader about the country's essense.

ASDAN Gold Award Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: **1.1** Information Transmission	This module will explore the effective communication and dissemination of information.	**Why is communicating effectively important?** **UAE Link:** Understand how information is communicated in the culture of the UAE and compare this to international contexts.	• Develop skills in expressing ideas and information clearly • Understand the importance of adapting communication style and content to suit different audiences, purposes, and settings • Develop leadership skills by taking initiative, organizing activities, motivating others, and demonstrating responsible decision-making in the context of sports and leisure • Demonstrate the ability to work effectively as part of a team, understanding roles, responsibilities, and effective communication to achieve common goals	Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to Information transmission and Sport and Leisure **Assessment for Learning:** Questioning, peer and self-assessment, class discussion and feedback **Summative Assessment:** Project Portfolio, written assignment, presentations **This assessment will assess how effectively students have developed their understanding of the topic**	• To understand the importance of communication and its impact on global interactions • To understand the importance of maintaining a healthy and active lifestyle, including the benefits of regular exercise, stress reduction, and the development of physical skills	This **provides an opportunity for collaboration** between IT, Business Studies, Computer Science, Media	• Plan and give a short talk on a subject of your choice • Present topical information from a magazine or newspaper articles. • Research and write a review on a book or film	Improving own learning and performance Working with others Problem solving Communication ICT Application of number Resilience Research Inquiry Analysis
1.2 Sport and Leisure	This module will explore sport and leisure and aims to provide participants with a deeper understanding of sports and recreational activities.	**How can I maintain a healthy lifestyle and motivate others to be healthy?** **UAE Link:** Explore leisure possibilities here in the UAE and review a sports event in the UAE.				This **builds on** previous knowledge and concepts from Term 2 of the Bronze award	• Produce a review from a sports event, theatre or exhibition • Research leisure possibilities in your area and recommend suitable activities for different groups of people • Produce a list of different occupations in the leisure industry	
Term 2: **2.1** The Community	This module will explore community dynamics, fostering social responsibility, and encouraging active participation in community initiatives	**What is my role within the local and global community?** **UAE Link:** Researching local and government departments in the UAE. Writing about services in the UAE.	• Develop your understanding of community dynamics • foster a sense of social responsibility, and empower you to take active roles in community initiatives • Develop an understanding of the importance of physical and mental well-being and its impact on overall quality of life • Understand the potential hazards in their surroundings and learn strategies to create a safe and healthy living environment	Through students engaging in project-based learning, where they undertake practical tasks and projects relevant to The Community and Health Living **Assessment for Learning:** Questioning, peer and self-assessment, class discussion and feedback **Summative Assessment:** Project Portfolio, written assignment, presentations **This assessment will assess how effectively students have developed their understanding of the topic**	• To gain a deeper insight into the understanding of their local and global communities, their roles within them, and the impact they can have on society • To gain essential knowledge and skills for maintaining their physical and mental well-being. This knowledge empowers individuals to make informed decisions, take responsibility for their health, and become advocates for healthy living within their communities	This **builds on** previous knowledge and concepts from Term 2 of the Bronze award	• Research media coverage of a recent issue in the news • Find out about the work of local and national government departments • Find out about a local or national service and write a report on what you have learned	Improving own learning and performance Working with others Problem solving Communication ICT Application of number Resilience Research Inquiry Analysis
2.2 Healthy Living	This module will explore healthy living and promoting a holistic understanding of health and well-being.	**How can I protect my physical and mental wellbeing?** **UAE link** Research the most common accidents here in the UAE and suggest ways I can avoid them.					• Research and identify the most common accidents that take place in the news and suggest ways that they can be avoided • Carry out a safety survey within your school • Produce an information sheet, video or display about the topic of health and the Environment	

Term 3: **3.1** Independent Living	This module will explore the different ways of equipping participants with the skills and knowledge necessary for living independently	**What are the essential skills and knowledge needed to develop independence in daily life?** **UAE Link:** Go on a supermarket shop here in the UAE and make a personal budget using dirhams.	• Acquire essential practical skills necessary for independent living, such as cooking, cleaning, laundry, budgeting, and basic household maintenance • Understand the importance of budgeting, saving, and managing money effectively • To create and maintain a personal budget, track expenses, and make informed financial decisions • Develop an understanding of global issues, cultures, and perspectives through research, exploration, and analysis of international topics	Through students engaging in project-based learning, where they undertake practical tasks and projects relevant t0 Independent Living and International Links **Assessment for** **Learning**: Questioning, peer and self-assessment, class discussion and feedback **Summative** **Assessment**: Project Portfolio, written assignment, presentations **This assessment will assess how effectively students have developed their understanding of the topic**	• To develop practical life skills that are crucial for self-sufficiency. These skills include managing finances, budgeting, cooking, cleaning, home maintenance, time management, problem-solving, and decision-making • To develop life skills that are crucial for self-sufficiency These skills include managing finances, budgeting, cooking, cleaning, home maintenance, time management, problem-solving, and decision-making Acquiring these skills empowers you to confidently handle various aspects of adult life	This *provides an opportunity for collaboration* between Food and Textiles This *provides an opportunity for collaboration* between Social studies, Geography, Business studies, English, Media	• Plan and cost the food required for a healthy weekend at home. • Cost out a family holiday • Plan a budget to allow you to live independently for a period of one year • Clean and maintain one aspect of the house for one month	Improving own learning and performance Working with others Problem solving Communication ICT Application of number Resilience Research Inquiry Analysis
3.2 International Links	This module will explore activities designed to develop students' skills and knowledge in international links.	**What are the skills I need to plan an international adventure?** **UAE link:** Research flights from the UAE to other countries. Research international issues that impact the UAE.					• Plan an overseas tour for a famous singer or group • Plan and Produce an itinerary for an educational visit to a Foreign country • Choose an international issue that is currently in the news and research it further	

ASDAN Gold Award Success Criteria

Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Module 1- Information transmission • Demonstrate a comprehensive understanding of the chosen topic, including its key concepts, relevant facts, and related issues • Conduct extensive research using a variety of reputable sources to gather accurate and up-to-date information on the chosen topic	Demonstrates limited research skills.	Beginning to become more confident with researching and presenting topic information.	Can research a chosen topic and present this in an engaging manner.	Confident in researching a chosen topic and presenting this in an interesting way.	Confident in researching a chosen topic and presenting this in an interesting way using interactive elements.
Module 2- Sport and Leisure • Provide a detailed and descriptive analysis of the event, performance, or exhibition, including the atmosphere, staging, visuals, sound, and overall experience. • Conduct thorough research on leisure possibilities in the local area, considering a diverse range of activities and attractions	Limited ability to research leisure activities and occupations.	Beginning to research a diverse range of leisure activities and occupations associated with them.	Can research a diverse range of leisure activities and occupations associated with them.	Confident in researching a diverse range of leisure activities and occupations and presents comprehensive research on this.	Able to present comprehensive research on leisure activities and occupations highlighting key responsibilities, skills and qualifications.
Module 3- The Community • Conduct comprehensive research using diverse sources such as news articles, reports, interviews, or documentaries to gather information about the issue. • Clearly present the findings of the research, organizing the information in a coherent and structured manner	Limited ability to research government and community services.	Beginning to be able to investigate government and community services.	Can investigate government and community services and present their findings.	Can conduct thorough research of governement and community services and present their findings.	Confidently conducts thorough research on government and community services and present their findings in detail.
Module 4- Healthy Living • Conduct thorough research to identify and analyze the most common accidents reported in the news, considering a range of sources such as news articles, official reports, or statistical data. • present the research findings, including a comprehensive overview of the identified accidents and a detailed explanation of the proposed preventive measures	Limited knowledge of how to prevent accidents.	Beginning to develop knowledge of how to prevent accidents through conducting a survey.	Can present research findings based on preventing accidents and develop a survey about safety concerns within the school environment.	Presents research findings and a well stuctured survey based on preventing accidents in th3e school environment using appropriate language and visuals.	Confidently pesents research findings and a well stuctured survey based on preventing accidents in th3e school environment using appropriate language and visuals.
Module 5- Independent Living • Create a comprehensive shopping list with accurate quantities and measurements of ingredients. • Calculate the total cost of the food items and ensure it aligns with the predetermined budget. • Research and compare transportation costs, including flights, accommodation, and local transportation	Limited knowledge of how to budget for daily living expenses.	Beginning to be able to identify daily living expenses and research and calculate costs.	Can identify daily living expenses and research and calculate costs.	Can identify daily living expenses and research and calculate costs ensuring it aligns with a pre determined budget.	Confidently identifys daily living expenses and research and calculates costs ensuring It aligns with a pre determined budget and adjustting where necessary.
Module 6- National Links • Select a relevant and significant international issue currently in the news • Conduct comprehensive research using reliable sources to gather information on the issue • Analyze and critically evaluate different perspectives, causes, implications, and potential solutions related to the issue	Limites ability to research an international issue in the news.	Beginning to be able to conduct research an international issue in the news using reliable resources	Can research an international issue and critically evaluate different causes and potential solutions.	Can demonstrate critical thinking skills by examining underlying factors and potential consequenses.	Effecively presents research findings in a clear and organised manner and summarising key aspects of the issue.

Arabic A: Curriculum Ambition

طلاب مدرسة هورايزون الدولية هم من الشباب اللامعين والقادرين، الذين غالبا ما يلتحقون بالمرحلة الثانوية بحماس واهتمام شديد للتوسع في دراسة اللغة العربية . يهدف منهجنا إلى البناء على ذلك والتأكد من:

- تطوير الكفاءة في مهارات القراءة والكتابة والتحدث والاستماع باللغة العربية الفصيحة.
- بناء أساس وحصيلة لغوية متينة واكتساب المعرفة الثقافية والفهم للبلدان الناطقة باللغة العربية ، بما في ذلك تاريخها وتقاليدها وعاداتها.
- اكتساب وتطويرمهارات اللغة العربية الأربع لدى الطلاب، وتمكينهم من المشاركة في المحادثات والمناقشات والمناظرات حول مواضيع مختلفة. وسيشجع ذلك على المشاركة النشطة ويوفر فرصًا للطلاب للتعبير عن آرائهم وأفكارهم باللغة العربية.
- استكشاف مجموعة من النصوص العربية الأصيلة، مثل الأدب والمقالات الإخبارية والقصائد. سيؤدي ذلك إلى تعزيز مهاراتهم اللغوية مع تعريضهم لأنواع وأساليب مختلفة من الكتابة العربية بالإضافة لتطويرمهارات التفكير النقدي لديهم.

سيتم تحقيق أهداف مناهجنا الدراسية من خلال:

- مجموعة من الأنشطة ، مثل أنشطة اللغة التفاعلية داخل الصف، والقراءة ، وكتابة المقالات ، والعروض التقديمية الشفوية ، وممارسة اللغة الفصيحة في التحدث مع الآخرين.
- المشاركة في الأنشطة الصفية ولعب الأدوار والمناقشات والمناظرات والعمل الجماعي وهذا سيساعد في تطوير مهارات اللغة لدى الطلاب.
- دراسة بعض الموضوعات المتعلقة بالأدب والتاريخ والتقاليد والعادات والقضايا المعاصرة المتعلقة بالمجتمعات العربية.
- التعرض للمواد الثقافية الأصيلة ، مثل الأدب والأفلام والموسيقا والفن، وذلك تعزيزًا للوعي الثقافي.
- تشجيع الطلاب على أن يصبحوا متعلمين مستقلين وتحمل مسؤولية تطوير لغتهم.

يتم تنفيذ أهداف المنهاج من خلال البيانات والتقييم وإعداد التقارير والتدقيق المستمر وصوت الطلاب الذي:

- يقدر ويدرك أهمية جهد الطلاب ومشاركتهم وموقفهم من التعلم في كل درس وكل جزء من العمل.
- يوفر ملاحظات منتظمة وفعالة للطلاب حول كيفية التقدم أكثر ، مدعومة بنموذج معايير النجاح لكل موضوع.
- يجمع البيانات ويحللها باستمرار من أجل التخطيط وإعداد الدروس والتعديل والتكيف والتقدم والتحصيل بما يناسب المرحلة الدراسية.
- يقدم تقارير مكتوبة لأولياء الأمور ومن خلال استشارة أولياء الأمور والمعلمين لمناقشة تقدم الطالب الفردي ونقاط القوة ومجالات التطوير والانخراط في أنشطة الإشراف والتدقيق المنتظمة ، والتي تتضمن مشاركة عينات من عمل الطلاب ،وتقييم العمل باستخدام معايير النجاح المحددة مسبقا ومناقشة النتائج مع الزملاء لضمان تطبيق نفس المعايير باستمرار داخل القسم والمدرسة الثانوية

Arabic A: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Year 7 حبيبي يارسول الله الجملة والتركيب حلم وجهل كتابة نص سردي وكن أكثر وعيا بغضبك	(1.1.2) أن يحدد المتعلم الفكر الرئيسة ،و التفاصيل المساندة التي تسهم في توضيح الفكرة الرئيسة ، أو الرسالة العامة، أو الدروس المقدمة في النصوص الأدبية. (2.2.6) أن يتعرف المتعلم المفاهيم النحوية والصرفية ويستخدمها استخدمًا صحيحًا (4.2.4) أن ينتج المتعلم نصوص سردية متقيد بالسلامة اللغوية. (1.5.6) أن يتعرف المتعلم المفاهيم البلاغية ويتذوقها ويوظفها في إنتاجه الكتابي. (1.1.3) أن يقرأ المتعلم النص المعلوماتي بشمولية، ويُحدد الفكرة المركزية والرئيسة، ويستنتج العلاقات ضمن الواحد وبين النصوص المختلفة	ما الفكرة الرئيسة في النص الأدبي؟ ما الفروس المستفادة من النص؟ هل الألفاظ التي استخدمها الشاعر مناسبة لعنوان القصيدة؟ استخرج الدلالات المجازية من القصيدة. ما الأفكار الفرعية في القصيدة؟صنف الجملة التالية إلى جملة وتركيب. حدد التركيب في الجمل التالية. ما الفكرة الرئيسة في القصة؟ حدد عناصر القصة؟ ما المغزى من القصة؟ حدد الشخصيات الرئيسة . والثانوية . حدد سمات الشخصيات ما الدرس المستفاد من النص المعلوماتي؟ ما هي أسباب الغضب؟ كيف نحمي أنفسنا من الغضب؟.	• أن يحلل المتعلم النص الأدبي تحليلاً أدبيًا ولغويًا • أن يحدد الفكرة الرئيسة • أن يستكشف الأفكار الفرعية • أن يحدد الدلالات المجازية • أن يفرق المتعلم بين الجملة والتركيب. • أن ينشئ المتعلم نصًا سرديًا موظفًا فيه التشبيه التام. • أن يحلل المتعلم النص المعلوماتي مدللاً على تحليله بأدلة منطقية من النص.	الأنشطة نشاط المفردات (ابحث عن معاني الكلمات الجديدة) *نشاط فردي (الإجابة على أسئلة القصة) *نشاط جماعي (الإجابة على أسئلة تحليل القصة حسب المستويات المختلفة) *نشاط إلكتروني كويزز نشاط فردي (حدد أي العبارات التالية جمل وأيهم تراكيب) * نشاط فردي (الإجابة على تدريبات النص تحليل لغوي ،وأدبي للنص) * نشاط جماعي (تفسير المفردات الجديدة ، والهدف الأخلاقي والديني من النص وربطه بالتربية الإسلامية) التقييم الصيفي التقييم لنصف العام التقييمات الشهرية للمتابعة لمتابعة تطوير الطلاب في فهم المادة ، ومعرفة احتياجات الطلاب ، وما يحتاج إلى تطوير التقييم على برنامج وبرنامج كويزز	لفهم كيفية تحليل القصيدة والنص المعلوماتي لتحديد نوع الجملة والتركيب لكتابة نص سردي يشتمل على عناصر النص السردي لتحليل نص معلوماتي ومعرفة المستفاد من النص وتطبيقه في الواقع يعتمد على معرفته السابقة بتحليل القصيدة لغويا وأدبيًا ويؤدي هذا إلى فهم أعمق للتحليل	يعتمد فهمه السابق للتحليل للنص المعلوماتي والقصيدة لفهمه السابق في كتابة جمل متنوعه ويؤدي هذا إلى فهم أعمق للتحليل للنصوص المعلوماتية والأدبية وكتابة نصوص سردية ويوفر فرصة لكتابة نصوص معلوماتية وأدبية وتحليل نصوص معلوماتية وأدبية	بحث عن الغضب	العصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني
Term 2: الجملة وأغراضها ومجد الإمارات وقصة البحار والدب والطباق	Year 7 (1.5.6) أن يتعرف المتعلم المفاهيم البلاغية ويتذوقها ويوظفها في إنتاجه الكتابي (1.1.2) أن يحدد المتعلم الفكر الرئيسة ،و التفاصيل المساندة التي تسهم في توضيح الفكرة الرئيسة ، أو الرسالة العامة، أو الدروس المقدمة في النصوص الأدبية (2.1.5) أن يُظهر المتعلم فهمًا للمادة المسموعة (قصة واقعية أوخيالية وجهة نظر أو مقالة) (1.5.6) أن يتعرف المتعلم المفاهيم البلاغية ويتذوقها ويوظفها في إنتاجه الكتابي	ما الفكرة الرئيسة في النص؟ حدد الأفكار الفرعية في النص؟ ما الدلالات المجازية من النص؟ ما المغزى من النص الأدبي؟ ما الفرق بين الترادف والطباق؟	• أن يحدد المتعلم أغراض الجملة بشكل صحيح. • أن يحلل المتعلم النص الأدبي تحليلاً أدبيًا ولغويًا • أن يحدد الفكرة الرئيسة • أن يستكشف الأفكار الفرعية • أن يحدد الدلالات المجازية • أن يحلل المتعلم المادة المسموعة تحليلاً أدبيًا ولغويًا. • أن يحلل المتعلم المادة المسموعة تحليلاً أدبيًا ولغويًا. • أن يحدد الطباق في الجملة • أن يكتب فقرة ، مستخدماً الطباق	التقييم من أجل التعلم نشاط فردي (حدد أركان التشبيه) نشاط جماعي (المستويات المختلفة لدرس التشبيه التام) نشاط فردي اكتب نص سردي موظفًا الطباق) * نشاط فردي (حدد أي العبارات التالية جمل وأيهم تراكيب) *نشاط جماعي (الإجابة على أسئلة المجموعات حسب المستويات المختلفة) *نشاط إلكتروني كويزز • نشاط فردي(ابحث عن معاني الكلمات الصعبة) • نشاط فردي أجب على أسئلة النص المسموع بتحديد الفكرة الرئيسة من النص والأفكار الفرعية والمغزى من النص * التقييم الصيفي التقييم على برنامج وبرنامج كويزز التقييم لنصف العام التقييمات الشهرية للمتابعة لمتابعة تطوير الطلاب في فهم المادة ، ومعرفة احتياجات الطلاب ، وما يحتاج إلى تطوير	لفهم كيفية تحليل القصيدة والنص المعلوماتي لتحديد أغراض الجملة لتحليل نص مسموع والإجابة على أسئلة لفهم المسموع لفهم أعمق للمضاد والطباق وكيفية تحديده في الجملة	يعتمد فهمه السابق للتحليل للنص المعلوماتي والقصيدة لفهمه السابق في كتابة قصة بسيطة ويؤدي هذا إلى فهم أعمق للتحليل للنصوص المعلوماتية والأدبية وكتابة نصوص سردية ويوفر فرصة لكتابة نصوص سردية وتحليل نصوص معلوماتية وأدبية يعتمد على معرفته السابقة بتحليل القصيدة لغويا وأدبياً معرفته بكتابة جمل استفهامية وتعجبية وأنواع مختلفة من الجمل وخبرية ويؤدي هذا إلى فهم أعمق للتحليل ويؤدي إلى فهم أعمق لمعرفة الطباق وأغراض الجملة	• بحث عن مجد الإمارات	العصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني

درس الخيول علامات الإعراب الأصلية والفرعية أنواع الجمع وإعرابه النص المعلوماتي السفن / Term 3:	أن يقرأ النص المعلوماتي بعمق وشمولية ويحدد الفكر الرئيسة والأفكار الفرعية ويستنتج العلاقات ضمن النص الواحد والنصوص المختلفة	ما الفكرة الرئيسة في النص؟	أن يحلل لمتعلم المعلومات الصريحة والضمنية ويحدد الفكرة الرئيسة والأفكار الفرعية	لتقييم من أجل التعلم	لمعرفة أنواع السفن وأهميتها الاقتصادية والحربية وتأثيرها على قوة الدولة	لفهم كيفية تحليل القصيدة والنص المعلوماتي	بحث عن أنواع السفن وأهمية الأسطول وتأثيرها على قوة الدولة	العصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني
	1.2.3 أن يحلل المتعلم عناصر النص واختيار الكاتب للكلمات ويفهم الطرائق التي تساهم فيها تراكيب الجمل في بناء النص أو طريقة النص وأساليب عرض وجهة النظرأو طريقة عرض النص وطباعته.	ما الأفكار الفرعية في النص؟	أن يحدد الأدلة من النص على المعلومات الصريحة والضمنية.	نشاط فردي الإجابة على أسئلة فهم المقروء ونشاط جماعي ربط بالواقع ، وتحليل النص المعلوماتي ،وكتابة المستفاد من النص	لتحليل نص معلوماتي ومسموع لفهم لأهمية معرفة نوع الجمع واختلاف أنواع الجمع وإعرابها	لتحديد أغراض الجملة		
	1.3.3 أن يتضمن وظيفة النص من خلال الوسائط المختلفة وينقد ما جاء فيه من خبرات ويبني خبرات جديدة	اربط بين النص والمواد الأخرى؟	أن يحدد الأسباب التي تربط الأحداث	التقييم على برنامج ويرتمج كويزز	وكيفية استخدام الجموع المختلفة في كتابة نص سردي مع تغيير الإعراب	لتحليل نص مسموع والإجابة على أسئلة لفهم المسموع		
		ما المغزى من النص؟	أن يحدد نوع النص ويذكر الأدلة على ذلك من النص.	نشاط فردي تحليل للنص المسموع والأفكار الفرعية والمستفاد منه		لفهم أعمق للمضاد والطباق وتحديدة في الجملة		
	2.4.2 ليوظفها في نتائج متنوعة الكتابة	حدد نوع الجمع ، وإعربه.	أن يفسر المتعلم الكلمات والألفاظ الواردة في النص ويضعها في جمل من إنشائه.	نشاط جماعي تحديد نوع الجمع وإعرابه بمختلف المستويات				
	نص تفسيري – نص وصفي	حل النص المسموع بالإجابة عن أسئلة الفهم	أن يحدد المعلومات التي تعتمد على الحجج والبراهين وبين الأراء التي تبدو وجهة نظر	نشاط فردي تحديد نوع الجمع وإعرابه حسب المستوى		يعتمد على معرفته السابقة بتحليل القصيدة لغويا وأدبياً		
	أن ينتج المتعلم نصوصاً سردية ومعلوماتية ووصفية وتظهر كتاباته تقيده بالسلامة اللغوية .		أن يقرغ المعلومات التي قرأها في خريطة مفاهيم .	نشاط فردي تحديد أركان جملة إن وجملة كان وتحديد إعرابها		معرفته بكتابة جمل استفهامية وتعجيبية وأنواع مختلفة من الجمل وخبرية		
	قواعد نحوية		أن يجيب على أسئلة الفهم للنص المعلوماتي.	التقييم الصيفي		ويؤدي هذا إلى فهم أعمق للتحليل		
	(علامات الإعراب الأصلية والفرعية إعراب المثنى وجمع المؤنث والمذكر إعراب جملة كأن وأن 2.2.6		أن يحدد المعلومات من النص ويربطها بالواقع	التقييم لنصف العام		ويؤدي إلى فهم أعمق لمعرفة الطباق وأغراض		
	- أن يتعرف على المفاهيم النحوية والصرفية ويستخدمها استخداماً صحيحاً		أ. أن يحدد نوع الاسم مفرد مثنى جمع	التقييمات الشهرية للمتابعة لمتابعة تطوير الطلاب في فهم المادة ، ومعرفة احتياجات الطلاب ، وما يحتاج إلى تطوير				
	الاستماع: درس الخيول.2.1.5		أن يحول الكلمات والجمل من مثنى لجمع					
	أن يظهر المتعلم فهماً لمواد مسموعة ، ويتواصل مع الآخرين مقدماً المعلومات والنتائج المدعومة بالأدلة ع لإقناع المستمعين واستمالتهم نحو الموضوع مستخدماً اللغة العربية الفصيحة		أن يعرب الجمع لجمع مؤنث وجمع مذكر					
			أن يحدد إعراب المثنى في الجملة					
			أن يحدد إعراب جمع المذكر وجمع المؤنث .					
			أن يحدد أركان جملةكأن وإن .					
			أن يحدد إعراب أركان جملة إن وأخواتها.					
			ن يستمع إلى النص المسموع ا.					
			أن يجيب على أسئلة الفهم للنص المسموع.					
			أن يحدد الفكرة الرئيسة والأفكار الفرعية للنص المسموع.					
			أن يحدد المستفاد من النص المسموع .					
			أن يحدد الشخصيات للنص المسموع القصة					

Arabic A: Year 7 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
مهارة القراءة يحدد الفكر الرئيسة أو الرسالة العامة، والدروس المستفادة من النصوص.	يحدد المعنى الإجمالي للنص، موضحا الفكر الرئيسة.	يحدد المعنى الإجمالي للنص، موضحا الفكر الرئيسة، ومفسرا كلمات النص الشعري.	يحدد المعنى الإجمالي للنص، موضحا الفكر الرئيسة، ومفسرا كلمات النص الشعري، ومستنتجا الدلالات الإيحائية.	يحلل اللغة المجازية والدلالية للألفاظ ويحل نصا مسرحيا، ودور الشخصيات، ويحلل الأثر الذي تتركه الشخصيات على الحبكة والحل.	يشرح طريقة مساهمة الصور المرئية والحركات والأصوات في إبراز المعنى وجمال النص القصصي، ويقارنها مع اللقطات الأخرى المصورة بطريقة تقليدية.
مهارة الكتابة يكتب نصوصا تعبر عن فكرة مركزية، وتظهر مقدرة على التركيز والتنظيم، مطروا مهاراته الكتابية؛ من خلال مراحل الكتابة.	يكتب نصا سرديا محددا أغراض الكتابة.	يكتب نصا سرديا محددا أغراض الكتابة، ومطورا الموضوع بتفاصيل داعمة، وفقرة ختامية.	يكتب نصوصا تفسيرية(وصف –مقارنة-مقابلة-شرح –مشكلة وحل) ليعرض وجهة نظره، مقدما أدلة مقنعة.	يكتب استجابات شخصية للنصوص الأدبية التي يقرؤها، مظهرا تفسيرا وتحليلا لأبعاد النص.	يكتب نصوصا إقناعية، مقدما وجهة نظر في قضية أو موضوع، مدعومة بأدلة داعمة.
مهارة التحدث يعرض نصا معلوماتيا بأشكال مرئية، وباستخدام الوسائط المتعددة.	يعرض نصا معلوماتيا بأشكال مرئية، وباستخدام الوسائط المتعددة	يعرض نصا معلوماتيا بأشكال مرئية، وباستخدام الوسائط المتعددة، شارحا كيف تسهم تلك المعينات في توضيح الموضوع.	يقدم عرضا تقديميا معلوماتيا بطرائق واضحة ومنطقية، موظفا الكلمات المناسبة، ومبرزا كيف تتناسب الموقف، معتمدا على تنوع الجمل اللغوية التي تناسب الموقف، مظهرا فهمه للموضوع، مستخدما اللغة العربية الفصيحة.	يعد وينشئ قصة ويقدمها مستخدما عناصر القصة الأساسية، ومبرزا المكان والحبكة، ومستخدما آليات الكلام المتضمنة: ضبط التنغيم ووضوح الصوت والاتصال البصري.	يقدم عرضا شفويا لتوضيح سياق الأحداث، مستخدما الحوار والتشويق، وموظفا محتويات وسائل الإعلام الرقمي والرسومات المرئية لتقوية العرض الشفوي.
مهارة الاستماع يحدد مضمون النص المسموع، والفكرة الرئيسة، والأفكار الفرعية، ويحلل المادة المسموعة؛ محددا العلاقات بين أجزاء النص، مفاضلا بين الآراء.	يحدد مضمون النص المسموع.	يحدد مضمون النص المسموع، والفكر الرئيسة والفرعية.	يحدد مضمون النص المسموع، والفكر الرئيسة والفرعية، ومعاني بعض العبارات الواردة فيها، والرسائل المتضمنة.	يحلل المادة المسموعة كالمقال، محددا العلاقات بين أجزاء النص، مفاضلا بين الآراء.	يستمع إلى نص يتضمن آراء متعددة عن موضوع يتصل بقضية اجتماعية –وطنية. إنسانية موازنا بين آراء المتحدثين مبديا رأيه بصراحة وموضوعية.
مهارة القواعد يتعرف المفاهيم النحوية والصرفية، ويستخدمها استخداما صحيحا.	يتعرف علامات الإعراب الأصلية في الجمل الاسمية.	يتعرف علامات الإعراب الأصلية والفرعية في الجمل الاسمية والفعلية، وإعراب المثنى.	يتعرف علامات الإعراب الأصلية والفرعية في الجمل الاسمية والفعلية، وإعراب المثنى وجمع المذكر السالم والمؤنث السالم.	يتعرف علامات الإعراب الأصلية والفرعية في الجمل الاسمية والفعلية، وإعراب المثنى وجمع المذكر والمؤنث السالمين، ويميز بين الفعل المبني والفعل المعرب.	يتعرف يتعرف علامات الإعراب الأصلية والفرعية في الجمل الاسمية والفعلية، وإعراب المثنى وجمع المذكر والمؤنث السالمين، ويميز بين الفعل المبني والفعل المعرب، ويعرب أركان جملتي كان وإن، ويوظفهما في جمل.

