

KS3 Curriculum Handbook:

Year 7









Academic Year 2025-26





Everyone Counts

Everyone Contributes

Everyone Succeeds





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Introduction

At Horizon International School, we aim to ensure that all students have a broad, balanced and relevant education which provides continuity, progression and takes individual differences into account. We focus not only on the acquisition of knowledge, but the development of the learning skills that are fundamental to success in a fast-paced and fast changing world. Our curriculum reflects our belief that *challenge for all* and *inclusivity* are not mutually exclusive ideas.



Our Secondary Curriculum draws upon the best elements of the English National Curriculum, combined with the breadth of subjects which are appropriate to an international school in Dubai. The curriculum we offer is unique to HIS; it has been crafted by the expertise of our subject specialists and evolves year upon year as we continue to strive to be *the best at getting better*.

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 they can responsibly embrace the diverse challenges of tomorrow. Through our curriculum we strive for interconnectedness; making strong links between subjects and disciplines whilst understanding that relationships are key to success.



Across many of our subjects students will build upon the strong foundations of knowledge and skills developed in KS1 and KS2, whilst also having the opportunity to experience specialist subjects introduced at KS3. Our KS3 curriculum builds towards our KS4 and 5 pathways (GCSE, A-Level), with these smooth transitions developing academically successful, well-rounded learners that are able to access their first-choice university or career path.



The purpose of this document is to ensure that both students and parents have access to the big picture of learning in the secondary school, with overviews of curriculum content and success criteria for each subject. This clarity enables students to take responsibility for their learning whilst ensuring that even as student independence and agency increases, parents remain a crucial and intrinsic part our students' learning journey.

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KS3 Curriculum: A3



Year 7: FutureTech

FutureTech helps you become confident with technology so you can use it in smart and creative ways. You'll learn how to organise your digital world, design and share multimedia projects, and explore how AI can support your learning in a safe and ethical way. The goal is to make you a responsible and creative digital citizen who can problem-solve and work with others.

FutureTech is about giving you the skills you'll need for the future – in school, in work, and in life – so you're ready to succeed in an increasingly digital world.





Year 8: Global Connections

Global Connections is all about exploring the world we live in and how people, places, and cultures are connected. You'll look at identity, history, geography, and your own experiences as part of a global community. We'll think about big issues like sustainability, cooperation, and how the world is changing.

This subject helps you understand different perspectives, think critically, and see how you can play a part in building a fairer, more sustainable future.

Year 9: Learner Intelligence

Learner Intelligence helps you understand how your brain works, how you learn best, and how to manage your emotions along the way. You'll practise skills like thinking about your own thinking, staying focused, and building resilience when things get tough

This subject is about becoming a more confident, mindful learner so that you can do your best in school now and set yourself up for success in GCSEs, A Levels, and beyond.





These 3 new, unique and innovative subjects are part of the HIS A³ Curriculum, which aims to provide consistent opportunities for our students to develop the Agency, Adaptability and Positive Attitudes that we know will support them in school and beyond.

KS3 Curriculum: A³ – Year 7 FutureTech



	What Will I Learn?	Learning Objectives	How Will I Learn This?	Why Will I Learn This?
Unit 1a – Getting Tech Ready	You will develop the digital and media literacy skills	Organise and manage your digital work using folders, cloud storage, school	Practical tasks using school platforms (Office 365, Teams,	Technology and AI are reshaping how people learn, work, and communicate. By learning
Unit 1b – Media and message	needed for success in secondary school and beyond.	platforms and be able to navigate them efficiently through the use of shortcuts.	etc.). • Creative projects that combine	FutureTech you will: • Gain the essential skills to use technology
Unit 2a – Effective, efficient	The course gives you practical	Communicate effectively and responsibly	images, sound, and video.	confidently and responsibly.
and safe use of digital tools (Technology and AI)	skills to organise your digital work, create engaging media, and collaborate effectively	online, following digital etiquette. Create multimedia projects and learn practical skills of photography,	Guided discussions and case studies to explore how Al affects our world.	Understand the importance of safe and ethical behaviour online. Learn how to think critically about Al and digital
Unit 2b – Effective, efficient and safe use of digital tools	online. You will also begin to explore artificial intelligence	videography, video editing and the use of tools such as Canva.	Engagement with content from industry experts to support safe	media without needing to use AI tools directly. • Prepare yourself for the future by developing
(Multimedia and AI)	(AI) — learning what it is, how it works, and why it must be	Understand the basics of AI, what it can and cannot do, and why ethical use is	Reflection activities on personal	organisation, collaboration, and creativity skills. • FutureTech also supports the UAE's
Unit 3 – Project and Showcase: Using Digital Tools (Multimedia, Technology and	used responsibly, all within a safe and controlled classroom environment	important. Recognise the risks of misinformation, online influence, and digital footprints.	digital behaviour and online identity. • A final "digital self" project that	commitment to innovation and digital citizenship by emphasising responsibility, ethics, and safety online.
AI)		 Collaborate safely and effectively using shared online tools. 	pulls together the skills you've developed.	 Encourages young learners to contribute positively to the UAE's future as a leader in technology.

	Books and Stories	Documentaries and Shorts	Interactive Resources and Websites	Enrichment Ideas
Exploring Further	The Cybersecurity Playbook for Kids — Allison Cerra Hello World — Hannah Fry (human decision-making in the age of AI). Frank Einstein — Jon Scieszka A Kids Book About AI Bias — Avriel Epps Human Compatible: Artificial Intelligence and the Problem of Control — Stuart Russell The Coming Wave — Mustafa Suleyman Arya Shree and The AI Storyteller — Arya Shree Aggarwal Media Literacy for Young Children (NAEYC) — Faith Rogow Media Literacy for Kids (4 books) — Rustad and Clapper Media Ethics at Work: True Stories from Young Professionals — Peck and Reel	TED-Ed: How will AI change the world? How does artificial intelligence learn? Can robots be creative? When AI Can Fake Reality, Who Can You Trust? – Sam Gregory How to Spot Fake AI Photos – Hany Farid Can We Actually Control Superintelligent AI?	Be Internet Awesome (Google) Applied Digital Skills (Google) Learning.com	Media Literacy Workshops: Organize sessions where students analyze various media forms (news articles, videos, images) to identify biases and ethical considerations. Al Ethics Debates: Host debates on topics like "Should AI be allowed to create art?" or "Can AI be trusted with personal data?" to foster critical thinking. Digital Storytelling Projects: Encourage students to create digital stories that explore ethical dilemmas related to AI and media.

Arabic A

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 لأتواع 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 للوعى 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



Year 7 Curriculum: Arabic A

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Learning Skills
<u>Term 1:</u> Year 7 الإعراب إعراب الجملة القطية (القطية والتركيب الجملة والتركيب البيدة الإدبية الأدبية الأدبية الأدبية الأدبية الأدبية الأدبية المستجابة الأدبية	أن يعرب الجملة القطية ياركاتها (عراباً تلفاً . [عراباً تلفاً . [عراباً تلفاً . [عراباً تلفاً . [عراباً تلفاً . [التفاصيل المستدة التربيسة ، أو الرسالة العلمة ، أو الرسالة العلمة ، أو الرسالة العلمة . [عربية . [غربة . [عربية . [ما الفكرة الرئيسة في النص الأدبي؟ ما الدروس المستفادة من النس؟ النس؟ إلى جملة وتركيب. حدد التركيب في الجمل التالية. حدد عناصر القصة. ما الفكرة الرئيسة في القصة؟ حدد الشخصيات الرئيسة ، والثانوية . حدد سمات الشخصيات ما الدرس المستفاد من النص	* أن يحلل المتطم النص الأدبي تحليلاً أدبياً وتغوياً الن يحدد الفكرة الرئيسة الغرعية أن يحدد الدلالات المجازية أن يغرق المتطم بين الجملة *أن ينشئ المتطم نصا «أن ينشئ المتطم نصا التم. *أن يحل المتطم النص التم. *أن يحل المتطم النص التم. النص. النص. النص.	الأشطة تشاط المقردات (ابحث عن معلني الكلمات الجديدة) "شاط قردي (الإجابة على أسئلة القهم) "شاط جماعي (الإجابة على أسئلة القهم) "شاط إلكتروني كويزز تشاط أركتروني كويزز تشاط فردي (حدد أي العبارات الثالية جمل وأيهم " تشاط قردي (الإجابة على تكريبات النص تحليل لغوي وأدبي للنص " نشاط جماعي (تفسير المقردات الجديدة ، والهدف الأخلاقي والديني من النص وريطه يالتربية الاسلامية)	لقهم كيفية تحليل القصيدة والنص المعلوماتي التحديد توع الجملة والتركيب على عناصر المعلوماتي التحليل نص معلوماتي التحليل نص معلوماتي ومعرفة المستقاد من النص وتطبيقه في الواقع يحدد على معرفته السابقة ويؤدي هذا إلى فهم اعمق التحليل	يحدد فهمه السابق التحليل التحليل التحليل والقصيدة والقصيدة بعل منوعه بعل منوعه قصة بسيطة في كتابة قصة بسيطة العطوماتية والأدبية العطوماتية والأدبية تصوص مردية وتحليل وويوفر فرصة لكتابة تصوص مردية وتحليل وادبية	الحصف الذهني التفكير الإبداعي التفكير الإبداعي الريط بالمواد الأخرى الريط بالمواد الأخرى الوطنية حل المشكلات المشكلات التفكير الناقد التعاوني التعاوني
Eerm 2: قواعد البعلة وأغراشها المبرة الذائية والغيرية معلكة الثمل (تص معلوماتي) قصة البحار والدب الاستماع	Year 7 (1.5.6)أن يتعرف المتطم المقاهيم البلاغية ويتتوقها ويتقوقها ويوظفها في انتاجه الكتابي (1.1.2)أن يحدد المتطم الفكر الرئيسة، أو التفاصيل المسائدة الرئيسة، أو الرسالة العامة، أو التروس المقدمة في التصوص المؤدبية	ما الفكرة الرئيسة في النص حدد الأفكار الفرعية في ما الدلالات المجازية من النص؟ ما أهم خصائص النص المعلوماتي ؟ ما الفرق بين الترادف والطياق؟	أن يحدد المتعلم أغراض الجملة بشكل صحيح. أن يحلل المتعلم التص أن يحلد الفكرة الرئيسة أن يحدد الفكرة الرئيسة أن يحدد الفكرة الرئيسة أن يحدد الفكرة المسيرة المنتخف الإقكار أن يحلل المتعلم المدة وكبق بكتب سيرة ؟ أن يحدد الطياق في الجملة وتغويًا.	لتقييم من أجل التعلم تشاط قردي (حدد أركان التشبيه) تشاط جماعي (المستويات المختلفة درس التشبيه التام) موظفا الطباق) * تشاط قردي (حدد أي العبارات التالية جمل وأيهم تراكيب) * تشاط قردي (حدد أي العبارات التالية جمل وأيهم تراكيب * تشاط قردي (حدد أي العبارات التالية جمل وأيهم * مسب المستويات المختلفة) * تشاط قردي (بحث عن معلى الكلمات الصعبة) * تشاط قردي أجب على أسئلة فهمللتص * تشاط قردي أجب على أسئلة فهمللتص * المسموع بتحديد الفكرة الرئيسة من التص * والأفكار القرعية والمغزي من التص	لقهم كيلية تحليل القصيدة والنص المعلوماتي التحديد أغراض الجملة على أسللة نقهم الممموع والإجابة لقهم أعمق للمضاد والطباق وكيلية تحديدة في الجملة بتحليل القصيدة نغويا وأدبيا بمتعلق مع فته يكتابة جدل استقهامية وتعجيبة وأتواع معرفته يكتابة جدل ويودي هذا إلى قهم أعمق لتحليل ويودي إلى قهم أعمق العرفة واغراض الجمل وخيرية التحليل	يعدد قهده السابق التحليل التحليل والقصيدة والقصيدة لفهده السابقة في كتابة قصية بمناسبة في كتابة المعلوماتية والأدبية المعلوماتية والأدبية وكتابة تصوص سردية وتحليل فيوم علوماتية والبية تصوص معلوماتية والبية والبية	العصف الذهني التفكير الإيداعي التفكير الإيداعي الريط بالمواد الأخرى الريط بالمواد الأخرى الوطنية حل المشكلات التفكير النافد التعاوني التعاوني



Year 7 Curriculum: Arabic A

	What Will I Learn?	Big Learning Question	Learning Objectives	How Will I Learn This?	Why Will I Learn This?	Curriculum Links	Learning Skills
Term 3: لويس باستور الطفر الضغم علامات الإعراب الأصلية والفرعية انواع الجمع وإعرابه المملكة النمل	1.1.3أن يقرأ النص المعلوماتي بعمق وشمولية ويحدد الفكر الرئيسة والأفكار الفرعية ويستنتج الملاقات ضمن النص الواحد والنصوص المختلفة ليوظفها في نتائج متنوعة الكتابة 2.4.2 أن يتعرف على المفاهيم النحوية والصرفية ويستخدمها استخداماً صحيحاً أن يظهر المتعلم فهماً لمواد مسموعة ، ويتواصل مع الآخرين مقدماً المعلومات والنتائج المدعومة بالأدلةع لإقناع والنتائج المدعومة بالأدلةع لإقناع والمستخدماً اللغة العربية الفصيحة	ما الفكرة الرئيسة في النص! ما الأفكار الغرعية في النص! النص! والمواد الإنفري! ما المغزي من النص! حدد نوع الجمع ، حلد النص المسوع وإعربه. بالإجابة عن اسئلة	أن يحلل لمنظم المطومات الصريحة والضمئية ويحدد الفكرة الرنوسة والأطكار القرعية الرنوسة والأطكار القرعية الوردة في النص ويضعها في جدل من إشاف. أن يحدد المطومات التي تعدد على المراء التي تعدد المطومات التي تعدد الراء التي تهدو وجهة نظر. أن يخرغ المعلومات التي قراها في خريطة مقاهم. أن يجب على أسللة الفهم للنص أن يحدد توع الاسم مقرد مثنى جمع من الإحمال من مثنى المحمد.	لتقييم من أجل التحم تشاط قردي الإجباء على استلة فهم المقروء وتشاط جماعي ربط بطواقع ، وتحقيل النص المطوماتي ،وكتابة المستقلة من النص ويرتامج كويزز التقييم المناط قردي تحليل للنص المسموع والإقتار القرعية والمستقاد منه منه حسب المستوي نشاط قردي تحديد نوع الجمع وإعرابه مفتلف المستويات نشاط قردي تحديد نركان جملة إن وجملة كان وتحديد إعرابها التقييم الصيفي التقييم الصيفي التقييم للصف العام التقيميات الشهرية للمتابعة المتابعة تطوير الطلاب في فهم المادة ، ومعرفة احتياجات الطلاب ، وما بحثاج إلى تطوير	لمعرفة اتواع السقن واهميتها الاقتصادية والعربية وتثايرها على قوة النولة ومسموع ومسموع القهم الأممية معرفة نوع الجمع واختلاف اتواع الجمع وإعرابها ويكفية استخدام الجموع المختلفة في كتابة نص سردي مع تغيير الإعراب	لقهم كيفية تحليل القصيدة والنص المعلوماتي التحديد أغراض الهملة التحديد أغراض الهملة السنلة لقهم المسموع والإجابة على القهم اعمق المصلا والطباق وكيفية تحديدة في الجملة القصيدة لقويا وأدبيا معرفته المتلهمية والواع مختلفة من الجمل مجهية والواع مختلفة من الجمل وخيرية ويتواع مختلفة من الجمل ويزدي إلى قهم اعمق للتحليل ويزدي إلى قهم اعمق لمعرفة الطباق وأغراض	الحصف الذهاري التفكور الإبداعي الربط بالمواد الأخرو الربط بالوائية الوطنية حل المشكلات التفكور الناف النظم التعاوني

