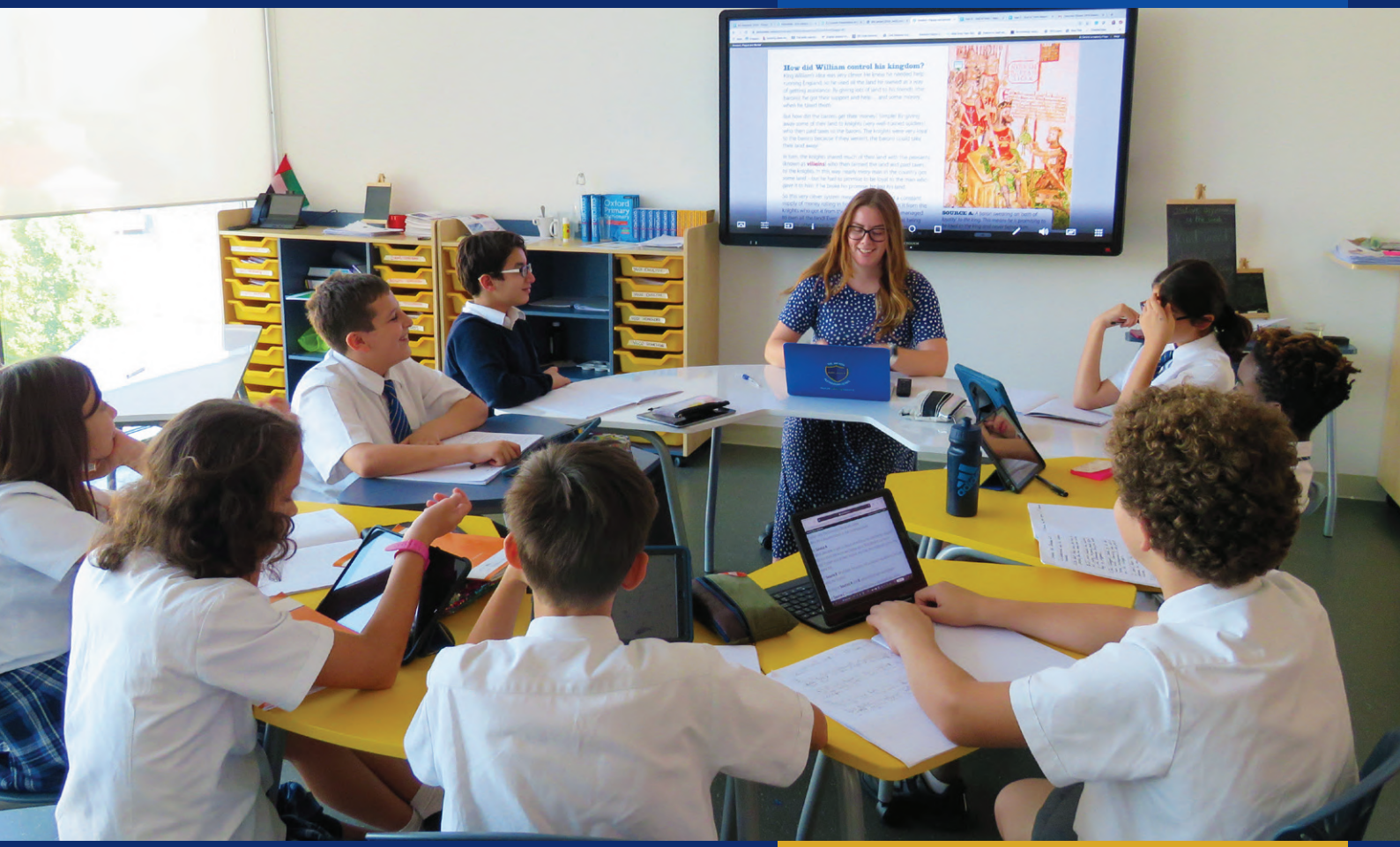
ARCADIA

Nurture
Lifelong
Learning



KEY STAGE 3 CURRICULUM BOOKLET

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ARCADIA HIGH SCHOOL

Opened in 2020, Arcadia High School is a new, forward-thinking secondary school that delivers the English National Curriculum leading to GCSE in Years 10 and 11 and A-Level studies in years 12 and 13, commonly known as the Sixth Form. Set within a beautiful, state of the art campus, our school combines impressive resourcing and leading-edge technology with highly skilled teachers, to provide the highest standard of education for our students.

The ethos of our school is founded upon the Arcadia Values of Positivity, Respect, Tolerance, Creativity, Independence and Compassion. These values permeate into every aspect of our school and form the cornerstone of our expectations for our students as we strive to develop well-rounded, compassionate and high-achieving young people, confident in their ability to successfully meet the challenges of the future.

We firmly believe that by providing an enriched and engaging curriculum, delivered by passionate and talented teachers and by working closely with our parents and community as partners, our school will live up to its motto to 'nurture lifelong learners'. This vision is prevalent within every area of school life, ensuring that the student experience is profound, captivating and fulfilling and that it is accessible to every child.