Arabic B: Curriculum Ambition

**Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in Arabic B. Our curriculum aims to build on this and ensure that they:**

- Develop proficiency in reading, writing, speaking, and listening skills in Arabic as a second language
- Provide a solid foundation in vocabulary, grammar, and sentence structure
- Gain cultural knowledge and understanding of Arabic-speaking countries, including their history, traditions, and customs
- Acquire effective communication skills in Arabic, enabling them to engage in conversations, discussions, and debates on various topics
- Explore a range of authentic Arabic texts, such as literature, news articles and poems
- Develop critical thinking and analytical skills through the study of Arabic texts, encouraging students to interpret and evaluate information in Arabic
- Foster a love for Arabic language and culture, inspiring students to continue learning and using Arabic beyond the classroom. To provide engaging and meaningful learning experiences that make Arabic language learning enjoyable and rewarding
- Support students in preparing for external language proficiency examinations, such as the Arabic GCSE or equivalent assessments. It will align with the examination requirements and provide ample opportunities for students to practice and develop the necessary skills
- Encourage independent learning and self-reflection, enabling students to set goals, monitor their progress, and take ownership of their language learning journey
- Promote inclusivity and celebrate diversity within the Arabic-speaking world, ensuring that all students feel valued and respected regardless of their background or proficiency level in Arabic

**These aims are realised through our curriculum which:**

- Our curriculum aims will be achieved through a range of activities, such as interactive language exercises, reading comprehension tasks, essay writing, oral presentations, and language practice with native speakers
- Engagement in authentic communication. Classroom activities, role-plays, discussions, debates, and group work will help develop students' communication skills
- Study some topics related literature, history, traditions, customs, and contemporary issues related to Arab societies. Exposure to authentic cultural materials, such as literature, films, music, and art, can promote cultural awareness
- Independent Learning: The curriculum aims to encourage students to become independent learners and take responsibility for their own language development
- The students will use of digital resources, online platforms, language learning apps, multimedia materials, and communication tools that facilitate language practice and authentic interaction

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate

Arabic B: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Shopping And Shopping online	Types of traditional shopping and online shopping identify the advantages and disadvantages of each for traditional shopping and online shopping	**What are the advantages and disadvantages of online shopping? What are the shopping rules? How to protect yourself from electronic theft?** **UAE Link:** **The students write a report on the Dubai Shopping Festival and present solutions for the development of tourism in the UAE**	• To design a min map of the different types of purchases • To compare shopping online and traditional shopping • To evaluate the advantages and disadvantages of online shopping • To determine the elements of the message and write a message about shopping in the Emirates • To determine the steps of shopping online to write a procedural text about the steps of shopping. • To distinguish the importance of shopping rules • To design a marketing presentation for a product he likes • To classify the products according to their importance to him • To explain the importance of the tourism and shopping festival in the UAE	Through learning new vocabulary, dialogue, discussion with students and brainstorming using critical thinking and collaborative skills **Assessment for Learning:** questioning, peer and self-assessment, class discussion and feedback **Summative Assessment:** final assessment **This assessment will assess how effectively students have developed their understanding of the topic**	To determine the elements of the message and write a messages about shopping in the Emirates	This **builds on** your existing knowledge about the market and types of vegetables. This **builds towards** a deeper understanding of the topic. This **provides an opportunity for collaboration** between Computer Science and English.	• Create logos for their favourite stores • Create a website to sell students handicrafts • Design a marketing presentation for a product he likes	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 2: Travel and Trips	This unit will explore travel and trips, types of internal and external trips, camping and safari trips, and the benefits of trips	**What are the types of trips? How does travel affect your personality? How do you plan your trip? What experiences do you get from camping?** **UAE Link:** **Exploring the cultural heritage through the diversity of the Emirati environment, encouraging UAE tourism**	• To enumerate the types of trips • To Write a descriptive text for a trip • To identify story elements and create a story • To Write a trip plan It • create an advertisement for a trip • To read a descriptive text and identify the main ideas and supporting idea	Through classroom learning activities and learning new vocabulary, dialogue, discussion with students and brainstorming using critical thinking and collaborative skills **Assessment for Learning:** questioning, peer and self-assessment, class discussion and feedback **Summative Assessment:** final assessment **This assessment will assess how effectively students have developed their understanding of the topic**	To enumerate the types of trips	This **builds on** your existing knowledge about tourist places This **provides an opportunity for collaboration** between Geography and English	• Designing videos about tourism in the students' countries • Designing marketing advertisements for hotels and tourist places	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience Adaptability Resilience Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience
Term 3: My Identity	This unit explores Arab identity By showing some of the habits and traditions of some countries, such as the UAE	**How do habits and traditions relate to the environment?** **UAE Link:** **Exploring and showing solutions for the development of the Emirates and Compare the Emirates and his country**	• To Determine the habits and traditions of the country • To Compare two countries through habit, traditions and development • To write a persuasive text to visit a country • To analyse a text linguistically and informationally	**through classroom learning activities and learning new vocabulary, dialogue, discussion with students and brainstorming , using critical thinking and collaborative skills** **Assessment for Learning:** questioning, peer and self-assessment, class discussion and feedback **Summative Assessment:** final project with assignment **This assessment will assess how effectively students have developed their understanding of the topic**	To determine the habits and traditions of the country	This **builds on** your existing knowledge about tourist places and the habit and traditions This **provides an opportunity for collaboration** between geography and English	• Designing videos about tourism habits and traditions	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience Adaptability Resilience Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience

Arabic B: Year 7 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Analyse and understand information and details in texts related to daily life, personal interests and studies confidently and easily and understand cohesive narratives and descriptive texts. (Reading skill)	Explain short non - complex texts presenting basic information about a variety of personal and social topics - with few gaps in comprehension	explain cohesive narrative and descriptive texts, with gaps in understanding due to inadequate knowledge of vocabulary, and linguistic structures and rules.	Understand narrative and descriptive texts comprised of more than one paragraph, can understand main idea and supporting details. Comprehension is derived mainly from knowledge of context and content.	Clearly explain the information organization (discourse) and linguistic structures used, though there may be gaps in understanding them	Can accurately explain the main idea, facts and multiple details and comprehension derives not only form context and knowledge of topic, but also from the reader's own knowledge of the language itself
Create on a wide range of academic, specialized, and general topics, also express experiences and events using different tenses, using extensive and coherent, well-organized paragraphs.(writing skill)	Can write a simple paragraph or summary about different topics and events using one tense.	The writer can write narrative and descriptive texts using some tenses and a variety of linguistic structures.	Can show some ability to write narrative and descriptive texts in the present, past and future tenses when writing about everyday events and situations. Such descriptive and narrative texts are one paragraph long using all tenses and a variety of linguistic structures.	Can write narrative paragraphs with a good deal of detail, using all tenses and good ability to use a variety of linguistic structures referring to time and writing includes some of linking words and is composed of more than one paragraph.	Can include a variety of linking words and is composed of more than 3 paragraph also writing is rich and precise in terms of vocabulary and structure, thus allowing for clear and elaborate expression of ideas. Writing is sometimes similar to oral discourse.
Develop his understanding of the main idea and most supporting details in texts about various personal, general and professional topics and in extended narrative and descriptive texts. (listening skill)	Can easily and confidently explain simple and compound sentences (one sentence at a time) about basic.	Can demonstrates a general understanding of narrative and descriptive paragraphs, such as the main idea and some simple details.	Can generally explain the main facts and some details in narrative and descriptive texts composed of more than one paragraph.	Can explain the main facts and many supporting details. His understanding may be based on context and knowledge of linguistic structures and content.	Can create augmented, and mixed reality technologies to design and develop complex experiences that solve problems
Evaluate his speaking and converse about a number of familiar topics, and discuss them with a high level of accuracy and clarity. (speaking skill)	Can perform many communication tasks and can actively participate in most informal discussions and some formal ones.	Can show ability to narrate and describe using all tenses.	The student is fluent due to his wide range of vocabulary and ability to use a variety of linguistic structures.	The speaker can converse about a number of familiar topics, and discuss them with a high level of accuracy and clarity.	The speaker's communication skills are stable in quality; he can rephrase, clarify and explain thoughts also can participate in dialogues using appropriately correct, clear and precise linguistic structures to convey desired message.

Art / Textiles: Curriculum Ambition

Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in Art and Design. Our curriculum aims to build on this and ensure that they:

- Are equipped with the necessary skills to become future strong, creative thinkers, who are equipped with 21st century learning skills to embrace the everchanging art world.
- Enjoy creativity and engineering to develop new and exciting Artwork
- Explore emerging techniques and skills such as digital art and printing and new styles and trends emerging for the world of Art and Fashion.
- Explore the importance of contextual analysis and interpretation to make informed decisions
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing
- Provided with access to real-world brands and problems and industry experts to provide guidance and advice on trends and styles
- Build an understanding of the idea that Art is about the IDEA not always about the look.
- Develop skills in sewing construction and printed design with the necessary skills to succeed in the industry
- Showcase their innovative solutions and receive feedback from peers and industry experts
- Embrace a mindset of resilience and adaptability to cope with the fast-paced and ever-changing Art and Design world.

These aims are realised through our curriculum which:

- Includes a wide range of topics including Fine Art Textiles and 3D Design.
- Is organised to stimulate depth and breadth of thinking, understanding and mastery of skills across 3 pathways.
- Encourages a culture of exploration, research and application through 21st century skills and techniques
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

These aims are also implemented through data, assessment, reporting, moderation and student voice which:

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria flight paths and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate

Art / Textiles: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1:	3D sculptural skills	**To design and make a bird house using recycled materials in the style that would suit the UAE architectural landscape** **UAE Link:** Cultural architecture and historical references	• To design and make an imaginative bird house • To understand the cultural links between architecture and location • To learn joining methods using preexisting materials • To develop contextual knowledge of current architects	Through exploring current architecture. And Making a bird house out of preexisting materials Through exploring 2D and 3D shapes **Assessment for Learning:** • How have used your research to inform you outcome • How have you used preexisting materials to creative your bird house **Summative Assessment:** **This assessment will assess how effectively students have developed their understanding of the topic**	To understand how to respond to a brief To develop contextual knowledge and looking at the world around you for inspiration To develop knowledge of the Art Formal Elements, specifically form and applying it to their own original ideas	This **builds on** fine motor skills and knowledge of the formal elements of art This **builds towards** original ideas and creativity This **provides an opportunity for collaboration** between students to assess joining methods and collaborate for ideas and cultures.	• Design • Create • Collaboration • Artist research	Critical thinking Creativity Collaboration Problem-solving Adaptability Crafting Research Design Thinking
Term 2:	Fine Art skills developed into printing	**Development of observational drawing with the theme of Fruits and vegetables**	• To develop observational skills with a variety of media • To use the grid method to ensure accuracy with a focus on positive and negative space • To understand why artists Pastiche is important before experimenting with your own ideas • To develop a motif to be used in your own pattern • To creative an interesting 'run' using a repeat pattern	Through exploring fine artists who work with Still life. Experimenting with a variety of mixed media **Assessment for Learning:** • How have you used the grid method in your observational drawing • How have you used your Artist Pastiche to help inform your own original ideas • How has you creative your own original pattern using your own motif **Summative Assessment:** **This assessment will assess how effectively students have developed their understanding of the topic**	To gain insight into why artist us each others work and develop it further to create your won original ideas To develop knowledge of the Art Formal Elements and applying it to the students work	This **builds on** originality and confidence with observational and fine art skills with references to the formal elements This **builds towards** independent creativity This **provides an opportunity for collaboration** between working artists and student to create their own work	• Making links between artists • Galleries an exhibitions	Critical thinking Creativity Analysis Collaboration Research Design Thinking design Adaptability Resilience
Term 3:	Textiles collaboration with Nike Airforce	**To independently use the sewing machine and create a Nike air force trainer using recycled denim**	• To understand how a design can go from 2D to 3D • To develop independence on the sewing machine • To be able to use the straight stitch and the zigzag stitch and understand the uses of both • To understand brand identity • To understand how a 2D pattern forms on the sewing machine	Through exploring shoe patterns and designs. Experimenting with sewing machine stitches. Building on confidence using the sewing machine independently **Assessment for Learning:** • How accurately have you constructed the Nike shoe • How have you incorporated your own original ideas and collaborated with the Nike brand. **Summative Assessment:** **This assessment will assess how effectively students have developed their understanding of the topic**	To be familiar with the sewing machine and build confidence problem solving. Working as a team and developing accuracy and patience's on the sewing machines. To develop confidence using the sewing machine which can use used in Textiles as a form of Art. To understand brand's identity and how to as their own personal style to an already well know shoe design.	This **builds on** creativity and problem-solving skills This **builds towards** accuracy and independence on the sewing machines This **provides an opportunity for collaboration** between students and brands	• Design • Develop • Fashion design • Footwear design • Menswear • Womenswear • Recycled fashion • Analyze • Contextual artist research	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Research Resilience

Art / Textiles: KS3 Success Criteria

IGCSE	Year 7	Year 8	Year 9	I can statement.			
				A01 Develop Ideas	Ao2 Refine work	Ao3 Record ideas and observations	Ao4 Present a personal body of work
9			Significantly Above (Exceptional) 9	I can exceptionally make perceptive and in-depth connection between others work and my own which is accomplished throughout.	I can select and experiment with media appropriate to personal intentions in depth throughout.	I can record my ideas visually and written and make exceptional ability to record my ideas relevant to my intentions.	I can produce a personal and meaningful response to my project with in-depth skills perceptive and accomplished throughout.
8		Significantly Above (Exceptional) 9	Significantly Above (Confident and assured.) 8	I can confidently make connections between others' work and my own which is focused and effective throughout.	I can refine work informed by insights gained through exploring and reflecting on ideas.	I can confidently make visual links between the work of others and my own and record relevant to my intentions.	I can exceptionally produce a personal and meaningful response with realised intentions throughout.
7	Significantly Above (Exceptional) 9	Significantly Above (Confident and assured) 8	Working Above (Consistent and competent) 7	I can consistently and competently make connections between others' work and my own throughout the project.	I can refine work informed by insights gained through exploring and reflecting on ideas.	I can confidently make personal links between the work of others and my own through visual and other methods.	I can confidently and consistently produce an outcome with realised intentions that demonstrate the visual language through an application of formal elements.
6	Significantly Above (Confident and assured). 8	Working Above (Consistent and competent) 7	Working Above (Competent) 6	I can confidently make connections between artists and designers to influence my work.	I can confidently select and experiment with media, materials, techniques and processes appropriate to personal intention throughout	I can confidently record ideas and observations as they develop through personal work and the work of others through visual methods.	I can confidently produce a meaningful response which is effective with resiled intentions.
5	Working Above (Consistent and competent) 7	(Working Above) Competent 6	Working At (Emerging Competent) 5	I can consistently purposefully use the ideas that I learn from my research to develop my own work.	I can confidently explore ideas through a process of experimentation and review which is consistent throughout.	I can competently record ideas as they develop securely and cohesively throughout.	I can competently produce I meaningful response with released intentions through the formal elements.
4	Working Above (Competent) 6	Working At (Emerging Competent) 5	Working Towards (Basic) 4	I can make emerging connections between my own work and that of artists and designers to influence my own work.	I can confidently explore ideas through a process of experimentation and review.	I can record my work as it develops to show my relevant intentions reflecting on other artists and designers.	I can produce an outcome with a personal and meaningful repones through visual language through applicational of the formal elements.
3	Working At (Emerging Competent) 5	Working Towards (Basic) 4	Working Towards (Limited) 3	I can use the ideas I learn from my research to develop my own work.	I can show an ability to refine my work through techniques and processes.	I can record my ideas observations and insights to show my understanding of other artist and designers.	I can produce an outcome with a personal and meaningful response understanding the visual language.
2	Working Towards (Basic) 4	Working Towards (Limited) 3		I can research the work of other artists and designers using a basic ability.	I can select and experiment with media and materials.	I can annotate and record my ideas.	I can produce an outcome with realised intentions.
1	Working Towards (Limited) 3			I can research Artists.	I can explore ideas using materials and media.	I can annotate my work.	I can produce an outcome with links to my work.

Dance: Curriculum Ambition

Horizon International School's students are creative and resilient and are willing to build on this through exploration and research. Our curriculum aims to build on this and ensure that they:

- Develop creative and performance skills at a mature and professional level
- Explore the development of skills in a variety of dance styles and genres
- Have an emphasis on the performance aspect of dance
- Can perform professional set repertoire to align with the GCSE course
- Have explored a variety of stimuli and be able to fully create, develop and integrate a motif into dance.
- Have an appreciation of dance and explore professional dance works
- To acquire a thirst for further dance and consider undertaking an Extra-Curricular Programme
- Understand the links and transferable skills within the Creative Arts and other aspects of learning
- Develop an abundance of physical benefits that promotes emotional well-being
- Learn forever skills such as leadership, collaboration, problem solving and the ability to be innovative
- Develop their confidence, boost their self-esteem and find a way for them to express themselves
-

These aims are realised through our curriculum which:

- Explores a wide variety of genres and styles of dance allowing a depth in knowledge and understanding
- Encourages exploration of choreography, performance and appreciation of dance
- Ensures adaptation, diversity and change based on the demands of the curriculum, historical, cultural and social environment
- Encourages expression and freedom for everybody through creation and movement

These aims are also implemented through data, assessment, reporting, moderation and student voice which:

- Is shared with, explored and discussed with all learners.
- Is used by teachers and students to monitor, promote and celebrate learning and evaluate teaching
- Allows students to be able to assess their own work and that of others through a variety of formative and summative assessments
- provides feedback that is used to stimulate thinking, celebrates achievement and feeds forward
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Allows students to have a say in areas of development and actively involves them in their learning

Dance: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1a: **An introduction to Dance**	The basic components of choreography and health and safety in the studio. To be able to create a dance performance and perform live.	**How can warm up be used effectively to develop health and safety and help to understand the choreographic process?** **UAE Link:** **Being an active citizen Thoughtfulness; co-operation**	• To create and develop the warm up by adding the choreographic devices of space, dynamics and relationships • To be able to secure a knowledge of the term action and use it in your choreography • To create dance using all the choreographic devices learnt with the addition of canon	Through exploring methods of choreography and performance through the method of 'warming up'. **Assessment for Learning**: self and peer-assessment, questioning, whole class feedback and discussion, reflective targets for improvement **Summative Assessment**: final filmed professional performance and evaluative response **This assessment will assess how effectively students have developed their understanding of the topic**	To understand and develop health and safety within a dance studio	This **builds on** your existing knowledge about warming up and cooling down This **builds towards** gaining a deeper understanding of how we choreograph at a professional level, aligning with KS4 This **provides an opportunity for collaboration** between *PE, English and Maths.*	• Design a playlist that meets different BPM's. • Create a dance that showcases solo skill • Research around warming up and cooling down including different methods. • Using YouTube/ dance platforms to develop movements.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry
Term 1b: Hip Hop: ZooNation's 'Mad Hatter's Tea Party'	What Hip Hop is and what are genres of Hip Hop. What the components of choreography are and how to use them. How to perform in a style/genre.	**How can the genre of Hip-Hop be used to develop choreography and performance skills?** **UAE Link:** **Character and Morality, Community**	•To learn a variety of Hip Hop dance actions •To explore sub-genres within Hip Hop dance •To be able to change and develop actions •To work with a small team to develop a hip hop dance	Through exploring the genre and sub-genres of Hip Hop in order to create and perform your own professional performance **Assessment for Learning**: self and peer-assessment, questioning, whole class feedback and discussion, reflective targets for improvement **Summative Assessment**: final filmed professional performance in a small group and evaluative response **This assessment will assess how effectively students have developed their understanding of the topic**	To explore a variety of dance from different cultures and time periods	This **builds on** your term 1a knowledge of choreography This **builds towards** *performances in smaller groups and a wider study of dance genres* This **provides an opportunity for collaboration** between music, history, English and Maths	• Study ZooNation's other dance works • Create suitable music playlist to support learning • Research other sub-genres of the style • To study Hip-Hop specific dancers/choreographers.	Critical thinking Analysis Creativity Collaboration Research Adaptability Resilience Problem Solving
Term 2a: **The Hoewdown/ Friendship dance**	Cultural traditional country dancing. Group dances performed un long ways set, introducing the basket, promenade, do-si-do, swing your partner and various archways.	**How can creating and performing in different group sizes help me to develop as a dancer?** **UAE Link:** **Character and Morality, Individual and Community**	• To learn the basic components of the hoedown as a traditional dance style • To understand the history and social context of the hoedown • To develop a variety of relationship whilst exploring the genre • To be able to perform as a class using the hoedown style and to understand what the 'callers' role is • To give and receive effective feedback that informs your work	Through exploring cultural dance and working with a variety of people to develop choreography and performance skills **Assessment for Learning**: self and peer-assessment, questioning, whole class feedback and discussion, reflective targets for improvement **Summative Assessment**: final filmed professional performance in a small group, showing leadership and evaluative response **This assessment will assess how effectively students have developed their understanding of the topic**	To understand the wider world of dance	This **builds on** your knowledge of choreography and performance This **builds towards** stronger leadership and performance within dance This **provides an opportunity for collaboration** between history, music, drama and geography	• Research the culture of the 'Hoedown' • Explore online dance to gain more actions • Explore music styles for the hoedown	Critical thinking Analysis Creativity Collaboration Research Adaptability Resilience Problem Solving Exploration

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 2b: Capoeira	This unit will explore the style of Capoeira as cultural dance genre	How can creating and performing in different group sizes help me to develop as a dancer? **UAE Link: Being an active citizen Thoughtfulness; co-operation**	• To develop the ability to explore a cultural Dance form. • To demonstrate skills, knowledge and understanding of Capoeira as a dance genre • To be able to choreograph and perform complex dances using these skills with accuracy and expression	Through creating and performing as a duo and soloist and by performing with a variety of people in each lesson. **Assessment for Learning:** self and peer-assessment, questioning, whole class feedback and discussion, reflective targets for improvement **Summative Assessment:** final filmed professional performance in a small group and evaluative response **This assessment will assess how effectively students have developed their understanding of the topic**	To further develop an understanding of health and safety To retain teacher taught movement To use choreography skills to recreate and adapt movement To develop rehearsal skill To be able to use feedback to set targets for improvements	This **builds on** choreography, (including solos), performance and appreciation of dance This **builds towards** gaining an understanding of solo and group performance at KS4 This **provides an opportunity for collaboration** between geography, music, drama and PE.	• Study Brazilain culture • Explore different cultures of dance • Study capoeira further • Look into martial arts • Explore samba/ Brazilian music and instruments • Explore new language through vocabulary	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 3: Narrative Dance: Inspired by the work of Roald Dahl	This is until will explore how to choreograph narrative dance through using the stimuli of books	What is Narrative dance and how can we use story telling within dance? **UAE Link: Character and Morality, Community, Being an active citizen Thoughtfulness; co-operation**	•To understand and explore narrative dance •To use stimulus to inspire narrative dance •To further develop performance skills	Through exploring narrative dance and understanding stimlui within dance to create and perform your own professional performance in a variety of groupings. **Assessment for Learning:** self and peer-assessment, questioning, whole class feedback and discussion, reflective targets for improvement **Summative Assessment:** final filmed professional performance in a small group, solo and whole class and evaluative response. Reflective quiz. **This assessment will assess how effectively students have developed their understanding of the topic**	To further develop choreography skills To be able to perform in a variety of groupings To use stimlui within choreography To be able to analyse the work of self and others	This **builds on** choreography, (including solos), performance and appreciation of dance This **builds towards** gaining an understanding of solo and group performance at KS4 This **provides an opportunity for collaboration** between the arts and English	• Explore more works of Roald Dahl • Explore fiction to create narrative dance.	Critical thinking Analysis Creativity Collaboration Research Adaptability Resilience Problem Solving

Dance: Year 7 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Performance: Physical Skills: actions, posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation	I am able to perform in dances using a few of these skills in a very limited way	I am able to perform in dances using some of these skills in a sound manner	I am able to perform in dances using most of these skills in an effective manner	I am able to perform in dances using the majority of these skills in a proficient manner	I am able to perform dances using all these skills in an exemplary manner
Performance: Technical Skills: accurate action, timing, dynamic rhythmic and spatial content, stylistically accurate reproduction of movement, correct alignment	I am able to perform in dances using a few of these skills in a very limited way	I am able to perform in dances using some of these skills in a sound manner	II am able to perform in dances using most of these skills in an efective manner	I am able to perform in dances using the majority of these skills in a proficient manner	I am able to perform dances using all these skills in an exemplary manner
Choreography :Choreographic Devices: repetition, contrast, transitions, highlights, climax, manipulation of number, unison and canon	I am able to choreograph dances using a few of these devices to produce an outcome that is very limited	I am able to choreograph dances using some of these devices to produce a sound outcome	I am able to choreograph dances using most of these devices to produce an effective outcome	I am able to choreograph dances using the majority of these devices to produce a proficient outcome.	I am able to choreograph dances using all of these devices to produce an outstanding outcome
Choreography: Choreographic Processes: research, selection, development, structuring, refining	I am able to choreograph dances using a few of these processes to produce an outcome that is very limited	I am able to choreograph dances using some of these processes to produce a sound outcome	I am able to choreograph dances using most of these processes to produce an effective outcome	I am able to choreograph dances using the majority of these devices to produce a proficient outcome.	I am able to choreograph dances using all of these processes to produce an outstanding outcome.
Dance Appreciation: Use of appropriate dance terminology and/or subject specific language	I am able to use dance vocabulary on a few occasions to produce a very limited response	I am able to use some dance vocabulary to produce a sound response	I am able to use dance vocabulary most of the time to produce a good response	I am able to use dance vocabulary the majority of the time to produce a proficient response	I am able to use dance vocabulary consistently to produce an exemplary response
Dance Appreciation: Critically appreciate own dances through describing, analysing, interpreting, evaluating and reflecting	I am able to appreciate own dances using a few of the skills to produce a very limited response	I am able to appreciate own dances using some of the skills to produce a sound response	I am able to appreciate own dances using most of the skills to produce a good response	I am able to appreciate own dances using the majority of the skills to produce a proficient response	I am able to appreciate own dances using all of the skills to produce an exemplary response

Drama: Curriculum Ambition

At Horizon International School, we recognise the importance of drama in developing pupil's sense of voice and confidence in themselves as young people. Through our drama curriculum, we aim to ensure our students:

- Enjoy and engage in being creative thinkers in the drama classroom
- Explore and express their own ideas when working with scripts or devising their own drama work.
- Develop performance skills, enabling them to effectively communicate their ideas and engage with an audience.
- Experience leadership opportunities to nurture their creative voice as a director in the drama process.
- Build on their collaboration skills to develop resilience, empathy and respect of their peers in the creative process.
- Learn to problem solve and develop creative solutions when devising or staging scripted drama.
- Develop critical thinking and be able to analyse and interpret drama scripts and performances.

These aims are realised through our curriculum which:

- Encompasses a diverse range of topics that reflect theatre history and the contemporary theatrical landscape. This will broaden pupil's understanding of different perspectives of theatre and inspire their own creative work.
- Cultivates a culture of exploration: We encourage students to explore, research, and apply their knowledge and skills to bring dramatic texts to life or create their own devised work in unique ways.
- Embraces emerging trends in drama and theatre, incorporating new approaches, techniques, and technologies that reflect the contemporary theatre scene. By staying current with developments in the field, our curriculum ensures that students experience innovation in theatre.
- Fosters skills such as critical thinking, communication, collaboration, creativity, and cultural awareness. Additionally, we place great importance on values-based approaches, fostering empathy, inclusivity, respect, and ethical considerations in all aspects of drama education.

These aims are also implemented through data, assessment, reporting, moderation and student voice which:

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of drama work.
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic.
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups.
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development.
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school.
- Utilises student voice through digital forms to inform CPD where appropriate.