Year 7 Success Criteria: Arabic A



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
مهارة القراءة يحدد الفكر الرئيسة أو الرسالة العامة، والدروس المستفادة من التصوص	يحدد المعنى الإجمالي للتمن، موضحا القكر الرئيسة	يحدد المعني الإجمالي للنص، موضحا اللكر الرئيسة، ومفسرا كلمات النص الشعري.	يحدد المعلى الإجمالي اللنصر، موضحا الفكر الرئيسة، ومضرا كلمات النص الشعري، ومستنتجا الدلالات الإيحالية,	يحال اللغة المجازية والدلالية للألفاظ، ويحال نصا مسرحيا، ودور الشخصيات، ويحال الأثر الذي تتركه الشخصيات على الحبكة والحل.	يشرح طريقة مساهمة الصور المرتبة والحركات والأسوات في إبراز المحلى المعلى وجمال النص القصصي، ويقارنها مع اللفطات الأغرى المصورة بطريقة تظلينية
مهارة الكتابة يكتب نصوصا تعير عن فكرة مركزية، وتظهر مقدرة على التركيز والتنظيم، مطروا مهاراته الكتابية، من خلال مراحل الكتابة.	يكتب نصا سرديا محددا أغر اهن الكتابة.	يكتب نصا سرئيا محندا أغراض الكتابة، ومطور ا الموضوع بتقاصيق داعمة، وفقرة ختامية	يكانب نصوصا تضيرية(وصف حقارنة مقابلة شرح - مشكلة وحل) ليعرض وجهة نظره، مقدما أدلة مقدمة,	يكتب استجابات شخصية للنصوص الأبيية التي يقرؤها، مظهرا تفسيرا وتحليلا لأبعك النص.	یکتب نصوصنا إقناعیة، مقدما وجهة نظر فی قضیه آو موضوع، مذعومة بأذلة داهمة.
مهارة التحدث يعرض نصا معلوماتيا بالشكال مرنية، وياستخدام الوسائط المتعددة	يعرض نصا معلوماتها بالثكال مرتبة، وياستندام الوسائط المتحدد	يعرض نصا معلوماتها بالتكال مرنية، وباستخدام الوسائط المتحددة، شارحا كيف تسهم تلك المعينات في توضيح الموضوع.	يلام عرضا تقييها مطرماتها بطرائق واضحة ومنطقية، موظفا الكلمات المناسبة، معتمدا على تترع الجمل اللغوية التي تناسب الموقف، مظهر افهمه الموضوع، مستخدما الله للعربية المصيحة.	يعد وينشئ قصة ويقدمها مستخدما عناسر القصة الأساسية، ومبرزا المكان والحيكة، ومستخدما اليات الكلام المتضمنة، حسيط التنفيم ووضوح الصوت والانصال البصري.	يادم عرضا ثناويا لتوضيح سياق الأحداث، مستخدما الحوار والتشويق، وموطقا معتويات وسائل الإعلام الرقسي والرسومات المرتباطئةوية العرض الشاوي.
مهارة الاستماع يحدد مضمون النص المسموع، والفكرة الرئيسة، والأفكار الفرعية، ويحلل المادة المسموعة محدد العلاقات بين لجزاء النص، مفاضلا بين الأراء.	يعند مضمون النمن المنخوع	يحدد مضمون النص المسموع، والفكر الرئيسة والغرعية.	يحدد مضمون النص المسموع، والفكر الرئيسة والفرعية، ومعاني بعض العبارات الواردة فيها، والرسائل المضمنة.	يحلل المادة المسموعة كالمقال، محددا الملاقات بين أجزاء النص، مفاضلا بين الأراء.	يسلمع إلى نص بالتنمن أراه متحدة عن موضوع ينصل بقضية اجتماعية -وطنية انسانية موازنا بين أراه المتحدثين مينيا رأيه يصر لعة وموهنوعية.
مهارة القراحد يتعرف المفاهيم التحوية والصرفية، ويمتخدمها استخداما صحيحا	يتعرف علامات الإعراب الأصلية في الجمل الاسمية.	يتعرف علامات الإعراب الأصلية والفرعية في الجمل الإسمية والقطية، وإعراب المثنى.	يتعرف علامات الإعراب الأصلية والقرعية في الجمل الأسعية والفطية، وإعراب المثنى وجمع المذكر السلم والمؤنث السالم	يتعرف علامات الإعراب الأصلية والفرعية في الجمل الاسمية والقعلية، وإعراب المثنى وجمع المذكر والمؤنث السالمين، ويميز بين الفعل المذكر والمؤنث السالمين، ويعيز بين الفعل	يتعرف يتعرف علامات الإحراب الأصلية والفرعية في الجمل الاسمية واقطية، وإعراب المثنى وجمع المذكر والمؤنث المثلمين، ويميز بين العمل المبنى والعمل المعرب، ويعرب أركان جملنى كان وإن، ويوطفهما في جمل.

Arabic B



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. This will encourage active participation and provide opportunities for students to express their opinions and ideas in Arabic
- Explore a range of authentic Arabic texts, such as literature, news articles and poems,. This will enhance their language skills while exposing them to different genres and styles of Arabic writing
- 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 realized 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. Teachers can
 provide guidance on effective study strategies, use self-assessment tools, and assign projects or research tasks that require independent learning and exploration
- 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

Year 7 Curriculum: Arabic B



	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 Sports and interests	Students will learn how to talk and write about different types of sports. They will practice: Naming different sports and describing them. Explaining why they like certain sports and giving opinions. Talking about sports preferences of family members. Differentiating between individual and team sports. Using adjectives and descriptive language to describe sports and athletes.	How can I describe different sports clearly and explain why I like them? How can I compare individual and team sports and discuss preferences? How can I talk about my family's favorite sports and express my opinions effectively?	1- Ican analyze spoken texts about sports by identifying not only facts (place, equipment, results) but also the speaker's purpose, attitude, and perspective. 2-Ican debate and defend my opinion about different sports, evaluating their cultural, health, and social value, while responding to opposing viewpoints. 3-I can citically evaluate written reports about sports competitions, distinguishing between fact and opinion, and comparing different sources of information.	Learning new vocabulary for different sports and equipment. Reading and analyzing informative texts about sports. Participating in discussions and dialogues about students' favorite sports. Using brainstorming, critical thinking, and collaborative skills to compare sports and share opinions. of the topic	Describe and share our favorite sports and reasons for liking them. Understand different types of sports and their rules. Compare individual and team sports and discuss preferences. Develop skills in speaking, listening, reading, and writing, Use critical thinking and collaboration to explore sports and share opinions.	English / Language: Reading, writing, speaking, and listening about sports. Physical Education: Understanding different sports, rules, and types (individual vs team). Life Skills / Personal Development: Expressing preferences, opinions, and teamwork. Critical Thinking & Collaboration: Comparing sports, analyzing characteristics, and sharing ideas. Cross-Curricular Links: Linking language learning with physical education, health, and personal interests	Project Based Learning: Students can create a mind map or poster about different sports, including individual/team categories, favorite sports, and family preferences. Wider Reading: Students can read short articles or watch videos about different sports around the world. Further Exploration: Students can interview family members about their favorite sports and write a comparison with their own preferences.	Critical Thinking: Analyze different sports, their rules, and preferences. Collaboration: Work with classmates to discuss sports and share opinions. Communication: Describe sports, athletes, and personal opinions clearly using adjectives and verbs. Creativity: Design a mind map, chart, or poster about sports. Self-Management: Plan and organize projects about sports effectively.
Jeem.1.2 Survey	1. **Data Collection Skills 2. Crafting effective survey questions and analyzing responses enhances your ability to think critically and make informed decisions based on data. 3. **Practical Application	-Do you? What do you think if? What? Why? LAE Link: Exploring the cultural heritage through the diversity of the Emirati environment, encouraging UAE tourism	1-I can analyze spoken questionnaires by identifying interrogative tools, verb conjugations with pronouns, and interpreting meaning in context. 2-I can read and critically evaluate different questionnaires in terms of clarity, accuracy, and inclusiveness, distinguishing between closed and open-ended questions. 3-Ican design and write an innovative questionnaire that includes the use of various interrogative tools and the conjugation of verbs (three-letter, four-letter, five-letter, six-letter) with second-person pronouns.	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	1. **Data Collection Skills**: Surveys are essential for gathering accurate information in research, marketing, and other fields, helping you develop skills in designing and interpreting data collection tools. 2. **Critical Thinking**: Crafting effective survey questions and analyzing responses enhances your ability to think critically and make informed decisions based on data. 3. **Practical Application**: Surveys provide insights into customer opinions, market trends, and other areas, which are valuable for strategic decision-making in various professional settings.	This builds on your existing knowledge about tourist places This provides an appartunity for collaboration between Geography and English	Designing a survey about the school, the country, the education	Critical thinking Analysis Collaboration inquiry Research Design Thinking User experience Adaptability Resilience Creativity Collaboration Problem-solving Adaptability Inquiry Research Resilience

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	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 2.1 Daily routine	You will learn how to talk about your daily routine. You will practice using time expressions, verbs in the present tense, and sequencing words (first, then, after that, finally) to describe your morning and evening activities.	How does my daily routine show who I am and what is important in my life? Why is it important to have an organized daily routine? How can I describe my daily routine clearly in another language?	I can evaluate texts about daily routines, comparing the order and importance of activities with my own routine. I can talk about my daily routine, give my opinion, and compare it with routines on school days and holidays. I can plan and write a detailed description of my daily routine, using time expressions and clear sequence of activities. I can use verbs and time expressions accurately to describe daily activities and express opinions or comparisons.	Learning new vocabulary related to daily activities. Practicing dialogues and role-plays. Engaging in discussions with classmates. Using brainstorming, critical thinking, and collaborative skills to organize and compare routines. Assessment for Learning (Formative Assessment) Questioning to check understanding. Peer and self-assessment for reflection. Class discussions and feedback to consolidate learning. Summative Assessment Final assessment to evaluate how effectively students have developed their understanding of the topic.	Describe and share our own routines clearly in English. Understand and compare routines of others on school days and holidays. Develop communication skills through speaking, listening, reading, and writing. Use critical thinking and collaboration to plan, organize, and improve our routines. Build vocabulary and grammar skills for everyday life situations.	English / Language: Talk, read, and write about daily routines using new words and sentences. Math: Use time expressions to plan daily schedules (hours, days, weeks). Science / Health: Understand healthy habits like sleep, exercise, and meals. Life Skills / Personal Development: Plan and organize your own routine for school and holidays. Social Studies / Culture: Compare routines in different countries and learn about other people's lifestyles.	Project Based Learning: Students can create a personal daily routine chart or diary, present it to the class, and compare it with classmates' routines. Wider Reading: Students can read short texts or articles about daily routines in different countries and cultures. Further Exploration: Students can interview family members or friends about their routines and analyze the differences between school days and holidays, then report their findings.	Critical Thinking: Analyze and compare your routine with others, identify patterns, and suggest improvements. Collaboration: Work with classmates to discuss routines and share ideas. Communication: Express your daily routine clearly using appropriate vocabulary and grammar. Creativity: Design your own personalized routine chart or diary. Self-Management: Plan and organize your activities effectively for school days and holidays.
Term 2.2 Biograph y	You will learn how to write and talk about another person's biography. You will practice: Using verbs in past tense to describe events. Sequencing life events using words like first, then, giter that, finally. Using adjectives to describe people and their achievements. Asking and answering questions about other people's life stories.	How can I describe another person's life clearly and accurately? Why is it important to learn about other people's achievements and experiences? How can learning about others help me reflect on my own life choices?	I can analyze spoken stories or interviews about other people's lives and identify key events and achievements. I can plan and write a well-structured biography using appropriate past tense verbs, adjectives, and sequencing words. I can analyze a biography and create a presentation or report connecting that person's experiences to my own learning or goals.	Learning new vocabulary related to life events and achievements. Practicing dialogues and role-plays based on real-life biographies. Engaging in discussions and brainstorming using critical thinking and collaborative skills. Reading and analyzing short texts or articles about famous people. topic	Describe and share someone else's biography clearly. Understand and compare experiences, achievements, and life choices. Develop communication skills in speaking, listening, reading, and writing. Use critical thinking and collaboration to analyze life stories. Build vocabulary and grammar for past tense and descriptive writing.	English / Language: Reading, writing, speaking, and listering through biographies. History / Social Studies: Learning about historical figures and their contributions. Life Skills / Personal Development: Reflecting on achievements, setting personal goals. Critical Thinking & Coliaboration: Comparing life events, sharing opinions, and working together on presentations. Cross-Curricular Links: Linking language learning with culture, history, and personal development.	Project Based Learning: Students can create a biography poster or presentation about a famous person or a family member. Wider Reading: Students can read short biographies or articles about people from different cultures and time periods. Further Exploration: Students can interview someone they know and write or present a mini-biography, comparing it with other examples.	Critical Thinking: Analyze key events and achievements in someone else's life. Collaboration: Work with classmates to discuss biographies and share ideas. Communication: Describe someone else's life clearly using past tense verbs and adjectives. Creativity: Design a biography presentation, poster, or diary. Self-Management: Plan, organize, and complete biography projects on time.

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	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_3 My city	Students will learn how to talk and write about their own city and Dubal, UAE. They will practice: Describing personal information: where they were born and moved to Dubal, UAE, and reasons for moving, Identifying and describing famous landmarks in Dubal using an informative text. Using adjectives and time expressions to describe places and events. Expressing opinions and preferences about cities and landmarks.	How can I describe my city and my experiences clearly? Why are landmarks and famous places important for understanding a city's culture and history? How can I compare my city with Dubal, UAE, and express my opinions effectively?	I can read informative texts about Dubai and evaluate the importance of landmarks like Burj Khalifa, Dubai Frame, and Dubai Mall. I can write a detailed description of my city or Dubai, including landmarks, history, and personal views using accurate grammar and sequencing words. I can use adjectives, time expressions, and descriptive verbs to explain landmarks, personal experiences, and city features accurately. I can create a presentation or visual map of my city and Dubai, highlighting landmarks, history, and personal opinions, and compare them effectively.	Learning new vocabulary for city features and landmarks. Reading and analyzing informative texts about Dubai. Participating in discussions and dialogues about students' own cities. Using brainstorming, critical thinking, and collaborative skills to compare cities.	Describe our own city and experiences clearly. Learn about farmous landmarks and understand their cultural and historical importance. Compare cities and express personal opinions effectively. Develop skills in speaking, listening, reading, and writing. Use critical thinking and collaboration to explore urban features and history.	English / Language: Reading, writing, speaking, and listening through informative texts and descriptions. Geography / Social Studies; Learning about cities, landmarks, history, and culture. Life Skills / Personal Development: Reflecting on personal experiences and expressing opinions. Critical Thinking & Collaboration: Comparing cities, analyzing landmarks, sharing ideas. Cross-Curricular Links: Connecting language learning with geography, history, and cultural awareness.	Project Based Learning: Students can create a visual map or poster of their city and Dubal, marking landmarks and describing them. Wider Reading: Students can read short texts or watch videos about Dubal's landmarks and history. Further Exploration: Students can interview family or frends about their favorite places in their city and compare them with Dubal, then present their findings.	Critical Thinking: Analyze information about cities and landmarks, compare features and history. Collaboration: Work with classmates to discuss cities and share ideas. Communication: Describe cities, landmarks, and personal experiences clearly using appropriate vocabulary and grammar. Creativity: Design a visual map, poster, or presentation of a city. Self-Management: Plan, organize, and complete projects about cities and landmarks effectively.

Year 7 Success Criteria: Arabic B



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
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 dear 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
Evalute 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 and Design



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, 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, new styles and trends emerging in 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 realized 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 approach 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.

Year 7 Curriculum: Art and Design



	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:	Drawing Skittle Format stements of Art	To design and create original entwork inspired by a hybrid animal. How have you included observational drawing long with creativity to show your hybrid animal. LIAE Link: Cultural erchitecture and historical references. Researching illustrators of well-known children's books.	To draw from observation. To understand to think creatively and take creative risks. To learn how to talk confidently about art using the formal elements. To develop the idea of looking at details. To evaluate the drawing using the success criteria.	Through exploring the work by artists who are influenced by animals and mythical creatures Assessment for Learning - How have you used your research to inform you outcome. - How have you used the formal elements to create taxtures in your work. - Were you resilient and embracing risk taking to create new original answork. Summative Assessment This assessment will assess how effectively students have developed their understanding of the skills.	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 Elaments, specifically form and applying it to their own original ideas. To develop observational drawing and cognitive skills.	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 in assessing pointing skills and observational drawing.	Design Create Collaboration Research Analyse Creating Making Artist research	Critical thinking Creativity Collaboration Problem-solving Adaptability Craffing Research Design Thinking
Term 2:	Mixed media Printing Botanical prints	Development of observational drawing with the theme of botanical. Students to start the project with observational drawings at the Miracle Gardens. How will you create a motif from your drawings? Have you developed your observational drawings using the formal elements? How have you used positive and negative space to create your repeat pattern. UAE Link: Trie to the Miracle Garden, UAE flowers/ Desert flower. Cultural architecture and historical references. Referencing William Morris and new designers. "When is it ok to use another Artists work in your own."	To develop observational akills with a variety of media. To create a portfolio page of a wide range of flowers seen in the Miracle garden. To research William Morris inspiration and printing methods. To understand how to use a motif to create a "run" of a partern. With positive and negative spaces. To question when is it ok to use other artists work in your own.	Through exploring print designers and Artists inspired by Botanical/ natural world. Experimenting with a variety of mixed media. Assessment for Learning. How have you created a motif from your own observational drawing? How have you used your motif to creative a repeat print? Have you shown how colour can impect the repeat print? Summative Assessment: This assessment will assess how effectively students have developed their understanding of print and designers.	To gain insight into why actists use each other's work and develop it further to create your own original ideas. To develop the idea of reaponding to the world around you to create a personal and meaningful response. (AO4 at GCSE)	This builds on originality and confidence with observational and fine art skills with references to the formel elements. This builds towards independent creativity. This provides an opportunity for collaboration between working artists and students to create their own work.	Anatyse Design Making links between artists Galteries and exhibitions	Critical thinking Creativity Analysis Collaboration Research Design Thinking design Adaptability Resilience
Term 3:	Ugly Dolla { Monsters}	To independently use the sew using and create an Ugly doll using recycled fabric What is austainable fashion? What are Artists and Designers doing about Climate change for their business? Creativity with creating a ugly doll.	To understand how a design can go from 2D to 3D. To develop independence on the sewing machine. To be able to use the various stitches on the sewing machine. To understand brand identity To understand brand identity To understand how a 2D pettern forms on the sewing machine. What and how are artist and designers creating new things but still conscious of the sewironment.	Through exploring embroidery technics and designs. Experimenting with sewing machine stitches. Building on confidence using the sewing needles and working on resilience. Assessment for Learning: How accurately have you constructed the "Ugly Doll How have you incorporated your own original ideas. Summative Assessment: This assessment will assess how effectively students have developed their understanding of fast fashion and the construction of their shoe.	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 Footwar design Monawear Wornenswear Recycled fashion Analyze Contextual artist research	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Research Resilience

Year 7 Success Criteria: Art and Design



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
AO1 Develop Ideas	Limited or superficial connections to artists, designers, or cultural references. Research lacks depth or is copied rather than personal. Struggles to show development of a theme or concept over time. Ideas are repetitive, vague, or not clearly linked to the chosen theme	Make clearer links between your work and chosen artists/designers. Show how your own ideas are developing rather than just copying research. Add more depth by explaining why an artist or theme inspires you. Try to show a variety of starting points before deciding on one direction.	Research is relevant and clearly linked to the theme. Ideas show influence from artists and designers, with some personal interpretation. Development is logical, showing progress from initial ideas to more focused concepts. Connections between research and own work are clear, though not always deeply explored.	Research is insightful, extensive, and clearly linked to the theme. Ideas are original, personal, and show strong conceptual development. Connections between artists' work and own ideas are sophisticated and critically considered. Development shows creativity, innovation, and progression beyond basic expectations.	Research is sophisticated, thorough, and highly relevant to the theme. Ideas are highly original, creative, and conceptually ambitious. Connections between artists/designers and own work are insightful, critically evaluated, and go beyond what is expected for age. Development demonstrates innovation, experimentation, and mature conceptual thinking.
AO2 Refine work	Minimal evidence of experimentation with materials, techniques, or processes. Limited exploration of alternatives; work often stops at the first idea. Weak control of chosen media; outcomes look unfinished or lack care. Refinement is accidental rather than intentional.	Experiment more with different materials and techniques to see what works best. Push ideas further by testing out alternative compositions or colour choices. Improve control of your media through practice and refinement. Use feedback and self-reflection to make purposeful changes to your work.	A range of materials, techniques, and processes have been tested with some success. Refinements are purposeful, showing control of chosen media. Some consideration of alternatives is present, but may not be fully pushed. Evidence of decision-making is clear, leading to more effective outcomes.	Materials, techniques, and processes are experimented with confidently and effectively. Refinements are deliberate and enhance the quality, meaning, or impact of the work. Multiple alternatives are explored, demonstrating strong problem-solving skills. Outcomes are highly controlled, polished, and show technical excellence.	Materials, techniques, and processes are used expertly and with confidence. Refinements are precise, purposeful, and consistently improve the quality, meaning, or impact of work. A wide range of alternatives is explored thoughtfully, demonstrating exceptional problem-solving and creative risk-taking. Outcomes are polished, technically outstanding, and show mastery of chosen media.
AO3 Record ideas and observations	Recording is inconsistent, rushed, or incomplete. Observational work is inaccurate or lacks detail. Struggles to annotate or explain thought process effectively. Visual and written evidence does not show clear progress.	Record observations with greater accuracy and detail (drawing/photography/notes). Annotate to explain your thinking — why you made certain choices. Keep evidence of progress so your sketchbook clearly shows your journey. Try to include both visual recording (drawings, photos) and written reflections.	ideas, observations, and insights are recorded with accuracy and some detail. Annotations explain thinking and show awareness of strengths and weaknesses. Visual recording (drawings, photos, notes) supports the development process. The sketchbook shows a clear journey from initial research to outcome	Observations and recordings are detailed, perceptive, and highly accurate. Annotations are thoughtful, reflective, and critically evaluate strengths and areas for development. Sketchbooks/journals show clear progression, experimentation, and creative thinking. Evidence shows independent research and insight beyond what is taught.	Observations and recordings are exceptionally detailed, perceptive, and accurate. Annotations are reflective, evaluative, and critically articulate reasoning, choices, and insights. Sketchbooks/journals show continuous progression, inventive experimentation, and independent thinking. Research demonstrates depth, independence, and originality beyond age-level expectations.
AO4 Present a personal body of work	Final piece(s) lack coherence with earlier studies. Presentation is rushed, incomplete, or poorly organised. Outcomes do not clearly communicate personal intentions. Little sense of a journey from research → development → final idea	Ensure your final outcome links clearly back to your research and development. Plan your presentation so it feels organised and communicates your intentions. Show a sense of conclusion by pulling together the best parts of your process. Make your final piece more personal by showing your own ideas, not just influence from artists.	The final outcome(s) connect clearly to research and development. Presentation is organised, showing a sense of conclusion. Work communicates personal intentions with some individuality. The body of work feels complete, though there may still be areas to refine further.	Final outcomes are original, cohesive, and clearly reflect personal intentions. Presentation is polished, professional, and communicates meaning effectively. Work demonstrates individuality, creativity, and critical understanding. The body of work shows a clear journey, innovation, and strong connection between concept, research, and outcome.	Final outcomes are highly original, cohesive, and compelling, reflecting a clear personal vision. Presentation is professional, polished, and effectively communicates intention, concept, and meaning. Work shows individuality, creativity, critical understanding, and mature artistic judgment. The body of work demonstrates an exceptional journey from research → development → outcome, with innovative and ambitious results.

Computing



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

Year 7 Curriculum: Computing



	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 Communi ties and Al	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 Humanitles	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: Robotics	This unit will explore the concepts and mechanics of robotics and artificial intelligence in the modern world	How can robotics and artificial intelligence be used to improve and enhance daily life, and what ethicat considerations must be taken into account when doing so? UAE Link: The UAE is investing in robotics education and research. Universities and educational institutions in the UAE offer robotics-related courses and programs, fostering the development of skilled professionals in this field	Understand the concepts of robotics and artificial intelligence Understand the principles of robot locomotion Understand the basic programming concepts such as data types, and control structures Understand the principles of robot design and construction Understand the difference between narrow and general artificial intelligence Understand the concepts of image racognition Understand the ethical issues related to robotics	Designing and programming robots to perform tasks and solve problems, 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 be familiar with the latest advances in robotics technologies that are shaping the world we live in, with a lens on the ethical and social implications of robotics and AI and how to use these technologies in a responsible and sustainable way	This builds on your existing knowledge about robotics from Year 7 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	Design and build a robot that can navigate through a maze Develop a program that can control a robot's movement Develop a chatbot that can respond to simple queries Develop an image and machine learning model that can recognise handwritten digits and objects Debate on the ethical implications of using Al in healthcare	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Inquiry Research Debugging Resillence
Term 3: Introducti on to Coding and Computat Ional 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, alming 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

Year 7 Success Criteria: Computing



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
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.

Year 7 Success Criteria: Computing



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Understand 3D printer components and functions	Can identify some parts of a 3D printer but has limited understanding of their functions			Can troubleshoot simple issues with the printer (e.g., bed levelling, filament jams)	Can diagnose and solve complex printing problems independently, suggesting improvements to hardware setup
Use CAD software to design 3D models	Can use basic tools in CAD software to create very simple shapes	Can create a basic 3D model using CAD software tools with some guidance			Can create highly complex, innovative and optimised designs that push CAD software capabilities
Export and prepare models for printing	Can save files but struggles to export in the correct format (e.g., STL)	Can export a simple 3D model for printing with support	Can independently export and slice a 3D model, preparing it for successful printing	The state of the s	Can critically evaluate and refine slicing settings for efficiency, speed, and strength, balancing multiple constraints
Operate and monitor 3D prints	Can start a print with help but struggles to monitor the process	Can start and monitor a print, identifying obvious issues			Can run complex multi-stage prints ensuring consistent quality and efficiency
Evaluate and improve 3D designs	Can describe basic strengths/weaknesses of a printed object	Can suggest simple improvements to a design based on print outcomes	Can evaluate design and print quality, suggesting clear improvements	A CONTRACTOR OF THE PROPERTY O	Can critically redesign and optimise models, considering real-world applications and sustainability
Apply problem-solving to printing challenges	Relies on teacher support to solve printing issues	Can attempt to solve simple issues (e.g., print not sticking) with guidance	NAME OF TAXABLE PARTY O	complex issues	Can innovate solutions to persistent or advanced problems, demonstrating resilience and creativity
Collaborate on 3D printing projects	Can participate in group work but contributes minimally	Can share ideas and communicate effectively with team members	Company of the Compan	The state of the s	Can lead a group project, demonstrating leadership, delegation, and conflict resolution
Understand real-world applications of 3D printing	Can give simple examples of 3D printing use (e.g., toys, models)	Can describe how 3D printing is used in schools and local projects	in areas such as medicine,	mpacts industries and	Can critically evaluate future potential and ethical implications of 3D printing in society

Year 7 Success Criteria: Computing



Success Criteria	Working	Working Towards	Working At	Working Above	Significantly Above
Understand computational thinking concepts	Can identify simple steps in a task but struggles to explain logical order	Can explain sequencing and recognise simple patterns	Can apply sequencing, selection, and iteration in problem solving	decomposition and abstraction	Can critically apply all computational thinking principles to design efficient, optimised solutions
Break down problems (decomposition)	Can attempt to solve a whole problem without breaking it down	Can list some smaller steps with support	Can independently decompose problems into clear, manageable steps	complex, multi-step problems	Can design structured solutions that anticipate errors and optimise problem breakdown
Use variables, data types, and operators	Can recognise numbers and text in programs but struggles to use them	guidance	Can declare and use variables, including numbers and strings, in Python	effectively	Can design programs that use advanced data handling, calculations, and efficient variable management
Write and test Python code	Can copy simple code but struggles to run it successfully		Can independently write working Python programs using basic syntax		Can create complex programs solving real-world style problems with advanced structures and debugging
Design and use control structures (selection and iteration)	Can recognise "if" statements or loops but not use them	loop with help	Can use selection (if/else) and iteration (for/while loops) independently	effectively within a program	Can design optimised solutions using nested/combined control structures with clear logic
Debug and improve code	Needs teacher support to identify and fix mistakes	Can find some errors with guidance	Can independently debug errors and correct Python code	and refine them for efficiency	Can critically evaluate, optimise, and document their code for readability and future use
Apply logical reasoning to problems	Struggles to explain why a solution works	Can give basic explanations for program outcomes	Can explain clearly how their program solves a problem	and choose the most effective one	Can critically analyse efficiency, trade-offs, and scalability of different solutions
Collaborate and share coding projects	Participates in group work but with minimal contribution	Section 5 to a section of the sectio	Can collaborate effectively to design and build programs	ensuring efficient teamwork and shared debugging	Can lead a coding project, demonstrating leadership, mentoring peers, and managing collaboration tools

Dance



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

Year 7 Curriculum: Dance



	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: 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 Morsity, 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. To further develop choreography skills. To build a performance ethos within the lessons.	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 subgences of the style To study Hip-Hop specific dancers/choreographers.	Critical thinking Analysis Creativity Collaboration Research Adaptability Resilience Problem Solving
Term 1b; Dance Skills	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. To learn the basic components of choreography and to be able to adapt them to fit yourself as a dancer.	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 dence 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 2a: The Hoedown/ 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 dence 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 To understand how dance is used culturally as a mode of celebration To develop collaboration and leadership skills. To further develop choreography skills. To develop feedback and analysis. To build a performance ethos within the lessons.	This builds on your knowledge of choreography and performance This builds towards stronger leadership and performance within dence This provides an opportunity for collaboration between history, music, drama and geography.	Research the culture of the 'Hoedown' Explore online dence to gain more actions Explore music styles for the hoedown The hoedown	Critical thinking Analysis Creativity Collaboration Research Adaptability Resillence Problem Solving Exploration

Year 7 Curriculum: Dance (continued)



	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 Capoelra as cultural dance genre.	How can creating and performing in different group sizes help me to develop as a dancer? <u>UAE Link:</u> Being an active citizen Thoughtfulness; cooperation	To develop the ability to explore a cultural Dance form. To demonstrate skills, kno wledge 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 skills. 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 Brazilian 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 stimuli 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 stimuli 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

Year 7 Success Criteria: Dance



Success Criteria	Working Below	Working Towards	Working At Age Related Expectations	Working Above	Significantly Above
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



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.

Year 7 Curriculum: Drama



	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: Director's Toolkit	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? <u>UAE Link:</u> Collaborative tasks will support the development of tolerance and respect as an Islamic value.	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 drame techniques in different ways to communicate character, plot and themes in drame. Assessment for Learning: Self and poer feedback tasks. Drama portfolio - Performance work filmed in the rehearsal process. Class discussion and questioning tasks. 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 the Performing Arts, Technology.	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. Wider reading - Director's Toolkit cards.	Creativity Collaboration Critical thinking Problem- solving Adaptability Inquiry Research
Term 2: Let's get Melodramatic	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? <u>UAE Link:</u> 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 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: Self and peer feedback tasks. Drama portfolio - Performance work filmed in the rehearsal process. Class discussion and questioning tasks. 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 apportunity for collaboration between Music, Media 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.	Resilience Creativity Collaboration Critical thinking Problem- solving Adaptability Inquiry Research
Term 3: Actor's Toolkit	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 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 an in-depth character.	Through exploring a range of Stanislavski acting rehearsal methods and creating a range of roles for performance. Assessment for Learning: Self and peer feedback tasks. Crama portfolio - Performance work filmed in the rehearsal process. Class discussion and questioning tasks. 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.	Creativity Analysis Collaboration Critical thinking Problem- solving Adaptability inquiry Research

Year 7 Success Criteria: Drama



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
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 highly creative 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. Student 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. Student 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.

Year 7 Success Criteria: Drama



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
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. Student 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. Student requires significant support to incorporate audience feedback and develop their role 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 melodramatic performance. Utilises audience feedback in a highly insightful and transformative manner, making exceptional adjustments during the rehearsal process to develop a unique performance.

Year 7 Success Criteria: Drama



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
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 can contribute to character development and communication to an audience.	Uses 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.	Uses 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 a 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



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

Year 7 Curriculum: English



	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/Furt her Exploration	Learning Skills
Term 1: Heroes and Viltains	This unit will explore the features of various fictional heroes and 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 heroes and viliains from a variety of texts. Analyse the presentation of heroes and viliains. Evaluate how language is used for effect. Create a written description of a viliains.	You will learn by exploring a variety of extracts that feature heroes and 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 writer's 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 appartunity for collaboration between Art, History and Drama.	https://padlet.com/kelliemona ghan/year-7-english-challenge- padlet-7z3at9bup4jixvrw	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Beflection 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 Moral Education.	https://padlet.com/kelllemona ghan/year-7-endlish-challenge- padlet-7z3at9bup4lisvrw	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting
Term 3: Communicat ing 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://badlet.com/kelliemona- ghan/year-7-english-challenge- padlet-7:3at9bup4lixvrw	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence Re-drafting

Year 7 Success Criteria: English



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
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.
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



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

Year 7 Curriculum: Food Technology



	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 li	Heath and Safety in the flotchen. Nutrition and the Ear well-Guide Importance of broakfast.	How important is it to maintain health and safety in the Food Technology environment? UAE Link: How does the Eat Wall guide compare to local government guideines.	To understand food safety and hygiene and the rules of the kitchen. To start practicing chopping skills and how to handle a krife safety How to incorporate these skills into making a healthy breakfest. 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 Homemade Granola Summative Assessment: This assessment will essess 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 begin to understand how to maintain a healthy dist and why. To practice skills such as weigh, measure, peel, cut, chop, slice, dice by using the 'Bridge' cut and 'dwy' methods.	Tim 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
lerm 2:	Mecronutrients and carbohydrates The importance of grotain Hundling raw meat.	How does having a balanced diet effect us on a daily basis? Why is it important to know how to handle caw recat? LIAE Link: How does the Eat Well guide compare to local government guideines.	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? Scores Homemade pizza dough Making stir try Homemade chicken nuggets Summative Assessment: This assessment will assess how effectively students have developed their understanding of the togic	To gain insight into the benefits and function of carsohydrates and how to incorporate them into your diet. Of the rids involved with handling raw meat and how to avoid such risks to stay healthy. To practice skills such as Weigh, measure, peel, cut, chop, slice, dice, kneed, combine, bake, kneed using hubbing" and "kneeding" method.	This builds on life skills such as health and safety, personal hygiene, using sharp equipment correctly. This builds bowards, kodependence in the kitchen, knowleg what to eat to stay healthy and how to make healthy choices. This provides an opportunity for collaboration between different collaboration between diffe	Design Create Plan Propare Cost Shop Read food labels Research recipes	Critical thinking Airelysis Collaboration Inquiry Research Design Thinking Adaptability Iteration Resilvence
Term 3;	Saking Methods Food from around the world	Why do you think it is important to ensure the correct measurements of ingredients are used in Baking? LIAE 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. Various dishes from different parts of the world. Keys skills such as combining, mixing, sticing, simmering, baking and adapting/ modifying racipas.	This builds on life skills such as health and safety, personal hygiene, using sharp equipment correctly. This builds forwards , independence in the kitchen, knowing what to eat to stay healthy and how to make healthy choices. This provides an opportunity for collaboration betoven different cultures, peer and self-assessment, making a variety of dishes ranging in complexity	Design Create Plan Prepare Cost Shop Read food labels Research racipes	Technical skills Design thinking Innovation Corbosi thinking Analysis Collaboration Inquiry Research Restience

Year 7 Success Criteria: Food Technology



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
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 experiment with various recipes that relate to indvidual 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 ability 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



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 geography links to case studies from across the globe whilst embedding core geographical skills to prepare students for their IGCSE/ A-Level. 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 weather 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 considers 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.