Drama: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1:	This unit will explore a range of different drama techniques and how to devise theatre for an audience	**How can drama techniques be used to creatively communicate ideas to an audience?** **UAE Link:** Students will be culturally aware and create theatre for a UAE audience. Islamic values: Students are encouraged to strive for excellence and to work together for a common purpose.	• To understand and apply a range of drama techniques and conventions in performances • To develop collaborative skills by working effectively as a team to devise and create original theatrical pieces • To develop communication and presentation skills through effective use of voice, body language, and spatial awareness in devised performances	Through exploring a wide range of different drama techniques in different ways to communicate character, plot and themes in drama. **Assessment for Learning:** Questioning, peer and self-assessment, class discussion and feedback **Summative Assessment:** Final group devised performance	To understand how to apply our creative thinking to devise and develop drama for an audience.	This **builds on** basic performance skills from music and drama This **builds towards** developing an understanding of drama techniques and how to express ideas in creative ways in performance This **provides an opportunity for collaboration** between music, technology, humanities and art	• Create a devised piece of theatre and develop through an extended rehearsal process • Create and develop a scene as a director • Apply drama techniques in rehearsal to create small scenes each week	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 2:	This unit will explore the theatre genre of Melodrama as part of theatre history	**How can I use voice and body language in performance to communicate role?** **UAE Link:** Students will consider and compare theatre performance styles across the UAE	• To understand and apply the characteristics and conventions of melodrama • To explore and develop physicality in melodramatic performances through the use of expressive body language • To explore and develop vocality in melodramatic performances through the use of voice • To critically analyse and evaluate melodramatic performances • To create our performance in collaboration with our peers	Through exploring typical melodramatic plots, stock characters and central themes within this specific genre of performance. **Assessment for Learning:** Questioning, peer and self-assessment, class discussion and feedback **Summative Assessment:** Group melodrama performance	To gain insight into theatre history and different styles of performance to inspire your own creative voice.	This **builds on** performance skills and use of voice and body language in the previous unit This **builds towards** a deeper understanding of how to engage an audience and stage drama This **provides an opportunity for collaboration** between music, media, technology and art	• Analyse the style of Melodrama and traits of stock characters and typical plots • Create your own melodrama and design the sound score for your own melodrama • Design and create props for performance	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience (UX) design Adaptability Iteration Resilience
Term 3:	This unit will introduce students to the foundations of creating and building a role	**How can I create and develop a character in drama?** **UAE Link:** Students will consider UAE role models such as astronauts as a basis for character exploration.	• To explore method acting and how to build a truthful character role • To understand how to apply rehearsal techniques to develop a role for performance • To explore how research can be used to develop a character • To experiment with vocal and physical choices to communicate a character on stage • To create and perform a monologue to a live audience	Through exploring a range of Stanislavski acting rehearsal methods and creating a range of roles for performance **Assessment for Learning:** Questioning, peer and self-assessment, class discussion and feedback **Summative Assessment:** Monologue and duologue performances	To be familiar with the foundations of acting and performance from a range of contexts such a film, tv and theatre.	This **builds on** previous performance skills and requires students to build their own role This **builds towards** students an understanding of how to apply more challenging acting techniques to their own role and developing more confidence as individual performers This **provides an opportunity for collaboration** between media, humanities and art	• Develop personalised rehearsal methods for learning lines and developing a character for performance • Explore costume design and create one for a specific character role • Analyse use of vocal and physical choices in performance	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Debugging Resilience

Drama: Year 7 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Recall the key features of Melodrama	Limited ability to recall key features of a typical melodrama. Limited understanding of melodrama as a theatrical style.	Demonstrates some ability to recall key features of a typical melodrama with support. Shows a developing understanding of melodrama as a theatrical style.	Recalls and describes key features of a typical melodrama accurately. Displays a solid understanding of melodrama as a theatrical style.	Recalls and articulates key features of a typical melodrama in detail. Comprehensive understanding of melodrama as a theatrical style.	Demonstrates an exceptional and nuanced understanding of melodrama as a theatrical style Comprehensive and insightful explanations of key features of a typical melodrama.
Explore use of voice and physicality in performance.	Limited application of physical and vocal skills in the melodrama performance.	Applies basic and subtle physical and vocal skills in the melodrama performance but needs to be more impactful.	Applies exaggerated physical and vocal skills effectively in the melodrama performance.	Applies advanced and nuanced physical and vocal skills in the melodrama performance.	Demonstrates an exceptional command and mastery of physical and vocal skills in the melodrama performance.
Create a typical stock character from a Melodrama	Shows little understanding of the characteristics and traits associated with stock characters. Requires significant support to develop and portray a stock character effectively.	Shows a developing understanding of the characteristics and traits associated with stock characters. Requires some support to develop and portray a stock character convincingly.	Demonstrates a solid understanding of the characteristics of a stock character.Develops and portrays a stock character effectively, incorporating appropriate physicality, vocal delivery, and mannerisms.	Develops and portrays a stock character with exceptional skill, displaying precise physicality, vocal delivery, and nuanced mannerisms.	Develops and portrays a stock character with exceptional artistry, displaying mastery of physicality, vocal delivery, and subtle mannerisms, resulting in a captivating and authentic performance.
Evaluate use of voice and body language in performance	Limited ability to evaluate and analyse the use of voice and physicality in a performance. Shows little understanding of how voice and physicality contribute to character portrayal	Demonstrates some ability to evaluate and analyse the use of voice and physicality in a performance with support. Shows a developing understanding of how voice and physicality contribute to character portrayal.	Provides a clear and coherent evaluation of the use of voice and physicality in a performance. Demonstrates a solid understanding of how voice and physicality enhance character portrayal.	Provides a detailed and insightful evaluation of the use of voice and physicality in a performance. Exhibits an exceptional understanding of how voice and physicality contribute to the overall impact of the performance.	Offers a highly perceptive and sophisticated evaluation of the use of voice and physicality in a performance. Demonstrates an exceptional understanding of how voice and physicality communicate a role.
Develop a melodrama performance in response to audience feedback	Limited ability to develop a modernised Melodrama performance.Requires significant support to incorporate audience feedback and make adjustments during the rehearsal process.	Demonstrates some ability to develop a modernised Melodrama performance with support. Requires some support to incorporate audience feedback and make meaningful adjustments during the rehearsal process.	Develops a cohesive and engaging modernised Melodrama performance. Incorporates audience feedback effectively and makes appropriate adjustments during the rehearsal process.	Develops a highly engaging and innovative modernised Melodrama performance. Proactively seeks audience feedback and skillfully incorporates it to enhance the performance during the rehearsal process.	Develops an exceptional modernised Melodrama performance. Utilises audience feedback in a highly insightful and transformative manner, making exceptional adjustments during the rehearsal process to elevate the performance.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Recall drama techniques and how to use them in performance. **Explore the use of drama techniques & their impact on communication of ideas in drama**	Limited recall and application of drama techniques to creative work. Limited understanding of why a director might use drama techniques to communicate ideas to an audience.	Can recall and apply some basic drama techniques to their creative work. Has some understanding of why a director might use drama techniques to communicate ideas to an audience.	Can recall and apply a range of drama techniques to their creative work. Demonstrates an understanding of why a director might use drama techniques to effectively communicate ideas to an audience.	Can recall and apply a range of drama techniques effectively and creatively to their own work. Shows a thorough understanding of why a director might strategically use drama techniques to communicate complex ideas to an audience.	Demonstrates a comprehensive recall and application of a wide range of drama techniques to their creative work. Displays an advanced understanding of why a director might use drama techniques with precision and intention to effectively communicate ideas to an audience.
Create a scene as a director and apply drama techniques to communicate ideas to an audience.	Limited ability to create their own scene as a director using drama techniques. Requires significant support to apply even one drama technique in their scene.	Can create a scene as a director with support, incorporating one drama technique effectively. Requires some support from peers to apply multiple drama techniques in their scene.	Can independently create a scene as a director, applying several drama techniques. Demonstrates effective application of drama techniques in their scene, resulting in clear communication of ideas.	Shows a highly competent application of drama techniques in their scene, resulting in engaging and impactful storytelling.	Confidently creates their own scene as a director, demonstrating a thorough understanding of drama techniques. Applies drama techniques with precision and originality, resulting in a highly creative and innovative scene that captivates the audience.
Evaluate the use of drama techniques in a performance.	Limited ability to analyse and evaluate the effective use of drama techniques in a performance. Requires significant support to identify and discuss the impact of drama techniques.	Can analyse and evaluate the effective use of some drama techniques in a performance with support. Requires some support to articulate the impact of drama techniques and their contribution to the overall performance.	Can independently analyse and evaluate the effective use of drama techniques in a performance. Demonstrates the ability to identify and discuss the impact of drama techniques, supported by specific examples from the performance.	Confidently analyses and evaluates the effective use of drama techniques in a performance. Offers insightful observations on the impact of drama techniques.	Competently analyses and evaluates the effective use of drama techniques in a performance, utilizing a wide range of drama terminology. Comprehensive and sophisticated analysis, demonstrating an advanced understanding.
Develop and improve ideas as a director in the rehearsal process.	Requires significant support to develop a scene in rehearsal in response to feedback. Limited ability to reflect on feedback and make simple improvements based on the given feedback.	Can develop a scene in rehearsal with support, incorporating some feedback into their performance. Demonstrates the ability to reflect on feedback and make simple improvements based on the given feedback.	Can independently develop a scene in rehearsal, incorporating feedback into their performance. Shows the ability to reflect on feedback and make thoughtful improvements, resulting in visible progress.	Confidently develops a scene in rehearsal, responding to feedback with insight and effectiveness. Demonstrates a high level of reflection on feedback, making insightful changes and developments that enhance the performance.	Highly reflective and resourceful in developing a scene in rehearsal in response to feedback. Makes substantial and innovative improvements based on feedback, resulting in significant growth and development of the performance.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Understanding and application of vocal techniques in performance	Limited ability to use voice effectively in performance. Limited understanding of how voice can be used to communicate character and emotions.	Can use voice effectively in performance to communicate character and emotions to some extent. Has some understanding of how voice can be used to convey meaning in performance.	Can use voice effectively in performance to communicate character and emotions. Has a good understanding of how voice can be used to convey meaning in performance.	Uses voice effectively in performance, demonstrating control, variation, and nuance. Has a deep understanding of how vocal choices contribute to character development and storytelling.	Utilizes voice with exceptional skill and artistry, demonstrating versatility, control, and emotional depth. Displays a sophisticated understanding of how vocal choices contribute to character development and storytelling.
Understanding and application of physicality in performance	Limited ability to use body language effectively in performance. Limited understanding of how physicality can be used to communicate character and emotions.	Can use body language effectively in performance to communicate character and emotions to some extent. Has some understanding of how physicality can be used to convey meaning in performance.	Can use body language effectively in performance to communicate character and emotions. Has a good understanding of how physicality can be used to convey meaning in performance.	Uses body language effectively in performance, displaying control, expressiveness, and intentionality. Has a deep understanding of how physical choices contribute to character development and storytelling.	Utilises body language with exceptional skill and expressiveness, displaying versatility, control, and intentionality. Demonstrates a sophisticated understanding of how physical choices contribute to character development and storytelling.
Create an effective character role for performance.	Limited ability to create a role for performance using imagination. Needs full support to create a basic role.	Can create a role for performance using imagination to a limited extent.	Can create an effective and clear character role for performance using imagination.	Creates a fully realised and compelling role for performance using imagination and depth of characterisation.	Creates fully realised and multi-dimensional character roles with exceptional depth, complexity, and authenticity.
Evaluate and analyse use of voice and physicality in performance	Limited ability to evaluate and analyse the use of voice and physicality in a performance. Shows little understanding of how voice and physicality contribute to character portrayal	Demonstrates some ability to evaluate and analyse the use of voice and physicality in a performance with support. Shows a developing understanding of how voice and physicality contribute to character portrayal.	Provides a clear and coherent evaluation of the use of voice and physicality in a performance. Demonstrates a solid understanding of how voice and physicality enhance character portrayal.	Provides a detailed and insightful evaluation of the use of voice and physicality in a performance. Exhibits an exceptional understanding of how voice and physicality contribute to the overall impact of the performance.	Offers a highly perceptive and sophisticated evaluation of the use of voice and physicality in a performance. Demonstrates an exceptional understanding of how voice and physicality communicate a role.
Develop individual performance based on audience feedback.	Requires significant support to develop a scene in rehearsal in response to feedback. Limited ability to reflect on feedback and make simple improvements based on the given feedback.	Can develop a scene in rehearsal with support, incorporating some feedback into their performance. Demonstrates the ability to reflect on feedback and make simple improvements based on the given feedback.	Can independently develop a scene in rehearsal, incorporating feedback into their performance. Shows the ability to reflect on feedback and make thoughtful improvements, resulting in visible progress.	Confidently develops a scene in rehearsal, responding to feedback with insight and effectiveness. Demonstrates a high level of reflection on feedback, making insightful changes and developments that enhance the performance.	Highly reflective and resourceful in developing a scene in rehearsal in response to feedback. Makes substantial and innovative improvements based on feedback, resulting in significant growth and development of the performance.

English: Curriculum Ambition

Horizon International School's pupils are bright and able young people who often enter in Year 7 with good reading, writing and oracy skills. Our curriculum aims to build on this and ensure that they:

- Enjoy and appreciate English and all it has to offer, including opportunities for creativity, curiosity and self-expression
- Are encouraged to develop a lifelong love of English and are encouraged to continue their studies at a higher level
- Are challenged to develop into highly skilled, independent readers and writers
- Engage with a broad range of texts to recognise, explore and celebrate our international community's various cultures
- Explore the ways in which texts reflect and interact with their social, cultural, political, historical context
- Continuously broaden their repertoire of vocabulary to be able to express complex ideas in a specific and sophisticated way
- Can communicate confidently and appropriately through spoken language in a range of situations
- Are equipped with the necessary skills to become active, successful citizens who responsibly embrace the challenges of tomorrow

These aims are realised through our curriculum which:

- Includes a wide range of high-quality texts including: poetry, drama, fiction, non-fiction, media and the spoken word
- Is organised thematically to stimulate depth and breadth of thinking
- Encourages a culture of reading through continuous Library access, weekly reading lessons and shared class reading
- Encourages a culture of writing through lessons where the process of drafting, editing and re-drafting is developed as a tool for learning across the curriculum
- Ensures that the curriculum is progressive, adapted, and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

These aims are also implemented through data, assessment, reporting and moderation which:

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school

English: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Literary Villains	This unit will explore the features of various fictional villains from across literature, film and society. **AR Book Level: Various from 4.2 – 10.9**	How and why do authors create and present villains in literary works? **UAE Link:** Opportunity to evaluate the benefits of tolerance in the UAE.	• Identify a range of literary devices and explore the effect on the reader. • Explore a range of different literary villains from a variety of texts. • Analyse the presentation of villains. • Evaluate how language is used for effect. • Create a written description of a villain.	You will learn by exploring a variety of extracts that feature villains and then analysing how writers have used language and structure to create character. **Assessment for Learning**: Mini quizzes, individual PETAL paragraphs, creative writing and class discussions. **Summative Assessment**: PETAL chain essay on one extract exploring character. **This assessment will assess how effectively students develop clear and coherent language analysis skills in written essay format.**	Reading a wide range of literature enables you to appreciate more challenging texts and could inspire independent reading choices. Understanding how writers use language and structure to create character will allow you to use some of their methods in your own creation of character.	This **builds on** your existing knowledge about various language and structure techniques from KS2. This **builds towards** PETAL chain essays being completed on whole texts in Year 8. This **provides an opportunity for collaboration** between Art, History and Drama.	https://padlet.com/kelliemonaghan/year-7-english-challenge-padlet-7z3at9bup4jjxvrw	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 2: Family and Friendships	This unit will explore the way Patrick Ness and other writers present the significance of family and friendships in 'A Monster Calls' and other texts. **AR Book Level 4.8**	How can literature contribute to a better society? **UAE Link:** Opportunity to explore the importance of the Core Islamic Value of Family.	• Explore an entire text. • Analyse a range of themes and characters within a text. • Evaluate character development within a text. • Compare a range of themes and characters to wider fiction and non-fiction texts. • Create a range of creative writing pieces	You will learn by immersing yourself in our whole-class reading of the novel: 'A Monster Calls'. You will demonstrate your understanding of the novel and be involved in class discussions and debates. **Assessment for Learning**: Mini quizzes, individual PETAL paragraphs, creative writing and class discussions. **Summative Assessment**: Creative writing assessment. **This assessment will assess how effectively students can create a clear and engaging piece of writing suited to audience and purpose.**	Having a shared understanding and experience of reading and exploring a whole text provides you with the opportunity to deepen your thinking and enhance your ideas. This text embodies the values of HIS. Understanding how to build an argument within non-fiction writing provides the bedrock to more formal, persuasive writing that features at GCSE.	This **builds on** your existing knowledge about various non-fiction writing techniques from KS2. This **builds towards** an empathetic and personal approach to Literature which is required throughout KS3,4 and 5. This **provides an opportunity for collaboration** between Art, PSHE, Islamic Studies and Drama.	https://padlet.com/kelliemonaghan/year-7-english-challenge-padlet-7z3at9bup4jjxvrw	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 3: Communicating Emotions and Feelings	This unit will explore the features of transactional writing in relation to the theme of kindness.	How can non-fiction texts be used to influence the reader into changing their opinions and actions? **UAE Link:** Opportunity to explore the UAE Values of hospitality and generosity	• Identify a range of persuasive devices in transactional texts. • Analyse a range of persuasive articles. • Evaluate the effect of language and structural devices. • Create an original piece of transactional writing related to kindness.	You will learn by exploring a variety of poems, performances, extracts, articles and speeches. You will identify and evaluate how successfully they demonstrate their identity to their reader/audience. **Assessment for Learning**: Mini quizzes, individual PETAL paragraphs, creative writing and class discussions. **Summative Assessment**: Transactional article writing on kindness. **This assessment will assess how creatively students can sustain a creative piece of writing suited to audience and purpose.**	To through engaging with a variety of texts types and evaluating the impact, you will be able to appreciate the power of words. You will be able to explore your own voice and manipulate language to achieve your purpose.	This **builds on** your knowledge about transactional writing from Year 6 with a clearer focus on purpose and audience. This **builds towards** IGCSE transitional writing under examination conditions as well as writing and presenting in life beyond education. This **provides an opportunity for collaboration** between Humanities, PSHE, Islamic Studies and Drama.	• Emotions and feelings song analysis project https://padlet.com/kelliemonaghan/year-7-english-challenge-padlet-7z3at9bup4jjxvrw	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting

English: Year 7 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Reading Knowledge and understanding of texts and contexts	Limited or inaccurate understanding of extracts from texts.	Some understanding of extracts from texts and ability to select some evidence in relation to points. Some awareness of relevant contexts.	Clear understanding of extracts from texts and ability to select appropriate evidence to support points. Clear understanding of relevant contexts and how they impact texts.	Thorough understanding of a range of extracts and ability to select effective evidence to support developed point. Thorough understanding of relevant contexts and able to make coherent links.	Assured understanding of a range of texts and how connections can be explored with other texts of a similar genre. Ability to select assured and concise evidence to support a developed point. Assured understanding of how different contexts can impact how different audiences interpret a text.
Reading Analysis of language, form and structure	Limited and inaccurate understanding of language and structural techniques. May identify some techniques, not always correctly.	Some understanding of language, form and structural techniques. Ability to identify some of these techniques in texts.	Clear understanding of a range of language, form and structural techniques. Accurate identification of these techniques within a texts and a clear analysis of the effect of the reader.	Thorough understanding of a wide range of form, language and structural techniques. Effective and selective identification of these techniques within a range of texts and a thorough analysis of the effect on the reader.	Assured understanding of a cohesive range of language, form and structural techniques. Assured identification of these techniques within and across a range of texts and text types with an assured and insightful analysis of different effects on different readers.
Writing Written communication of ideas	Limited ability to communicate simple ideas.	Some understanding of how to communicate simple ideas for the correct audience.	Clear and accurate communication of a range of ideas for different readers.	Effective communication of a range of ideas, purposefully adapted through the use of language, form and structure to impact the reader.	Assured manipulation of language, form and structure to communicate a range of original and complex ideas.
Writing Writing accuracy	Limited ability to use spelling and grammar accurately.	Some understanding of more complex vocabulary, often spelt incorrectly. Some ability to use grammar correctly, including capital letters and full stops.	Clear understanding of complex vocabulary, spelt mostly correctly. Clear understanding of how to accurately use grammar, including capital letters and full stops.	Effective and sustained use of ambitious vocabulary. Effective and selective use of a range of punctuation with a clear effect on the reader.	Assured use of ambitious vocabulary to enrich writing. Assured and purposeful use of a range of punctuation with a clear and impactful effect on the reader.
Speaking Verbal communication of ideas	Limited ability to communicate simple ideas verbally.	Some ideas communicated with clarity.	Clear and accurate communication of a range of ideas with secure projection.	Thorough communication of a range of ideas with effective projection.	Assured communication of a wide range of complex ideas with confident projection.
Listening Understand and interpret spoken language	Limited ability to understand simple spoken language.	Simple responses to questioning.	Relevant and clear responses to questioning.	Thoughtful and coherent responses to questioning.	Purposeful and effective responses to a range of complex questions.

Food Technology: Curriculum Ambition

__Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in Technology. Our curriculum aims to build on this and ensure that they:__

- Are equipped with the necessary skills to develop and demonstrate a range of food skills, increasing in complexity and accuracy
- Enjoy creativity and innovation to cook a range of dishes, safely and hygienically
- Explore, develop and deepen their knowledge and understanding of food and nutrition
- Explore, develop and deepen their knowledge of food provenance
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing
- Develop their food skills and techniques through practice with cooking and baking, developing the creative, technical and practical expertise needed to perform everyday tasks confidently
- Build an understanding of factors that affect food choice
- Build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people
- Evaluate and test their ideas to showcase their ability to adapt and improve recipes and dishes

__These aims are realised through our curriculum which:__

- Includes a wide range of topics and recipes based around the Eat Well Guide and tips for healthy eating, explains energy and how needs change through life.
- Is organized thematically to stimulate depth and breadth of thinking, understanding and mastery
- Encourages a culture of exploration in order to understand key nutrients, sources and functions
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches
- Tracks progress using the Workbook (food skills, cooking, nutrition, food provenance, ingredients and creativity)

__These aims are also implemented through data, assessment, reporting, moderation and student voice which:__

- Values and recognizes the importance of students' effort, engagement and attitude to learning within every theory and practical lesson.
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilizes student voice through digital forms to inform CPD where appropriate

Food Technology: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1:	• Heath and Safety in the Kitchen • Nutrition and the Eat well Guide • Importance of breakfast	How important is it to maintain health and safety in the Food Technology environment? **UAE Link:** How does the Eat Well guide compare to local government guidelines.	• To understand food safety and hygiene and the rules of the kitchen • To start practicing chopping skills and how to handle a knife safely • How to incorporate these skills into making a healthy breakfast • To become familiar with the key equipment used in cooking	Through exploring planning, preparing, cooking/baking **Assessment for Learning:** Outcome of practical cooking, how well did you chop, slice, dice, weigh and measure? **Practical cooking** • **Couscous Salad** • **Home made Granola** **Summative Assessment:** This assessment will assess how effectively students have developed their understanding of the topic	To ensure we are ready to cook in a professional and safe environment and are aware the equipment and dangers in the kitchen To practice skills such as weigh, measure, peel, cut, chop, slice, dice by using the 'Bridge' cut and 'claw' methods.	This *builds on* life skills such as health and safety, personal hygiene, using sharp equipment correctly This *builds towards* independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices This *provides an opportunity for collaboration* between different cultures, peer and self assessment, making a variety of dishes ranging in complexity	• Design • Create • Plan • Prepare • Cost • Shop • Read food labels • Research recipes	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 2:	• Macronutrients and carbohydrates • The importance of protein • Handling raw meat	How does having a balanced diet effect us on a daily basis? Why is it important to know how to handle raw meat? **UAE Link:** How does the Eat Well guide compare to local government guidelines.	• To gain a deeper understanding of each component of the Eat well guide and break down each section in detail • To understand to health risks associated with raw meat and poultry	Through exploring planning, preparing, cooking/baking **Assessment for Learning:** Outcome of practical cooking, how well did you measure and combine ingredients? • **Savory scones** • **Homemade pizza dough** • **Making stir fry** • **Home made chicken nuggets** **Summative Assessment:** This assessment will assess how effectively students have developed their understanding of the topic	To gain insight Into the benefits and function of carbohydrates and how to incorporate them into your diet	This *builds on* life skills such as health and safety, personal hygiene, using sharp equipment correctly This *builds towards* independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices This *provides an opportunity for collaboration* between different cultures, peer and self assessment, making a variety of dishes ranging in complexity	• Design • Create • Plan • Prepare • Cost • Shop • Read food labels • Research recipes	Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resilience
Term 3:	• Baking Methods • Food from around the world	Why do you think it is important to ensure the correct measurements of ingredients are used in Baking? **UAE Link:** How does food and food consumption differ in different parts of the word?	• To understand the science behind baking and how it effects the outcome • To explore Global cuisines and how the vary	Through exploring planning, preparing, cooking/baking **Assessment for Learning:** Outcome of practical cooking, how well did explore adapting the recipes to improve the outcome? • **Baking sweet muffins** • **Making Thai green curry** **Summative Assessment:** This assessment will assess how effectively students have developed their understanding of the topic	To be familiar with the science involved with baking and various methods used, aeration and rising agents	This *builds on* life skills such as health and safety, personal hygiene, using sharp equipment correctly This *builds towards* independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices This *provides an opportunity for collaboration* between different cultures, peer and self assessment, making a variety of dishes ranging in complexity	• Design • Create • Plan • Prepare • Cost • Shop • Read food labels • Research recipes	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Resilience

Food Technology: KS3 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Safety & Hygiene, Eat Well guide	Limited recall of basic facts about safety & hygine, limited understanding of the key hazards in the Food Technology room	Can recall basic facts about safety & hygine, e.g how to carry a knife safely in the Food Technology room and display an understanding of the key hazards in the Food Technology room	Can recognise and identify safety & hygine, key hazards in the Food Technology room as well as follow the step by step guides with some support. Can follow a receipe and identify how it might be improved using the key sensory words	Can recall and identify safety & hygine, key hazards in the Food Technology room as well as findependently follow the step by step guides.Can identify the key elements of the Eat Well guide and explain its meaning	Can accurately differentiate and explain the improtance of safety & hygine, key hazards in the Food Technology room as well as findependently follow the step by step guides. Can identify the key elements of the Eat Well guide and explain its meaning, Can confidently and independently set up, get ready to cook whilst maintaining health & safety standards throughout.
Food Preparation	Limited organisation with remembering to bring in ingredients to cook, limited ability to use main equiptment within the Food Technology room.	Can sometimes bring in ingredients to cook and container to take dish home, can show a basic ability to use the equiptment within the Food Technology room. Limited ability to effectively chop, weigh, measure.	Can identify the main equiptment needed to prepare their dish. Can demonstrate the basic skills of chopping, weighing, measuring using the correct methods such as bridge and claw cut.	Can competantly and consistently select correct equiptment, use the correct methods to chop, slice,dice, weigh, measure in preparation to cook in a timely manner.	Can confidently, competently and consistantly select and experiiment with various recipes that relate to indivdual diets. Prepare and handle a selection of foods, particulary raw meat, poultry, and eggs so it is dafe and explain why this is important.
Practical cooking/ baking	Limitations using basic skills such as chopping, slicing, dicing, grating and peeling, weighing, measuring.	Can demonstrate an abiity to chop, slice, dice, weigh, grate, peel, weigh and measure to make a basic edible dish in a presentable manner.	Can competently demonstrate the key skills, using the cottect methods in a timely maner and cook/bake an edible dish, presenting it well.	Can consistently and confidently correctly prepare and make a range of dishes incorporating different ingredients to improve taste and texture.	Can confidently and independently plan, cook/bake a variety of dishes ranging in complexity, modifying and adding ingredients to create a tasty, balanced meal linking it to the Eat Well guide.
Evaluating and creativity	Limitations in being able to reflect back to the dish made and identify what went well and even better if.	Can demonstrate a basic ability to reflect of the dish made, suggest some improvements, using the sensory words to discribe taste and texture.	Can confidently explain and discribe the outcome of the dish and make suggestions as to how it can be improved. Explain the macronutrients of the dish, linking back to the Eat Well guide.	Can confidently apply knowledge of ingredients and healthy eating/cooking to make changes to recipes based on dietary needs. Explain the function of food and how it effect energy balance.	Can independently and exceptionally demonstrate knowledge of healthy eating and cooking, plan and create dishes for different needs, explain enegy balance and the main information on food labels. Takes pride in both practical and written work.

Geography: Curriculum Ambition

Horizon International School welcomes pupils from around the world with a desire to share their life experiences and learn about cultures around the world. To build on this there is a different continental focus throughout key stage 3 whilst embedding core geographical skills to prepare students for their IGCSE. Our curriculum ensures that they:

- Develop an understanding of the processes affecting human and physical environments
- Explore an understanding of place on a local, regional and global scale
- To incorporate geographical statistics into analysis and written work
- Build an understanding of how communities around the world are affected and constrained by different environments
- To carry out geographical investigations and use the findings to inform research
- To engage with geographical issues and create ideas and solutions that will have a positive long-term impact on the human and physical environment
- Explore the duty present and future generations have in creating a sustainable world
- Build communication skills to confidently present and discuss contemporary issues
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing

These aims are realised through our curriculum which:

- Includes a wide range of topics including rivers and coasts, fragile environments, population dynamics, migration across the globe, contrasts between urban and rural living and global biomes.
- Is organised to ensure students have the chance to build on previous skills, develop an in depth understanding of complex issues and so contemporary case studies are included throughout.
- Encourages a culture of research into the most recent geographical examples.

These aims are also implemented through utilizing data, assessment, reporting, moderation and student input.

- Students are regularly provided with effective feedback on how to further progress using the Geography success criteria rubric which takes into account different geographical skills and factors.
- Data is used to inform planning to ensure modification and adaption as well as monitoring progress within specific geographical skills.
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Utilises student voice through where appropriate.
- Student engagement and effort is valued within and prioritised within every lesson.