Year 7 Curriculum: Geography



	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. Plate Tectoritis	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 are the 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 primary school. 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. Further reading on specific case studies are available on teams. Documentary recommendations on Teams.	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Research Resilience
Term 2. Asia's Blomes	This unit we will explore how human and physical geography varies across the continent of Asia focusing on tropical rainforests and coral reefs.	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 blomes vary throughout the continent To look at the characteristics and threats to tropical rainforests. To look at the characteristics and threats to coral reefs.	Through exploring critical thinking to analyse images and texts to contrast human and physical environments. Through presenting information to the class about different threats to biomes 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 indepth understanding of how climates and economies vary. This provides an apportunity for collaboration between Science, Business, History and Geography.	Analyse choropleth maps to determine the biomes found in Asia Create climate graphs to support written explanations on biomes across Africa Deepen knowledge of the tropical rainforest biome with an educational trip to green planet Further reading on specific case studies are available on teams. Documentary recommendations on Teams.	Critical thinking Analysis Collaboration Inquiry Research Adaptability Iteration Resilience Presenting
Term.3: 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 O5 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 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 use a variety of OS maps to plan routes considering geographical factors. Support videos will be provided on Teams Challenge questions will be provided on teams	Critical thinking Innovation Collaboration Problem-solving Adaptability Inquiry Design Thinking

Year 7 Success Criteria: Geography



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
To explain physical processes such as causes of natural hazards	Limited ability to describe physical processes such as the cause of natural hazards	Can explain the stages of physical processes in the correct order making minimal mistakes	Can use keywords to describe different physical processes.	Can use keywords accurately to describe physical processes in detail and with clarity.	Can use keywords accurately to describe physical processes in detail and with clarity linking to place specific examples and using supporting evidence from figures.
To explain human processes such as how and why impacts vary across the world	Limited ability to describe human processes such as why impacts of hazards vary across the world.	Can describe human processes and suggest why variety may occur across the world.	Can describe human processes and explain why they vary in specific countries across the world.	Can explain human processes and explain why they vary in specific countries around the world supported by contemporary data.	Can explain human processes and explain why they vary in specific countries around the world supported by contemporary data and development indicators.
To describe the relationships between humans and the physical environment	Limited ability to describe the relationship between humans and the environment,	Can describe how humans impact the environment.	Can accurately describe how humans impact different ecosystems using keywords.	Can accurately describe how humans impact different ecosystems using keywords and linking to place specific examples.	Can accurately describe how humans impact different ecosystems using keywords and linking to place specific examples as well as suggesting future trends across the world.
To use graphical skills to show geographical conditions and distributions.	Limited ability to use graphical skills to shoe geographical factors.	Can draw basic graphs to illustrate geographical themes.	Can draw basic graphs accurately to illustrate geographical themes and suggest the trends.	Can draw a variety of graphs accurately illustrate geographical themes and explain the trends.	Can select the best graph and draw it accurately graph to illustrate geographical themes and explain trends in detail using keywords.
To describe locations on a map	Limited ability to verbally describe a location.	Can use symbols and four-figure grid references to describe locations.	Can verbally explain and write specific locations using symbols, four-figure and six-figure grid references.	Can accurately describe locations using symbols, four-figure and six-figure grid references.	Can accurately describe locations using symbols, four-figure and six-figure grid references on small-scale maps and OS maps.
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.

The words in **bold** represent the key skill needed to move up to the next level. Use this in class to self-assess your work.

Key Geographical skills= Map skills, Keywords, Physical processes, Human processes, Figures, Interrelationships, Fieldwork

History



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 geography links to case studies from across the globe whilst embedding core geographical skills to prepare students for their IGCSE/ A-Level. Our curriculum ensures that they:

- · Students develop a strong understanding of key historical events, individuals, and movements that have shaped societies over time.
- They explore history at local, national, and global levels across a variety of periods and cultures.
- Historical knowledge is deepened through the use of evidence, sources, and interpretations, which are embedded into written work and discussions.
- Students examine how political, economic, social, and cultural changes have impacted people's lives across time.
- Independent historical enquiries are encouraged, helping students draw informed conclusions and build critical thinking skills.
- They engage with significant historical debates, using evidence to form balanced arguments and reasoned judgements.
- Lessons encourage reflection on the importance of history for both present and future generations.
- Students develop the confidence to express and discuss historical ideas, interpretations, and their relevance to contemporary society.
- Collaborative tasks promote teamwork, effective communication, and shared learning.

These aims are realised through our curriculum which:

These aims are delivered through a broad and diverse curriculum, covering topics such as the British Empire, Medicine Through Time, Conflict and Tension, Elizabethan
England, and Migration. The curriculum is sequenced to build upon prior knowledge and skills, allowing students to explore increasingly complex historical issues.
Enquiry and research are central to learning, with students encouraged to investigate multiple perspectives and engage with modern historical scholarship.

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

Ongoing assessment, moderation, and student feedback are used to track progress and support learning. Students receive regular feedback linked to the History success criteria, focusing on key skills such as analysis, source evaluation, and extended writing. Assessment data is used to inform teaching and ensure students are appropriately challenged. Progress is reported through written feedback and parent-teacher consultations, with clear next steps provided. Student voice is welcomed in shaping learning experiences, and student

Year 7 Curriculum: History



	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: Bonses and skills in History.	This unit will explore how the impact the Romans had on the world. The students will also focus on the key skills of a historian.	What did the Romans ever do for us? UAE Link: We will look at the importance of time and chronology when focusing on the skills of an historian. Also, students will study the methods around Oral History and will be encouraged to interview members of the community.	Understand how historians use sources (primary & secondary) to study the past. Identify bias and reliability when analysing evidence. Place key Roman events in chronological order using timelines. Develop enquiry skills by asking and answering historical questions. Begin to construct historical arguments supported by evidence.	This unit will help you understand how historians investigate the past by asking questions, using sources, and judging whether evidence is reliable or biased. You will learn who the Romans were, how their powerful army helped them build an empire, and how leaders like Augustus used propaganda to control and inspire people. We will explore what life was like in Roman Britain and think about what the Romans did for the world. Finally, you'll discover why the empire eventually collapsed, and how its legacy still shapes our lives today. 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.	You will learn this so you can think like a historian — asking questions, using evidence, and making your own judgments about the past. Studying the Romans helps you see how empires are built and how leaders, like Augustus, used propaganda to influence people. It shows you how the Romans shaped Britain with roads, towns, and ideas that still affect our world today. By the end of this unit, you will not just know what happened, but also why it matters.	This builds on knowledge previously taught in primary school. This builds towards a detailed understanding of the key skills in History	Students will work in small groups to create a museum exhibit showcasing how the Romans influenced modern society. They will research key aspects of Roman life, select evidence, interpret sources, and present their findings through artefacts, posters, models, or digital presentations.	Technical skills Design thinking Innovation Critical thinking Analysis Collaboration Research Resillence
Term.2: Medieval Entland	This unit will explore the key events in Britian leading up to the Battle of Hastings in 1066. Then go on to look at key events in Medieval England such as Peasants Revolt, Magna Carta and the Black Death.	What were the key events that took place during Medieval England? UAE link: Understanding the links between a global pandemic in this country with one in Medieval times.	identify key events and dates in Medieval English history (e.g. Norman Conquest 1066, Magna Carta 1215, Black Death 1348, Peasants' Revolt 1381). Describe the structure and roles within the feudal system in Medieval England. Explain the power and influence of the monarchy, church, and nobility. Understand the causes and consequences of major historical events (e.g. the Norman invasion, the Crusades, the Black Death). Recognize how everyday life varied between different social classes (e.g. peasants vs. nobles). Understand the significance of law, justice, and punishment in the medieval legal system.	Students will learn about Medieval Britain by exploring key aspects of life between the Norman Conquest in 1066 and the end of the Middle Ages around 1500. They will investigate the feudal system, the role of the Church, medieval kingship, daily life for peasants and nobles, and significant events such as the Black Death and the Magna Carta. Assessment for Learning: Self and peer assessment, plenary quizzes, source analysis, exit tickets, think pair share tasks, learning logs/journals. 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.	You will learn about Medieval England to understand how society, power, and daily life developed in the centuries following the fall of the Roman Empire. By exploring these events, students gain insight into how power was structured, how ordinary people lived and how institutions like monarchy, law and religion evolved.	This builds on the historical skills students have developed in term one by getting students to apply them to Medieval England. This builds towards students being able to critically analyse sources and evaluate their effectiveness.	Students will work in small groups to produce a day in the life project. They will write and design a diary from the perspective of a medieval person (e.g. knight, monk, soldier). This will focus on their communication skills, digital literacy and historical understanding. Horrible Histories: The Measly Middle Ages by Terry Deary. Castle Diary: The Journal of Tobian Burgess, Page by Richard Platt.	Critical thinking Historical enquiry Source analysis Chronological understanding Change and continuity Source evaluation Using evidence Communication

Year 7 Curriculum: History



	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 3: The Ludors	How the Tudor Dynasty helped to shape Britain, Looking at the War of the Roses to the Golden Age of Elizabeth I,	How influential was the Tudor dynasty in shaping Britain? UAE link: Dynasty	Identify key Tudor monarchs and their reigns: Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I. Understand the major political, religious, and social changes during the Tudor period (1485–1603). Describe the causes and consequences of the English Reformation and the break from the Roman Catholic Church. Analyse primary and secondary sources to draw conclusions about the Tudor dynasty. Compare and contrast different historical interpretations of key events (e.g. Henry's break with Rome).	Students will learn about the Tudors by studying the dramatic changes that took place in England between 1485 and 1603 under Tudor monarchs like Henry VIII and Elizabeth I. They will explore key themes such as the English Reformation, the break from the Catholic Church, the power and personality of Tudor rulers, and life for ordinary people during this time. Assessment for Learning: Debates, creation of timeline, quizzes, source analysis tasks, exit tickets, peer feedback, plenary quizzes. Summative Assessment: The unit will end with an assessment to test their understanding of the key figures in the Tudor dynasty and the differences in their reigns.	You will learn about the Tudor dynasty because it was a transformative period in English history and shaped the nations political, religious, and cultural identity. You will gain insight into the roots of modern British government, the impact of religious conflict, and the lives of key figures like Henry VIII and Elziabeth I.	This builds further on their historical skills learned in term one. This builds towards students having a comprehensive understanding of different time frames within England and applying their historical skills to it.	Students will have the opportunity to role-play the Tudor Court. They will recreate the court of Henry VIII or Elizabeth I by assigning roles such as monarch, advisor, foreign ambassador and courtier. This will focus on the court life, political dynamics and key political/religious issues. Horrible Histories: Terrifying Tudors by Terry Deary.	Interpretation Chronology Argumentation Source analysis Communication Critical thinking Using evidence Historical enquiry

Year 7 Success Criteria: History



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Knowledge & Understanding	Umited ability to use knowledge and understanding	I can describe key events, people, and periods in detail.	I can explain key events, people, and periods in detail.	I can explain how events, people, and periods shaped societies over time, linking local, national, and global history.	I can evaluate how events, people, and periods shaped societies over time, linking local, national, and global history.
Chronology	Limited ability to understand chronology	I can put some events in the correct order.	I can use chronology to determine the order of events.	I can explain changes across a period and identify what stayed the same.	I can analyse change and continuity across different periods and explain patterns over time.
Use of Sources	I can use a source to find simple information.	I can describe the content of a source.	I can make inferences from sources and explain their usefulness.	I can successfully engage with the origin and the content of a source and I can communicate this through writing.	I can evaluate sources critically, considering reliability, provenance, and purpose.
Evidence & Interpretation	I can give my opinion without using evidence.	I can support my opinion with some evidence.	I can support my opinion with some evidence, and I can begin to develop my writing to explain evidence and interpretation.	I can explain evidence and interpretations in my writing,	I can build balanced arguments using evidence and explain different historical interpretation
Cause & Consequence	I can say what happened in an event.	I can describe why an event happened and what changed as a result.	I can explain why an event happened and what changed as a result.	I can begin to analyse multiple causes and consequences.	I can analyse multiple causes and consequences, weighing which were more significant.
Enquiry & Communication	I can answer simple questions about the past.	I can write simple sentences about the past and I can add key knowledge to support my answer.	I can create questions to guide my research.	I can write a clear paragraph, making a point with evidence.	I can plan and carry out a historical enquiry, drawing conclusions from different sources.

Islamic (Native)

المنهج

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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
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*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 هينة المعرفة والتنمية البشرية / وزارة التربية والتعليم في تدريس مادة التربية الإسلامية (الوحي الإلهي ، العقيدة الإسلامية ، قيم الإسلام وأدابه، أحكام الإسلام ومقاصدها، السيرة النبوية والشخصيات،

*يتم تنظيمه بشكل موضوعي لتحفيز عمق واتساع التفكير

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

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

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

يضمن توفير الفرص لتطوير اهتمامهم بأن يكونوا جزءا من الأنشطة والتجمعات والأحداث والمسابقات اللاصفية لتطوير مناهج قانمة 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 مُلاحظات 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 لإبلاغ

عند الاقتضاء

Year 7 Curriculum: Islamic (Native)



	ماذا سأتطم؟	سوال تطیمی کیپر	أهداف التطي	كيف سأتطم هذا؟	لملاة سأتطم هذا؟	الريط بالمواد الأخر ق	التعلم الغالم على المشروع / قراءة أوسع / مزيد من الاستكشاف	مهازات التطم
الترم الأول:- الترم الأول:- الوحى الألهى:- السجدة 1 - 12).(قرآن المحكام النون الساكنه والتنوين (الإظهار) والتنوين (الإظهار) (صلى الله عليه وسلم).(حديث شريف) (العقيدة الإيمائية) المقيدة الإيمائية) الماب المسجد. (اداب المسجد. الاسلام) المعادة في المدينة المعادة في المدينة السيرة النبوية) المنورة بعد الهجرة. السيرة النبوية) المنورة بعد الهجرة. السيرة النبوية) المابرة النبوية والإسلامي. (الهوية	هذا الفصل يقرأ ويحلل وقواعدها ، ويستكشف ودلالة الأعمال الإعمال الهامة في الإسلام. كتاب الوحدة 1 و	لماذا بدأت السور القرآنية المروف المنقطعة؟ الإمارات:- لماذا الإمارات:- العربية العربية العربية العربية المعربية والإسلامية؟	*يكتشف سمات القران التي تقتضي الإيمان والتصديق. *يستنتج دلائل وحدانية الله تعالى. *يستنبط وصايا الرسول (صلى الله عليه بيوضح أهمية تطبيق وصايا الرسول (صلى الله عليه بيستنبط علامات قيام الساعة. *يستنبط علامات قيام الساعة. *يستنبط علامات قيام الساعة. *يوضح العلاقة بين نهاية الكون والإيمان بيوم القيامة. *يستنبط ثمرات التأدب باداب المسجد. *يستنبط ثمرات التأدب باداب المسجد. *يستنبط ثمرات التأدب باداب المسجد. *يستنبط أثر التراحم المجتمعي على المجتمع. المجتمع. *يجد حلا لبعض المشكلات التي تعاني المنها دول العالم العربي والإسلامي. العربلية والإسلامية.	ستتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام التقييم من اجل التعلم: التقييم من اجل التعلم: التقييم من اجل التعلم في التقييم المستمرة في ووحدة, اختبارات قصيرة ، وردود فعل قصيرة ، وردود فعل المنوع المنوع شفوي (مورة قاعدة البحث, التقييم النهائي ، سيقيم التقييم النهائي ، سيقيم الشفهي النهائي ، سيقيم الطلاب في تطوير وزارة المعرفة والتعليم / هيئة وتحليل معيار وزارة المعرفة والتنمية البشرية المعرفة والتنمية البشرية وذاتي.	- تلاوة وحفظ جزء عم وتبارك. وكذلك حفظ تحدي المستنجة من الأحاديث الأحاديث وبيان الرها اليومية وبيان الرها اليومية وبيان الرها المسلم وعلى على سلوك فهم وربط تعليم الإسلام يدعمك ويسمح التقكير والعميق.	هذا يبنى على معرفتك الحالية بمختلف السور الدرية الإسلامية واللغة العربية: العربية ضرورية لفهم اللغة العربية ضرورية لفهم مكاف الله تعلى بما فيه من القربية الإسلامية والمتاريخ معان ودلالات سخر الله للإنسان الأرض والمعاء، فقد جعلها الله سيحله فيها للوقوف عند جوانب وتعالى محل در استها والتعمق وللنظة الإسلامية والعلوم: النظر والتأمل التربية الإسلامية والعلوم: التربية الإسلامية والعلوم: الكون، بكل ما سخر ألله فيه من الله تعالى إلى اكتشاف سنن والتكولوجيا: التربية الإسلامية والمعادة فيه من مخلوقات لبني أدم التربية الإسلامية والتكولوجيا: التربية الإسلامية والتكولوجيا:	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرآنية والأحاديث في الأمبوع وتحميلها في قناتك. من تعلمهم عن بحث قصير التحقق مواصلة العمل على مواصلة العمل على الأنبياء وتعليمهم. التعليم الإسلامي مواصلة العمل على الأنبياء والحديث التحري الإسلامي والمعايير الإسلامية الأخرى	العصف النفكير الزهني الإبداعي الربط بالواقع الربط بالوثيقة الربط بالوثيقة المثكلات التفكير الناقد التعاوني

Year 7 Curriculum: Islamic (Native)



	ماذا سأتطم؟	سوال تطیمی کبیر	أهداف التطم	كيف سأتطم هذا؟	لمذا سأتعلم هذا؟	الربط بالمواد الأخرى	النظم القلم على المشروع / قراءة أوسع / مزيد من الاستكشاف	مهارات التطم
الترم الثاني: الوحي الإلهي: وجزاؤهم (سورة السجدة 1- صفات المؤمنين 2- 13- 12- 14- 15- 15- 15- 15- 15- 15- 15- 15- 15- 15	هذا الفصل يقرأ ويحلل السورة ويستكثف ويستكثف ودلالة الحديث، بعض الأعمال الإسلام. الإسلام. الوحدة 3 و الوحدة 3 و	كيف تربط النحل التطوعي العمل التطوعي المحتمع وتتمية الربط بدولة التحدي: الرمارات:- الدفاع عن الدفاع عن ذلك على من ذلك بمثال دلل على من النبي (صلى حياة الله عليه الله عليه وسلم)؟	*يقارن بين جزاء المؤمن والفاسق. *يوضح عدل الله في الجزاء. *يقارن بين المؤمن وغير المؤمن في حالتي السراء والضراء. *يستنتج اهمية شكر الله التفكر والتدبر في *يستنتج عاقبة عدم الأمور. "يستنتج مجالات العمل التطوعي. *يستنبط فوائد العمل التطوعي للفرد *يستنبط أوائد العمل والمجتمع. *يستنبط الحكمة من والمجتمع. *يبين أسباب الغزوة. *يبين أسباب الغزوة بدر. *يوضح ضوابط الإسلام *يوضح ضوابط الإسلام *يوضح ضوابط الإسلام *يوضح ضوابط الإسلام في الحفاظ على البينة.	سنتعلم من خلال قراءة وتحليل واستكشاف وربط الحقيقي والاخرة. الحقيم من أجل التعلم: التقييم من أجل التعلم: المستمرة في نهاية كل موضوع ووحدة. اختبارات الرملاء والنقاشات الصفية ، التقييم مدى فعالية الطلاب التقييم مدى فعالية الطلاب التقييم مدى فعالية الطلاب في تطوير وتحليل معيار وزارة التربية والتنمية ، وذاتي. التقييم أ	- تلاوة وحفظ وكذلك تحدي عم وتبارك. وكذلك تحدي حفظ حفظ من الأحاديث لربط من الأيات اليومية وبيان والأحاديث بالحياة المجتمع . المجتمع . الإسلام "كيف فهم وربط تعاليم يمكن أن يدعمك ويسمح لك والعميق .	هذا يبنى على معرفتك الحالية بمختلف المعايير والسور من الترم 1. التربية الإسلامية واللغة العربية: اللغة العربية ضرورية لفهم كتاب التربية الإسلامية والتاريخ التربية الإسلامية والتاريخ والجغرافيا: مخر الله للإنسان الأرض والسماء، فقد جعلها الله سبحانه وتعالى محل دراستها والتعمق فيها للوقوف عند موانب عظمة الخالق عز وجل المتمام المؤمن عندما دعاه الله إلى المتشاف سنن الكون، بكل ما والنظر، وهي دعوة من الله تعالى التربية الإسلامية والعلوم: التربية الإسلامية والعلوم: التربية الإسلامية والعلوم: التربية الإسلامية والتكون، بكل ما والبحث تفتح امام الطالب افاقا واسعة التربية الإسلامية والتكنولوجيا: مخلل البحث والاستقصاء وجمع لاكتساب المعرفة والمهارة من المعلومات.	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرانية والأحاديث في قاتك. الأسبوع وتحميلها من تعلمهم عن من تعلمهم عن مواصلة العمل على التعليم الإسلامي التعليم الإسلامي والمعايير الإسلامية والمعايير الإسلامية الأخرى	العصف الذهني الإبداعي الإبداعي الربط بالواقع الأخرى الربط بالوثيقة المشكلات التفكير الناقد التعلم التعاوني



Year 7 Curriculum: Islamic (Native)

	ملاا ساتطم؟	سۇال تطيمي كېپر	أهداف التطم	كيف سأتعلم هذا؟	لماذا سأتطم هذا؟	الريط بالمواد الأخرى	النظم القائم على المشروع / قراءة أوسع / مزيد من الاستكشاف	مهارات التطم
الترم الثالث: - الوحي الالهي: - 1; - سبيل الهداية (سورة الملك 2; - اختيار الجليس). (حديث شريف) 3; - التفكير العلمي (العقيدة الإيمانية) 4; - اداب الدعاء (اداب الإسلام) 5; - صيام التطوع (العبدات) النبوية)	السورة وقواعدها، ويستكشف الحديث، ودلالة بعض الأعمال الهامة في الإسلام. الإسلام. الوحدة 5 و 6	كيف يساعد النبوية النبوية والشخصيات المسلمين في المسلمين في الحياة؟ الأمارات: الإمارات: وضعتها دولة المخافظ على وسلامة أمن وسلامة المغيين على المغيين	"بستنتج عاقبة ضم التفكر والتدبر في الأمور. "بوضح جزاء المؤمنين الذين يخافون الله تعلى في السر والعان. "بسر بين الصاحب الصالح والصاحب في ثيين أثر الصديق في شخصية الإنسان "بوضح اهمية البحث في تحصيل المعرفة وتنميتها. "بستنتج أثر الاكتشاف في والابتكار في "بعدد أداب الاعاء. "بوضح اهمية الدعاء. "بين الأيام التي يستحب صيامها. "بستنج أمرات صيام النطوع. "بستنج أسباب غزوة احد. "بوضح نتائج غزوة احد.	سنتعلم من خلال قراءة وتحليل واستكشاف وربط تعاليم الإسلام الحقيقي والأخرة. التقييم من أجل التعلم: التلاوة الشفوية ، التقييمات المستمرة في الختبارات قصيرة ، وردود فعل الزملاء والنقاشات الصفية ، تعيين مشروع قاعدة البحث. التقييم الثهاتي ، سيقيم هذا التقييم الثهاتي المعلوير وتحليل التهاية الحللاب في تطوير وتحليل معيار وزارة التربية والتعليم / هيئة المعرفة والتتمية البشرية في هيئا موضوعي وذاتي.	- قراءة وحفظ موراءة وحفظ عم وتبارك. عم وتبارك. السور والأحاديث وتحذيها. وتحذيها. المراديث المراديث المراديث المراديث المراديث المراديث ويسمح لك والإبداعي.	هذا يبنى على معرفتك الحالية بمختلف المعايير و السور من الترم 2. والسور من الترم 2. التربية الإسلامية والثغة العربية: التربية الإسلامية والثغة العربية بتالى بما فيه من معان ودلالات التربية الإسلامية والتاريخ محر الله للإنسان الأرض والسماء، مخر الله للإنسان الأرض والسماء، تواسيها والتعمق فيها الوقوف عند براستها والتعمق فيها الوقوف عند جوالب عظمة الخالق عز وجل اهتمام التربية الإسلامية والعلوم: والتنظر، وهي دعوة من الله يعلى الي والنظر، وهي دعوة من الله تعلى إلى الأرسان التي تحت على العلم والبحث والنظر، وهي دعوة من الله تعلى إلى الأربية الإسلامية والتكنولوجيا: فيه من مخلوقات لبني الام التربية الإسلامية والتكنولوجيا: التربية الإسلامية والتكنولوجيا: الله المعرفة والمهارة من خلال البحث المعرفة والمهارة من خلال البحث المعرفة والمهارة من خلال البحث	تقييمات مستمرة في نهاية كل موضوع ووحدة. حفظ السورة القرانية والأحديث النبوية الشريفة قاتك. في الأسبوع وتحميلها في قصير التحقق من تعلمهم عن الأنبياء وتعليمهم. مواصلة العمل على التعليم الإسلامي لتضييق الفجوة والمعايير والمران والحديث و المعايير الإسلامية الأخرى	العصف الذهني الإبداعي الإبداعي الربط بالواقع الأخرى الربط بالوثيقة الربط بالوثيقة المشكلات التفكير الناقد التعلم التعاوني



Year 7 Success Criteria: Islamic (Native) 7 قواعد معايير النجاح للصف

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 _ 0)
الوحي الإلهي (القرآن الكريم - الحديث الشريف) التلاوة - الحفظ - التحليل يظهر الطالب حفظاً 3.1.1 بمعانية و علومه وتطبيقاً لاحكامه. للأحاديث النبوية الشريغة وفهما للاحاديث النبوية الشريغة وفهما لمعانيها وتطبيقا لأحكامها.	*الفهم المحدود أو غير الدقيق للآيات ❖ القرآئية و الأحاديث الشريفة لكنه يجد صعوبة في الربط بين معاني الآيات	*بعض الفهم للآيات القرآنية ونصوص الأحاديث مع القدرة على انتقاء بعض الأنلة من حيث النقاط. *بعض الوعي بالسياقات ذات الصلة.		تطبيق أحكام التلاوة مع وجود بعض الاخطاء من حين لاخر *يطبق غالبًا أحكام التجويد: النون *لسنكنة والتنوين *يسمع بشكل صحيح الأحاديث في *أغلب الأحيان. *يشرح بنجاح المعاني العامة *لاحاديث المقررة في المنهج ويربطها	والتنوين. *يسمع باتقان الأحاديث النبوية المقررة بدقة عالية. *يبين بدقة المعانى العامة للأحاديث النبوية المقررة في المنهج ويربطها
العقيدة الإسلامية التعرف والاستكشاف والتحليل المثلب نصوصنا 3.1.2 شرعيا في مجال العقيدة الإسلامية. يظهر الطالب وعيا 2.1.2 وإيمانا بأسس الإيمان بالله تعالى وصفاته وملائكته وكتبه ورسله.	يون بسل المساور المس	ويخطئ في تصنيفها. *يوضح مفهوم المسؤولية في • الإسلام مع وجود أخطاء قليلة.	"بوضح مفهوم المعنوولية في الإسلام مع وجود أخطاء قليلة. "بربط بين مفهومي المعنوولية والمحاسبة عن الأفعال في اليوم الأخر بمعان يسيطة. " يطبق مبادئ المعنوولية في مواقف حياتية بين الحين	ومظاهر كونية بنجاح "يشرح مفهوم المسوولية في الإسلام. "يربط بنجاح بين مفهومي المسوولية والمحاسبة عن الأفعال في اليوم الاخر. "يطبق غالبًا مبادئ المسوولية في	كونية بنجاح ، ودعم ذلك بالأدلة. *يشرح بدقة ووضوح مفهوم المسؤولية في الإسلام. *ير بط بدقة ووضوح بين مفهومي المسؤولية والمحاسبة عن الأفعال في اليوم الأخر.



Year 7 Success Criteria: Islamic (Native) 7 قواعد معايير النجاح للصف

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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 وأدايه	*نادرا ما يربط بين العمل النطوعي ٠٠	* يربط بشكل سطحي بين العمل التطوعي ي	*پربط بشکل سطحي بين - 💠	*يربط بشكل عميق وتام بين العمل ٠	"يريط بشكل موسع بين العمل النطوعي 💠
20.1 - 1.121	والتكافل وتطور المجتمع.		العمل التطوعي والتكافل وتطور	التطوعي والتكافل وتطور المجتمع.	والتكافل وتطور المجتمع موضخا ذلك
اشرح واريط واستقصى	"يستخلص بشكل محدود فواند الأدعية ٠	*يستخلص بشكل جزئي فواند الأدعية في ١٠	المجتمع.		بالأمثلة
يظهر الطالب فهمًا 1.1.3	في حياة المسلم من الأدلة الشرعية.	حياة المسلم من الأدلة الشرعية.	"يستخلص بشكل جزئي فواند ي	الأدعية في حياة المسلم من الأدلة	"يستخلص بشكل تام وصحيح فواند الأدعية 💠
وتمثلا لقيم الإسلام الفردية	"يحاول تصمم نشرة تدعو إلى أداء ي	*يصمم نشرة تدعو إلى أداء الأعمال بهمة ي	الأدعية في حياة المسلم من	الشرعية.	في حياة المسلم من الأدلة الشرعية.
والجماعية في سلوكه.	الأعمال بهمة ونشاط ، مع وجود أخطاء	وتشاط ، مع وجود أخطاه	الأدلة الشرعية.	*يصمم بنجاح تام نشرة تدعو إلى أداء ي	"يصمم ينجاح تام وبدقة نشرة تدعو إلى أداء ٠٠
	مئكررة.	*يميز بشكل جزني جوانب النسامح في ي	*يصمم نشرة تدعو إلى أداء ٠	الأعمال بهمة وتشاط ، محددًا فيها	الأعمال يهمة ونشاط ، موضحا فيها أسباب
	*يميز بشكل محدود جوانب التسامح في ي	الإسلام.	الأعمال بهمة ونشاط ، مع وجود	أسباب الهمة.	الهمة بعمق.
يظهر الطالب فهمًا 1.2.3	الإسلام مع وجود أخطاء.	*يستخلص بشكل جزني آداب الدعاء. 🌣	أخطاء	*يميز بشكل تام جوانب التسامح في ٠٠	*يميز بشكل تام جوانب التسامح في الإسلام ٠
وتطبيقا لاداب الإسلام.	"يستخلص بشكل محدود أداب الدعاء. *	*أيسمع أذكار الصباح والمساء مع وجود 💠	* پمیز بشکل جزنی جوانب 💠	الإسلام.	، ودعم ذلك بأدلة من القر أن والحديث
	"يُسمع بشكل غير صحيح أذكار الصباح ٠٠	أخطاء كثيرة ويتردد	التسامح في الإسلام.	*يستخلص بشكل صحيح معظم أداب 💠	والسيرة النيوية.
	والمساء.	*يصمم عرضنا حول أداب المسجد مع ٠٠	*يستخلص بشكل جزني أداب 💠	الدعاء.	* يستنتج بشكل صحيح وطلاقة بأداب 💠
	* يحاول تصمع عرضنا حول أداب ي	وجود أخطاء	الدعاء.	* يُسمع بشكل ثام ويطلاقة أنكار 💠	الصباح والمساء ويسمع بشكل تام وبطلاقة
	المسجد مع وجود أخطاء متكررة.		*يُسمع أذكار الصياح والمساء ٠٠	الصباح والمساء.	موضحًا المعنى العام.
	2		مع وجود أخطاء كثيرة ويتردد.	*يصمم بنجاح تام عرضنا حول أداب ٠	"يصمم بنجاح تام عرضنا حول اداب ٠٠
			*يصمم عرضنا حول أداب ي	المسجد	المسجد موضحا أهمية الالتزام بها.
			المسجد مع وجود أخطاء.		
أحكام الإسلام ومقاصدها	"يذكر بشكل جزني أنواع أعمال الصلاة. ٠	*يصنف بشكل جزئي أعمال الصلاة مع ❖		*يصنف بشكل تام ودقيق أعمال الصلاة *	*رصنف على نطاق واسع أعمال الصلاة *
وصنف - تُصنيف –	البين بشكل سطحي أنواع السجود ٠	وجود أخطاه	الصلاة مع وجود أخطاء.	مع وجود أخطاء	ويقارن بيتها.
استنتاج	وأحكامها.	EU /0 E2	25 1/4 25	5 11	N S NO
		*يبين بشكل جزني أنواع السجود 💠	*ينين بشكل جزني أنواع السجود ،	*يبين يشكل تام ودقيق أنواع السجود ٠٠	*يبين بدقة أنواع السجود وأحكامها 💠
يظهر الطالب 3.1.4	* يستنتج بشكل محدود أنواع صيام ي	وأحكامها ومقاصدها مع وجود أخطاء	وأحكامها ومقاصدها مع وجود	وأحكامها ومقاصدها دون أخطاء	ومقاصدها دون أخطاء
معرفة بفقه العبادات	النطوع من أدلتها الشرعية (القرآن		أخطاء		
ويزديها بطرقة صحيحة.	والحديث) .			* يستنتج بشكل صحيح أنواع صيام *	*يستنتج بشكل تام وصحيح الواع صيام ي
يظهر الطالب 1.3.4		التطوع من أنلتها الشرعية (القرآن			التطوع من أدلتها الشرعية (القرآن
يطهر الطالب 1,2,4 معرفة وفهمًا لقواعد		والحديث) مع وجود أخطاء		The state of the s	والحديث). ويقارن بينها.
معرفة وفهدا لقواط الأحكام الشرعية.			(القرآن والحديث) مع وجود	*.	
الكتام استرعوا.			أخطاء.		