Geography: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Map Skills	This unit we will explore the features of maps and practice skills to describe specific locations and routes considering different geographical factors.	How can we describe locations so all people across the globe can understand? UAE link: Throughout the unit pupils will understand the relief and topography of the UAE describing travel routes whilst considering the geographical characteristics of the UAE.	• To describe locations using four and six figure grid references • To explore how relief and life-size features are presented on geographical maps • Analyse OS maps to plot appropriate geographical routes and describe locations whilst considering geographical factors. • To create a sketch map of the local area using the success criteria's defined throughout the unit.	Through exploring groupwork to create quizzes to help their peers develop their map skills. To independently complete tasks to improve map interpretation **Assessment for Learning**: Starter quizzes, paired work, mini whiteboard activities, peer assessment and self assessment **Summative Assessment**: The unit will end with an assessment to test understanding of skills taught within this unit and assess how effectively their understanding has developed	To understand skills which are fundamental to future units throughout IGCSE Geography. Furthermore, it is a practical skill applied everyday in multiples contexts, pupils can practice outside the classroom and further apply their knowledge	This *builds on* mathematical skills learnt in primary school such as ratio and coordinates This *builds towards* IGCSE Geography map skills This *provides an opportunity for collaboration* between Mathematics, Art and Geography	• To design a sketch map of the school showing the key geographical features • To virtually plot routes around the palm of varying distances and purposes • To create a map hunt to race against peers whilst testing your map skills	Critical thinking Innovation Collaboration Problem-solving Adaptability Inquiry Design Thinking
Term 2: Asia	This unit we will explore how human and physical geography varies across the continent of Asia.	How can human and physical geography vary across one continent? UAE link: Learning about the UAE's geographical position in Asia and how it is both impacted by and has impacts on other countries within the continent.	• To identify the countries that make up the continent of Asia • To explain how economic development and population size varies across the continent • To explore how biomes vary throughout the continent • To look at interrelations between Asian countries and the role of the UAE within Asia. • To develop a country profile researching the human and physical characteristics of specific Asian countries.	Through exploring critical thinking to analyse images and texts to contrast human and physical environments. Through presenting information to the class about different countries in Asia, information gathered through independent research **Assessment for Learning**: Self and peer assessment, plenary quizzes, match the image, map skills quizzes **Summative Assessment**: The unit will end with an assessment to test understanding of skills taught within this unit and assess how effectively their understanding has developed	To gain insight on the largest and most populous continent the class are a part of. To use complex vocabulary to describe biomes around the world. To gain insight on how economies vary across Asia. This will provide pupils with a better understanding of the area of the world they live in and develop a stronger sense of place	This *builds on* their knowledge of the continent they live in, and ecosystems previously learnt about in primary school This *builds towards* an in-depth understanding of how climates and economies vary This *provides an opportunity for collaboration* between Science, Business, History and Geography	• Analyse choropleth maps to determine the biomes found in Asia • Design a country profile on the human and physical characteristics of a specific Country. This will allow pupils to develop their research skills, collaboration, presenting and to build on their map skills	Critical thinking Analysis Collaboration Inquiry Research Adaptability Iteration Resilience Presenting
Term 3: Plate Tectonics	This unit will explore how the movement of tectonic plates causes earthquakes and volcanoes. We will look at how and why the impacts vary around the world.	Why does the impact of tectonic hazards vary across the world? UAE Link: We will look at the UAE's tectonic history and pupils will use their knowledge to explain the likelihood of tectonic hazards occurring in the UAE. We will look at how the UAE could be more earthquake proof and how they prepare for tectonic hazards.	• To describe how tectonic hazards are created at different plate boundaries • To explain why earthquakes, vary in magnitude • To explore why people live in tectonically active areas • To understand the impacts of tectonic hazards • To explain why they vary across the world • To create earthquake proof buildings • To explain how the impacts of tectonic hazards can be reduced	Through exploring decision-making exercises to decipher what governments should do to respond, protect and prevent the damage caused by tectonic hazards. Through groupwork and individual tasks to break apart complex physical processes on why they occur **Assessment for Learning**: Keyword matchup, self-assessment, mini-whiteboards, finish the sentence, improve the answer, hidden drawings **Summative Assessment**: The unit will end with an assessment to test understanding of skills taught within this unit and assess how effectively their understanding has developed	To be familiar with how countries around the world are impacted by tectonic hazards. The UAE often experiences tectonic tremors, and the pupils will be able to understand why. It prepares students for multiple GCSE's as it is important both within IGCSE Geography and both double and triple award science IGCSE's	This *builds on* knowledge of continents and oceans previously taught in map skills units This *builds towards* a detailed understanding of the complex physical process of plate tectonics This *provides an opportunity for collaboration* between Geography and Science	• Pupils will complete a decision-making exercise, using a specific budget to select long-term and short-term earthquake responses for specific countries • Pupils will design an earthquake proof building • Students will analyse data to explain why the impacts of earthquakes vary across the world	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Research Resilience

Geography: Year 7 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
To describe locations using four and six figure grid references.	Limited use of four figure grid references to describe locations	Locations described using four figure grid references accurately with some use of six figure grid references.	Can accurately use four and six figure grid references consistently to describe a location.	Can use grid references alongside developed sentences to accurately describe different locations.	Accurately combines map skills to write a detailed description of a geographical location included grid references, map symbols and compass directions.
To explore how relief and life-size features and presented on geographical maps.	Limited recognition of basic skills to represent height and life size features such as spot heights and map symbols.	Can accurately use basic skills to represent height and life size features such as spot heights and map symbols.	Can use a variety of skills such as contour lines and scale to represent height and life size features on a map.	Can accurately use a variety of skills such as contour lines and scale to represent height and life size features on a map.	Can apply the most suitable skill to describing how height and life size features should be represented on a map in specific locations.
To analyse OS Maps to plot appropriate routes and describe locations whilst considering geographical factors.	Limitations using map skills to plot a route.	Can describe a basic route from one location to another using limited map skills.	Can accurately describe a route from one location to another using a variety of map skills.	Can apply knowledge of map skills to select the best route for a specific set of geographical conditions.	Develops a detailed route selecting the most appropriate map skills to describe the best route from one location to another meeting a criteria of different geographical conditions.
To create a map of the local area.	Creates a map using limited map skills such as grid lines and map symbols.	Can create an accurate sketch map using a variety of map skills such as grid lines, compass directions, map symbols and a scale.	Can create a detailed sketch map using the skills taught this term including: Grid lines, compass directions, map symbols, scale and relief.	Can create a detailed sketch map using the skills taught this term including: Grid lines, compass directions, map symbols, scale and includes contour lines to represent small height changes.	Can create a life like map using contemporary data to include distances, scales, contour lines to represent small height changes, as well as basic skills such as grid lines, symbols and compass directions.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
To identify the countries that make up the continent of Asia.	Limited recall of basic facts about countries within Asia.	Can recall basic facts about Asian countries, their location and capital cities.	Can identify the location of a variety of Asian countries and their capital cities.	Can recall and identify a variety of Asian countries and cities explaining key features such as populations and geographical size.	Can accurately describe the location of the majority of Asian countries recalling comparative information such as different population sizes, development indicators and geographical sizes.
To explain how economic development and population size varies across the continent.	Limited recognition of the terms economicc development and sparse and dense populations.	Can use the terms economic development, GNI per capita, sparse and dense to describe differences between populations.	Can describe the economic development of different Asian countries using a variety of indicators such as life expectancy and GNI per capita as well as people per km2 to describe the density.	To identify the differences in economic development and population sizes and explain historical and political reasons for the differences.	To accurately describe differences in economic development using appropriate indicators and variations in population sizes and densities. To suggest human and physical reasons for the differences across the continent and suggest how it Is likely to change in the future.
To explore how biomes vary throughout the continent.	Limitations recall of different biomes within Asia.	To describe the different biomes found in Asia.	To describe the different biomes found in Asia and explain their geographical location.	To describe the different biomes found in Asia and explain their geographical location using factors such as latitude, weather patterns and proximity to the equator.	To describe the different biomes found in Asia and explain their geographical location using factors such as latitude, weather patterns and proximity to the equator and explain how this impacts economic development and population density.
To identify interrelations between countries in Asia and consider the role of the UAE	Limited understanding the importance of interrelations between countries within Asia.	Can recognise the importance of interrelations between countries in Asia linking to trade.	Can identify how physical characteristics impact interrelations between Asian countries and knock on impacts on trade.	Can identify key interrelations between Asian countries and link to how this effects the development of different countries.	Can analyse the interrelations of different Asian countries considering human and physical factors and think about how this is likely to change in the future.
To develop a country profile researching the human and physical characteristics of specific Asian countries.	Limited ability to research the human and physical characteristics of a specific Asian country.	Can follow instructions to create basic country profile including human features such as population size and physical characteristics such as weather, climate and biomes.	Can create a detailed country profile including the status of economic development, population densities and reasons for the above.	Can create a developed country profile including physical characteristics such as biomes, weather and explaining how this impacts human factors such as economic development, population density and interrelations with other countries.	To create an engaging country profile, including human and physical characteristics of that country and explaining reasons why. To use maps and research to suggest interrelations between your given countries and other countries in Asia. To consider how this Iis likely to change in the future.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
To describe how tectonic hazards are caused at different plate boundaries	Limited recall of different tectonic hazards and understanding of the different directions plates move.	Can recall basic facts about different plate boundaries and describe which tectonic hazards are caused at which plate boundaries.	Can provide a detailed explanation of how tectonic hazards are caused at the four different boundaries using keywords to describe the physical processes.	Uses keywords to describe why plates move, and how the four different types of movements creates tectonic hazards of different severity.	Uses keywords to describe why plates move, and how the four different types of movements creates tectonic hazards of different severity using specific examples .
To explore why people live in tectonically active areas	Limited recognition of the reasons why people live in tectonically active areas.	Can recognise the benefits of living in tectonic areas and suggest reasons why populations settle here.	Can explain the different factors influencing peoples decisions to live in tectonically active areas using real life examples.	Can create a balanced argument suggesting the reasons for and against living in tectonically active areas and considering factors such as economic development and population densities.	Can use real life examples to accurately explain why people live in tectonically active areas. Collects contemporary data to show successful populations living in tectonically active areas.
To understand the impacts of tectonic hazards and how they vary across the world	Can describe limited impacts of tectonic hazards.	Can describe how tectonic hazards create a variety of impacts.	Can explain how tectonic hazards create impacts and categorise into primary and secondary and SEE. (Social, economic and environmental)	Can accurately categorise the different impacts of tectonic hazards and suggest the short-term and long-term effects.	Can accurately categorise the different impacts of tectonic hazards and suggest how factors such as economic development and population density will impact the severity of the hazard. Will be able to suggest the short-term and long-term effects using specific examples.
To explain how the impacts of tectonic hazards can be reduced.	Limited understanding of the methods used to reduce the impacts of tectonic hazards.	Can describe the methods different countries use to reduce the impacts of tectonic hazards and create an earthquake proof building.	Can explain how economic development impacts a countries ability to prepare for tectonic hazards and suggest appropriate methods for different countries including the design of an earthquake proof building.	Can identify how developing, emerging and developed countries respond to tectonic hazards. Can make appropriate suggestions for countries based on their economic development, including the design of buildings to withstand the impacts of tectonic hazards.	Can explain how a countries economic development will effect their ability to reduce the impact of tectonic hazards (Linking to the three P's). Will design appropriate solutions for various real life countries using their development data to inform their decisions.

History: Curriculum Ambition

Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in technology. Our curriculum aims to build on this and ensure that they:

- Are equipped with the necessary skills to become future historians, who are equipped with 21st century learning skills to embrace the world of tomorrow
- Enjoy exploring the past and its impact on the present and future
- Explore significant historical events, periods and societies
- Explore the importance of historical evidence and interpretation in understanding the past
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing
- Incorporate interdisciplinary modules to understand the relationship between history and society, as well as the ethical implications of historical events
- Provided with access to real-world mentors and industry experts to provide guidance and advice on historical research and analysis
- Build an understanding of the legal and regulatory aspects of historical research and preservation
- Develop skills in historical research, analysis, and interpretation with the necessary skills to succeed their adult working life

These aims are realised through our curriculum which:

- Includes a wide range of topics including the Norman conquest, world wars, revolutions, historical figures, and principles of historical research
- Is organised thematically to stimulate depth and breadth of thinking, understanding and mastery
- Encourages a culture of exploration, research and application through 21st century research tools
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

These aims are also implemented through data, assessment, reporting, moderation and student voice which:

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate

History: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1:	Historical skills and concepts	**What are the key skills and concepts used in the study of history?** **UAE Link: How do these skills apply to the understanding of UAE's history?**	• Describe the concept of chronology and the difference between primary and secondary sources (e.g., describe the timeline of a chosen historical event) • Explain the importance of perspective and bias in history • Analyse and interpret a specific historical source	Through topic-based examples such as the study of a particular event or historical figure, role-play activities, and source analysis exercises. **Assessment for Learning:** class participation and discussions, short quizzes, and homework assignments. **Summative Assessment:** project or exam that demonstrates understanding of historical skills and concepts.	To provide the foundational skills and understanding necessary for studying history	This **builds on** prior knowledge from KS2 This **builds towards** more complex historical study in later years This **provides an opportunity for collaboration** between English (source analysis, argument construction) and Geography (understanding of timelines)	Creating a timeline of a chosen historical period or event Reading historical fiction; analysing primary and secondary sources related to a specific event	Analysing sources Critical thinking Presenting information Group collaboration Independent research
Term 2:	1066 - The Norman Conquest	**How did the Norman Conquest change England?** **UAE Link: How does this compare to significant historical changes in the UAE?**	• Describe the main events of the Norman Conquest (e.g., describe the events of the Battle of Hastings) • Explain the causes and consequences of the Norman Conquest • Analyse a primary or secondary source related to the Norman Conquest	Through teacher-led discussions, analysing primary and secondary sources, writing essays, and participating in debates. **Assessment for Learning:** class participation, quizzes, and essay drafts. **Summative Assessment:** research project or exam on the Norman Conquest.	To understand the significant impact of the Norman Conquest on the development of England	This **builds on** the historical skills and concepts from Term 1 This **builds towards** further study of English history, and the role and interpretation of ruling monarchs This **provides an opportunity for collaboration** between English (source analysis, argument construction) and Geography (understanding the concept of invasion and its impacts)	Research project on a specific aspect of the Norman Conquest (e.g., the Battle of Hastings or the Domesday Book); reading historical fiction set during this period	Analysing sources Formulating arguments Presenting information Group collaboration Independent research
Term 3:	The Tudors	**How did the Tudors shape the course of English history?** **UAE Link: What parallels can we draw with significant periods in UAE history?**	Describe the key events and figures of the Tudor period (e.g., describe the reign of Queen Elizabeth I). Explain the social and political changes that occurred during the Tudor period. Analyse a primary or secondary source related to the Tudors.	Through case studies, interactive activities, presentations, and field trips (if possible). **Assessment for Learning:** class participation, quizzes, and presentation drafts. **Summative Assessment:** a project or exam on the Tudor period.	To comprehend the transformation of England during the Tudor period, and the lasting impact of the Tudors on English society and culture	This **builds on** knowledge of the monarchy and rule of Britain in Term 2. This **builds towards** deeper study of British history and the challenges citizens faced under different monarchs. This **provides an opportunity for collaboration** between Religious Education (English Reformation), English (source analysis, argument construction), and Art (studying Tudor art and portraits).	Project on a significant Tudor figure or event (e.g., Henry VIII and his six wives or the establishment of the Church of England); reading historical fiction set during the Tudor period	Analysing sources Formulating arguments Presenting information Group collaboration Independent research

History: Year 7 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Understanding historical timelines	Cannot place events in order.	Can place some events in order.	Can create a basic timeline of events.	Can analyze timelines for patterns.	Can create detailed and complex timelines with analysis.
Knowledge of key events in 1066	Limited knowledge of events in 1066.	Some knowledge of key events in 1066.	Good understanding of the Norman Conquest.	Can explain the consequences of events.	Can critically analyze events and their long-term impacts.
Analyzing historical sources	Struggles to understand sources.	Can identify some information in sources.	Can analyze sources for basic information.	Can evaluate the reliability of sources.	Can synthesize information from various sources.
Understanding of Tudor period	Limited knowledge of the Tudor period.	Some knowledge of key Tudor figures.	Good understanding of Tudor history.	Can analyze the significance of Tudor rule.	Can critically evaluate the Tudor period in context.
Applying historical concepts	Struggles to apply concepts.	Can apply some concepts with guidance.	Can apply historical concepts to the study.	Can use concepts to make connections.	Can innovatively use concepts to create new historical interpretations.

Innovation & Enterprise: Curriculum Ambition

Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in technology. Our curriculum aims to build on this and ensure that they:

- Are equipped with the necessary skills to become future strong, digital natives, who are equipped with 21st century learning skills to embrace the world of tomorrow
- Enjoy creativity and innovation to develop new and advanced technological solutions
- Explore emerging technologies such as artificial intelligence and the Internet of Things (IoT)
- Explore the importance of data analysis and interpretation to make informed decisions
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing
- Incorporate interdisciplinary modules to understand the relationship between technology and society, as well as the ethical implications of technological advancements
- Provided with access to real-world mentors and industry experts to provide guidance and advice on technology and innovation
- Build an understanding of the legal and regulatory aspects of technology development and implementation
- Develop skills in project management, software development, and user experience design with the necessary skills to succeed in the industry
- Showcase their innovative solutions and receive feedback from peers and industry experts
- Embrace a mindset of resilience and adaptability to cope with the fast-paced and ever-changing technological landscape

These aims are realised through our curriculum which:

- Includes a wide range of topics including digital communities, robotics, artificial intelligence, game design, programming, data representation and principles of computer science
- Is organised thematically to stimulate depth and breadth of thinking, understanding and mastery
- Encourages a culture of exploration, research and application through 21st century software applications
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

These aims are also implemented through data, assessment, reporting, moderation and student voice which:

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate

Innovation & Enterprise: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: Digital Communities	This unit will explore the features and development of virtual, augmented and mixed reality	**How do digital communities shape online interactions, collaboration, and the exchange of ideas in an interconnected world?** **UAE Link:** The UAE is a multicultural hub with residents from all over the world. Digital communities provide platforms for individuals from diverse backgrounds to connect, share experiences, and maintain cultural ties	• Recognise and categorise different types of digital communities based on their characteristics and purposes • Explain the dynamics of online interactions within digital communities, including communication norms, roles, and behaviors of participants • Analyse how digital communities connect individuals from diverse cultural backgrounds, and evaluate the advantages and challenges of cross-cultural communication within these spaces	Through exploring present case studies of specific digital communities, exploring their purpose, dynamics, and impact **Assessment for Learning:** questioning, peer and self-assessment, class discussion and feedback **Summative Assessment:** final project with assignment **This assessment will assess how effectively students have developed their understanding of the topic**	To understand that in an increasingly digital world, understanding digital communities equips students with essential skills for effective and responsible online engagement	This **builds on** your existing knowledge about digital communities from KS2 This **builds towards** gaining a deeper understanding of digital citizenship in Year 8 This **provides an opportunity for collaboration** between Science, and Humanities	• Research and identify various digital communities centered around specific interests, hobbies, or social issues • Research and select several digital communities to analyze in-depth	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 2: Lego Mindstorms	This unit will explore the basic robotics concepts, including components like motors, sensors, and programmable controllers	**How can we use robotics and programming to solve real-world challenges and create innovative solutions?** **UAE Link:** The UAE is actively working to position itself as a global hub for innovation and technology. Introducing students to robotics encourages them to engage with cutting-edge technologies, fostering a culture of innovation that aligns with the country's goals	• Understand the basic components of robotics, including motors, and sensors • Demonstrate an understanding of programming logic by writing and implementing code • Apply problem-solving skills to design, build, and troubleshoot robotic solutions • Critically analyze the effectiveness of robot designs and programming	Through project-based learning activities that involve building robotic concepts **Assessment for Learning:** questioning, peer and self-assessment, class discussion and feedback **Summative Assessment:** final project with assignment **This assessment will assess how effectively students have developed their understanding of the topic**	Programming robots involves logical thinking and decision-making. Students learn to anticipate challenges, make informed choices, and adapt strategies based on observed results	This **builds on** your existing knowledge about programming from KS2 This **builds towards** gaining a deeper understanding of AI in Year 8 and programming concepts in KS4 iGCSE and A Level This **provides an opportunity for collaboration** between Art, Music and English	• Analyse existing games and identify their design elements • Design and prototype a simple game using different mechanics and elements • Use game engines and level editors to create game levels and environments • Playtest and evaluate game prototypes created by peers	Critical thinking Analysis Collaboration Inquiry Research Design Thinking User experience (UX) design Adaptability Iteration Resilience
Term 3: Introduction to Coding and Computational Thinking	This unit will explore the ability to break down complex problems into smaller, manageable steps and design algorithms to solve them	**How can we use coding and computational thinking to solve problems, create interactive experiences, and bring our ideas to life through technology?** **UAE Link:** The UAE places a strong focus on innovation, aiming to become a global hub for innovation and technology. Coding and computational thinking foster innovative thinking and problem-solving, aligning with the country's goals.	• Explain fundamental programming concepts such as variables, data types, and instructions • Demonstrate the ability to break down complex problems into smaller steps and design algorithms to solve them • Apply sequencing and flow control concepts to create programs that follow a logical order of execution • Recognize and explain how coding is used in various industries and fields, connecting coding concepts to practical scenarios	Developing hands-on coding exercises using beginner-friendly programming languages or visual coding platforms **Assessment for Learning:** questioning, peer and self-assessment, class discussion and feedback **Summative Assessment:** final project with assignment **This assessment will assess how effectively students have developed their understanding of the topic**	In today's digital age, understanding coding is a fundamental aspect of digital literacy. It empowers students to navigate, understand, and interact with the technology that surrounds them	This **builds on** your existing knowledge about programming from KS2 This **builds towards** gaining a deeper understanding of programming concepts in KS4 iGCSE and A Level This **provides an opportunity for collaboration** between Science, Mathematics, and Humanities	• Creating an interactive digital story using coding • Code a digital art gallery where they can display their own digital art • Develop educational games that teach concepts from other subjects	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Debugging Resilience

Innovation & Enterprise: Year 7 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Understand the concept of digital communities and their significance in online interactions	Struggles to grasp the concept of digital communities and their role	Demonstrates a basic understanding of digital communities but lacks depth in explaining their significance	Understands the concept of digital communities and can explain their role in online interactions	Demonstrates a clear understanding of digital communities and effectively articulates their significance in shaping online interactions	Provides insightful and nuanced explanations of digital communities' significance, considering diverse perspectives
Identify various types of digital communities and their characteristics	Struggles to differentiate between types of digital communities and their unique characteristics	Identifies some types of digital communities but may confuse their characteristics	Accurately identifies different types of digital communities and describes their distinguishing features	Precisely identifies a wide range of digital communities and articulates their characteristics in detail	Expertly categorizes and describes a comprehensive range of digital communities, showing a deep understanding of their nuances
Evaluate the impact of digital communities on information exchange, learning, and collaboration	Struggles to analyse the impact of digital communities on information exchange, learning, or collaboration	Provides limited insights into how digital communities influence information exchange, learning, or collaboration	Evaluates the impact of digital communities on information exchange, learning, and collaboration with reasonable depth	Critically analyses the multifaceted impact of digital communities on information exchange, learning, and collaboration, considering various contexts	Offers sophisticated analysis, uncovering intricate connections between digital communities and their profound impact on information exchange, learning, and collaboration
Demonstrate ethical awareness and responsible behavior within digital communities	Displays limited awareness of ethical considerations in digital communities and often engages in irresponsible behaviour	Shows some awareness of ethical considerations but occasionally demonstrates questionable behavior within digital communities	Demonstrates consistent ethical awareness and responsible behavior when participating in digital communities	Exemplifies a strong commitment to ethical behavior, actively promoting positive interactions and setting a positive example within digital communities	Displays a remarkable level of ethical consciousness, fostering respectful and constructive environments within digital communities and inspiring others to follow suit
Collaborate effectively within digital communities by contributing ideas, sharing resources, and providing constructive feedback	Struggles to actively engage or contribute within digital communities, often being passive or disengaged	Makes occasional contributions but may lack meaningful interaction or constructive feedback within digital communities	Engages positively, contributes ideas, shares resources, and offers constructive feedback in digital communities	Actively collaborates, consistently sharing valuable insights, resources, and feedback to enhance digital community interactions	Serves as a catalyst for collaboration within digital communities, consistently initiating discussions, offering exceptional insights, and fostering a culture of growth and cooperation
Reflect on the impact of one's digital community participation, considering personal growth and learning experiences	Rarely reflects on personal growth or learning experiences within digital communities	Occasionally reflects on personal growth or learning experiences but lacks depth in analysis	Reflects on the impact of digital community participation, discussing personal growth and learning experiences with reasonable insight	Reflects deeply on the profound impact of digital community participation, showcasing self-awareness, personal development, and transformative learning experiences	Engages in insightful and introspective reflection, showcasing exceptional growth, adaptability, and the ability to translate digital community experiences into broader life lessons.

يتسم تلاميذ مدرسة هورايزون الدولية بالذكاء والقدرة على فهم وتلاوة وتحليل تعاليم الدين الإسلامي مما يعزز مهاراتهم. يهدف منهجنا إلى البناء على هذا والتأكد من أنهم:

*قادرون على ممارسة أركان الإسلام والإيمان والشيء الوحيد الذي يقوم به الأفراد بانتظام على الطريقة الإسلامية

*تُشجع على تحقيق التوازن بين الحياة الروحية والاجتماعية

*داعمين للالتزام بالشعور بارتباط خاص تجاه مجتمعك

*تثقيف حول الثقافة الاجتماعية والإسلامية وكذلك التقاليد وفقا لبلدهم.

*الانخراط في مجموعة واسعة من النصوص القرآنية ، وقصص أحاديث الأنبياء ، وتعاليم الإسلام للتعرف والاستكشاف (القول والشعور والتفكير والتصرف كمسلمين)

*استكشف الأحداث والشخصيات المهمة للإسلام لتعكس وتتفاعل مع سياقها الاجتماعي والثقافي والسياسي والتاريخي

*تدرب على أن تصبح شخصًا قويًا نفسيًا وذهنيًا للتعامل مع المشكلات وكذلك المشكلات اليومية

*أن يكونوا مجهزين بالمهارات اللازمة ليصبحوا مسلمين نشطين وناجحين ومواطنين يتقبلون تحديات الغد بمسؤولية

تتحقق هذه الأهداف من خلال منهجنا الذي:

*يشمل معايير هيئة المعرفة والتنمية البشرية / وزارة التربية والتعليم في تدريس مادة التربية الإسلامية (الوحي الإلهي ، العقيدة الإسلامية ، قيم الإسلام وآدابه، أحكام الإسلام ومقاصدها، السيرة النبوية والشخصيات، القضايا المعاصرة

*يتم تنظيمه بشكل موضوعي لتحفيز عمق واتساع التفكير

*يشجع ويوفر فرصًا للتلاوة والقراءة والحفظ من خلال الوصول المستمر إلى المكتبة وتخصيص الموضوع الأسبوعي

*تنظيم وترتيب الدروس في المدرسة وبعد المدرسة لتلاوة وحفظ وتحليل الآيات القرآنية والأحاديث والقضايا المعاصرة.

*تأكد من أن المنهج يجب تعديله وتكييفه تدريجيًا للتحقيق في الموضوع ، وتعلم السور القرآنية مع تطبيق أحكام التجويد المناسب والمعنى بفهم عميق حسب حاجتهم.

يضمن توفير الفرص لتطوير اهتمامهم بأن يكونوا جزءًا من الأنشطة والتجمعات والأحداث والمسابقات اللاصفية لتطوير مناهج قائمة على المهارات والقيم حيث يمكن للطلاب التفكير في مهارات التعلم والتعبير عنها ونقلها عبر المناهج الدراسية

يتم تنفيذ هذه الأهداف أيضًا من خلال البيانات والتقييم والإبلاغ والاعتدال والتي:

*قيم وإدراك أهمية جهود الطلاب ومشاركتهم وسلوكهم تجاه التعلم في كل درس وكل جزء من العمل

*يوفر ملاحظات منتظمة وفعالة للطلاب حول كيفية التقدم بشكل أكبر ، مدعومًا بقاعدة تقييم معايير النجاح لكل موضوع

*التعلم القائم على المشاريع لجعل التدريس والتعلم تفاعلي

*يقدم تقارير مكتوبة إلى أولياء الأمور ومن خلال استشارة أولياء الأمور والمعلمين لمناقشة تقدم الطالب الفردي ونقاط القوة ومجالات التطوير

*الانخراط في أنشطة الاعتدال المنتظمة ، والتي تتضمن مشاركة عينات من عمل الطلاب ، وتقييم العمل وفقًا لنماذج معايير النجاح المحددة مسبقًا ومناقشة النتائج مع الزملاء لضمان تطبيق نفس المعايير باستمرار عبر القسم.