Year 7 Success Criteria: Islamic (Native) 7 قواعد معايير النجاح للصف

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
				ļ.	(9-8)
السيرة النبوية والشخصيات	 لا يستطيع استخلاص أهم 	- يستنتج بنجاح أهم ما فعله 💠	- يستطيع استخلاص بنجاح أهم ما 💠	- يستطيع استخلاص بنجاح أهم 💠	- يستطيع استخلاص أهم ما فعله 💠
	الأعمال التي قام بها النّبيّ صلى	الرسول صلى الله عليه وسلم في	فعله الرسول صلى الله عليه وسلم في	ما فعله الرسول صلى الله عليه	الرسول صلى الله عليه وسلم في
يستخلص الطالب 3.1.5	الله عليه وسلم في المدينة بنجاح،	المدينة المنورة.	المدينة المنورة.	وسلم في المدينة المنورة.	المدينة المتورة بنجاح .
المبادئ والعبر من سيرة النبي	ولا يستطيع استخلاص مواقف	- الأستدلال على حالات 💠	- الاستدلال على حالات التسامح 💠	- الاستدلال على حالات التسامح 💠	- الاستدلال على حالات التسامح 💠
(صلى الله عليه وسلم)من	التسامح والرحمة والإنسانية من	التسامح والرحمة من غزوتي	والرحمة من غزوتي بدر وأحد مع	والرحمة من معركتي بدر وأحد	والرحمة من معركثي بدر وأحد
هجرته وحتى وفاته	غزوتي بدر وأحُدٍ، أو التدليل على	بدر وأحد مع بعض الأخطاء ،	بعض الأخطاء ، ويمكن أن تدل على	ويمكن أن يدلل على هدى	ويمكن أن يقدم أدلة دقيقة على هدى
8,52,5,52	هدى النّبيّ صلى الله عليه وسلم في	ویمکن آن تدل علی هدی	هدى الرسول عند التعامل مع الأسرى	الرسول عند التعامل مع	الرسول عند التعامل مع الأسرى.
يظهر الطالب معرفة 1.2.5	التعامل مع الأميري.	الرسول عند التعامل مع	بشكل جزئي.	الأسرى.	
واقتداء بشخصيات إسلامية	 لا يستطيع أن يذكر بنجاح أهم 	الأسرى بشكل جزئي.	- يذكر أهم معالم سيرة الإمام مالك 🌣	- يذكر بنجاح أهم معالم سيرة 💠	مالك وجهوده في طلب العلم
بارزة لها في خدمة الإسلام	معالم سيرة الإمام مالك وجهاده في	1200 000 2200 200 200 200	وجهوده في العلم مع بعض الأخطاء.	الأمام مالك وجهوده في طلب	CONTRACTOR OF THE PROPERTY OF
والمسلمين.	طلب العلم		- يدلل بنجاح أن عائشة (رضي الله ٠٠	العلم.	عائشة رضي الله عنها كانت أول
	 لا يستطيع أن يدلل بنجاح على أن 	مالك وجهوده في العلم مع	عنها) كانت أول عالمة في الإسلام.	1972	عالمة في الإسلام.
	عائشة رضي الله عنها كانت أول	بعض الأخطاء.		- يدلل بنجاح على أن عائشة 🔹	
	عالمة في الإسلام.	- يدلل بنجاح أن عائشة (رضي 💠		رضى الله عنها كانت أول عالمة	
		الله عنها) كانت أول عالمة في		رسي الأسلام	
		الإسلام		**************************************	
الهوية والقضايا المعاصرة	 پُحدد مكانة دولة الإمارات 	 پُحدد مكانة دولة الإمارات 	 أحدد مكانة دولة الإمارات العربية 	 پخدد مكانة دولة الإمارات 	 إحدد مكانة دولة الإمارات العربية
	العربية المتحدة ودور ها في الأسة	العربية المتحدة ودوها في الأمة	المتحدة ودوها في الأمة العربية بشكل	العربية المتحدة ودوها في الأسة	المتحدة ودوها في الأسة العربية يدقة
يظهر الطالب اعتزازه 1.1.6	العربية بشكل عام، و-غالبًا-	العربية بشكل واضح، ويستطيع	واضح، ويستطيع تحديد أغلب	العربية بشكل واضح، ويُحدّد	ويعلل مكانتها، وإسهاماتها، ويُصمَم
بشخصيته وهويته ووطنه	يستطيع تحديد بعض إسهاماتها،	تحديد أغلب إسهاماتها، ويصمم	إسهاماتهاء ويصمم مشروغا غير	إسهاماتها، ويُصمّم مشروعًا	مشروغا متكاملًا عن دورها،
وتقديره لتراثه و ثقافته	ولا يستطيع تصميم مشروع	مشروغا غير متكامل عن	متكامل عن دور ها.	متكاملًا عن دور ها.	ويربطه بواجبها
والنزامه بثوابه وعادته	متكامل عن دور ها،	تورها	يدرك أهمية البيئة، ويُطبّق -غالبًا-	- بدرك أهمية البينة بوضوح، 💠	يدرك أهمية البينة بدقة ويطبق مبادئ ،
وتقاليده.	- يدرك أهمية البينة عمومًا، 💠	يدرك أهمية البينة، ويُطبَق - 💠	مبادئ الإسلام في التعامل معها، ولا	ويُطبَق مبادئ الإسلام في	الإسلام في التعامل مع البينة، ويضع
	وبصعوبة يطبق مبادئ الإسلام في	غالبًا- مبادئ الإسلام في	يُمْكنه تصميم مشروع متكامل عنها.	التعامل مع البيئة، ويُصمتم	تصورا لذلك، ويُصنعُم مشروعًا
يظهر الطالب فهمًا 1.2.6	التّعامل معها، ولا يُمكنه تصميم	التعامل معها، ولا يُمكنه تصميم		مشروغا متكاملا عنها.	متكاملًا لخدمة البيئة.
للقضايا والتحديات المعاصرة	مشروع عنها.	مشروع متكامل عنها.			
وقدرة على تحليلها وايجاد					
وهره على تحليبها وبرجد حلول لها معتمدًا على المبادئ					
والحكام الإسلامية	10				l)

Islamic (Non-Native)



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

Year 7 Curriculum: Islamic (Non-Native)



	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/Fur ther Exploration	Learning Skills
Term 1: (Divine Revelation) The true Book (Surat Al Sajdah: 1-12) Rules of Noon Sakina Recommendations of the Prophet PBUH Among the signs of the hour (faith doctrine) Mosque etiquette. (Etiquette of Islam) The obligatory prayers, their sunnahs, and their disliked things (worships) Life in Medina after the Hijra. (Biography of the Prophet) The UAE serves the countries of the Arab and Islamic worlds. Identity and contemporary issues	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, workplaces, schools and else.	Recite the of Surah As Sajdah with proper tajweed. Discovers the features of the Qur'an that require faith and belief. Explain the evidence of the oneness of Allah SWT. Identify the provisions of Nun Sakinah and Tanween. Analyze and extract the recommendation of the Messenger PBUH mentioned in the Noble Hadith. Explain the importance of implementing the recommendation of the Messenger PBUH. Examine the signs of the Hour of Resurrection. Explain the relationship between the end of the universe and belief in the Day of Resurrection. Identify the status of mosques in Islam. Infer the benefits of observing mosque manners. Clarify the obligatory, voluntary, and disliked elements of prayers. Explain the key aspects of social life in Madinah after the emigration of the Prophet. Extract the impact of community compassion on society. Describe the problems suffered by countries in the Arab and Muslim worlds. Determine the role of the UAE in supporting Arab and Islamic countries.	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 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 apportunity for collaboration between History, Geography. Alioh has made the earth and the sky subservient to mankind. Aliah Almighty has mode them the subject of study and in-depth study of the aspects of the greatness of the Creator, the Almighty, the concern of the believer when Aliah calls him to consider and contemplate. Islamic education and science are the verses that encourage knowledge, research, and consideration, and they are an invitation from Aliah Almighty to discover the laws of the universe with all the creatures that Aliah has subjected to them for the children of Adam. Islamic education and technology: It opens up broad horizons for the student to acquire knowledge and skills through research, investigation, and information gathering.	Ongoing assessments at the end of each topic and unit. Learn ayah of the surah from the curriculum and recite the ayah out of the curriculum Learn 1. Hadeeth fortnightly and upload in your channel. Assign short research project to check their learning on Prophets and their teaching. Continue working on Islamic Treasure narrow the gap (Quran and hadeeth and other Islamic standard	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence

Year 7 Curriculum: Islamic (Non-Native)



	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 Readin g/Further Exploration	Learning Skills
Term 2: Divine revelation: characteristics of the believers and their reward (Surat Al-Sajdah 13–12). (Holy Qur'an) The believer is between gratitude and patience hadith. Volunteering means worship and belonging (Islamic values). Prostration of forgetfulness and prostration of recitation (worship) The Great Battle of Badr. (Biography of the Prophet) My environment is my safety. (Identity and contemporary issues)	This term will recite and analyse the surah and its rules, explore the hadeeth, significanc e 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.	 Recite and analyze the meaning of Surat Al-Sajdah verses 23–30. Compares the rewards of doing good and bad. Read and explain the message of Hadeeth. Compares a believer and a nonbeliever in good and bad times. Concludes the importance of thanking Allah Almighty in good times. Deduces the consequences of not thinking and contemplating matters. Infer the areas of volunteer work. Extract the benefits of volunteer work for the individual and society. Deriving wisdom from the permissibility of prostration and forgetfulness. explains the reasons for the invasion. Explain the reason, events, and conclusion of the Battle of Badr. Explain the concept of the environment. Explain the rules of Islam concerning the preservation of the environment. 	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. Allah has made the earth and the sky subservient to mankind. Allah Almighty has made them the subject of study and in-depth study of the aspects of the greatness of the Creator, the Almighty, the concern of the believer when Allah calls him to consider and contemplate. Islamic education and science are the verses that encourage knowledge, research, and consideration, and they are an invitation from Allah Almighty to discover the laws of the universe with all the creatures that Allah has subjected to them for the children of Adam. Islamic education and technology: It opens up broad horizons for the student to acquire knowledge and skills through research, investigation, and information gathering.	Ongoing assessments at the end of each topic and unit. Learn ayah of the surah from the curriculum and recite the ayah out of the curriculum Learn 1 Hadeeth fortnightly and upload in your channel. Assign a short research project to check their learning on Isra Al Miraj and Prophets. Continue working on Islamic treasure narrow the gap (Quran and hadeeth and other Islamic standard	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence

Year 7 Curriculum: Islamic (Non-Native)



	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/Furt her Exploration	Learning Skills
Divine revelation: The path of guidance (Surat Al- Mulk 1–12). (Holy Quran) Selecting friends (Hadith Sharif) Scientific thinking (faith belief) Etiquette of supplication. (Etiquette of Islam) Voluntary fasting (worship) The Battle of Uhud. (Biography of the Prophet)	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? Link to the UAE: 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 1-12. ❖ To analyse and explain the ways to thank Allah for his gifts. ❖ Identify the consequences of not thinking and contemplating matters. ❖ Explains the reward for believers who fear Allah Almighty in secret and in public. ❖ Distinguishes between a good friend and a bad friend. ❖ Discover the importance of choosing friends in a Muslim's life. ❖ Deduce the impact of a friend on a person's personality and morals. ❖ Explains the importance of research in acquiring and developing knowledge. ❖ concludes the impact of discovery and innovation on progress and advancement. ❖ Enumerates the etiquette of supplication. Explains the importance of supplication. Explains the importance of supplication, identify the voluntary fasting in Islam. ❖ Extract the fruits of voluntary fasting. Explain the reason, events, and conclusion 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. Allah has made the earth and the sky subservient to mankind. Allah Almighty has made them the subject of study and in-depth study of the aspects of the greatness of the Creator, the Almighty, the concern of the believer when Allah calls him to consider and contemplate. Islamic education and science are the verses that encourage knowledge, research, and consideration, and they are an invitation from Allah Almighty to discover the laws of the universe with all the creatures that Allah has subjected to them for the children of Adam. Islamic education and technology: It opens up broad horizons for the student to acquire knowledge and skills through research, investigation, and information gathering.	Ongoing assessments at the end of each topic and unit. Learn ayah of the surah from the curriculum and recite the ayah out of the curriculum Learn 1 Hadeeth fortnightly and upload in your channel. Continue working on islamic treasure to narrow the gap (Quran and hadeeth and other Islamic standard	Critical thinking Creativity Collaboration Exploration Inquiry Analysis Evaluation Reflection Independence

Year 7 Success Criteria: Islamic (Non-Native)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
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 contexts.	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 real-life 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 real-life 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 real-life 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.	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	hand.

Year 7 Success Criteria: Islamic (Non-Native)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
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. 	types of prostrations and their provisions and purposes, without errors. - Concludes correctly the types of	compares them Explains extensively the types of prostrations and their provisions and purposes, without errors.
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



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

Year 7 Curriculum: Mathematics



	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 apportunity 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 1: Data and Statistics	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.	What is the value of Data in today's society? **LAE 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:	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.	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 bullds on your existing understanding of Data and Statistics from the Primary Maths curriculium. This bullds 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	Critical thinking Creativity Collaboration Problem- solving Adaptability Research Curiosity Analysis
Unit 2a: Mathematical Processing Unit 2b: 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.	- 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	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 (sexagesimal) -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 Senguli	Critical thinking Creativity Collaboration Independence Problem- solving Exploration Curiosity Research Efficiency Adaptability

Year 7 Curriculum: Mathematics (continued)



	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: 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.	Master the basic skills within a topic Understanding concepts Remembering rules and formulae Application of	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	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 frather 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 Curlosity Efficiency Adaptability
Unit 4: Fractions, Decimals and Percentages	In this unit, you will develop a strong understanding of Fractions, Decimals and Percentages, as well as how they are linked and how they can be used and manipulated in a variety of contexts.	Percentages, Fractions or Decimals is there a difference? Which one is the best?	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	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	Understanding the links between Fractions, Decimals and Percentages will allow fluid problem solving when dealing with any proportion related topics, and is therefore of paramount important for a large number of IGCSE topics.	This bullds on your existing understanding from the Primary Maths curriculum. This bullds towards gaining a deeper understanding of Fractions, Decimals and Percentages. This provides on opportunity for collaboration with business and economics.	Numberphile: - 2.920050977316 - A fascinating thing about fractions	Critical thinking Creativity Collaboration Independence Problem-solving Leadership Exploration Resilience Efficiency Adaptability
Unit 5: Proportional Reasoning	In this unit, you will build on your knowledge of Fractions, Decimals and Percentages to develop a strong understanding of proportion and the many ways we represent and use it, linking and applying it to other mathematical topics.	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.	3. Explore outside of the traditional curriculum areas: Be curious, think deeply and ask questions Undertake wider reading, watching, discussion and investigation	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.	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

Year 7 Curriculum: Mathematics (continued)



	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 6: 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.	Master the basic skills within a topic Understanding concepts Remembering rules and formulae Application of knowledge	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	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 and Pythagoras' theorem. This provides an opportunity for colloboration 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 Resillence Curiosity Adaptability
Unit 7: Probability	in this unit, you will begin to enumerate probability, consider outcomes in a systematic way and encounter theoretical and experimental probabilities.	How is probability used in decision making? UAE Link: Understanding chance and calculating risknwill enable the UAE to leverage the power of data and evidence-based decision making across various sectors of society.	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	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	Decision making based on evidence and calculation forms the basis of wide variety of sectors in the world of work. Therefore, an understanding of the basics of chance and risk through the study of probability will allow you to begin to forge links in this line of thinking.	This builds on your existing understanding of Data and Statistics. This builds towards gaining a deeper understanding of independent and dependent probability. This provides on opportunity for collaboration with Business, Innovation and Enterprise.	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 8: 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.	areas: - Be curious, think deeply and ask questions - Undertake wider reading, watching, discussion and investigation	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	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 linear in GCSE Maths. This provides an opportunity for collaboration between students.	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 Curlosity Efficiency Adaptability

Year 7 Success Criteria: Mathematics



Success C	riteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Unit 1: Data and Statistics - Understand why and how data is collected and be familiar with different ty - Explore the various ways of representing data, depending on the need, and - Understand different methods for calculating averages, considering the pro- - Draw and interpret frequency tables	Can perform a minority of basic processes/skills	Can perform some basic processes/skills	Can perform most basic processes/skills with accuracy	Can perform the vast majority of processes/skills with	Can evaluate a variety of approaches to solve	
Unit 2a: 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 3: Introduction to Algebra Find inputs and outputs of number machines and apply this to functions at 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 equations and Unit 4: Fractions, Decimals and Percentages Understand equivalence and convert fluently between fractions, decimals Calculate with fractions, decimals and percentages Compare quantities represented as fractions, decimals, percentages and a Unit 5: Proportional Reasoning Understand the concept of ratio and link with fractions, decimals and perc Solve problems involving ratios and direct proportion Convert fluently between metric units using direct proportion Convert fluently between metric units using direct proportion Calculate and solve problems involving proportion and algebra Interpret and plot pie charts using proportional methods Unit 6: Lines, Angles and 2D shapes Label angles with three letter notation, recognise types of angles and estin Measure and draw angles accurately Remember and use a variety of angle rules to find missing angles and give Recognise and classify 2D shapes Identify coordinates in all 4 quadrants Find the perimeters and areas of basic 2D shapes Identify parts of a circle (radius, diameter, circumference) and estimate are Form algebraic expressions and formulae from geometric contexts Unit 7: Probability Understand the numerical probability scale Understand the terms events and outcomes, list outcomes in systematic w	and percentages mixture of all three entages mate sizes reasons for steps of working as and circumference using the approximation $\pi=3$ mays and use these to calculate theoretical probabilities titles c sequences by forming term-to-term rules sequences	with limited accuracy Can remember a minority of rules and facts with varying consistency	with accuracy Can remember some rules and facts with varying consistency	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	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	consistently select the most efficient one Can confidently and accurately solve multistep 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

MFL (Modern Foreign Languages)



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

Year 7 Curriculum: MFL (French)



	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;	How to talk about yourself and others as well as interests intro to languages – cultural perspective. introducing yourself, greeting others	How can I talk about myself and others? UAE Link: https://u.ae/en/about-the-use/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, family members and friends 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
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? LIAE Link: https://u.ae/en/in formation-and- services/education https://u.ae/en/a bout-the- use/culture/sport s-ind-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 Palirwork and groupwork activities Role play Interactive quizzes online Oral and written presentations Summative Assessment: Module 2 and 3 assessments in listening, reading and translation	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 callaboration 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
Term.3:	How to describe where you live Talking about food and drink and healthy living	How can I talk about where I live and compare it with other towns and cities? UAE Unit: https://www.dub.aitraveiguide.info/visit-dubat/	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	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 speaking 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 apportunity for callaboration 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

Year 7 Curriculum: MFL (Spanish)



	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
Jerm 1:	How to talk about yourself and others as well as interests intro to languages – cultural perspective. Introducing yourself, greeting others	How can I talk about myself and others? UAE Link: https://u.ee/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 - family and friends - using adjective agreement and possessive adjectives Introduce yourself and others in detail Working on phonics and pronunciation Describing family using possessive adjectives Physical descriptions using irregular verbs SER and TENER	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 with regards to agreement, as well as the use of 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
Iem 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 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 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 Interactive quizzes online Oral and written presentations Summative Assessment: Module 3 and 4 assessments in listening, reading and translation.	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
Jerm 1	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.dayoutdubal.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 white and groupwork activities Role play for speaking practice interactive quizzes online Oral and written presentations Summative Assessment: Module 5 assessments in listening, speaking 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

Year 7 Success Criteria: MFL (Modern Foreign Languages)



Language Skill	Working Below	Working Towards	Working At	Working Above	Significantly Above
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.

Year 7 Curriculum: MSC (Moral, Social, Cultural Studies)



	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 User experience (UX) design 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

Year 7 Success Criteria: MSC (Moral, Social, Cultural Studies)



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.	

Music



At Horizon International School, Year 7 students begin Key Stage 3 with a strong foundation in performing, creating, and understanding music. Our Year 7 curriculum builds on these competencies by ensuring that students:

- Experience the inspiration and power of music as a creative art, fostering lifelong passion for music-making and listening.
- Develop secure knowledge of the musical fundamentals rhythm, pitch, notation, tonality, texture, and dynamics and apply these consistently in their work.
- Refine performance skills both individually and in ensembles, through singing, instrumental playing, and group collaboration.
- Improve musical literacy by reading and writing notation, understanding signs and symbols, and applying these to performance and composition.
- Listen critically to music from a wide range of styles, genres, and cultures, developing analytical skills and the ability to identify musical features with accuracy.
- Compose and create music in varied contexts, using voices, instruments, and digital platforms to develop original musical ideas.
- Gain confidence in self-expression by sharing performances and compositions, building resilience, creativity, and self-esteem.
- Work collaboratively in a musical environment that values respect, teamwork, and shared responsibility.
- Develop digital music skills through the use of industry-standard software (e.g. Sibelius, GarageBand, Logic) for notation, sequencing, and recording.
- Appreciate global and cultural diversity in music, recognising the role of music in society, history, and different communities.
- . Engage in reflection and critical evaluation of their own and others' work, supported by success criteria rubrics to encourage independence and growth.
- · Connect with the wider music industry through visiting professionals, workshops, and performance opportunities.

These aims are realised through our curriculum which:

- Students engage in a variety of musical experiences, including singing, instrumental performance, ensemble work, composition projects, music technology, and active listening tasks.
- Learning is carefully sequenced so that students build secure foundations in the elements of music before applying these skills to more complex tasks.
- Students are given opportunities to personalise their learning by selecting repertoire, instruments, and creative approaches within structured projects.
- The curriculum develops communication, collaboration, critical thinking, creativity, and confidence, all of which are transferable skills that extend beyond music.

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

- Provides students with regular feedback on their work and clearly communicates how they can make further progress, supported by success criteria rubrics for each topic.
- Captures and analyses data consistently in order to inform planning, intervention, modification, and adaptation of learning so that all students have equal opportunities for progress and attainment.
- Provides written reports to parents and includes opportunities through parent-teacher consultations to discuss individual student progress, strengths, and areas for development.
- Engages staff in regular moderation activities, which involve sharing samples of student work, assessing them against predetermined success criteria rubrics, and discussing the
 outcomes with colleagues to ensure consistent standards across the department and secondary school.
- Utilises Student Voice through digital forms to allow students to share their opinions and shape their own learning, which in turn enables staff to reflect on and adapt lesson planning to meet students' needs.

Year 7 Curriculum: Music



	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:	Unit 1: Elements of music	What are the elements of music, and how can they be combined in different ways to create different styles of music? UAE Link: Students will listen to Emirati music and discuss the different musical elements they can hear, such as rhythm, melody, and texture. They will explore how traditional instruments like the oud and tabl contribute to the overall sound, and consider how music reflects the culture, history, and values of the UAE. This will help students recognise the unique identity of Emirati music while making connections between global and local musical traditions.	Students will be able to identify and describe the fundamental elements of music (rhythm, melody, harmony, dynamics, and texture) in different pieces, showing how these elements work individually. Students will learn to read and notate simple passages using standard musical notation, making connections between written symbols and the musical elements they represent. Students will use and apply musical symbols and terms (such as tempo, dynamics, and articulation) in their performances, demonstrating how these choices affect the style and character of the music. Students will perform with attention to expression and dynamics, showing an understanding of how combining musical elements can change the mood, style, or genre of a piece.	Students will explore the elements of music through listening activities, guided analysis, and interactive tasks. They will practise reading and notating music through simple exercises, linking notation to sound. Students will also interpret musical instructions by recognising and applying symbols in performance, using expression and dynamics to show how musical elements shape style and mood. Peer and self-assessment will help them reflect on their progress and improve their understanding. Assessment for Learning: Think, Pair, Share Practice Journal Peer Review Summative Assessment: Students will complete a written test on the elements of music.	Learning these skills is crucial as they form the foundation for understanding, interpreting, and performing music effectively. This enables students to express themselves creatively and develop a deeper appreciation of the complexities within musical compositions.	This builds on previous learning in the primary stage about instruments, performance, and music theory fundamentals. This builds towards creating a a secure foundation for all future music education. This provides on opportunity for collaboration between students, both in performance and in evaluation and feedback activities.	Project: Students 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: Students are encouraged to watch masterclass videos featuring renowned musicians performing and discussing solo repertoire.	Skills Management Creativity Problem Solving Critical Thinking Decision Making

Year 7 Curriculum: Music



	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 2:	Unit 2: The orchestra	How do the different instruments and the historical development of the orchestra influence the creation and performance of orchestral music? UAE Link: Students will explore orchestral performances by well-known Emirati musicians and discuss how the UAE continues to support and promote orchestral music through concerts and festivals. They will also learn about Dubai's vibrant cultural scene, where world-renowned orchestras and soloists regularly perform. This provides an opportunity for students to connect their classroom learning to live musical experiences available in their own community.	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 orchestra as a whole. Listen to musical excerpts and use appropriate music terms to analyse and describe what you hear. Understand how the orchestra has developed over time, and how changes in instrumentation and style have influenced the sound and character of orchestral music.	Students will explore video, audio, and live examples of orchestral instruments, listening to famous pieces in this style. They will be immersed in the sound of the orchestra and challenged to identify its key features through focused listening, discussion, and guided activities. Assessment for Learning: Deliberate Vocabulary Development Say It Again Better Peer Review Summative Assessment Students will write a written assessment, testing their knowledge and understanding of the orchestra.	Students are learning about a new style of music and becoming familiar with common musical terms and expressions. These terms help to build an understanding of orchestral music, while also enriching vocabulary that can be applied when analysing and researching new musical styles in the future. This unit also builds confidence in listening and creative skills, encouraging students to think critically about what they hear and represent their ideas visually.	This builds on fundamental skills in instrumentation and timbre developed in primary school. This builds towards the development of more advanced listening and analytical skills, which are an integral part of music education. This provides an opportunity for collaboration between students in class and connections with other expressive arts subjects.	Project: Using analysis and creativity skills, create a graphic score to represent a piece of orchestral music. Reading: Meet The instruments Of The Orchestra – Genevieve Heisby Further Exploration: Listen to Carnival of the Animals by Saint-Saëns. Watch Bill Balley's Remarkable Guide to the Orchestra.	Listening Remembering Understanding Evaluating Analysis Critical thinking Research
Term.3:	Unit 3: Form and structure	How do composers use musical structures to create pieces that change but remain familiar, and how can I apply these ideas to my own composition? LIAE Link: Students will listen to Emirati music that uses repetition and variation, identifying how traditional forms are structured. They will also explore how UAE musicians combine modern and traditional forms to create new works, reflecting the country's cultural diversity. This encourages students to connect global musical concepts of form and structure with local traditions and innovations.	Learn about different musical structures, including binary, ternary, rondo, and theme and variations. Understand how composers use repetition and contrast to create longer, more engaging pieces of music. Use the digital music software Sibelius to compose a short piece in ternary form. Develop confidence as young composers by applying knowledge of form and structure to original work.	Students will explore musical structures by listening to a variety of examples, guided by discussion and analysis. They will then use Sibelius to experiment with creating short motifs and organising them into ternary form. Students will receive feedback from their peers and teacher, refining their compositions as they gain confidence in both notation software and musical creativity. Assessment for Learning: Practice Journal Peer Review Teacher Feedback on Draft Compositions Summative Assessment: Students will compose a complete piece in ternary form using Sibelius. Their work will be assessed on creativity, correct application of structure, and use of notation to communicate musical ideas clearly.	Understanding form and structure is essential in music because it provides the framework that makes compositions coherent and memorable. By learning to compose in ternary form, students develop creative skills, strengthen their understanding of musical organisation, and gain experience using industrystandard software to realise their ideas.	This builds on prior learning about musical elements, which students now use to organise and structure compositions. This builds towards more advanced compositional techniques and an ability to create extended works of music. This provides an opportunity for collaboration between students, particularly in sharing ideas, giving constructive feedback, and evaluating each other's work.	Project: Compose an original piece in ternary form using Sibelius. Students will present their composition to the class and explain how they used form and structure to shape their ideas. Reading: How to Read Music in 30 Days — Matthew Ellul (sections on rhythm, notation, and structure). Further Exploration: Listen to Mozart's Plano Sonata in C, K.545 (first movement) and analyse how ternary form is used. Explore Sibelius online tutorials to deepen knowledge of digital composition techniques.	Creativity Digital Literacy Critical Thinking Problem Solving Analysis Collaboration

Year 7 Success Criteria: Music



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
Unit 1: I can identify, describe, and apply the elements of music to create and understand different musical styles.	Struggles to recognise or name the elements of music when listening to different pieces and often finds it difficult to connect notation symbols with the sounds they represent.	Can identify some elements of music with support, but they often struggle to use correct terminology and show limited confidence. They are beginning to read and notate very simple passages, though guidance is still regularly needed.	Can identify and describe the main elements of music in a piece using accurate musical terms, showing growing confidence. The students are able to read, notate, and perform simple passages, demonstrating awareness of how elements shape style and mood.	Can confidently explains how the elements of music work both individually and together to create different effects. Students perform expressively, applying musical symbols and dynamics to successfully alter the style or character of a piece.	Can analyses in detail how musical elements combine to create mood, character, or genre, often making insightful connections. Students can apply these elements creatively in performance, showing independence, originality, and depth of understanding.
Unit 2: I can understand how instruments and the development of the orchestra influence the creation and performance of orchestral music.	The student shows limited knowledge of orchestral instruments or their families and struggles to recall or describe them. Their use of vocabulary when discussing features of orchestral music is vague and often inaccurate.	The student can name some orchestral instruments and identify their families with support, though they may be inconsistent. They can describe basic features of orchestral music, but their language is often incomplete or lacking precision.	The student accurately identifies instruments and families of the orchestra and shows confidence when naming them. They can analyse short musical excerpts and describe their features using appropriate vocabulary.	The student explains clearly how the development of the orchestra has influenced orchestral music and demonstrates an understanding of its impact. They apply their knowledge effectively in listening and analysis tasks, using a wide range of accurate terms.	The student evaluates in depth how instrumentation and orchestral development shape the sound of music, drawing insightful conclusions. They create thoughtful graphic scores and explanations that show creativity as well as advanced understanding.
Unit 3: I can use knowledge of musical form and structure to compose a piece in ternary form using Sibelius.	The student struggles to understand or explain different musical structures and finds it difficult to recognise how sections are organised. They also face challenges when using Sibelius to create or organise their own musical ideas.	The student can recognise some structures, such as binary or ternary, but usually needs support to do so. They are able to create short ideas in Sibelius, though they often struggle to organise these into a clear and consistent form.	The student can identify different musical structures and explain how composers use repetition and contrast to shape their pieces. They can compose a short piece in ternary form using Sibelius, showing a sound understanding of how structure works.	The student explains with confidence how form and structure create coherence in music and can link this to the work of composers. They compose fluently in ternary form, making effective use of Sibelius tools and applying their own creativity.	The student analyses in depth how composers use form and structure across longer works, making perceptive comments. They produce imaginative and well-structured compositions that demonstrate independence, creativity, and strong mastery of Sibelius.