*يستخدم صوت الطالب من خلال النماذج الرقمية للإبلاغ

Islamic Native: Year 7 Curriculum

	ماذا سأتعلم؟	سؤال تعليمي كبير	أهداف التعلم	كيف سأتعلم هذا؟	لماذا سأتعلم هذا؟	الربط بالمواد الأخرى	التعلم القائم على المشروع / قراءة أوسع / مزيد من الاستكشاف	مهارات التعلم
الترم الأول:- 1:- الكتاب الحق (سورة السجدة 1 – 12). 2:- من وصايا الرسول (صلى الله عليه وسلم). 3:- التطوع عبادة وانتماء. 4:- فرائض الصلاة وسننها ومكروهاتها. 5:- صفات المؤمنين وجزاؤهم (سورة السجدة 13- 22). 6:- أحكام النون الساكنة والتنوين أولاً:- حكم الإظهار الحلقي. 7:- آداب المسجد. 8:- سجود السهو وسجود التلاوة.	هذا المصطلح يقرأ ويحلل السورة وقواعدها، ويستكشف الحديث، ودلالة بعض الأعمال الهامة في الإسلام. كتاب الوزارة الوحدة 1 و 2	لماذا يقرأ المسلمون القرآن والحديث؟ الربط بدولة الإمارات:- فرصة لإيجاد مكان لعبادة الله سبحانه وتعالى. في المسجد والمصليات والمراكز التجارية وأماكن العمل والمدارس وغيرها.	*يبين المعنى الإجمالي للآيات الكريمة. *يوضح دلائل وحدانية الله تعالى. *يعبر عن أهمية تطبيق وصايا الرسول (صلى الله عليه وسلم). *يوضح أثر العمل التطوعي في حضارة الدول. *يقارن أهمية تطبيق أقوال الصلاة وأفعالها. *يحدد أحكام النون الساكنة والتنوين. *يقارن بين جزاء المؤمن والفاسق. *يستنبط ثمرات التأدب بآداب المسجد. *يستنبط الحكمة من مشروعية السجود. *يوضح كيفية أداء سجود السهو وسجود التلاوة.	ستتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والآخرة. التقييم من أجل التعلم: التلاوة الشفوية، التقييمات المستمرة في نهاية كل موضوع ووحدة، اختبارات قصيرة، وردود فعل الزملاء والنقاشات الصفية، تعيين مشروع قاعدة البحث. كل أسبوع شفوي (سورة واحدة وحديث). التقييم النهائي: التقييم الشفهي النهائي، سيقيم هذا التقييم مدى فعالية الطلاب في تطوير وتحليل معايير وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي وذاتي.	- تلاوة وحفظ السورة من جزء عم وتبارك. وكذلك تحديد السور والأحاديث وتحدّيها. فهم وربط تعاليم الإسلام "كيف يمكن أن يدعمك ويسمح لك بالتفكير النقدي والإبداعي.	هذا يبني على معرفتك الحالية بمختلف السور والمعايير من KS2. هذا يبني نحو معرفة وفهم أعمق حول تعاليم الإسلام والأنبياء. يوفر هذا فرصة للتعاون بين التاريخ والجغرافيا.	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرآنية حسب مستواك، 2 أحاديث في الأسبوع وتحميلها في قناتك. تخصيص مشروع بحث قصير للتحقق من تعلمهم عن الأنبياء وتعليمهم. مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القرآن والحديث والمعايير الإسلامية الأخرى)	العصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني
Term 2: 1:- صفات المؤمنين وجزاؤهم. 2:- من علامات الساعة. 3:- الصبر واليقين (سورة السجدة23 – 30) 4:- أخلاق حميدة. 5:- غزوة بدر.	هذا المصطلح يقرأ ويحلل السورة وقواعدها، ويستكشف الحديث، ودلالة بعض الأعمال الهامة في الإسلام. كتاب الوزارة الوحدة 3 و 4	كيف ومتى يربط بين قيمة العمل التطوعي وتنمية المجتمع الربط بدولة الإمارات:- فرصة لاستكشاف أهمية القيمة الإسلامية الأساسية للأسرة.	*يتلو الآيات القرآنية تلاوة مجودة. *يوضح وجه الشبه بين القرآن الكريم والتوراة. *يستنبط علامات قيام الساعة. *يستنتج العلاقة بين نهاية الكون والإيمان بيوم القيامة. *يستنتج عاقبة عدم التفكر والتدبر في الأمور. *يوضح جزاء المؤمنين اللذين يخافون الله تعالى في السر والعلن. *يبين فضل الصدقة. *يستنتج أثر العفو على الفرد والمجتمع. *يذكر فضل التواضع لله تعالى. *يبين أسباب الغزوة. *يذكر أحداث غزوة بدر. *يوضح تسامح الإسلام. *يستنتج أهمية الحوار البناء.	ستتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والآخرة. التقييم من أجل التعلم: التلاوة الشفوية، التقييمات المستمرة في نهاية كل موضوع ووحدة، اختبارات قصيرة، وردود فعل الزملاء والنقاشات الصفية، تعيين مشروع قاعدة البحث. التقييم النهائي: التقييم الشفهي النهائي، سيقيم هذا التقييم مدى فعالية الطلاب في تطوير وتحليل معايير وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي وذاتي.	تلاوة وحفظ السورة من جزء عم وتبارك. وكذلك تحديد السور والأحاديث وتحدّيها. فهم وربط تعاليم الإسلام "كيف يمكن أن يدعمك ويسمح لك بالتفكير النقدي والإبداعي.	هذا يبني على معرفتك الحالية بمختلف المعايير والسور من الترم 1. هذا يبني نحو معرفة وفهم أعمق حول تعاليم الإسلام والسيرة النبوية. يوفر هذا فرصة للتعاون بين التاريخ والجغرافيا.	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرآنية حسب مستواك، 2 أحاديث في الأسبوع وتحميلها في قناتك. قم بتعيين مشروع بحث قصير للتحقق من تعلمهم عن الإسراء المعراج والسيرة النبوية. مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القرآن والحديث والمعايير الإسلامية الأخرى)	العصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني
1:- قدرة الله تعالى (سورة الملك15 – 24). 2:- اختيار الجليس. 3:- غزوة أحد. 4:- آداب الدعاء. 5- صيام التطوع. 6:- السيدة عائشة أم المؤمنين(رضي الله عنها).	هذا المصطلح يقرأ ويحلل السورة وقواعدها، ويستكشف الحديث، ودلالة بعض الأعمال الهامة في الإسلام. كتاب الوزارة الوحدة 5 و 6	كيف ومتى يقوم تعليم السيرة النبوية والشخصيات يدعم المسلمين في الحياة؟ رابط للإمارات: القوانين الصارمة التي وضعتها دولة الإمارات للحفاظ على أمن وسلامة وسلامة المقيمين على أراضيها.	*يوضح وجه الشبه بين القرآن الكريم والتوراة. *يدلل بالحجج على قدرة الله تعالى. *يميز بين الصاحب الصالح والصاحب السيء. *يستنتج أسباب غزوة أحد. *يوضح نتائج غزوة أحد. *يحدد آداب الدعاء. *يوضح أهمية الدعاء. *يبين الأيام التي يستحب صيامها. *يستنتج ثمرات صيام التطوع. *يبين دور السيدة عائشة في استقرار الأسوة النبوية. *يستنتج أهمية دور المرأة في خدمة المجتمع.	ستتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام بالعالم الحقيقي والآخرة. التقييم من أجل التعلم: التلاوة الشفوية، التقييمات المستمرة في نهاية كل موضوع ووحدة، اختبارات قصيرة، وردود فعل الزملاء والنقاشات الصفية، تعيين مشروع قاعدة البحث. التقييم النهائي: التقييم الشفهي النهائي، سيقيم هذا التقييم مدى فعالية الطلاب في تطوير وتحليل معايير وزارة التربية والتعليم / هيئة المعرفة والتنمية البشرية في شكل موضوعي وذاتي.	- قراءة وحفظ السورة من جزء عم وتبارك. وكذلك تحديد السور والأحاديث وتحدّيها. فهم وربط تعاليم الإسلام "كيف يمكن أن يدعمك ويسمح لك بالتفكير النقدي والإبداعي.	هذا يبني على معرفتك الحالية بمختلف المعايير والسور من الترم 2. هذا يبني نحو معرفة وفهم أعمق حول تعاليم الإسلام والأنبياء. يوفر هذا فرصة للتعاون بين التاريخ والجغرافيا.	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرآنية حسب مستواك، 2 أحاديث في الأسبوع وتحميلها في قناتك. حفظ السورة القرآنية حسب مستواك، 2 أحاديث في الأسبوع وتحميلها في قناتك. تخصيص مشروع بحث قصير للتحقق من تعلمهم عن الأنبياء وتعليمهم. مواصلة العمل على التعليم الإسلامي لتضييق الفجوة (القرآن والحديث والمعايير الإسلامية الأخرى)	العصف الذهني التفكير الإبداعي الربط بالواقع الربط بالمواد الأخرى الربط بالوثيقة الوطنية حل المشكلات التفكير الناقد التعلم التعاوني

Islamic Native: Year 7 Success Criteria

معايير النجاح	العمل دون المستوى(1-2)	العمل نحو المستوى (3-4)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (6-7)	العمل بشكل ملحوظ فوق مستوى التوقعات (8 – 9)
الوحي الإلهي (القرآن الكريم – الحديث الشريف) التلاوة – الحفظ – التحليل **3.1.1** يظهر الطالب حفظًا متقنًا للقرآن الكريم ومعرفة ومعاناة وعلومه وتطبيقًا لأحكامه. **2.2.1** يظهر الطالب حفظًا للأحاديث النبوية الشريفة وفهمًا لمعانيها وتطبيقًا لأحكامها.	❖ *الفهم المحدود أو غير الدقيق للآيات القرآنية والأحاديث الشريفة لكنه يجد صعوبة في الربط بين معاني الآيات	❖ *بعض الفهم للآيات القرآنية ونصوص الأحاديث مع القدرة على انتقاء بعض الأدلة من حيث النقاط. ❖ *بعض الوعي بالسياقات ذات الصلة.	❖ *يربط معاني الآيات القرآنية مع وجود أخطاء من وقت لآخر. ❖ *يطبق جزئيًا أحكام التجويد: النون الساكنة والتنوين ❖ *يسمع الأحاديث الواردة في المنهج بنجاح جزئي. ❖ *يبين المعاني العامة للأحاديث مع ربطها بالحياة الواقعية، مع وجود أخطاء من حين لآخر	*فهم واضح للآيات القرآنية مع تطبيق أحكام التلاوة مع وجود بعض الأخطاء من حين لآخر. ❖ *يطبق غالبًا أحكام التجويد: النون الساكنة والتنوين ❖ *يسمع بشكل صحيح الأحاديث في أغلب الأحيان. ❖ *يشرح بنجاح المعاني العامة للأحاديث المقررة في المنهج ويربطها بالحياة الواقعية.	❖ *الفهم المؤكد للسور القرآنية وأسباب النزول وكيفية ربطها بحياتهم اليومية. ❖ *يطبق بدقة قواعد التجويد: النون الساكنة والتنوين. **3.1.1** *يسمع بإتقان الأحاديث النبوية المقررة بدقة عالية. ❖ *يبين بدقة المعاني العامة للأحاديث النبوية المقررة في المنهج ويربطها بالحياة الواقعية.
العقيدة الإسلامية التعرف والاستكشاف والتحليل **3.1.2** يحلل الطالب نصوصًا شرعيًا في مجال العقيدة الإسلامية. **2.1.2** يظهر الطالب وعيًا وإيمانًا بأنس الإيمان بالله تعالى وصفاته وملائكته وكتبه ورسله.	❖ *يجد صعوبة في استقصاء أشراط الساعة من خلال النصوص الشرعية. ❖ *يبين بعض المعاني المرتبطة بمفهوم المسؤولية في الإسلام مع وجود أخطاء. ❖ *يجد صعوبة في الربط بين مفهومي المسؤولية والمحاسبة عن الأفعال في اليوم الآخر بمعان بسيطة. ❖ * نادرًا ما ينجح في تطبيق مبادئ المسؤولية في مواقف حياتية.	❖ *يستقصي بعض أشراط الساعة ويخطئ في تصنيفها. ❖ *يوضح مفهوم المسؤولية في الإسلام مع وجود أخطاء قليلة. ❖ *يربط بين مفهومي المسؤولية والمحاسبة عن الأفعال في اليوم الآخر بمعان بسيطة. ❖ *يطبق مبادئ المسؤولية في مواقف حياتية بين الحين والآخر.	- *يستقصي بعض أشراط الساعة ويخطئ في تصنيفها. ❖ *يوضح مفهوم المسؤولية في الإسلام مع وجود أخطاء قليلة. ❖ *يربط بين مفهومي المسؤولية والمحاسبة عن الأفعال في اليوم الآخر بمعان بسيطة. ❖ *يطبق مبادئ المسؤولية في مواقف حياتية بين الحين والآخر.	*يستقصي أشراط الساعة الصغرى والكبرى مصنفًا لها إلى أحداث ومظاهر كونية بنجاح. ❖ *يشرح مفهوم المسؤولية في الإسلام. ❖ *يربط بين مفهومي المسؤولية والمحاسبة عن الأفعال في اليوم الآخر. ❖ *يطبق غالبًا مبادئ المسؤولية في مواقف حياتية.	❖ *يستقصي أشراط الساعة الصغرى والكبرى مصنفًا لها إلى أحداث ومظاهر كونية بنجاح، ودعم ذلك بالأدلة. ❖ *يشرح بدقة ووضوح مفهوم المسؤولية في الإسلام. ❖ *يربط بدقة ووضوح بين مفهومي المسؤولية والمحاسبة عن الأعمال في اليوم الآخر. ❖ *يطبق باستمرار مبادئ المسؤولية في مواقف حياتية.

معايير النجاح	العمل دون المستوى(1-2)	العمل نحو المستوى (3-4)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (6-7)	العمل بشكل ملحوظ فوق مستوى التوقعات(8 – 9)
قيم الإسلام وآدابه اشرح واربط واستقصي **1.1.3** يظهر الطالب فهمًا وتمثلًا لقيم الإسلام الفردية والجماعية في سلوكه. **1.2.3** يظهر الطالب فهمًا وتطبيقًا لآداب الإسلام.	❖ *نادرًا ما يربط بين العمل التطوعي والتكافل وتطور المجتمع. ❖ *يستخلص بشكل محدود فوائد الأدعية في حياة المسلم من الأدلة الشرعية. ❖ *يحاول تصمم نشرة تدعو إلى أداء الأعمال بهمة ونشاط ، مع وجود أخطاء متكررة. ❖ *يميز بشكل محدود جوانب التسامح في الإسلام مع وجود أخطاء. ❖ *يستخلص بشكل محدود آداب الدعاء. ❖ *يُسمع بشكل غير صحيح أذكار الصباح والمساء. ❖ * يحاول تصمم عرضًا حول آداب المسجد مع وجود أخطاء متكررة.	❖ *يربط بشكل سطحي بين العمل التطوعي والتكافل وتطور المجتمع. ❖ *يستخلص بشكل جزئي فوائد الأدعية في حياة المسلم من الأدلة الشرعية. ❖ *يصمم نشرة تدعو إلى أداء الأعمال بهمة ونشاط ، مع وجود أخطاء. ❖ *يميز بشكل جزئي جوانب التسامح في الإسلام. ❖ *يستخلص بشكل جزئي آداب الدعاء. ❖ *يُسمع أذكار الصباح والمساء مع وجود أخطاء كثيرة وبتردد. ❖ *يصمم عرضًا حول آداب المسجد مع وجود أخطاء.	- *يربط بشكل سطحي بين العمل التطوعي والتكافل وتطور المجتمع. ❖ *يستخلص بشكل جزئي فوائد الأدعية في حياة المسلم من الأدلة الشرعية. ❖ *يصمم نشرة تدعو إلى أداء الأعمال بهمة ونشاط ، مع وجود أخطاء.. ❖ *يميز بشكل جزئي جوانب التسامح في الإسلام. ❖ *يستخلص بشكل جزئي آداب الدعاء. ❖ *يُسمع أذكار الصباح والمساء مع وجود أخطاء كثيرة وبتردد. ❖ *يصمم عرضًا حول آداب المسجد مع وجود أخطاء.	❖ *يربط بشكل عميق وتام بين العمل التطوعي والتكافل وتطور المجتمع. ❖ *يستخلص بشكل صحيح معظم فوائد الأدعية في حياة المسلم من الأدلة الشرعية. ❖ *يصمم نشرة تدعو إلى أداء الأعمال بهمة ونشاط ، مع وجود أخطاء.. ❖ *يميز بشكل تام جوانب التسامح في الإسلام. ❖ *يستخلص بشكل صحيح معظم آداب الدعاء. ❖ *يُسمع أذكار الصباح والمساء. ❖ *يصمم بنجاح عرضًا حول آداب المسجد.	*يربط بشكل موسع بين العمل التطوعي والتكافل وتطور المجتمع موضحًا ذلك بالأمثلة. ❖ *يستخلص بشكل تام وصحيح فوائد الأدعية في حياة المسلم من الأدلة الشرعية. ❖ *يصمم بنجاح وبدقة نشرة تدعو إلى أداء الأعمال بهمة ونشاط ، موضحًا فيها أسباب الهمة بعمق. ❖ *يميز بشكل تام جوانب التسامح في الإسلام ، ودعم ذلك بأدلة من القرآن والحديث والسيرة النبوية. ❖ *يُسمع بشكل صحيح وطلاقة بآداب الصباح والمساء ويسمع بشكل تام وبطلاقة موضحًا المعنى العام. ❖ *يصمم بنجاح عرضًا حول آداب المسجد موضحًا أهمية الالتزام بها.
أحكام الإسلام ومقاصدها وصف – تصنيف – استنتاج **3.1.4** يظهر الطالب معرفة بفقه العبادات ويؤديها بطريقة صحيحة. **1.3.4** يظهر الطالب معرفة وفهمًا لقواعد الأحكام الشرعية.	❖ *يذكر بشكل جزئي أنواع أعمال الصلاة. ❖ *يبين بشكل سطحي أنواع السجود وأحكامها. ❖ * يستنتج بشكل محدود أنواع صيام التطوع من أدلتها الشرعية (القرآن والحديث) .	❖ *يصنف بشكل جزئي أعمال الصلاة مع وجود أخطاء. ❖ *يبين بشكل جزئي أنواع السجود وأحكامها ومقاصدها مع وجود أخطاء. ❖ *يستنتج بشكل جزئي أنواع صيام التطوع من أدلتها الشرعية (القرآن والحديث) مع وجود أخطاء..	❖ *يصنف بشكل جزئي أعمال الصلاة مع وجود أخطاء. ❖ *يبين بشكل جزئي أنواع السجود وأحكامها ومقاصدها مع وجود أخطاء. ❖ * يستنتج بشكل جزئي أنواع صيام التطوع من أدلتها الشرعية (القرآن والحديث) مع وجود أخطاء.	❖ *يصنف بشكل تام ودقيق أعمال الصلاة مع وجود أخطاء. ❖ *يبين بشكل تام ودقيق أنواع السجود وأحكامها ومقاصدها مع وجود أخطاء. ❖ * يستنتج بشكل صحيح أنواع صيام التطوع من أدلتها الشرعية (القرآن والحديث) من غير أخطاء.	❖ *يصنف على نطاق واسع أعمال الصلاة وأحكامها ومقاصدها ويقارن بينها. ❖ *يبين بدقة أنواع السجود وأحكامها ومقاصدها دون أخطاء. ❖ *يستنتج بشكل تام وصحيح أنواع صيام التطوع من أدلتها الشرعية (القرآن والحديث). ويقارن بينها.

معايير النجاح	العمل دون المستوى (1-2)	العمل نحو المستوى (3-4)	العمل ضمن المستوى (5)	العمل فوق مستوى التوقعات (6-7)	العمل بشكل ملحوظ فوق مستوى التوقعات (8 – 9)
السيرة النبوية والشخصيات يستخلص الطالب المبادئ والعبر من **3.1.5** سيرة النبي (صلى الله عليه وسلم) من هجرته وحتى وفاته. يظهر الطالب معرفة واقتداء **1.2.5** بشخصيات إسلامية بارزة لها في خدمة الإسلام والمسلمين.	❖ لا يستطيع استخلاص أهم الأعمال التي قام بها النّبيّ صلى الله عليه وسلم في المدينة بنجاح، ولا يستطيع استخلاص مواقف التسامح والرحمة والإنسانية من غزوتي بدر وأحد، أو التدليل على هدي النّبيّ صلى الله عليه وسلم عند التعامل مع الأسرى. ❖ لا يستطيع أن يذكر بنجاح أهم معالم سيرة الإمام مالك وجهاده في طلب العلم. ❖ لا يستطيع أن يدلل بنجاح على أن عائشة رضي الله عنها كانت أول عالمة في الإسلام.	❖ يستنتج بنجاح أهم ما فعله الرسول صلى الله عليه وسلم في المدينة المنورة. ❖ الاستدلال على حالات التسامح والرحمة من غزوتي بدر وأحد مع بعض الأخطاء ، ويمكن أن تدل على هدى الرسول عند التعامل مع الأسرى بشكل جزئي. ❖ يذكر أهم معالم سيرة الإمام مالك وجهوده في العلم مع بعض الأخطاء. ❖ يدلل بنجاح أن عائشة (رضي الله عنها) كانت أول عالمة في الإسلام	❖ يستطيع استخلاص بنجاح أهم ما فعله الرسول صلى الله عليه وسلم في المدينة المنورة. ❖ الاستدلال على حالات التسامح والرحمة من غزوتي بدر وأحد مع بعض الأخطاء ، ويمكن أن تدل على هدى الرسول عند التعامل مع الأسرى بشكل جزئي. ❖ يذكر أهم معالم سيرة الإمام مالك وجهوده في العلم مع بعض الأخطاء. ❖ يدلل بنجاح أن عائشة (رضي الله عنها) كانت أول عالمة في الإسلام.	❖ يستطيع استخلاص بنجاح أهم ما فعله الرسول صلى الله عليه وسلم في المدينة المنورة. ❖ الاستدلال على حالات التسامح والرحمة من معركتي بدر وأحد ويمكن أن يقدم أدلة دقيقة على هدى الرسول عند التعامل مع الأسرى. ❖ يذكر بنجاح أهم معالم سيرة الإمام مالك وجهوده في طلب العلم. ❖ يدلل بنجاح على أن عائشة رضي الله عنها كانت أول عالمة في الإسلام.	❖ يستطيع استخلاص أهم ما فعله الرسول صلى الله عليه وسلم في المدينة المنورة بنجاح . ❖ الاستدلال على حالات التسامح والرحمة من معركتي بدر وأحد ويمكن أن يقدم أدلة دقيقة على هدى الرسول عند التعامل مع الأسرى. ❖ يذكر بدقة أهم معالم سيرة الإمام مالك وجهوده في العلم. ❖ تقديم أدلة واضحة ودقيقة على أن عائشة رضي الله عنها كانت أول عالمة في الإسلام.
الهوية والقضايا المعاصرة يظهر الطالب اعتزازه بشخصيته **1.1.6** وهويته ووطنه وتقديره لتراثه و ثقافته والتزامه بثوابته وعادته وتقاليده. يظهر الطالب فهمًا للقضايا **1.2.6** والتحديات المعاصرة وقدرة على تحليلها وإيجاد حلول لها معتمدًا على المبادئ والحكام الإسلامية	❖ يُحدّد مكانة دولة الإمارات العربية المتحدة ودورها في الأمة العربية بشكل عام، و-غالبًا- يستطيع تحديد بعض إسهاماتها، ولا يستطيع تصميم مشروعًا غير متكامل عن دورها. ❖ يدرك أهمية البيئة عمومًا، وبصعوبة يطبّق مبادئ الإسلام في التعامل معها، ولا يُمكنه تصميم مشروع عنها.	❖ يُحدّد مكانة دولة الإمارات العربية المتحدة ودورها في الأمة العربية بشكل واضح، ويستطيع تحديد أغلب إسهاماتها، ويصمم مشروعًا غير متكامل عن دورها. ❖ يدرك أهمية البيئة، ويطبّق -غالبًا- مبادئ الإسلام في التعامل معها، ولا يُمكنه تصميم مشروع متكامل عنها.	❖ يُحدّد مكانة دولة الإمارات العربية المتحدة ودورها في الأمة العربية بشكل واضح، ويستطيع تحديد أغلب إسهاماتها، ويصمم مشروعًا غير متكامل عن دورها. ❖ يدرك أهمية البيئة، ويطبّق -غالبًا- مبادئ الإسلام في التعامل معها، ولا يُمكنه تصميم مشروع متكامل عنها.	❖ يُحدّد مكانة دولة الإمارات العربية المتحدة ودورها في الأمة العربية بشكل واضح، ويُحدّد إسهاماتها، ويُصمم مشروعًا متكاملًا عن دورها. ❖ يدرك أهمية البيئة، ويطبّق مبادئ الإسلام في التعامل مع البيئة، ويُصمم مشروعًا متكاملًا عنها.	❖ يُحدّد مكانة دولة الإمارات العربية المتحدة ودورها في الأمة العربية بدقة ويُعلّل مكانتها، وإسهامها، ويُصمّم مشروعًا متكاملًا عن دورها، ويربطه بواجبها. ❖ يدرك أهمية البيئة بدقة ويطبّق مبادئ الإسلام في التعامل مع البيئة، ويضع تصورًا لذلك، ويُصمّم مشروعًا متكاملًا لخدمة البيئة.

Islamic Non-Native: Curriculum Ambition

__Horizon International School's pupils are bright and able to understand, recite and analyse the teaching of Islamic which enhance their skills. Our curriculum aims to build on this and ensure that they:__

- Are able practice the Pillars of Islam, Iman and single thing that individuals do regularly in the Islamic way
- Are Encourages to balance both spiritual and social life
- Are supportive to have bound to feel a special connection towards your community
- Educate about the social and Islamic culture as well as tradition according to their country.
- Engage with a broad range of Quranic text, Hadeeth stories of Prophets, teaching of Islam to recognise, explore and SFTA (saying, feeling, thinking and acting like a Muslims
- Explore the Important events and personalities of Islam to reflect and interact with their social, cultural, political, historical context
- Train to become an emotionally and mentally strong person to deal with daily issue and problems
- Are equipped with the necessary skills to become active, successful Muslims and citizens who responsibly embrace the challenges of tomorrow

__These aims are realised through our curriculum which:__

- Includes standard of KHDA/MOE in teaching an learning of Islamic Education (Divine Revelation, Islamic beliefs, Islamic ruling and aims, Islamic values and manners, Biographies/ personalities of Prophets and Important people in Islam, Identify the contemporary issues
- Is organised thematically to stimulate depth and breadth of thinking
- Encourages and provide a opportunities to recite, read, memorise through continuous Library access, weekly assign topic
- Organise and arrange lesson in school and after school to recite, memorise and analyse the Quranic verses, Hadeeth and contemporary issues
- Ensure that curriculum should be modified, adapted and progressive to investigate the topic, learn surah with proper tajweed and meaning with deep understanding as per their need.
- Ensures to provide opportunities to develop their interest in being part of extra-curricular activities, assemblies, events, and competitions to develop skills-based and values-based approaches where students can reflect, articulate, and transfer learning skills across the curriculum

__These aims are also implemented through data, assessment, reporting and moderation which:__

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- project-based learning to make teaching and learning interactive
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department.
- Utilises student voice through digital forms to inform CPD where appropriate

Islamic Non-Native: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1: The true Book (Surat Al Sajdah: 1-12) Recommendations by the Prophet PBUH Volunteering: An Act of worship and belonging Obligatory, Voluntary, and disliked elements of prayer	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam. **Ministry book Unit 1 & 2**	**How and why do Muslims recite Quran and hadeeth?** **UAE Link:** **Opportunity to find a place to worship (pray) Allah SWT. In mosques, musallas, malls, work places, schools and else.**	• To recite and analyse the of Surah. • To analyse and describe the recommendation in the hadeeth. • To recognise and explain the benefits and effects of volunteering work for the individual, for the community, and the countries. • To clarify and demonstrate the obligatory, voluntary, and disliked elements in it.	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. **Assessment for Learning**: Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer & self feedback and class discussions, Assign research base project. Each week Oral (one surah & Hadeeth) **Summative Assessment**: Final Oral assessment, **This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.**	Recite and memorise the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth. Understand and link the teaching of Islam" How it can support you and allow you to think critically and deeply.	This **builds on** your existing knowledge about various standard and surah from KS2. This **builds towards** deeper knowledge and understanding about teaching of Islam and Prophets. This **provides an opportunity for collaboration** between History, Geography.	Ongoing assessments at the end of each topic and unit. Learn surah as per your level, 2 Hadeeth per week and upload in your channel. Assign short research project to check their learning on Prophets and their teaching. Continue working on Edu Islamic narrow the gap (Quran and hadeeth and other Islamic standard	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence
Term 2: Patience and certainty (Surat Al-sajdah 23-30) The Believers of the sign of the Hour. The right way (Surat Al Mulk (1-14) Good morals The Greatest battle of Badr	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam. **Ministry book Unit 3 & 4**	**How and when to Connects the value of voluntary work and the development of society** **UAE Link: Opportunity to explore the importance of the Core Islamic Value of Family.**	• To recite and analyse the meaning of Surat Al-Sajdah verses 23-30. • To read and analyse the message of hadeeth. • To recognise and explain the situation of the believers in good and hard times. • To identify and describe the signs of the last hour.	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. **Assessment for Learning**: Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer & self feedback and class discussions, Assign research base project. **Summative Assessment**: Final Oral assessment, **This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.**	Recite and memorise the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth. Understand and link the teaching of Islam" How it can support you and allow you to think critically and deeply.	This **builds on** your existing knowledge about various standard and surah from term1. This **builds towards** deeper knowledge and understanding about teaching of Islam and Prophets. This **provides an opportunity for collaboration** between History, Geography.	Ongoing assessments at the end of each topic and unit. Learn surah as per your level, 2 Hadeeth per week Assign a short research project to check their learning on Isra Al Miraj and Prophets. Continue working on Edu Islamic narrow the gap (Quran and hadeeth and other Islamic standard	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence
Term 3: The Power of Allah (Surat Al Mulk 25-15) Selecting friends The Battle of uhud Manners of Supplications Voluntary fasting Ayesha R.A Mother of the Believer	This term will recite and analyse the surah and its rules, explore the hadeeth, significance of some important act in Islam. **Ministry book Unit 5 & 6**	**How and when important personalities and prophets teaching support Muslims in life?** **UAE Link:** **The strict laws established by the UAE to maintain the security, safety and safety of residents on its lands.**	• To recite and analyse the meaning of Surat Al Mulk verses 15-24. • To analyse and explain the ways to thank Allah for his gifts. • To analyse and describe the lesson of hadeeth. • To distinguish between good friends and bad ones. • To recognise and describe the events, cause, parties, and result of the battle of Uhud.	You will learn by reciting, analysing, exploring and linking the teaching of Islam with real world and hereafter. **Assessment for Learning**: Oral recitation, Ongoing assessments at the end of each topic and unit. Mini quizzes, Peer & self feedback and class discussions, Assign research base project. **Summative Assessment**: Final Oral assessment, **This assessment will assess how effectively students develop and analyse the standard of MOE/KHDA in objective and subjective format.**	Recite and memorise the surah from Juz ama and Tabarak. Also, assign and challenge surahs and hadeeth. Understand and link the teaching of Islam" How it can support you and allow you to think critically and deeply.	This **builds on** your existing knowledge about various standard and surah from term2. This **builds towards** deeper knowledge and understanding about teaching of Islam and Prophets. This **provides an opportunity for collaboration** between History, Geography.	Ongoing assessments at the end of each topic and unit. Learn surah as per your level, 2 Hadeeth per week and upload in your channel. Continue working on Edu Islamic narrow the gap (Quran and hadeeth and other Islamic standard	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence

Islamic Non-Native: Year 7 Success Criteria

Success Criteria	Working Below (12)	Working Towards (34)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Divine Revelation(Quran + Hadith) **Recite, memories and analyse**	Limited or inaccurate understanding of Quranic verses and hadeeth.	Some understanding of Quranic verses and hadeeth texts with the ability to select some evidence in relation to points Some awareness of relevant context	Clear understanding of Quranic verses and hadeeth and able to explain h the ability to select appropriate evidence to support points Applies partially the Tajweed rules: Al Noon Al Saknah and Tanween Recites the hadiths included in the curriculum with partial success Explains the general meanings of hadiths with connecting with the actual life, with errors from time to time	Applies the first level of Tajweed rules in recitation, with errors from time to time Applies mostly the Tajweed rules: Al Noon Al Saknah and Tanween Recites correctly the hadiths most the time Explains successfully the general meanings of hadiths included in the curriculum and connects them with the actual life	Assured understanding of a surah reason, revelation and how connect with their life Applies accurately the Tajweed rules: Al Noon Al Saknah and Tanween Recites accurately the hadiths included in the curriculum Explains accurately the general meanings of hadiths included in the curriculum and connects them with the actual life
Islamic Creed **Recognise, explore and analysis**	Limited and inaccurate understanding of Islamic creed,	Some understanding Islamic creed and able to describe May identify Allah is one and teaching of Prophets and Islam, not always correctly	Investigate some of the signs of the Day of Judgement with some mistakes in classifying them Explains the concept of responsibility in Islam with some errors Connects between the concepts of responsibility and the concept of accountability for the acts in the Day of Judgement in simple words Applies the principles of responsibility in reallife situations from inconsistently	Investigate the major signs of the Day of Judgement and classify them into universal events and phenomena successfully Explains the concept of responsibility in Islam Connects successfully between the concepts of responsibility and accountability for the acts on the Day of Judgement Applies, most of the time, the principles of responsibility in reallife situations	Investigate the major and minor signs of the Day of Judgement and classify them into universal events and phenomena successfully, supporting that with evidence Explains accurately and clearly the concept of responsibility in Islam Connects accurately and clearly between the concepts of responsibility and accountability for the acts on the Day of Judgement Applies consistently the principles of responsibility in reallife situations
Islamic Values **Explain, connects and investigate**	Limited ability to understand the Islamic values	Some understanding of how to explain simple ideas of voluntary work	Links superficially voluntary work and solidarity on the one hand, to the development of society, on the other hand. Concludes partially the benefits of Duaa in a Muslim's life from the Sharia texts. (Qur'an and Hadith) Designs a bulletin calling for performing works with vigor and activity with errors. Identify partially the aspects of tolerance in Islam. Concludes partially the morals of oral prayer. Recites the morning and evening supplications with many errors and with hesitation. Designs a presentation on the etiquettes of Masjids with errors.	Links deeply voluntary work and solidarity on the one hand, to the development of society, on the other hand Concludes, correctly, most of the benefits of Duaa in a Muslim's life from the Sharia texts (Qur'an and Hadith). Designs successfully a bulletin calling for performing works with vigor and activity, identifying most causes of vigor Identify completely the aspects of tolerance in Islam, supporting that with evidence Concludes correctly most morals of oral prayer Recites completely the morning and evening supplications Designs successfully a presentation on the etiquettes of Masjids	Links extensively voluntary work and solidarity on the one hand, to the development of society, on the other hand Concludes, comprehensively and correctly, the benefits of Duaa in a Muslim's life from the Sharia texts (Qur'an and Hadith) Designs successfully and accurately a bulletin calling for performing works with vigor and activity, identifying most causes of vigor deeply Identify completely the aspects of tolerance in Islam, supporting that with evidence from the Qur'an, Hadith and the Prophet's biography Concludes correctly and fluently the morals of oral prayer Recites fluently the morning and evening supplications

Success Criteria	Working Below (12)	Working Towards (34)	Working At (5)	Working Above (67)	Significantly Above (89)
Islamic Rulings and its purposes **Describe, classifies and conclude**	Limited ability to describe the Islamic ruling and its purpose	Some understanding of more complex ruling and its purpose. Some ability to describe the Islamic ruling and its purpose.	Classifies partially the prayer actions with errors. Explains partially the types of prostrations and their provisions and purposes, with errors. Concludes partially the types of voluntary fasting with their Sharia (Qur'an and Hadith), with errors.	Classifies completely and accurately the prayer actions, without errors. Explains completely and accurately the types of prostrations and their provisions and purposes, without errors. Concludes correctly the types of voluntary fasting from their Sharia texts (Qur'an and Hadith), without errors.	Classifies extensively the prayer actions and compares them. Explains extensively the types of prostrations and their provisions and purposes, without errors. Concludes completely and correctly the types of voluntary fasting from the Sharia texts (Qur'an and Hadith). and compares them.
Prophet's biography & Personalities	Limited ability to describe the biography of important personalities and prophets.	Some information of Prophet and important personalities of Islam.	Infer, successfully, the most important things that the Prophet (PBUH) did in Meddinah. infer the instances of tolerance and mercy from the Battles of Badr and Uhud, with some errors, and can provide evidence on the Prophet's guidance when dealing with the captives. States the most important features of the biography of Imam Malek and his efforts to attain knowledge with some errors. Provides successfully evidence that Aisha (May Allah bless her) was the first female scholar in Islam.	Infer, successfully, the most important things that the Prophet (PBUH) did in Meddinah. infer the instances of tolerance and mercy from the Battles of Badr and Uhud and can provide evidence on the Prophet's guidance when dealing with the captives. States successfully the most important features of the biography of Imam Malek and his efforts to attain knowledge. Successfully provides evidence that Aisha (May Allah bless her) was the first female scholar in Islam.	Infer, successfully, the most important things that the Prophet (PBUH) did in Meddinah. Infer the instances of tolerance and mercy from the Battles of Badr and Uhud and can provide accurate evidence on the Prophet's guidance when dealing with the captives. States accurately the most important features of the biography of Imam Malek and his efforts to attain knowledge. Provides clear, accurate evidence that proves that Aisha (May Allah bless her) was the first female scholar in Islam.
National Identity and Contemporary Issues	Limited ability to understand the national identify and contemporary issues	Simple responses to the national identify and contemporary issues	Identifies the position and role of UAE in the Arab nation clearly and can identify most of its contributions and can't design incomplete project on its role. Realizes the importance of the environment in general, applies often the principles of Islam in dealing with it, and can't design a complete project about it.	Identifies the position and role of UAE in the Arab nation clearly and identifies its contributions and designs a complete project on its role. Realizes the importance of the environment clearly, applies the principles of Islam in dealing with it, and designs a complete project about it.	Identifies the position and role of UAE in the Arab nation accurately and explains its position and contributions and designs a complete project on its role and connects it with its duty. Realizes the importance of the environment accurately, applies the principles of Islam in dealing with it, develops a conception for that, and designs a complete project for serving the environment.

Mathematics: Curriculum Ambition

Mathematicians at Horizon International School enter KS3 with a strong foundation of basic skills and are motivated by challenges and problems. Our curriculum aims to build on this and ensure that they:

- Have a secure understanding of what it means to be a mathematician, how mathematicians think and the role of mathematical thinking in society
- Have a 'big picture' understanding of real-world problem solving and appreciate that the strength of a mathematician is not in *what they know* but *how they think*
- Know *how* to perform mathematical processes, but more importantly they understand the reasoning behind the processes
- Have a depth of understanding that allows them to think critically and creatively about the most efficient methods and approaches to problems
- Have an appreciation that challenges allow us to grow and learn, and as a result they value understanding over correct answers
- Are able to work effectively both independently and collaboratively, applying their understanding to solve a variety of problems
- Are able to reflect on their strengths and areas for development and are motivated to take consistent and targeted actions to improve
- Have opportunities to explore beyond the traditional curriculum, to be curious, enthusiastic and to foster a love for the subject

These aims are realised through our curriculum which:

- Is wide ranging and diverse, allowing challenge through a focus on depth of understanding over breadth and topic coverage
- Encompasses foundational skills of mathematics as well as specialised and applied content that allows links to real-life
- Is organised progressively to build upon prior knowledge and understanding and link across phases and subjects
- Gives opportunities for critical thinking, metacognition and reflection
- Encourages a culture of exploration, curiosity and development of learning skills
- Is modified and adapted to ensure that all students are challenged at the right level

These aims are also implemented through data, assessment, reporting, moderation and student voice which:

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses progress, attainment and qualitative data from all student groups consistently to inform planning, intervention, modification and adaptation
- Provides written reports to parents and the opportunity to discuss individual student progress, strengths and areas for development through parent teacher consultations
- Engage in regular moderation activities, involving sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate

Mathematics: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Further Exploration	Learning Skills
Unit Zero Becoming a Mathematician	This unit will explore problems and investigations that provide insight into what it means to be a mathematician.	- **What is the point of Maths?** - **What does it mean to solve a problem?** **UAE Link: Mathematics plays a crucial role in driving economic and technological growth and development. By cultivating mathematical thinkers, the UAE can ensure a skilled workforce capable of driving innovation, entrepreneurship, and advancements in key sectors.**	Introduce and develop key mathematical skills such as: • Noticing structures and patterns • Thinking systematically and strategically • Reasoning rigorously • Efficiency • Curiosity, enquiry, research and exploration • Conjecture and generalisation	This unit is based around discussion and collaborative problem solving. You will encounter a variety of challenging problems involving relatively simple Maths; often the only "maths" required will be the ability to count. Some of problems may seem trivial but facilitate a shift in mindset towards appreciating methods and processes that can be applied to highly useful scenarios.	To understand the potential of Maths as tool for tackling a wide range of real-life problems and to begin to develop a toolkit for being a problem solver. To understand the purpose of learning Maths and begin to move away from calculations and answers towards critical thinking and efficiency.	This **builds on** your existing understanding of Maths as subject. This **builds towards** preparing you with the skills and mindset needed to approach future number topics. This **provides an opportunity for collaboration** between students, learning how to effectively do Maths as a collaborative enterprise.	**Numberphile:** - Number Trick - Russian Multiplication **Royal Society Lectures:** - Mathematics is the queen of sciences **TedEd:** Is Maths discovered or invented? *What's the Use? – Ian Stewart*	Critical thinking Creativity **Collaboration** **Independence** **Problem-solving** **Leadership** Exploration Resilience Curiosity Research Adaptability Generalisation
Unit 1a: Mathematical Processing **Unit 1b: Exploring number systems**	This unit will explore familiar and unfamiliar Number Systems, focusing on *why* rather than *how*, and considering how to use creativity, flexibility and depth of understanding to be more mathematically efficient.	- **How did numbers end up the way they did?** - **Do human beings and machines speak the same mathematical language?** **UAE Link: Developing efficiency of mathematical thought is a crucial skill to allowing the UAE to drive forwards fields such as technology, architecture, economics and sustainability, in support of *We The UAE 2031*.**	**1. Master the basic skills within a topic** - *Understanding concepts* - *Remembering rules and formulae* - *Application of knowledge* - *Repeating processes* **2. Apply your understanding of the topic to solve a variety of problems:** - *Make links across topics* - *Multi-step problems* - *Creative and efficient approaches* - *Critical thinking* **3. Explore outside of the traditional curriculum areas:** - Be curious, think deeply and ask questions - Undertake wider reading, watching, discussion and investigation	In all lessons you will have the opportunity to think, collaborate, discuss and contribute regularly with verbal and written responses. You will also need to ask questions and to share your ideas with your peers and with your teacher in order to get live and in the moment feedback. You will complete a variety of questions covering Objectives 1 and 2 on Dr Frost Maths and you will be expected to practice skills independently in your own time. If appropriate you will be directed towards Objective 3 resources to further and deepen your understanding. You will have access to video tutorials to support your learning and you are expected to be proactive in clarifying your understanding of topics/questions that you find difficult. You will complete some shorter Formative Assessments throughout each unit as well as more formally assessed work at the end of each term – you will be expected to take targeted action to improve as a result of these Formative Assessments. All of the above will contribute towards your end of term and end of year grades and effort grades as outlined in the Assessment for Learning Rubric.	To develop the skills of efficient thinking and adaptability in order to be able to perform numerical processes as efficiently as possible. To appreciate that the decimal number system is just one of many you can apply an understanding of place value to and to learn of the evolution of different number systems in order to critically evaluate their usefulness.	This **builds on** your existing knowledge of the numbers systems you are familiar with. This **builds towards** gaining a deeper understanding of the categorisation of numbers, why other numbers systems have been used in the past and why they are more or less useful today. This **provides an opportunity for collaboration** between history and computer science as past and present number systems are explored.	**Numberphile:** -The forgotten number system -Base 60 (sexagismal) -Base 12 -Vampire Numbers **Computerphile:** -The problem with Time and Time Zones **TedEd:** A brief history of Mathematical Systems How exactly does Binary code work? **NRICH:** A Brief History of Time Measurement The History of Negative Numbers *The Life-Changing Magic of Numbers – Bobby Seagull*	Critical thinking Creativity Collaboration Independence Problem-solving **Exploration** Curiosity Research **Efficiency** **Adaptability**
Unit 2: Introduction to Algebra	In this unit, you will explore the concepts of functions, expressions and equations, and learn the basic skills of manipulating these algebraic structures.	- **Why do we need to represent values using variables?** - **What is the role of algebra in problem solving?** **UAE Link: The UAE has some of the world's best Theme Park rides and the biggest and most innovative buildings and structures; these projects rely heavily on the use of algebra to push to the limits of engineering possibilities whilst still ensuring safety.**			Life is about solving problems and Algebra is the elemental language used to solve real-life problems in efficient ways. To solve challenging problems, you will be required to make algebraic generalisations and also to be able to manipulate expressions, equations and formulae accurately, arrive at solutions and critically consider the validity of these solutions.	This **builds towards** being able to solve general (rather than specific) problems that can be applied to any scenario and context. This **links heavily** with the IGCSE Graphs, Functions and Calculus progression which begins to unlock the potential of algebra to solve real-world problems.	**Numberphile:** What is algebra? **TedEd:** Where do math symbols come from? *The Magic of Math – Arthur Benjamin* **NRICH** – The development of Algebra	Critical thinking Collaboration Independence Exploration **Resilience** **Curiosity** **Efficiency** Adaptability

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Further Exploration	Learning Skills
Unit 3: Proportional Fluency	In this unit, you will develop a strong understanding of proportion and the many ways we represent and use it, linking and applying it to other mathematical topics.	**Percentages, Fractions or Decimals… is there a difference? Which one is the best?** **UAE Link:** Proportional thinking involves comparing quantities and making decisions about scale based on proportional relationships. These are valuable for industries such as economics, science and engineering, which are a driving force in the growth of the UAE.	**1. Master the basic skills within a topic** - *Understanding concepts* - *Remembering rules and formulae* - *Application of knowledge* - *Repeating processes* **2. Apply your understanding of the topic to solve a variety of problems:** - *Make links across topics* - *Multi-step problems* - *Creative and efficient approaches* - *Critical thinking* **3. Explore outside of the traditional curriculum areas:** - Be curious, think deeply and ask questions - Undertake wider reading, watching, discussion and investigation	In all lessons you will have the opportunity to think, collaborate and discuss. You will be expected to contribute regularly with verbal and written responses. You will also need to ask questions and to share your ideas with your peers and with your teacher in order to get live and in the moment feedback. You will complete a variety of questions covering Objective 1 and 2 on Dr Frost Maths and you will be expected to practice skills independently in your own time. If appropriate you will be directed towards Objective 3 resources to further and deepen your understanding. You will have access to video tutorials to support your learning and you are expected to be proactive in clarifying your understanding of topics/questions that you find difficult. You will complete some shorter Formative Assessments throughout each unit as well as more formally assessed work at the end of each term – you will be expected to take targeted action to improve as a result of these Formative Assessments. All of the above will contribute towards your end of term and end of year grades and effort grades as outlined in the Assessment for Learning Rubric.	Understanding the different ways of expressing proportion and the equivalence between them, as well as being able to think critically about which is most appropriate in given scenarios, allows us to not only work more efficiently but to be able to communicate our mathematical ideas to others in the most effective and powerful ways.	This *builds on* your existing understanding of proportion from the primary school Maths curriculum. This *builds towards* gaining a deeper understanding of proportional reasoning, which is the foundation of many of the topics ahead. This *provides an opportunity for collaboration* with food technology, business and economics.	**Numberphile:** - 2.920050977316 - A fascinating thing about fractions **TedEd:** - Da Vinci's Vitruvian man of Maths *The Simpsons and their Mathematical Secrets – Simon Singh* *Man vs. Maths – Timothy Revell*	Critical thinking Creativity Collaboration **Independence** **Problem-solving** Leadership Exploration **Resilience** Efficiency Adaptability
Unit 4: Lines, Angles and 2D shapes	In this unit, you will consolidate your knowledge of angles and the rules that govern them. You will also consider the properties of 2D shapes (including area and perimeter) and begin to develop your understanding of coordinate systems.	**How does an understanding of geometry contribute to our understanding of the physical world around us?** **Who is Euclid and what are the agreed starting points for the development of his Geometry?** **UAE Link:** Geometry is integral in Islamic patterns and architectural designs.			Studying geometry prompts us to investigate the value of its broader implications for understanding the structure, spatial relationships, and patterns that exist in the world around us. The basic rules learnt in this unit form the foundation for doing more complex and practically useful geometry.	This *builds on* your existing knowledge of shapes and algebra. This *builds towards* gaining a deeper understanding of structure and spatial relationships, leading onto trigonometry, Pythagoras' theorem, 3D spatial properties and more complex geometric rules. This *provides an opportunity for collaboration* with Art and graphic design.	**TedEd** - How Math is our real sixth sense - The complex geometry of Islamic design **Numberphile** - Euclid's big problem - Ditching the fifth Axiom **NRICH:** - When Maths and Art combine - Geometry: A History from practice to abstraction	Critical thinking Creativity **Collaboration** Independence Problem-solving Leadership Exploration Resilience **Curiosity** Adaptability

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Further Exploration	Learning Skills
Unit 5: Data Representation and Interpretation	In this unit, you will explore different types of data and how these can be represented. You will begin to encounter basic statistics of averages and spread and how they can be used to interpret data. You will also begin to enumerate probability, consider outcomes in a systematic way and encounter theoretical and experimental probabilities.	What is the value of Data in today's society? How is probability used in decision making? **UAE Link: a future generation with an understanding of data and statistics in the UAE will contribute to data-driven decision making, economic development, healthcare, risk management, research, and data privacy. This will enable the UAE to leverage the power of data and evidence-based decision making across various sectors of society.**	1. Master the basic skills within a topic - *Understanding concepts* - *Remembering rules and formulae* - *Application of knowledge* - *Repeating processes* 2. Apply your understanding of the topic to solve a variety of problems: - *Make links across topics* - *Multi-step problems* - *Creative and efficient approaches* - *Critical thinking* 3. Explore outside of the traditional curriculum areas: - Be curious, think deeply and ask questions - Undertake wider reading, watching, discussion and investigation	In all lessons you will have the opportunity to think, collaborate and discuss. You will be expected to contribute regularly with verbal and written responses. You will also need to ask questions and to share your ideas with your peers and with your teacher in order to get live and in the moment feedback. You will complete a variety of questions covering Objective 1 and 2 on Dr Frost Maths and you will be expected to practice skills independently in your own time. If appropriate you will be directed towards Objective 3 resources to further and deepen your understanding You will have access to video tutorials to support your learning and you are expected to be proactive in clarifying your understanding of topics/questions that you find difficult. You will complete some shorter Formative Assessments throughout each unit as well as more formally assessed work at the end of each term – you will be expected to take targeted action to improve as a result of these Formative Assessments. All of the above will contribute towards your end of term and end of year grades and effort grades as outlined in the Assessment for Learning Rubric	In today's data driven world, being able to understand and interpret data is a crucial skill. By studying data, you will gain a deeper understanding of social, economic, and scientific phenomena. You can analyse demographic trends, economic indicators, scientific research findings, and more. This knowledge empowers you to better comprehend the world around you, engage in informed discussions, and participate in shaping your communities.	This *builds on* your existing understanding of Data and Statistics from the Primary Maths curriculum. This *builds towards* gaining a deeper understanding of the uses of statistics and data explored in GCSE Maths. This *provides an opportunity for collaboration* with Business, Innovation and Enterprise.	**TedEd:** - Why we should love statistics - How to spot a misleading graph **Numberphile:** - The Greatest ever infographic **Computerphile:** - Data Analysis **NRICH** – Tournament Scheduling Task: Use a mathematical approach to design a game, using probability to make it both appealing and financially viable	**Critical thinking Creativity Collaboration** Problem-solving Adaptability Research Curiosity Analysis
Unit 6: Patterns and Sequences	In this unit, you will explore pattern spotting as means for problem solving. You will learn of mathematical patterns in nature as well as exploring numerical and algebraic terms.	Is Maths just a collection of patterns? **UAE Link: The study of patterns and sequences promotes logical reasoning. The UAE places strong emphasis on Science and Technology, both fields in which patterns are studied to spot trends and make predictions.**			Patterns and sequences form the building blocks of Mathematics. They provide a foundation for understanding mathematical concepts and processes. By exploring patterns and sequences, students develop a deeper understanding of number operations, algebraic thinking, spatial reasoning, and other mathematical concepts. It lays the groundwork for more advanced topics in Mathematics.	This *builds on* your existing knowledge about numbers and algebra. This *builds towards* gaining a deeper understanding of non-linear and algebraic sequences in GCSE Maths. This *provides an opportunity for collaboration* between students, developing their ability to pursue Maths collaboratively.	**Numberphile:** - Eureka Sequences - A number sequence with everything - What number comes next - Freaky Dot Patterns - Uncrackable? The Collatz Conjecture **TedEd:** - Magic of Fibonacci Numbers Bridge/Staircase problem **NRICH** – Sums of powers, a festive story	Critical thinking Collaboration Independence Exploration **Resilience Curiosity Efficiency** Adaptability

Mathematics: Year 7 Success Criteria

Success Criteria		Working Below	Working Towards	Working At	Working Above	Significantly Above
Unit 1a: Mathematical Processing - Perform 4 operations using formal and informal methods, being highly critical and considerate of efficiency when selecting methods - Round numbers (including decimal places) - Multiplying/Dividing by powers of ten - Understand and use negative numbers - Recognise Factors, Multiples, Primes, Squares, Cubes - Use time and scales accurately - Effectively use divisibility rules	**Unit 1b: Exploring Number Systems** - Explore unfamiliar number sets (e.g. Perfect, Abundant, Happy etc.) - Explore non-decimal number systems (e.g. Binary, Octal, Hexadecimal) - Explore and evaluate unfamiliar methods of arithmetic (e.g. Modular, Egyptian, Chinese, Japanese)	Can perform a minority of basic processes/skills with limited accuracy Can remember a minority of rules and facts with varying consistency	Can perform some basic processes/ skills with accuracy Can remember some rules and facts with varying consistency	Can perform most basic processes/ skills with accuracy Can remember most rules and facts consistently Can begin to make links between different content areas and solve problems requiring more than one step or more than topic Can begin to apply understanding to solve problems with real-life context	Can perform the vast majority of processes/skills with accuracy Can remember the vast majority of rules facts consistently Can make links between different content areas and solve problems requiring more than one step or more than topic Can begin to apply understanding to solve problems with real-life context Can evaluate a variety of approaches to solve problems	Can evaluate a variety of approaches to solve problems and consistently select the most efficient one Can confidently and accurately solve multi-step problems, with or without context Can seamlessly move between topics in order to solve a wide variety of problems Can demonstrate creativity when approaching unfamiliar problems
Unit 2: Introduction to Algebra - Find inputs and outputs of number machines and apply this to functions and equations - Simplify, multiply and divide with algebraic terms - Learn and fluently use key algebraic key words and terms - Substitute into expressions and formulae - Explore problems that require algebraic generalisation - Apply understanding of inverse operations to begin to solve problems						
Unit 3: Proportional Fluency - Develop a strong understanding of the concept of a fraction, percentage, decimal and ratio - Understand equivalence and use this understanding to represent proportions in a variety of ways and explore problems and investigations involving fractional and proportional understanding - Calculate with fractions and convert between fractions, percentages, decimals and ratios. - Calculate and solve problems involving proportion and algebra						
Unit 4: Lines, Angles and 2D shapes - Label angles with three letter notation, recognise types of angles and estimate sizes - Measure and draw angles accurately - Remember and use a variety of angle rules to find missing angles and give reasons for steps of working - Recognise and classify 2D shapes - Plot and identify coordinates in all 4 quadrants - Find the perimeters and areas of 2D shapes - Identify parts of a circle and understand and use the constant π in the context of area and circumference of a circle - Form algebraic expressions and formulae from geometric contexts						
Unit 5: Data Representation and Interpretation - Understand why and how data is collected and be familiar with different types of data - Explore the various ways of representing data, depending on the need, and evaluate the usefulness of each for different scenarios - Understand different methods for calculating averages, considering the advantages and disadvantages of each in a variety of contexts - Draw and interpret frequency tables and calculate statistics from them - Understand the numerical probability scale - Understand the terms events and outcomes, list outcomes in systematic ways and use these to calculate theoretical probabilities - Understand the difference between theoretical and experimental probabilities						
Unit 6: Patterns and Sequences - Recognise patterns and continue a variety of arithmetic and non-arithmetic sequences by forming term-to-term rules - Use algebraic generalisation to form position-to-term rules for arithmetic sequences - Explore fractional, algebraic and non-linear sequences						

Modern Foreign Languages: Curriculum Ambition

Horizon International School's pupils are inquisitive and work with enthusiasm entering KS3 with a good foundation in both French and Spanish. Our curriculum aims to consolidate and build on prior knowledge and ensure that they:

- Are confident in expressing themselves in a foreign language
- Are given an insight into the everyday life and culture of France and Spain, encouraging intercultural understanding
- Develop their language learning skills through IT
- Are encouraged to become independent enquirers, creative thinkers as well as reflective learners
- Embrace collaboration and teamwork skills to facilitate effective communication and idea sharing, and become effective participators
- Are encouraged to access literary texts both inside and outside the classroom to enhance learning
- Effectively use media in the target language through film, television and appropriate websites
- Are able to showcase their work through oral and written presentation
- Can grasp grammatical concepts and use grammar independently across different contexts
- Use their lexical knowledge of other languages and literacy skills in order to access the target language
- Embrace a mindset of continuous, regular learning patterns in order to achieve and progress effectively

These aims are realised through our curriculum which:

- Includes a wide range of topics including: Self, family and friends, local and regional area, identity and culture, free-time activities, technology, customs and festivals, local and global areas of interest, current and future study and employment
- Incorporates relatable topics which encourage the implementation of all four skills, listening, reading, writing and speaking
- Reflects the world pupils live in, using contexts familiar to them in their everyday lives to stimulate interest
- Allows them to become independent language learners through interactive activities in both vocabulary and grammar, thus enabling them to transfer their knowledge through a progressive and stimulating curriculum

These aims are also implemented through data, assessment, reporting, moderation and student voice which:

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with self-reflection feedback after each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate

MFL: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Half Term 1:	How to talk about yourself and others as well as interests	How can I talk about myself and others? UAE Link: https://u.ae/en/about-the-uae/fact-sheet	• Talking about age, months, colours, numbers, nationalities, countries, food and the weather • Talking about likes and dislikes using regular ER verbs • Using survival kit vocabulary incorporating the verb AVOIR • Describing yourself using adjective agreement and the verb ETRE • Talking about other people using adjective agreement and possessive adjectives • Introduce yourself and others in detail	Through exploring...... **Assessment for Learning:** Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations **Summative Assessment:** **Acces Studio and Module 1 assessments in listening, reading and writing**	To understand how to use vocabulary and grammar effectively, and to gain insight into why correct orthography is essential with regards to agreement To be familiar with the location and nationalities of other countries in the world	This **builds on** presenting oneself in KS2 This **builds towards** being able to present in front of peers This **provides an opportunity for collaboration** between English and geography	• Research where and what other francophone countries are in the world • What are the traditions and formalities with regards to introductions in francophone countries	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
Half Term 2:	How to talk about school and likes and dislikes How to talk about hobbies and pastimes	How do I talk about my school and give opinions? How can I share my interests? UAE Link: https://u.ae/en/information-and-services/education https://u.ae/en/about-the-uae/culture/sports-and-recreation	• Talking about school subjects • Giving opinions • Describing the school day • Telling the time • Learning about schools in France • Talk about computers and mobiles using regular ER verbs • Talk about sports you play and activities you do using the verbs JOUER and FAIRE • Saying what you like and don't like doing using verbs of preference • Describing what other people do using different verb forms	Through exploring...... **Assessment for Learning:** Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play Interactive quizzes online Oral and written presentations **Summative Assessment:** **Module 2 and 3 assessments in listening, reading and writing.**	To be familiar with the culture of schools in francophone countries To understand how to form regular ER verbs but also irregular verbs such as JOUER and FAIRE To gain insight into expressing preferences using negatives To be familiar with how to address people in the target language	This **builds on** introductions and giving personal information This **builds towards** using both regular and irregular verbs This **provides an opportunity for collaboration** between physical education, geography and IT	• Research a typical school day in a francophone country • Follow French sporting events online	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
Half Term 3:	How to describe where you live Talking about holidays and going out	How can I talk about where I live and compare it with other towns and cities? UAE Link: https://www.dubaitravelguide.info/visit-dubai/	• Describing your town and giving opinions • Giving directions and understanding formal/informal address • Talking about where you go using ALLER • Preparing to go out using reflexive verbs and Inviting people out • Learn how to order drinks and snacks • Talking about what you can do on holiday using the near future tense • Saying what you would like to do using modal verbs	Through exploring...... **Assessment for Learning:** Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play for speaking practice Interactive quizzes online Oral and written presentations **Summative Assessment:** **Module 4 and 5 assessments in listening, reading and writing**	To be familiar with talking about your town and being able to give directions To be able to invite people out and talk about activities you would like to do To be able to feel confident in ordering food and drink in a francophone country	This **builds on** giving opinions and expressing preferences This **builds towards** using different tenses and irregular verbs This **provides an opportunity for collaboration** between geography and IT	• Research a French-speaking town • Be a town planner - design your own town • Design a traditionally French cuisine menu	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Half Term 1:	How to talk about yourself and others as well as interests How to ask and answer questions about yourself and others	**How can I talk about myself and others?** **UAE Link:** https://u.ae/en/about-the-uae/culture/sports-and-recreation	• Talking about age, months, colours, numbers, weather • Talking about siblings and pets using the verb TENER • Describing yourself using adjective agreement and the verb SER • Talking about other people using adjective agreement and possessive adjectives • Introduce yourself and others in detail • Working on phonics and pronunciation • Describing what you like to do in your spare time, using verbs of preference and AR verbs • Discussing sports using irregular verbs HACER and JUGAR • Understanding longer challenging texts • Learning the importance of question words	Through exploring...... **Assessment for Learning**: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play to develop speaking skills Interactive quizzes online Oral and written presentations Reading comprehension **Summative Assessment**: **Module 1 & 2 assessments in listening, reading and writing**	To understand how to use vocabulary and grammar effectively, and to gain insight into why correct orthography is essential to agreement with regards to accents To be able to talk about yourself and others and what interests you	This **builds on** presenting oneself in KS2 This **builds towards** being able to present in front of peers This **provides an opportunity for collaboration** between English, geography and physical education	• Research which sports are popular in Spain. Follow Spanish sporting events in the media or online • What are the traditions and formalities with regards to introductions in Spanish-speaking countries	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
Half Term 2:	How to talk about school and likes and dislikes How to talk about family and friends	**How do I talk about my school and give opinions?** **How can I use verbs effectively to describe other people?** **UAE Link:** https://u.ae/en/information-and-services/education https://u.ae/en/information-and-services/education	• Talking about school subjects • Giving opinions • Describing school and break time using ER and IR verbs • Learning about schools in Spain • Describing family using possessive adjectives • Physical descriptions using irregular verbs SER and TENER • Using different verb forms to describe others • Talking about where you live using the verb ESTAR	Through exploring...... **Assessment for Learning**: Reading aloud Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play Interactive quizzes online Oral and written presentations **Summative Assessment**: **Module 3 and 4 assessments in listening, reading and writing.**	To be familiar with the culture of schools in hispanic countries To understand how to form regular AR, IR & ER verbs but also irregular verbs such as SER and TENER To gain insight into expressing preferences using negatives To be familiar with the use of SER and ESTAR : to be	This **builds on** introductions and giving personal information This **builds towards** using both regular and irregular verbs This **provides an opportunity for collaboration** between physical education, geography and IT	• Research a typical school day in a Spanish-speaking country • Describe your favourite celebrity and write a bio to present	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence
Half Term 3:	How to describe where you live Ordering in a café Telling the time Cultural project	**How can I talk about where I live and compare it with other towns and cities?** **Can I order food and drink confidently in a Spanish-speaking country?** **UAE Link:** https://www.moec.gov.ae/en/tourist-attractions?delta=40 https://www.dayoutdubai.ae/blog/safari/traditional-food-of-uae/	• Describing your town and giving opinions • Talking about where you go using IR • Telling the time • Learn how to order drinks and snacks using irregular verb QUERER • Talking about what you are going to do on holiday using the near future tense • Project work based on an aspect we have studied during Y7 linked to Spanish culture	Through exploring...... **Assessment for Learning**: Listening activities Mini whiteboards Individual and whole class questioning Pairwork and groupwork activities Role play for speaking practice Interactive quizzes online Oral and written presentations **Summative Assessment**: **Module 5 assessments in listening, reading and writing**	To be familiar with talking about your town and being able to give opinions To be able to talk about activities you are going to do on holiday To feel confident in ordering food and drink in a hispanic country	This **builds on** giving opinions and expressing preferences This **builds towards** using different tenses and irregular verbs This **provides an opportunity for collaboration** between geography and IT	• Research a French-speaking town • Be a town planner - design your own town • Design a traditionally French cuisine menu	Resilience Creativity Collaboration Adaptability Inquiry Research Reflection Communication Teamwork Patience Motivation Confidence

MFL: Year 7 Success Criteria

Language Skill	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Listening	Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary.	Demonstrate understanding of a range of familiar phrases and opinions, spoken clearly.	Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly. Transcribe familiar words.	Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future. Transcribe short phrases.	Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly. Transcribe short sentences.
Reading	Demonstrate understanding of familiar written words and phrases. Read them aloud.	Demonstrate understanding of a range of familiar written phrases and opinions. Match sound to print by reading aloud words and phrases.	Demonstrate understanding of main points and opinions in short texts using familiar language. Translate familiar words and short phrases into English.	Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). Use a bilingual dictionary or glossary to look up unfamiliar words. Translate simple sentences containing familiar vocabulary and grammar into English.	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar, especially tenses.
Writing	Write or copy simple words correctly. Label items. Complete short phrases or sentences.	Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs. Write some familiar words from memory. Spelling and accents may not be accurate, but the meaning is clear.	Write several short sentences with support to give information and express simple opinions. Translate familiar words and short phrases into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs.	Write short texts for different purposes using mainly memorised language, referring to the present or the future. Express opinions and give simple reasons. Translate simple sentences containing familiar words and structures into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.	Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings. Translate longer sentences containing linked ideas into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).
Speaking	Say single words and short phrases with support. Imitate a model of correct pronunciation and intonation.	Answer simple questions. Give basic information and opinions, using familiar vocabulary. Begin to show awareness of sound patterns.	Ask and answer simple questions. Exchange simple opinions. Take part in brief dialogues, using short phrases referring to the present.	Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures. Begin to speak spontaneously (e.g. by giving an unsolicited opinion).	Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures. Use increasingly accurate pronunciation and intonation.

Music: Curriculum Ambition

__Horizon International School's pupils are bright and able young people who enter KS3 with a strong core set of competencies in performing, creating and understanding music. Our curriculum aims to build on this by ensuring that they:__

- Experience the inspiration and power of the arts, which fosters life-long passion and learning.
- Are constantly improving their understanding of the fundamentals – rhythm, pitch, notation and tonality.
- Are challenged daily to improve their skills in performance, both individually and in a group setting.
- Develop understanding of music and musical literacy by listening to music and identifying musical signs, symbols and concepts.
- Are given the opportunity to work in a collaborative environment, where they can showcase their skills in person and in a virtual context.
- Develop practical skills for creating and composing music in a variety of contexts.
- Develop their ability to express themselves and develop their personal creativity and self-confidence when performing and creating music.
- Are encouraged to become reflective individuals with strong critical thinking skills, allowing for critical evaluation across all aspects of their work.
- Are encouraged to be digitally literate learners in a musical context by using industry standard software packages to create and record music.
- Provided with opportunities to experience industry experts in the arts first-hand through recreational visits to performances and professional work-spaces.

__These aims are realised through our curriculum which:__

- Includes a wide range of experiences including performing, creating, and analysing music from a variety of global communities and cultures.
- Encourages pupils to reach for the next stage of their own development through progressive mastery of fundamental musical skills.
- Develops confidence and independence in learning through an element of personalisation and choice.
- Develops a number of core life skills which are transferable to many other areas of study and wider life.

__These aims are also implemented through data, assessment, reporting, moderation and student voice which:__

- Provides pupils with regular feedback on their work, with clear communication on how to progress further, supported with a success criteria rubric for each topic.
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation of learning to ensure all pupils have equal opportunities for progress and attainment.
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development.
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school.
- Utilises student voice through digital forms to allow pupils to offer their opinions and shape their own learning. This in turn allows staff to reflect on lesson planning and adapt lessons to reflect pupils needs.

Music: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1:	Solo Performance Skills	How does my knowledge of pitch, rhythm and general musicality combine to enable me to successfully perform pieces of music on my own ? **UAE Link:** **Explore traditional Emirati music, artists and instruments.**	• To learn what a successful performance looks like. • To revisit instruments used throughout the primary stage and build upon existing skills. • To continue expanding knowledge of music fundamentals such as reading pitch and rhythm. • To confidently perform pieces of music on two separate instruments.	After learning how to evaluate the success of a performance, you will revisit and explore instruments used throughout your primary experience. You will be given the opportunity to direct your own learning by choosing your 2 preferred instruments. By focusing on these, you will develop your ability to play with accuracy and expression. **Assessment for Learning:** Think, Pair, Share Practice Journal **Summative Assessment:** We will host a series of 'class concerts' and you will be given the opportunity to display the performing skills you have acquired across two instruments.	To continue developing fundamental performing skills which form an essential part of all musical activity throughout your school experience and beyond.	This **builds on** previous learning in the primary stage about instruments, performing and music theory fundamentals. This **builds towards** the next unit where these skills are taken and applied to a group context. Building good performance skills gives us solid foundations for future years of music in school, where performing is the main area of study. This **provides an opportunity for collaboration** between pupils, both in performance and in evaluation and feedback settings.	• **Project:** Pupils will choose a favourite piece of music and perform it in a class concert. • **Reading:** Music and How it Works: The Complete Guide for Kids – Dorling Kindersley • **Further Exploration:** Masterclass Videos: Encourage students to watch masterclass videos featuring renowned musicians performing and discussing solo repertoire.	Skills Management Creativity Problem Solving Critical Thinking Decision Making
Term 2:	Build A Band Ensemble Performance Skills	How do I successfully work with others in a musical setting to perform as a group? **UAE Link:** **Explore performances by famous artists who are from the UAE, as well as discussing the diverse musical scene for visiting artists in Dubai.**	• To use our existing skills in performance and apply these to a group setting. • Perform in two groups – a full class size group, and a smaller 'band sized' group. • Learn the key aspects of team-work and apply these in a musical setting.	We will learn the individual parts of a song and use our critical listening and team-working skills to put these parts together to create a successful group performance. **Assessment for Learning:** Peer Assessment Exit/Entrance Cards Think Pair Share **Summative Assessment:** Use Garageband to record our final performance.	Performing in an ensemble is a critical part of any musicians development, and the opportunity to interact with your peers in this way provides excellent opportunities to enhance skills in communication, leadership and teamwork. Using Garageband to record final performances allows pupils to develop essential digital skills.	This **builds on** our previous unit of work as well as performance skills developed in the primary phase. This **builds** confidence in performing which is not only a key component of music at all stages, but is a key transferable life skill that you can use in many other aspects of life. This **provides an opportunity for collaboration** between pupils in class, and other expressive arts and digital subjects.	• **Project:** Record performances and create a virtual concert showcasing our bands. • **Reading:** Music and How it Works: The Complete Guide for Kids – Dorling Kindersley • **Further Exploration:** Watch and analyse recorded performances by famous artists and explore groups from genres of music not covered in this unit of work.	Team Work Collaboration Leadership Listening Creativity Skills Management Confidence
Term 3:	Instruments Of The Orchestra	What is an orchestra and can I use subject specific knowledge and vocabulary to accurately analyse orchestral music I am listening to? **UAE Link:** **Explore the history of orchestral music in the UAE and wider Middle East. Learn about groups operating in the UAE today such as the Arabian Philharmonic Orchestra.**	Learn about the instruments in each of the four families of the orchestra. Learn about music terms and concepts associated with these instruments and the group as a whole. Listen to musical excerpts and use appropriate music terms to analyse and describe what you hear. Analyse a famous piece of orchestral music, and use your findings to create a graphic score which represents the music.	Through exploring video , audio and in-person examples of the instruments used in the orchestra and listening to famous pieces of music in this style. You will be immersed in the sound of the orchestra and challenged to identify key features of this sound using your ear. **Assessment for Learning:** Deliberate Vocabulary Development Say It Again Better **Summative Assessment:** You will complete a project where you are asked to analyse a piece of music and create a graphic score using your findings.	To learn about a new style of music and become familiar with common musical terms and expressions. These terms help us build an understanding of our new topic, but also give us a new vocabulary which will be applicable in other areas when we analyse and research new styles of music in the future. To build confidence in both our listening and creative skills.	This **builds on** fundamental skills in pitch, rhythm & timbre developed throughout the primary stage. This **builds towards** development of more advanced listening and analysis skills which become an integral part of music education as you move through the school. This **provides an opportunity for collaboration** between pupils in class, and other expressive arts subjects.	• **Project:** Using our analysis and creativity skills – create a graphic score to represent a piece of orchestral music. • **Reading:** Meet The Instruments Of The Orchestra – Genevieve Helsby • **Further Exploration:** Listen to – 'Carnival Of The Animals' by Saint-Saëns. Watch 'Bill Baileys Remarkable Guide To The Orchestra'	Listening Remembering Understanding Evaluating Analysis Critical thinking Research

Music: Year 7 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
I can evaluate the success of my own performances.	Limited understanding of the elements of a successful performance.	I can recognise basic elements of a successful performance.	I understand all the elements of a successful performance and can apply this knowledge to improve my playing.	I understand the elements of a successful performance and can use appropriate terminology to explain the strengths and weaknesses in my own performances.	I can use appropriate terminology to explain the strengths and weaknesses in my own performances, and can independently use this information to create a practice plan which continues my musical development.
I can read and understand music notation, and use this to aid my performances.	I have limited understanding of basic signs and symbols.	I can understand basic signs and symbols.	I can follow music notation relevant to my instrument and use this to guide my performance.	I can confidently read music notation, including rhythm and directions on stave eg. Repeats, tempo, dynamics.	I can independently read music on my instruments including all rhythms, pitches and directions. (ABRSM Grade 1 Level)
I can successfully perform pieces of music on two instruments.	Limited ability to perform on two separate instruments.	I have the skills to play two instruments, and I am working towards completing pieces on each.	I have the skills to play two instruments, and can play one piece on each instrument. (ABRMS Debut Level)	I have the skills to play two instruments, and I have a bank of pieces which I have completed successfully. (ABRSM Debut Level)	I have the skills to play two instruments, and I have a bank of pieces which I have completed successfully. (ABRSM Grade 1)
I have the confidence to perform to an audience.	I don't feel comfortable sharing my performances with others.	I can perform confidently to my teacher.	I can perform confidently in front of the class.	I can perform with confidently in front of a wider audience, such as in a wider school setting i.e. a school concert.	I can deliver a performance which displays technical skill, expressive control, stylistic awareness and confidence.

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
I understand how to be a successful member of a musical group.	I can play my own part, but have limited ability to work with a group.	I can play my own part and can use basic team work and listening skills to perform in a small ensemble.	I can play my own part and can use my listening and communication skills to effectively perform as part of a class size group.	I can play my own part and confidently understand how this interacts with the rest of the group. I am comfortable with count ins and performance directions.	I can take a leadership role within the group, and am comfortable directing parts of, or all, of the performance.
I can read and understand music notation, and use this to aid my performances.	I have limited understanding of basic signs and symbols.	I can understand basic signs and symbols.	I can follow music notation relevant to my instrument, and use this to guide my performance.	I can confidently read music notation, including rhythm and directions on stave eg. Repeats, tempo, dynamics.	I can independently read music on my instruments including all rhythms, pitches and directions. (ABRSM Grade 1 Level)
I can use communication, leadership and teamwork skills to successfully work in a group.	I struggle to work in a group setting.	I am comfortable working as part of a smaller group.	I can communicate and work effectively with my peers in a small group as well as a class setting.	I am comfortable working in a smaller group as well as a class setting and can use a variety of teamwork skills to enhance our work.	I am comfortable working in a group setting to produce a high standard of work and I am confident in taking on leadership roles.
I have the confidence to perform to an audience.	I don't feel comfortable sharing my performances with others.	I can perform confidently to my teacher.	I can perform confidently in front of the class.	I can perform with confidently in front of a wider audience, such as in a wider school setting i.e. a school concert.	I can deliver a performance which displays technical skill, expressive control, stylistic awareness and confidence.
I can use technology to capture my performances and to aid my digital learning.	I have limited understanding of basic music technology.	I understand and recognise basic recording techniques on GarageBand	I can effectively use my knowledge of GarageBand to record a group performance.	I am confident in using GarageBand to record a group performance and can use basic editing techniques to enhance my recording.	I can independantly record a group performance and use editing techniques to produce a high quality sound. I can export the audio for use in other media.

Physical Education: Curriculum Ambition

**Horizon International School's pupils are bright and able young people who often enter KS3 with enthusiasm and a keen interest in Physical Education. Our curriculum aims to build on this and ensure that they:**

- Are equipped with the necessary learning and life skills and to be able to apply them to different concepts to cope within 21st century challenges
- Are developed holistically, enhancing thinking, personal, social and physical skills
- Foster collaboration and teamwork skills to facilitate effective communication and idea sharing with respect and sportsmanship
- Develop a lifelong love of sport and exercise, understanding how the body works and how to maintain a healthy, active lifestyle
- Are provided with real-world experiences related to the world of sport, health, and exercise
- Build their confidence, motivation and enthusiasm whilst learning to lead
- Develop their physical ability, technique and fitness levels
- Develop knowledge and understanding of a range of sports, activities and other areas of Physical Education included on the GCSE syllabus
- Improve their decision-making skills and ability to apply these in both practice and competition
- Understand how to give effective feedback through analysis and reflective practice, along with the importance of this
- Are developing transferrable skills that can be utilised across a range of subjects and in future life
- Embrace a mindset of resilience and adaptability to cope with a variety of activities and situations

**These aims are realised through our curriculum which:**

- Includes a wide range of sports and activities including Invasion Games, Athletics, Striking and Fielding, Swimming and Sports Education to name a few
- Is organised thematically to stimulate depth and breadth of thinking, understanding and mastery through exploration, research and application
- Makes links to the UAE, embracing and embedding initiatives and real-world sport and exercise opportunities
- Has a running concept that is not associated with the physical side of the subject but a softer life skill, for example, 'Character Development'
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

**These aims are also implemented through data, assessment, reporting, moderation and student voice which:**

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school

Physical Education: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1A: Health-Related Fitness	This unit will explore different methods of training, how to test and improve fitness levels and develop resilience.	**How can I ensure that I live a healthy, active lifestyle and understand my fitness levels?** **UAE Link:** National agenda obesity and healthy lifestyle goals. Dubai 30x30 fitness challenge initiative.	• Define and differentiate between different methods of training • Understand fitness testing and how to improve fitness levels • Know the effects that exercise has on the body in the immediate and long term • Develop resilience in the face of challenge • Create and adapt fitness activities to suit the needs of the performer • Develop knowledge of components of fitness and links to everyday life.	Through exploring a range of different methods of training and fitness activities, conducting fitness tests to consider current levels and undertaking activities to improve these, understanding how each component of fitness can be developed. **Assessment for Learning**: questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE. **Summative Assessment**: Final fitness test lesson including administering tests, questions and data collection and comparison. **This assessment will assess how effectively students have developed their understanding of the topic**	To understand how to live a healthy, active lifestyle and ensure that you are equipped with the knowledge and understanding of why this is important and how to achieve it.	This **builds on** existing knowledge of Health-Related fitness gained in Year 6. This **builds towards** a further understanding of health, exercise and body systems in iGCSE Physical Education This **provides an opportunity for collaboration** between Science and Mathematics	• Design a circuit training session and understand the components of fitness you are developing • Create an effective warm up for a fitness-based activity and know the importance of this • Create fitness-based workouts that improve a specific component of fitness or muscle group • Design a boxercise routine for a partner and lead it for them.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 1B: Invasion Games	This unit will explore invasion games with particular focus on handball, rugby and organisation.	**How can I ensure that I develop my knowledge, organisation and ability in invasion games; within rugby and handball specifically.** **UAE Link:** National agenda obesity and healthy lifestyle goals. Dubai 30x30 fitness challenge initiative.	• Develop attacking and defending strategies • Understand and try different types of passes in Rugby and Handball • Can officiate peers in a game environment • Can analyse and reflect on performance • Develop knowledge of rules of Handball and Rugby • Develop teamwork, organisation and communication • Develop rugby specific passes • Develop handball specific passes	Through exploring a range of drills, activities and games. Some activities lead by the learner, a peer or a teacher. **Assessment for Learning**: questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE. **Summative Assessment**: Participation in a controlled game, questioning, assessment of student led warmups /drills. **This assessment will assess how effectively students have developed their understanding of the topic**	To understand how to play Handball and Rugby. To know the basic rules of the game and develop a love/understanding for the sport.	This **builds on** existing knowledge of Invasion Games gained in Year 6. This **builds towards** a better understanding of the rules of Handball and Rugby and developed teamwork amongst students. This **provides an opportunity for collaboration** between Moral Education and Social studies.	• Design a set play for Rugby or Handball • Create an effective warm up for a Rugby player and know the importance of certain elements • Create an effective warm up for a Handball player and know the importance of certain elements. • Participate in Rugby training before or after school in Term 2/3. • Participate in sports out of school/ECAs	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Communication Teamwork Leadership Confidence Sportsmanship Patience Motivation
Term 2A: Athletics	This unit will explore the concept of personal development focusing on Athletics disciplines based around a series of running, jumping and throwing events	**How can the skills and values we learn through athletics, such as determination, discipline, and resilience, contribute to our personal growth and how can we apply these skills to overcome challenges in our daily lives?** **UAE Link:** Embracing Athletics in the UAE helps us to promote a healthy and active lifestyle, contributing to our societal cohesion and aligning with the UAE's Vision 2021 fostering perseverance, teamwork, and excellence in us all.	• Understand and demonstrate effective pacing in running events, relating this skill to maintaining personal energy levels • Perform effective sprint starts • Enhance their sprinting technique and speed, reflecting on the role of continuous improvement • Successfully participate in relay events, emphasizing the significance of teamwork and cooperation	Through exploring a range of drills, activities and games. Some activities led by the learner, a peer or a teacher. **Assessment for Learning**: Questioning, peer assessment, self-assessment, timing, measuring, recording, class and group discussions, teacher observations, ME in PE. **Summative Assessment**: Mini competitions at the end of each lesson. Metacognition: Students recording measurements, timings and distances each lesson and analysing these linked to the concept of personal development. **This assessment will assess how effectively students have developed their understanding of the topic**	Students are undergoing significant growth and changes in their bodies. Athletics helps to ensure students are staying active and maintaining good physical health. in developing motor skills such as coordination, agility, balance, and speed. Athletics requires discipline and perseverance.	This **builds on** existing knowledge of Athletics and the concept of 'reflection and improvement' This **builds towards** a better understanding of the Athletics and the benefits it can have on personal development. This **provides an opportunity for collaboration** between Science and Mathematics.	• Students conduct a mini research project on a topic related to athletics, such as the physics of running, the role of diet in athletic performance, or the history of athletics. • Students read about the history of the Olympic Games and write a brief report on its evolution and importance in promoting athletics. • Students read biographies of famous athletes and present on the athlete's life, their challenges, and their achievements.	• Coordination • Balance • Endurance • Speed • Agility • Precision • Teamwork • Goal-Setting • Perseverance • Discipline • Strategic Thinking • Self-Evaluation • Resilience • Focus

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 2B: Aquatics	This unit students will explore and learn different a quatic disciplines such as water polo, sync hronized swimming and water safety.	**What are the alternative swimming disciplines that we can use the pool for?** **UAE Link:** National agenda obesity and healthy lifestyle goals. Water safety initiative.	• To develop the knowledge and ability to dribble, pass and shoot in water polo. • To understand attacking strategies in water polo. • To create a simple paired routine in synchronized swimming. • To understand how to administer first aid in a crisis near the pool. • To show knowledge and demonstrate personal survival in dangerous water situations.	Through exploring how skills are transferable from different invasion games, gymnastics and swimming disciplines to water polo and synchronized swimming. Through exploring how to perform emergency life-saving skills to hazardous water situations. **Assessment for Learning:** Questioning, peer assessment, self-assessment, fitness testing data, class and group discussions, teacher observations, ME in PE, Swim England stages and Lifeguard training levels. **Summative Assessment:** Assessing against swim England stages, and personal survival specification **This assessment will assess how effectively students have developed their understanding of the topic**	To gain insight into different aquatic disciplines, thus, hopefully finding an interest to continue with swimming disciplines. To also gain an insight into how to deal with potentially dangerous situation that involve being in or around water.	This **builds on** *knowledge and skills learnt in primary swimming lessons* This **builds towards** *GCSE sporting options and life-guard qualifications* This **provides an opportunity for collaboration** between science and PE	• Analyse a scenario around a pool that has a number of hazardous scenarios • Design a routine in synchronized swimming that includes a number of different movements as part of a group. • Create a team drill in water polo that develops two or more skills.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 3A: Striking and Fielding	In this unit we will explore the sport of rounders. We will explore and range of skills such as catching, throwing, batting, fielding and tactical knowledge. We will explore the concept of year 7 which is emotional intelligence.	**What is the importance of emotional intelligence?** **UAE Link:** **National agenda of reducing obesity levels**	• To identify when to select the appropriate catching technique • To apply the correct catching technique depending on the situation • To identify two different types of throws • To show the correct decision making when selecting the correct	Through exploring a range of different skills that are needed to be a competent performer in rounders. Exploring why emotional intelligence is an important life skill that can be harnessed through sports and PE. **Assessment for Learning:** Questioning, peer and self-assessment, teacher observations, ME in PE, group discussions, learning checks. **Summative Assessment:** Participation in a controlled game, questioning, assessment of student led warmups /drills/ set plays. **This assessment will assess how effectively students have developed their understanding of the topic**	To be familiar with the rules and regulations of rounders and develop the skills needed to be a competent performer in rounders. To gain an understanding of why emotional intelligence is an important life skill.	This **builds on from the knowledge** of striking and fielding activities in primary lessons. This **builds towards** GCSE sporting options and competing in the competitive DASSA league This **provides an opportunity for collaboration** between PE and science	• Design a fitness circuit that would benefit a professional rounders player • Analyse peer's performance and provide feedback on how they could improve • Create an effective warm up for rounders players • Take part in rounders ECAs	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 3B: Sports Education	In this unit students will develop transferrable skills such as collaboration an d teamwork whilst working in a group towards a common goal. We will consider different roles in sport and explore the concept of effective communication.	**Can effective communication contribute to team success?** **UAE Link:** **Intercultural relationships, character and morality in Moral Education, combatting obesity**	• To develop an understanding of team cohesion and effective collaboration • To develop teamwork and communication skills • To understand self-awareness and contribution towards a team goal • To enhance knowledge and understanding of volleyball skills, tactics and rules • To increase knowledge of different roles and opportunities within sport.	Through exploring a range of different roles in sport you will gain an understanding of what it means to be a skills coach, a media manager, or a sports official for example. You will work together in your chosen teams throughout the duration of the unit, towards common goals, scoring points for a variety of areas and developing your ability to be an effective team. **Assessment for Learning:** Questioning, peer assessment, self-assessment, class and group discussions, teacher observations, ME in PE. **Summative Assessment:** Final gameplay lesson involving full use of rules, tactics, teamwork and roles in the game. Student umpires for matches as well as final match points. **This assessment will assess how effectively students have developed their understanding of the topic**	To be familiar with the opportunities involved in sport, not just athlete or participant, but other roles and career paths that can be taken. To be able to develop transferable skills such as communication and teamwork, in a sporting environment that can be taken to other subjects across school or the wider world.	This **builds on** conceptual knowledge from primary and previous topics in Year 7 This **builds towards** further improving these skills in future years, subjects and areas of life This **provides an opportunity for collaboration** between Innovation and Enterprise, Media, Moral Education	• Design a unique logo for your team including a team name • Design a team identity and work towards gaining bonus points for creativity, marketing, advertising • Develop a fitness session plan based on areas of development your team have outlined • Develop a skills session plan based on areas of development your team have outlined	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking Ethical Conduct and Sportsmanship

Physical Education: Year 7 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Physical Me Physical skills; ball control and precision in passing, shooting, catching and in a range of sporting activities. Strength and endurance in terms of fitness related activities, agility, coordination, balance and stability. Spatial awareness and application of skills in pressurised and competition situations.	I am able to perform using a few of these skills in a very limited way.	I am able to perform using some of these skills in a sound manner.	I am able to perform using most of these skills in an effective manner.	I am able to perform using the majority of these skills in a proficient manner in a variety of sports.	I am able to perform using all these skills in an exemplary manner in a range of sports.
Social Me Social skills; teamwork and communication skills including speaking and listening with different people. Ability to work in pairs, small groups, larger groups and teams. Collaboration and leadership, understanding different roles and how to fulfil these. Feedback and technique refinement.	I am able to work with others using a few of these skills in a very limited way.	I am able to work with others using some of these skills in a sound manner.	I am able to work with others using most of these skills in an effective manner.	I am able to work with others using the majority of these skills in a proficient manner in a variety of sports.	I am able to work with others using all these skills in an exemplary manner in a range of sports.
Thinking Me Thinking skills; problem solving and decision-making skills, critical and creative thinking based on different situations. Reflection and self assessment. Developing knowledge of rules of different sports and tactical and strategic awareness and application. Performance analysis.	I am able to apply a few of these skills in a very limited way.	I am able to apply some of these skills in a sound manner.	I am able to apply these most of these skills in an effective manner.	I am able to apply the majority of these skills in a proficient manner in a variety of sports.	I am able to apply all these skills in an exemplary manner in a range of sports.
Personal Me Personal skills; safety and injury prevention, self-discipline, motivation and perseverance, resilience, confidence. Sportsmanship and fair play. Reflection and emotional management.	I am able to apply a few of these skills in a very limited way.	I am able to apply some of these skills in a sound manner.	I am able to apply these most of these skills in an effective manner.	I am able to apply the majority of these skills in a proficient manner in a variety of sports.	I am able to apply all these skills in an exemplary manner in a range of sports.

Science: Curriculum Ambition

Horizon International School's pupils are bright and able young people who enter KS3 with an enthusiasm for Science and are good thinkers and explorers of Sciences. Our curriculum aims to build and develop a wide range of skills to ensure they are:

- Engaged and eager to explore all aspects of Science to become the future thinkers for the modern world
- They are passionate about the exploration of Science and are encouraged to pursue a career in Science
- To develop a range of scientific skills and competencies, including experimental design, data analysis, and practical laboratory skills.
- To promote awareness of environmental and ethical issues related to science and to develop responsible attitudes towards the use and application of scientific knowledge.
- To develop teamwork is often encouraged as a means of promoting collaborative learning and developing important skills such as problem-solving, critical thinking, and communication.
- To promote cross-curricular links and transferable skills
- To provide a broad and balanced education in Science

These aims are realised through our curriculum which:

- Includes a wide range of topics including Ecology, Earth Science, Genetics, Expanding Universe, Materials
- Is organised thematically to stimulate depth and breadth of thinking, understanding and mastery
- Encourages a culture of exploration, research and application through links to recent develops and discoveries
- Ensures that the curriculum is progressive, adapted, modified and diverse to develop skills based/values-based approaches so that students can articulate and transfer learning skills across the curriculum

These aims are also implemented through data, assessment, reporting, moderation and student voice which:

- Values and recognises the importance of students' effort, engagement and attitude to learning within every lesson and every piece of work
- Provides regular, effective feedback to students on how to progress further, supported with a success criteria rubric for each topic
- Captures and analyses data consistently to inform planning, intervention, modification and adaptation, progress and attainment with trends in key groups
- Provides written reports to parents and through parent teacher consultation to discuss individual student progress, strengths and areas for development
- Engage in regular moderation activities, which involves sharing samples of student work, assessing the work against predetermined success criteria rubrics and discussing the outcomes with colleagues to ensure that the same standards are being applied consistently across the department and secondary school
- Utilises student voice through digital forms to inform CPD where appropriate

Science: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
Term 1: Cells	This unit will explore the concepts and functionality of animal and plant cells, organs and organ systems	**What are we made of?** **UAE Link:** **Exploring UAEs role in the Middle East at being at the forefront of Organ transplants**	• Living things consist of organs and tissues, with plants and animals containing organs composed of various tissues. • Microscope skills: Learn to safely and effectively use a microscope, make observations, and record them as drawings. • Specimen preparation: Learn to prepare simple specimens on slides for observation under a microscope. • Cell structure: Understand that plants and animals are made up of cells, which are similar in some aspects but differ significantly. Additionally, different cell types exist, each adapted for specific functions	Through exploring the different concepts and ideas. Observing cells through the production of slides for a microscope **Assessment for Learning**: questioning, peer and self-assessment, class discussion and feedback **Summative Assessment**: final project with assignment – making a cell model **This assessment will assess how effectively students have developed their understanding of the topic**	To understand about cells is important because it provides a fundamental understanding of the building blocks of life. This knowledge is crucial in biology, medicine, and biotechnology, and opens up career opportunities in research, healthcare, and pharmaceuticals. It also helps us comprehend the complexity of the natural world and our role in it.	This **builds on** your existing knowledge about cells from previous studies, allowing you to deepen your understanding of the fundamental units of life. This **builds towards** gaining a deeper understanding of cells and biological systems Year 9, KS4 iGCSE and A Level This **provides an opportunity for collaboration** between Art, ICT and Maths	• Design and create an animal or plant cell • Create a model • Investigation organelles and features outside of the KS3 scope of learning	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
Term 2: Ecosystem and photosynthesis	This unit will explore the role of photosynthesis is in an ecosystem and their impact	**How does the interdependence of organisms in ecosystems, including the role of insect pollination in crop production, relate to food security and the accumulation of toxic materials in the environment?** **UAE Link:** **Impact of changing environment and human development on local ecosystem. UAE securing food production within the country**	• Understand the interdependence of organisms in ecosystems and the role of insect pollination. • Recognize the significance of insect pollination in ensuring food security and the impact of its absence on food yields. • Comprehend the reciprocal relationship between organisms and their environment, including the potential accumulation of toxic materials and its effects on ecosystems. • Describe the process of photosynthesis, including the conversion of sunlight into chemical energy and the production of glucose and oxygen. • Identify and differentiate between various tissues found in the plant roots, understanding their specific functions and contributions to the overall organism	Through exploring the different concepts and ideas. Researching different ecosystems and factors that impact them **Assessment for Learning**: questioning, peer and self-assessment, class discussion and feedback **Summative Assessment**: end of unit assessment **This assessment will assess how effectively students have developed their understanding of the topic**	To understand about the interdependence of organisms, insect pollination, environmental impact, photosynthesis, and tissue functions is important because it enhances ecological understanding and appreciation for the natural world.	This **builds on** your existing knowledge about plants and ecosystem. This **builds towards** gaining a deeper understanding of ecology in KS4 and the greater impact of climate change. This **provides an opportunity for collaboration** between Geography and Chemistry	• Analyse ecosystems and create and food chain • Design a solution to reduce impact of Human activity on ecosystems • Evaluate and predict the impact of Human activity on food security	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
Term 3: Reproduction	This unit will explore the processes and anatomy involved in sexual and asexual reproduction	**How do different organisms reproduce and what are the ethical and moral implications of medical research in this area of science?** **UAE Link:** **How is UAE leading the way in the middle East for medical advances in this area?**	• Explore ways animals care for their young, sexual reproduction, and compare reproductive strategies in fish, birds, and mammals. • Understand how fertilization forms a fertilized egg cell and discuss the consequences of different fertilization methods. • Learn about generating scientific questions, making predictions, and developing hypotheses.	Through exploring the different concepts and ideas. Researching different medical and scientific advances in the area of reproduction **Assessment for Learning:** questioning, peer and self-assessment, class discussion and feedback **Summative Assessment:** final project with assignment **This assessment will assess how effectively students have developed their understanding of the topic**	To understand about animal care, reproduction, fertilization, scientific questions, hypotheses, and the scientific method is valuable for developing a deeper understanding of animal behavior, reproduction, and the scientific process. It enhances critical thinking skills, provides insights into reproductive strategies, and fosters an appreciation for scientific inquiry and knowledge advancement.	This **builds on** your existing knowledge about the 7 life processes This **builds towards** gaining a deeper understanding of reproduction and genetic enginerring covered in KS4 This **provides an opportunity for collaboration** between Science and Humanities	• Explain and describe unique methods of reproduction • Evaluate and predict the impact of selective breeding on animals	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
Term 1: Separating mixtures	In this unit, we will explore the topic of separating mixtures.	**How can we separate mixtures effectively?** **UAE Link: How UAE uses the ideas and concepts behind separating substances in the oil industry?**	• Learn about different methods of separating mixtures, such as filtration, evaporation, and chromatography. • Develop skills in safely and correctly using laboratory equipment for separation techniques. • Understand the principles behind each separation method and their applications in real-life situations.	Through hands-on experiments and demonstrations, students will actively participate in separating mixtures using various techniques. **Assessment for Learning**: questioning, peer and self-assessment, class discussion and feedback **Summative Assessment**: final project with assignment – making a cell model **This assessment will assess how effectively students have developed their understanding of the topic**	Understanding the concept of separating mixtures is important because it provides practical knowledge and skills applicable in various scientific fields and everyday life. It enables us to analyze and purify substances, contributing to advancements in chemistry, environmental science, and industry. Additionally, understanding separation techniques promotes critical thinking and problem-solving abilities, fostering a scientific mindset.	This unit on separating mixtures **builds on** your previous knowledge of chemicals, providing an opportunity to further explore and deepen your understanding of the fundamental units of life in the context of scientific separation techniques. This **builds towards** gaining a deeper understanding of chemical systems Year 9, KS4 iGCSE and A Level This **provides an opportunity for collaboration** between Maths	• Design an experiment where an unknown substance can be separated • Create chromograph • Investigation how solvents and solubility affects the Rf values	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
Term 2: Acids and alkali	In this unit, we will delve into the topic of acids and alkalis in the context of their use at home	**How do acids and alkalis interact and affect our daily lives?** **UAE Link: Impact of changing environment and human development on local ecosystem. UAE securing food production within the country**	• Learn about the properties and characteristics of acids and alkalis. • Explore the pH scale and understand its significance in measuring acidity and alkalinity. • Investigate the reactions between acids, alkalis, and indicators. • Recognize the practical applications of acids and alkalis in various contexts.	Through hands-on experiments, demonstrations, and class discussions, students will actively engage in learning about the behavior of acids and alkalis. **Assessment for Learning**: questioning, peer and self-assessment, class discussion and feedback **Summative Assessment**: end of unit assessment **This assessment will assess how effectively students have developed their understanding of the topic**	Understanding acids and alkalis is important as it provides a foundation for comprehending chemical reactions, environmental impacts, and practical applications in daily life. This knowledge is relevant in fields such as chemistry, environmental science, and industry. It also promotes critical thinking and problem-solving abilities, enabling students to make informed decisions and understand the role of acids and alkalis in our surroundings.	This **builds on** your existing knowledge about acids and alkali in KS2. This **builds towards** gaining a deeper understanding of ecology in Key Stage 4 and the broader implications of climate change. This **provides an opportunity for collaborative** learning between the subjects of Geography and Chemistry.	• Analyze the properties of acids and alkalis: Investigate the characteristics, pH scale, and behavior of acids and alkalis. • Design solutions to mitigate the impact of human activities on acid and alkali levels in the environment: Devise strategies to reduce the negative effects of human actions on acid and alkali levels, such as pollution or improper disposal of chemicals. • Evaluate and predict the consequences of human activity on environmental acidity: Assess the impacts of human actions on environmental acidity.	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project Based Learning/Wider Reading/Further Exploration/Assessment	Learning Skills
Term 1: Energy transfer	This unit will explore the concepts and ideas surround energy changes	**What are the different ways energy is transferred?** **UAE Link:** **Exploring UAEs role in the Middle East at being at becoming more sustainable and producing renewable energy**	• Investigate the principles of heat transfer and understand how thermal energy moves through conduction, convection, and radiation. • Explore the concept of electrical energy transfer and discover how electricity powers various devices and systems. • Examine the process of energy transfer through sound and light waves, and understand how these forms of energy travel and interact with matter.	Through engaging in experiments, observations, and discussions, students will actively explore and learn about the different mechanisms of energy transfer **Assessment for Learning**: questioning, peer and self-assessment, class discussion and feedback **Summative Assessment**: final project with assignment – making a cell model **This assessment will assess how effectively students have developed their understanding of the topic**	Understanding energy transfer is crucial as it provides a foundation for comprehending various phenomena in the natural world. This knowledge is applicable in fields such as physics, engineering, and environmental science. It also fosters critical thinking and problem-solving abilities, enabling students to analyze and interpret energy-related processes and make informed decisions.	This **builds on** your existing knowledge about energy from previous studies, allowing you to deepen your understanding of the fundamental of the universe. This **builds towards** gaining a deeper understanding of energy and laws of energy conservation Year 9, KS4 iGCSE and A Level This **provides an opportunity for collaboration** between ICT and Maths	• Analyze the principles of energy transfer: Investigate how energy moves and transforms through different mechanisms such as conduction, convection, and radiation. • Apply knowledge of energy transfer to practical situations	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
Term 2: Forces	We will explore the captivating world of forces and their impact on the behavior of objects.	**What are the effects and applications of forces in our everyday lives?** **UAE Link:** **Forces involved in sending the first UAE astronaut into space**	• Investigate different types of forces, such as gravitational, frictional, and magnetic forces, and understand how they act on objects. • Explore the concept of balanced and unbalanced forces and their role in determining the motion of objects. • Examine the effects of forces on the shape and structure of materials. • Understand the practical applications of forces in various contexts, including engineering, transportation, and sports	Through engaging in experiments, demonstrations, and class discussions, students will actively discover and understand the fascinating world of forces **Assessment for Learning**: questioning, peer and self-assessment, class discussion and feedback **Summative Assessme**nt: end of unit assessment This assessment will assess how effectively students have developed their understanding of the topic	To understanding forces is crucial as it provides a foundation for comprehending the principles of mechanics and the behavior of objects in our surroundings. This knowledge is applicable in fields such as physics, engineering, and design.	This **builds on** your existing knowledge about forces from KS2. This **builds towards** gaining a deeper understanding of forces and gravity in KS4. This **provides an opportunity for collaboration** between Geography and maths.	• Analyze the effects of forces on objects: Investigate how different forces act on objects and their impact on motion and structure. • Apply knowledge of forces to practical situations: Use understanding of forces to solve problems and analyze real-life examples involving the interaction of forces	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
Term 3: Sound	We will explore the fascinating world of sound waves and their characteristics.	**What are the properties and behaviors of sound waves?** **UAE Link:** **How does UAE tackle the issue of noise pollution?**	• Investigate the nature of sound waves, including their wavelength, frequency, and amplitude. • Explore how sound waves travel through different mediums and understand the concept of transmission, reflection, and absorption. • Examine the relationship between pitch and frequency and how it affects our perception of sound. • Understand the practical applications of sound waves in communication, music, and technology	Through engaging in experiments, demonstrations, and class discussions, students will actively discover and understand the captivating realm of sound **Assessment for Learning:** questioning, peer and self-assessment, class discussion and feedback **Summative Assessment:** final project with assignment **This assessment will assess how effectively students have developed their understanding of the topic**	To understand how sound is crucial as it provides a foundation for comprehending the principles of acoustics and the behavior of waves in our environment. This knowledge is applicable in fields such as physics, music, and engineering. It also promotes critical thinking and problem-solving abilities, enabling students to analyze and predict the effects of sound waves in different contexts.	This **builds on** your existing knowledge about the sound in KS2 This **builds towards** gaining a deeper understanding of wave properties and propagation in KS4 This **provides an opportunity for collaboration** between Science, music and maths.	• Analyze the characteristics of sound waves: Investigate the properties of sound waves, including wavelength, frequency, and amplitude. • Apply knowledge of sound waves to practical situations	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation

Science: Year 7 Success Criteria

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
AO1 **Knowledge and Understanding**	•Demonstrate a foundational understanding of cell structure and function. •Demonstrate a foundational understanding of ecosystems and their components. •Demonstrate a foundational understanding of photosynthesis as a process in plants.	Identify and describe the different types of cells, including animal and plant cells. Identify and describe the key elements of an ecosystem, including biotic and abiotic factors. Identify and describe the key components and factors involved in photosynthesis.	Recall and accurately use scientific terminology related to cells. Recall and accurately use scientific terminology related to ecosystems Recall and accurately use scientific terminology related to photosynthesis.		
AO2 **Application of Knowledge and Understanding:**			•Recognize the importance of cells in supporting living organisms. •Recognize the importance of biodiversity and the interdependence of species within ecosystems. •Recognize the importance of photosynthesis in the production of oxygen and glucose.	•Interpret simple diagrams and models to understand cell structures and their functions. •Interpret ecosystem diagrams and models to understand the relationships between organisms and their environment. •Interpret diagrams and models to understand the structure and function of chloroplasts and other cellular components involved in photosynthesis.	Apply knowledge of cell functions to explain basic cellular processes such as respiration and photosynthesis. Apply knowledge of ecosystem interactions to explain the flow of energy and cycling of matter. •Apply knowledge of photosynthesis to explain the conversion of light energy into chemical energy.
AO3 **Analysis, Evaluation, and Synthesis of Skills:**	•Analyze and interpret data related to ecosystem observations and measurements. •Analyze and interpret experimental data related to photosynthetic rates and factors affecting photosynthesis.	Demonstrate an understanding of the interdependence of cells within living organisms. Apply knowledge of cells to solve simple problems and make connections between different cellular processes. Demonstrate an understanding of the importance of sustainability and conservation practices in maintaining healthy ecosystems. Demonstrate an understanding of the interdependence between photosynthesis and other ecological processes.	Analyze and interpret simple experimental data related to cell observations and measurements. Evaluate the validity and reliability of experimental methods used to study cells. Apply knowledge of ecosystems to understand ecological concepts such as food webs, energy pyramids, and nutrient cycles. •Apply knowledge of photosynthesis to understand the role of plants in carbon dioxide fixation and the global carbon cycle.	Recognize ethical considerations related to cell research and technologies. Recognize ethical considerations related to ecosystem management and conservation. Recognize ethical considerations related to the use of plants in photosynthesis research.	Apply critical thinking skills to identify relationships and patterns in cell-related information. Apply critical thinking skills to analyze and propose solutions for ecosystem-related challenges. Evaluate the impact of human activities on ecosystems and the environment. •Apply critical thinking skills to analyze and propose solutions for improving photosynthetic efficiency or addressing issues related to photosynthesis. •Evaluate the impact of environmental factors such as light intensity, carbon dioxide concentration, and temperature on photosynthesis.
AO4 **Experimental Skills, Investigation, and Scientific Communication:**	•Participate in simple experiments to observe and study cells. •Participate in simple experiments and fieldwork to investigate and observe ecosystems. •Participate in simple experiments and investigations to observe and study photosynthesis.	Use basic laboratory techniques and equipment to collect data related to cell structure and function. Use basic data collection techniques to gather information about ecosystem components and processes. Use basic laboratory techniques and equipment to collect data related to photosynthetic processes.	Communicate scientific observations and findings about cells using appropriate scientific language and formats Communicate scientific observations and findings about ecosystems using appropriate scientific language and formats. Communicate scientific observations and findings about photosynthesis using appropriate scientific language and formats.		

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
AO1 **Knowledge and Understanding**	Recall and accurately use scientific terminology related to separating mixtures. Recall and accurately use scientific terminology related to acids and alkalis.	Identify and describe the key principles and factors involved in separating mixtures. Identify and describe the key characteristics and behaviors of acids and alkalis.	Demonstrate a foundational understanding of different methods for separating mixtures. Demonstrate a foundational understanding of acids and alkalis and their properties.		
AO2 **Application of Knowledge and Understanding:**			•Apply knowledge of separating mixtures to explain the principles behind various separation techniques. •Apply knowledge of acids and alkalis to explain their effects on indicators, such as litmus paper and universal indicator.	•Interpret diagrams and models to understand the setup and operation of different separation methods. •Interpret chemical equations and reactions involving acids and alkalis.	Recognize the importance of appropriate separation techniques in different practical scenarios Recognize the importance of pH and the pH scale in determining acidity and alkalinity. .
AO3 **Analysis, Evaluation, and Synthesis of Skills:**	•Analyze and interpret experimental data related to the behaviour of acids and alkalis.	Apply knowledge of separating mixtures to solve practical problems and select appropriate techniques for specific mixtures. Demonstrate an understanding of the importance of separation techniques in various industries and everyday life. Demonstrate an understanding of the importance of neutralization reactions and their practical applications. Apply knowledge of acids and alkalis to understand their applications in everyday life, industry, and environmental contexts.	Recognize ethical considerations related to the use of certain separation techniques and their impact on the environment. Recognize safety considerations and appropriate handling procedures when working with acids and alkalis.	Evaluate the suitability of different separation methods for specific mixtures and applications. Evaluate the strength and concentration of acids and alkalis based on experimental results.	Analyze and interpret experimental data related to the efficiency and effectiveness of separation techniques. Apply critical thinking skills to analyze and propose improvements or modifications to existing separation methods. Apply critical thinking skills to analyze and propose solutions for problems related to acids and alkalis.
AO4 **Experimental Skills, Investigation, and Scientific Communication:**	Use basic laboratory techniques and equipment to carry out separation procedures. Use basic laboratory techniques and equipment to test the pH of solutions and perform acid-base reactions.	Participate in simple experiments and investigations to separate mixtures using appropriate techniques. Participate in simple experiments and investigations to observe and study the properties of acids and alkalis.	Communicate scientific observations and findings about separating mixtures using appropriate scientific language and formats. Communicate scientific observations and findings about acids and alkalis using appropriate scientific language and formats.		

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
AO1 **Knowledge and Understanding**	Recall and accurately use scientific terminology related to energy. Recall and accurately use scientific terminology related to forces. Recall and accurately use scientific terminology related to sound.	Identify and describe the different types of energy, including kinetic, potential, thermal, and electrical energy. Identify and describe different types of forces, such as gravitational, frictional, and magnetic forces. Identify and describe key concepts related to sound, such as pitch, frequency, and amplitude.	Demonstrate a foundational understanding of energy and its forms. Demonstrate a foundational understanding of forces and their effects. Demonstrate a foundational understanding of sound waves and their properties.		
AO2 **Application of Knowledge and Understanding:**		Recognize the importance of balanced and unbalanced forces in determining the motion of objects. Apply knowledge of sound to explain how it is produced, transmitted, and detected.	Recognize the importance of energy in powering everyday devices and driving natural processes. Apply knowledge of forces to explain the motion and interactions of objects. Recognize the importance of sound in communication, music, and other practical applications.	Apply knowledge of energy to explain energy transfers and transformations in various systems.	Interpret energy diagrams and models to understand the conversion and conservation of energy. Interpret force diagrams and models to understand the magnitude and direction of forces. Interpret diagrams and models to understand the behavior of sound waves.
AO3 **Analysis, Evaluation, and Synthesis of Skills:**		Recognize the ethical considerations and societal implications related to energy production and consumption. Recognize safety considerations and appropriate procedures when working with forces. Recognize safety considerations and appropriate procedures when working with sound equipment. Demonstrate an understanding of the significance of sound in various fields, including acoustics and technology.	Evaluate the impact of energy use on the environment and explore sustainable energy solutions. Evaluate the relationship between forces, mass, and acceleration using Newton's laws of motion. Apply knowledge of sound to solve practical problems and make connections to real-life situations. Demonstrate an understanding of the importance of energy conservation and efficient energy use. Demonstrate an understanding of the principles of equilibrium and stability in relation to forces.	Apply knowledge of energy to solve practical problems and make informed decisions regarding energy use. Apply knowledge of forces to solve practical problems and make predictions about the motion of objects. Apply critical thinking skills to analyze and propose solutions for force-related challenges and design simple mechanical systems. Evaluate the factors that affect the speed and quality of sound transmission.	Apply critical thinking skills to analyze and propose solutions for energy-related challenges and innovations. Analyze and interpret experimental data related to energy transformations and efficiency. Analyze and interpret experimental data related to forces, including the calculation of resultant forces. Analyze and interpret experimental data related to the characteristics of sound waves, such as frequency and intensity. Apply critical thinking skills to analyze and propose improvements or innovations related to sound production or applications.
AO4 **Experimental Skills, Investigation, and Scientific Communication:**	Use basic measurement techniques and equipment to collect data related to energy changes. Use basic measurement techniques and equipment to quantify and analyze forces. Use basic measurement techniques and equipment to collect data related to sound waves.	Participate in simple experiments and investigations to explore energy transfers and conversions. Participate in simple experiments and investigations to observe and study the effects of forces. Participate in simple experiments and investigations to observe and study the properties of sound.	Communicate scientific observations and findings about energy using appropriate scientific language and formats. Communicate scientific observations and findings about forces using appropriate scientific language and formats. Communicate scientific observations and findings about sound using appropriate scientific language and formats.		

UAE MSC: Curriculum Ambition

Horizon International School's pupils are ambitious individuals who enter the Moral, Social, and Cultural Studies with an inquisitive mind and eagerness to understand the world around them. Our curriculum aims to ensure that they:

- Develop a deep understanding of moral values and principles, social norms, and cultural diversity to become responsible and considerate global citizens.
- Engage in critical thinking to analyze and evaluate moral dilemmas, social issues, and cultural beliefs.
- Cultivate empathy and compassion towards others irrespective of cultural or social backgrounds.
- Foster communication skills that enable effective and respectful dialogue on moral, social, and cultural issues.
- Build an appreciation for the rich tapestry of cultures around the world and the social constructs that bind communities together.
- Understand the ethical implications of their choices and actions in an increasingly interconnected world.
- Reflect on the historical and contemporary contexts that shape societal norms, values, and cultures.
- Empower themselves with knowledge and skills to actively contribute positively to society and promote inclusivity.
- Develop a sense of responsibility and commitment towards community service and social causes.

These aims are realized through our curriculum which:

- Encompasses a wide array of topics including ethics, community, cultural diversity, social responsibility, human rights, and global citizenship.
- Is structured in a manner that promotes an interdisciplinary approach, allowing students to see the interconnectedness of moral values, social structures, and cultural traditions.
- Encourages active engagement, discussions, and reflections on real-world issues and scenarios to foster critical thinking and problem-solving skills.
- Ensures progression and adaptation according to the diverse needs of the students to foster a comprehensive understanding.

These aims are also implemented through data, assessment, reporting, moderation, and student voice which:

- Acknowledges the significance of students' commitment, participation, and perspective in learning and understanding the moral, social, and cultural aspects of life.
- Provides regular, constructive feedback to students on how they can deepen their understanding and engagement, supported with a success criteria rubric for each topic.
- Collects and analyses data to guide curriculum planning, intervention strategies, and adaptations for meaningful learning experiences.
- Offers detailed reports to parents and through parent-teacher consultations to discuss students' progress, strengths, and areas for improvement.
- Engages in regular moderation activities to ensure consistent standards and evaluation criteria across the department.
- Employs student feedback to continually refine and improve the curriculum and teaching practices.
- By immersing students in the study of moral values, social norms, and cultural diversity, we aim to equip them with the knowledge and skills to contribute positively to society and embrace the diverse world in which we live.

UAE MSC: Year 7 Curriculum

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Project-Based Learning/Wider Reading/Further Exploration	Learning Skills
Term 1:	**Equality and Justice as Fairness**	**How do equality and justice contribute to fairness in society?** **UAE Link:** **Understand the UAE's efforts in promoting equality and justice.**	• Understand aspects of equality among people • Explore how fair distribution is accomplished • Learn about distributive justice and its standards.	Through discussions, case studies, and examining real-life scenarios. **Assessment for Learning:** Class discussions, case study analysis, presentations.	To develop a sense of fairness and understand the importance of equality and justice in society.	Civics, Social Studies. This **builds on**: Basic understanding of society. This **builds towards**: Developing critical thinking in societal issues.	• Research and present on a real-life example of distributive justice.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Term 2:	**Physical Health and Diet**	**How can one maintain a healthy lifestyle through diet and exercise?** **UAE Link:** **Learn about traditional diet and exercises in the UAE.**	• Assess personal lifestyle for health • Understand the importance of exercise and healthy habits • Learn about obstacles to health and how to get help • Recognize different types of diseases and their prevention.	Through physical activities, food journaling, presentations, and discussions. **Assessment for Learning:** Food diaries, presentations, physical fitness tracking.	To understand the importance of physical health and make informed decisions about diet and exercise.	Physical Education, Health Education. This **builds on**: Basic knowledge of human body. This **builds towards**: Developing personal health strategies.	• Create a personal fitness and diet plan • Analyze a traditional dish from the UAE for nutritional content.	Critical thinking Analysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resilience
Term 3:	**Perspectives of People through Time - Spotlight on Transitions in Europe**	**How have societies and cultures in Europe evolved through time?** **UAE Link:** **Understand the historical connections between Europe and the UAE.**	• Learn about the fall of the Roman Empire • Study the High Middle Ages of Europe • Explore the Republic of Venice • Understand the Late Middle Ages and crises.	Through historical texts, maps, documentaries. **Assessment for Learning:** Research papers, presentations, map quizzes.	To understand the historical development of European societies and cultures.	History, Geography. This **builds on**: Basic historical and geographical knowledge. This **builds towards**: Understanding global history and cultural diversity.	• Research and present on a specific period in European history • Explore historical connections between Europe and the UAE.	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Debugging Resilience

Success Criteria	Working Below (1-2)	Working Towards (3-4)	Working At (5)	Working Above (6-7)	Significantly Above (8-9)
Differentiate between the various types of duties and responsibilities	Unable to differentiate between types of duties and responsibilities.	Shows basic understanding but confuses some types of duties and responsibilities.	Clearly differentiates between various types of duties and responsibilities.	Shows deep understanding and can give relevant examples for each type.	Expertly differentiates and explains nuances between various types with real-world applications.
Explore and understand the cultural and geographical features of South Asia	Little to no understanding of cultural and geographical features of South Asia.	Basic knowledge but has difficulty making connections or explaining features.	Demonstrates good understanding of cultural and geographical features of South Asia.	Displays a detailed understanding and can make connections between features.	Comprehensive and insightful understanding with ability to analyze features in a global context.
Develop basic skills in first aid	Unable to demonstrate basic first aid skills.	Demonstrates some first aid skills but lacks confidence or makes errors.	Demonstrates basic first aid skills effectively.	Demonstrates first aid skills with confidence and understanding.	Expertly demonstrates first aid skills and can teach or guide others.
Evaluate the significance of moral values and rules in personal and societal contexts	Unable to evaluate or understand the significance of moral values and rules.	Shows basic understanding but has difficulty evaluating significance.	Effectively evaluates the significance of moral values and rules in different contexts.	Provides detailed evaluations and can discuss implications of moral values and rules.	Expert analysis and evaluation, with ability to discuss complex implications and historical contexts.
Create a presentation or project on South Asian culture and geography	Presentation or project lacks depth and understanding of South Asian culture and geography.	Presentation or project shows some understanding but is lacking in depth or clarity.	Creates a well-structured presentation or project that demonstrates understanding of South Asian culture and geography.	Creates an in-depth and insightful presentation or project, demonstrating extensive research.	Creates an exceptional presentation or project that demonstrates expert understanding and critical analysis.

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EVERYONE COUNTS, EVERYONE CONTRIBUTES, EVERYONE SUCCEEDS