PE (Physical Education)



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

Year 7 Curriculum: PE (Physical Education)



	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
	Each class	will follow the rotation	n of activities below through	nout the course of the year, o	completing the activities i	n different orders but co	vering all of the content	s below.
Sealth- telated Fitness	This unit will explore different methods of training, how to test and improve fitness levels and develop resillence.	How can I ensure that I live a healthy, active lifestyle and understand my fitness levels? UAE Unit: 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 of fitness 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. To know the effect that exercise has on fitness levels and general health and wellbeing, encouraging a continued investment in health and fitness throughout life.	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 on 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
vasion sames	This unit will explore invasion games with particular focus in netball, football, basketball and organisation.	How can I ensure that I develop my knowledge, organisation and ability in invasion games; within netball, football and basketball 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 a variety of sports Can officiate peers in a game environment Can analyse and reflect on performance Develop knowledge of rules of netball, football and basketball Develop teamwork, organisation and communication Develop netball, football and basketball 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 netball, football and basketball. To know the basic rules of the game and develop a love/understanding for the sport. To know how to work as a team, collaborate and communicate with peers. To know the positive impact of teamwork and working together to reach a goal.	This builds on existing knowledge of Invasion Games gained in Year 6. This builds towards a better understanding of the rules of Handball and Rugtry and developed teamwork amongst students. This provides an opportunity for collaboration between Moral Education and Social studies.	Design a set play for netball Create an effective warm up for a football player and know the importance of certain elements Create an effective warm up for a basketball player and know the importance of certain elements. Participate in squads 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

Year 7 Curriculum: PE (Physical Education)



	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
Athletics	This unit will expl ore the concept of 'becoming leaders' focusing on Athletics disci plines 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 Learn and demonstrate the correct shot putt technique, understanding the role of strength and precision in athletics Understand and display correct javelin throwing techniques, focusing on the balance between power and control Enhance their jumping skills for distance and height Reflect on how the skills and values learned in athletics contribute to their personal development, resilience, and ability to overcome life challenges.	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. Training for different athletic events teaches students the importance of consistent practice. Clear and tangible platform for goal setting and achievement. Many athletic events require teamwork, which can help students learn how to cooperate, communicate effectively, and work well with others. Achieving personal goals and seeing improve as student's self-esteem and confidence. Physical activity, including athletics, can help students manage stress, improve mood, and promote better mental health. The skills and attitudes developed in athletics, such as focus, discipline, and perseverance, transfer, helping students to succeed in the classroom.	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 Tearnwork Goal-Setting Penseverance Discipline Strategic Thinking Self-Evaluation Resilience Focus
Aquatics	This unit students will expiore 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

Year 7 Curriculum: PE (Physical Education)



	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
Striking and Fielding	in this unit we will explore the sports of rounders and cricket. 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 "becoming leaders."	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 throw To be able to keep emotions in check when a task becomes difficult To explain the basics of hitting in rounders and cricket To show an ability to hit the ball off a self-feed or from a bowl To explain how to bowl in rounders and cricket Correct speed and accuracy for bowling Identify how to protect a boundary Apply and demonstrate ways to protect a boundary.	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 and cricket. 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 or cricket player Analyse peer's performance and provide feedback on how they could improve Create an effective warm up for rounders and cricket players Take part in rounders and cricket ECAs.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking
Net and Wall Games	In this unit students will develop knowledge and practical skills in table ternis, badminton and volleyball,	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 whilst improving knowledge and skills in net and wall games To develop teamwork and communication skills To understand self-awareness and contribution towards a team goal To enhance knowledge and understanding of badminton, volleyball and table tennis skills, tactics and rules To increase knowledge of different roles and opportunities within sport.	Through exploring a range of practices, activities and games-based approach developing the different skills needed to be successful in volleyball and table tennis. 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 transferrable 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 on opportunity for collaboration between innovation and Enterprise, Media, Moral Education.	Explore Olympic table tennis, badminton and volleyball performances from different countries Take part in volleyball ECA opportunities Develop a session plan based on improving an aspect of a performer's gameplay for table tennis Join the badminton team.	Critical thinking Creativity Collaboration Problem-solving Adaptability Inquiry Research Design Thinking Ethical Conduct and Sportsmanship

Year 7 Success Criteria: PE (Physical Education)



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
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



Horizon International School's pupils are bright and able young people who enter KS3 with 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, 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



Term 1

	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
Becoming a scientist	This unit will explore lab safety and the practical skills needed to become a scientist	What do we need to know to avoid a disaster in Science? What are the safety rules of a tab? How do you use the lab equipment and why do we use them? UAE Link: UAE uses the international recognized Hazard symbols. They are tocated throughout the UAE most commonly at petrol stations.	Correctly identify key words used to explain aspects of lab safety identify examples of hazards, risks they pose and suggest precautions Correctly identify key words used to explain aspects of lab safety identify examples of hazards, risks they pose and suggest precautions describe and explain the adaptation of different specialized cells identify the different parts of a Bursen burner Safely use the Bursen burner Know the different types of flames of a Bursen burner and their uses	Through exploring the different concepts and ideas. Using the Bunsen burner by heating water. Assessment for Learning questioning, peer and self-assessment, class discussion and feedback Summative Assessment: Bunsen burner checklist to obtained a "Bunsen Burner license" This assessment will assess how effectively students have developed their understanding of the topic	To understand about lab safety and how to use the different pieces of equipment will allow the student to access the practical aspect of science and allow them implement scientific knowledge and concepts.	This builds on your existing knowledge practical science from KS2. This builds towards a larger number of equipment and techniques used in KS3 and KS4. This provides an opportunity for collaboration between Art, DT and Maths	Youtube: KS3sciencepracticals68 BBCbitesize - KS3 science curriculum	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment Implementation
Cells	This unit will explore the concepts and functionalit y 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 safety 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 celts, 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 cruciel in blology, medicine, and biotechnology, and opens up career opportunities in research, healthcare, and pharmaceuticals. It also helps us comprehend the complaxity of the natural world and our role in it.	This builds on your existing knowledge about living things from KS2. 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 Matha	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



	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
Separating mixtures	In this unit, we will explore the topic of separating mixtures.	How can we separate mixtures effectively? <u>UAE Link</u> : 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 materials from KS2 This builds towards gaining a deeper understanding of chemical systems Year 9, KS4 iGCSE and A Level This provides an apportunity 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
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? <u>UAE Link:</u> 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 Assessment: end of unit 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.	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. Evaluate the applications of forces in various contexts: Assess the practical uses of forces in fields such as engineering, transportation, and sports	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation



Term 2

	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
Ecosystem	This unit will explore the role of photosynthesis in an ecosystem and their impact	How do organisms interact with their environment and what are the impacts of these interactions? UAE Link: Understanding the importance of conserving ecosystems and biodiversity in the UAE to maintain environmental sustainability.	Recall what a species is. Describe variation as continuous or discontinuous. Identify and describe adaptations for different habitats. Use food webs and pyramids of numbers to describe energy flow in ecosystems.	Through observations, and discussions, students will explore ecological relationships and how organisms interact with their snvironment. Assessment for Learning-questioning, peer and self-assessment, class discussion, and feedback. Summative Assessment: end of unit assessment	Understanding ecosystems is crucial for comprehending how organisms interact with their environment and the impacts of these interactions. This knowledge applies to fields such as biology, environmental science, and conservation. It also enhances critical thinking and problem-solving skills, enabling students to analyze and explain ecological processes and make informed decisions.	This builds on your existing knowledge about solds and alkeli in KS2. It builds towards gaining a deeper understanding of ecology in Key Stage 4 and the broader implications of climate change. It provides an opportunity for collaborative learning between the subjects of Geography and Chemistry.	Analyze the properties and behavior of organisms in different habitats Investigate ecological phenomena such as competition, adaptation, and energy flow using scientific methods Apply ecological knowledge to explain realworld scenarios and conservation efforts Use food webs and pyramids of numbers to represent energy flow in ecosystems.	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment implementation
Acids and atkatis	In this unit, we will delve into the topic of acids and atkalls in the context of their use at home	How do acids and alkalis interact and affect our daily lives? <u>UAE Link:</u> Impact of changing environment and human development on local acosystem. <u>UAE securing food production within the country.</u>	-Learn about the properties and characteristics of acids and alkalisExplore the pH scale and understand its significance in measuring acidity and alkalinityInvestigate the reactions between acids, alkalis, and indicatorsRecognize the practical applications of acids and alkalis in various contexts.	Through hands-on experiments, demonstrations, and class discussions, students will actively engage in tearning 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 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, anvironmental 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 soids and alkali in KS2. It builds towards gaining a deeper understanding of ecology in Key Stage 4 and the broader implications of climate change. It provides an opportunity for collaborative learning between the subjects of Geography and Chemistry.	Investigate the characteristics, pH scale, and behavior of acids and alkalis. Devise strategies to reduce the negative effects of human actions on acid and alkali levels, such as pollution or improper disposal of chemicals. 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
Electricity	We will explore the fascinating world of electrical circuits and the principles of electricity.	What can we discover about Electricity? UAE Link: How does UAE generate electricity and its mission to produce more renewable energy	Investigate the properties and behavior of electrical charges and their role in generating electric current. Explore the components of an electric circuit, including conductors, insulators, switches, and resistors. Learn about the relationship between voltage, current, and resistance in Ohm's Law. Study the different types of circuits, such as series and parallel circuits, and understand their characteristics and applications. Investigate the practical uses of electricity in everyday life, including electrical safety and energy efficiency.	Through hands-on experiments, demonstrations, and discussions, students will actively engage in learning about the behavior and applications of electricity. Assessment for Learning: questioning, peer and self-assessment, class discussion and feedback Summative Assessment; final project making a buzz wire This assessment will assess how effectively students have developed their understanding of the topic	Through these activities, students will develop a deeper understanding of electricity, its principles, and practical applications. They will also gain skills in designing and constructing electrical circuits, data analysis, and scientific inquiry.	This builds on your existing knowledge about electricity from KS2. This builds towards gaining a deeper understanding of electricity covered in KS4. This provides an opportunity for collaboration between Science and ICT.	Investigate the behavior of positive and negative charges, the concept of electric fields, and their role in generating electric current. Learn about conductors, insulators, switches, and resistors, and understand their functions in an electric circuit. Explore the relationship between voltage, current, and resistance, and how they are interconnected in electrical circuits. Investigate series and parallel circuits, their characteristics, and applications in practical situations. Explore the applications of electricity in everyday life, electrical safety measures, and energy efficiency.	Observations Critical thinking Creativity Collaboration Problem-solving inquiry Research Design Thinking Safety awareness Experiment implementation



Term 3

	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
Energy and energy transfer	This unit will explore the concepts and ideas surround energy changes	What are the different ways energy is transferred and how can we use it efficiently? UAE Link: Exploring UAEs rote in the Middle East at being at becoming more sustainable and producing renewable energy	- Explain why different people need different amounts of food identify energy stores and transfers in real-life situations Describe advantages and disadvantages of different energy resources Explain how the Sun is the original source of energy for various resources Recall that energy will be transferred from hotter to cooler objects or materials Describe how energy is transferred in conduction, convection, and radiation identify and explain which energy transfer processes are taking place in given situations Explain what efficiency means and identify useful and wasted energies.	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 phenomens in the nstural 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 Matha	*Analyze energy transfers and efficiency in different scenarios Investigate energy resources and their impact on the environment Apply knowledge of energy to evaluate energy resources and efficiency Use scientific methods to investigate energy transfers and efficiency.	Observations Critical thinking Creativity Collaboration Problem-solving Inquiry Research Design Thinking Safety awareness Experiment Implementation
Particle Model and Atoms, Elements, Compounds	We will explore the small perticles that make up all the meterial in the universe and how do these particles arrange themselves.	How do particles behave in different states of matter and what are the besic building blocks of matter? UAE Link: Exploring how understanding particle behavior and the properties of elements and compounds contributes to advancements in technology and environmental austainability in the UAE.	Describe the properties of the three states of matter and recognize how they are handled differently. Explain the besic properties and behavior of solids, liquids, and gases using particle theory. Identify and classify materials as elements, compounds, and mixtures using particle diagrams. Describe and explain phenomena such as Brownian motion, diffusion, and gas pressure using particle theory.	Through experiments, observations, and discussions, students will explore particle behavior and the properties of elements, compounds, and mixtures. Assessment for Learning: questioning, peer and self-assessment, class discussion, and feedback. Summative Assessment: and of unit assessment. This assessment will assess how effectively students have developed their understanding of the topic.	Understanding particle behavior and the properties of elements and compounds is essential for comprehending various natural and technological phenomena. This knowledge applies to fields such as chemistry, physics, and environmental science. It also enhances critical thinking and problem-solving skills, enabling students to analyze and explain material properties and processes.	This builds on your existing knowledge of materials and their properties from previous studies. It deepens your understanding of the particle model and the classification of elements, compounds, and mixtures. This knowledge is foundational for further studies in chemistry and physics at KS4 iGCSE and A Level. This provides an opportunity for interdisciplinary collaboration with technology and environmental science.	*Analyze the properties and behavior of materials based on particle theory Investigate phenomena such as diffusion, Brownian motion, and gas pressure using particle theory Apply particle theory to explain real-world scenarios and technological applications Use particle diagrams to represent the states of matter and their changes.	Observations Critical thinking, Creativity, Collaboration, Problem-solving, Inquiry, Research, Design Thinking, Experiment implementation.

Year 7 Success Criteria: Science



Success Criteria	Working Below	Working Towards	Working At	Working Above	Significantly Above
AO1: Knowledge and Understanding of Science	Inconsistently recalls basic scientific concepts and terminology.	Shows limited understanding and occasional correct use of scientific terms.	Demonstrates a good understanding of scientific concepts and uses terminology correctly.	Shows thorough understanding and frequently uses scientific terminology accurately.	Consistently demonstrates in- depth understanding and precise use of scientific terminology.
AO2: Application of Knowledge and Understanding, Evaluation, and Problem-Solving	Inconsistently applies knowledge in new contexts and evaluates information.	Occasionally applies knowledge to new situations and performs basic evaluations with guidance.	Applies knowledge to new situations and performs basic evaluations independently.	Frequently applies knowledge effectively in various contexts and demonstrates strong evaluative skills.	Consistently applies knowledge accurately and demonstrates advanced evaluative skills in a variety of contexts
AO3: Experimental Skills, Analysis, and Evaluation of Data and Methods in Science	Inconsistently performs experimental techniques and interprets data.	Performs basic experimental techniques with guidance and occasionally interprets data correctly.	Independently performs experimental techniques and interprets data accurately.	Demonstrates strong experimental skills and frequently interprets data effectively.	Consistently demonstrates advanced experimental skills and accurately evaluates and improves experimental methods.





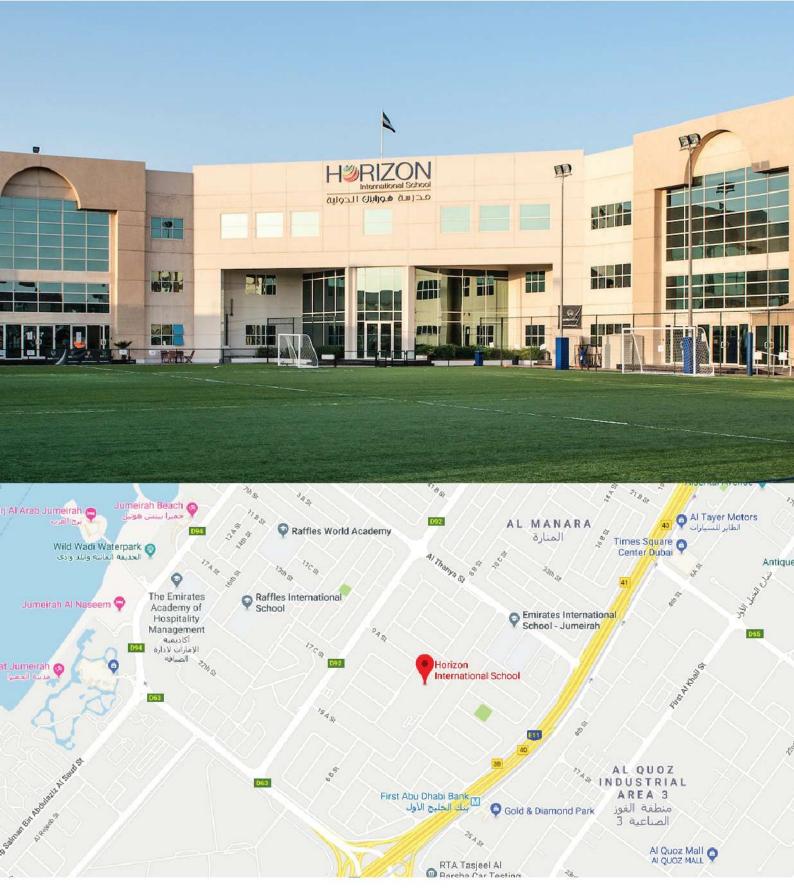
Everyone Counts

Everyone Contributes

Everyone Succeeds









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