Our school is at the start of an amazing journey into the future and by delivering the National Curriculum of England at Key Stage 3, enhanced with unique opportunities for students to explore, across a wide spectrum of learning and endeavour, we provide an experience for our students to grow, develop and learn physically, emotionally and academically within a nurturing and inclusive environment.

AIMS AND OBJECTIVES

The aim of our curriculum is to develop as fully as possible the understanding, knowledge and skills of each student so that when they leave Arcadia they are in a position to meet the challenges that they will face in a rapidly globalising and competitive world. It is also our intention to ensure that our students can leave the school with the prerequisite qualifications to be able to access higher education all over the world. In order to fulfil this expectation, Arcadia will provide a variety of learning pathways to serve the needs of all of our students, ensuring they can complete their Key Stage 4 and 5 years of learning.

We intend to nurture students who are:

- Motivated and stretched in all aspects of school life
- Tolerant and caring
- Enjoying and understanding their learning
- Intellectually curious
- Digitally literate
- Developing high quality learning skills and leadership qualities
- Comfortable and knowledgeable about the United Arab Emirates
- Internationally-minded
- Collaborative
- Informed risk-takers
- Entrepreneurial
- Socially conscious

To meet these aims, the curriculum provides:

- A wide range of choice, keeping students options' open for as long as possible
- A broad education
- An in-depth education, so that students are challenged and stretched at all times
- A wide range of enrichment activities
- An inclusive programme with individual pathways developed to suit all needs and abilities
- Adapted programmes to stimulate conceptual understanding across a range of subject areas, including STEAM (Science, Technology, Engineering, Arts and Mathematics), Interdisciplinary studies and the ALSI (Arcadian Large Scale Inquiry)

SKILL AREAS DEVELOPED

For students in KS3, the curriculum contains a range of compulsory and optional subjects which aim to provide experience and skill development in the following areas:

LINGUISTIC:

To develop students' communication skills and increase their command of language. This is developed through English (Language and Literature) and at least one foreign language (Arabic and French).

MATHEMATICAL:

To teach students how to calculate and appreciate relationships and patterns in number and space as well as to think logically and express themselves clearly. This is developed through Mathematics, Computer Science and Science.

SCIENTIFIC:

To develop students' scientific skills, knowledge and understanding. This is developed through Integrated Science in KS3 Years 7 and 8 and as separate Biology, Chemistry and Physics from Year 9 upwards.

TECHNOLOGICAL:

To teach students a range of technological skills including up-to-date applications of ICT, to develop, plan and communicate ideas and to produce and evaluate good quality products. This is developed through Computer Science, Digital Skills and Design and Technology.

HUMAN AND SOCIAL:

To teach students about people and their interaction with the environment and how human action has influenced events and conditions. This is developed through Integrated Humanities, including Geography and History, Islamic Studies, UAE Social Studies and Enrichment Days/Moral Education.

PHYSICAL:

To teach the basic principles of fitness and health and to develop students' physical control and coordination. This is developed through Games and Physical Education.

CREATIVE:

To develop students' aesthetic and creative skills. This is developed through Art, Drama and Music.

MORAL, SOCIAL, SPIRITUAL AND CULTURAL DEVELOPMENT:

To develop students' self- knowledge, self-esteem and self-confidence so that they can distinguish right from wrong and respect the law as well as accept responsibility for their behaviour, show initiative and understand how they can contribute to community life. This is developed through Islamic Studies, Geography, History, the extra-curricular programme and Enrichment Days/Moral Education.

LEARNING SKILLS

These are delivered throughout the school from Foundation Stage to Key Stage 5 and underpin learning connections and constructions in order to develop the 21st century skills needed for our students to be successful throughout their lives. At Arcadia we focus on the development of the 4 C's of:

1. COMMUNICATING

Sharing thoughts, questions, ideas and solutions. Examples include:

- **Analyzing** the situation means thinking about the subject, purpose, sender, receiver, medium, and context of a message
- **Choosing a medium** involves deciding the most appropriate way to deliver a message, ranging from a face-to-face chat to a 400-page report
- **Evaluating messages** means deciding whether they are correct, complete, reliable, authoritative, and up-to-date
- **Following conventions** means communicating using the expected norms for the medium chosen
- **Listening actively** requires carefully paying attention, taking notes, asking questions, and otherwise engaging in the ideas being communicated
- **Reading** is decoding written words and images in order to understand what their originator is trying to communicate
- **Speaking** involves using spoken words, tone of voice, body language, gestures, facial expressions, and visual aids in order to convey ideas
- **Turn-taking** means effectively switching from receiving ideas to providing ideas, back and forth between those in the communication situation
- **Using technology** requires understanding the abilities and limitations of any technological communication, from phone calls to e-mails to instant messages
- **Writing** involves encoding messages into words, sentences, and paragraphs for the purpose of communicating to a person who is removed by distance, time, or both

2. COLLABORATING

Working together to reach a goal and putting enterprise into action. Examples include:

- **Allocating** resources and responsibilities ensures that all members of a team can work optimally
- **Brainstorming** ideas in a group involves rapidly suggesting and writing down ideas without pausing to critique them
- **Decision-making** requires sorting through the many options provided to the group and arriving at a single option to move forward
- **Delegating** means assigning duties to members of the group and expecting them to fulfill their parts of the task
- **Evaluating** the products, processes, and members of the group provides a clear sense of what is working well and what improvements could be made
- **Goal setting** requires the group to analyze the situation, decide what outcome is desired, and clearly state an achievable objective
- **Leading a group** means creating an environment in which all members can contribute according to their abilities
- **Managing time** involves matching up a list of tasks to a schedule and tracking the progress toward goals
- **Resolving conflicts** occurs from using one of the following strategies: asserting, cooperating, compromising, competing, or deferring
- **Team building** means cooperatively working over time to achieve a common goal

3. CRITICAL THINKING

Critical thinking is focused, careful analysis of something to better understand it. When people speak of "left brain" activity, they are usually referring to critical thinking. Examples of some of the main critical-thinking abilities are:

- **Analyzing** is breaking something down into its parts, examining each part, and noting how the parts fit together

- **Arguing** is using a series of statements connected logically together, backed by evidence, to reach a conclusion
- **Classifying** is identifying the types or groups of something, showing how each category is distinct from the others
- **Comparing and contrasting** is pointing out the similarities and differences between two or more subjects
- **Defining** is explaining the meaning of a term using denotation, connotation, example, etymology, synonyms, and antonyms
- **Describing** is explaining the traits of something, such as size, shape, weight, color, use, origin, value, condition, location, and so on
- **Evaluating** is deciding on the worth of something by comparing it against an accepted standard of value
- **Explaining** is telling what something is or how it works so that others can understand it
- **Problem solving** is analyzing the causes and effects of a problem and finding a way to stop the causes or the effects
- **Tracking cause and effect** is determining why something is happening and what results from it

4. CREATIVE THINKING

Creative thinking is expansive, open-ended invention and discovery of possibilities. When people speak of "right brain" activity, they most often mean creative thinking. Some common creative thinking abilities are:

- **Brainstorming** ideas involves asking a question and rapidly listing all answers, even those that are far-fetched, impractical, or impossible
- **Creating** something requires forming it by combining materials, perhaps according to a plan or perhaps based the impulse of the moment
- **Designing** something means finding the conjunction between form and function and shaping materials for a specific purpose
- **Entertaining others** involves telling stories, making jokes, singing songs, playing games, acting out parts, and making conversation
- **Imagining ideas** involves reaching into the unknown and impossible, perhaps idly or with great focus, as Einstein did with his thought experiments
- **Improvising a solution** involves using something in a novel way to solve a problem
- **Innovating** is creating something that hasn't existed before, whether an object, a procedure, or an idea
- **Overturning** something means flipping it to get a new perspective, perhaps by redefining givens, reversing cause and effect, or looking at something in a brand new way
- **Problem solving** requires using many of the creative abilities listed here to figure out possible solutions and putting one or more of them into action
- **Questioning actively** reaches into what is unknown to make it known, seeking information or a new way to do something

The development of learning skills within the curriculum is also accentuated by a number of programmes which support their progression. Examples include:

ORACY

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. Inspired by the work of the Voice 21 organisation in the UK, students across Key Stages 2 and 3 are encouraged to develop their ideas through a high quality oracy-style education. They develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

HARKNESS

During the transition through Key Stage 3 students will be exposed to a strand of learning through the Harkness Method. Our aim is to equip every student with the knowledge, learning power and character necessary for success

at university and beyond. Learning is an active and exciting process in which everyone participates and at times leads and where teachers are facilitators of learning. We believe that excellent teaching is more about helping students to find information and figure things out, rather than telling them things. Harkness teaching and learning is central to this. The Harkness teaching method is an intrinsic part of our approach to teaching and learning. It links closely to our focus on developing learning power and character through our 'Arcadia Values' programme and is delivered across a range of subject areas and disciplines.

ENTREPRENEURIAL LEADERSHIP

Developed in partnership with the Sands Centre for Entrepreneurial Leadership in the United States, the Entrepreneurial Leadership programme priorities the development of four key traits that comprise the entrepreneurial mindset:

- Opportunity-seeking
- Creative problem solving
- Resiliency
- Resourcefulness

Equipped with this mindset, students take on interesting challenges that connect with their passions and graduate with a competitive advantage. To instil this mindset in every student, the Entrepreneurial Leadership programme is integrated into the Key Stage 3 experience. Project-based challenges in the classroom provide an opportunity for students to build this way of thinking while practising entrepreneurial skills in the areas of business, design, and technology.

INCLUSION

Arcadia School is committed to providing all students with an outstanding educational experience and believes that all students have learning potential and the right to education in a common learning environment. A key objective at Arcadia is to provide a personalised learning journey for students who are identified as experiencing SEND (Special Educational Needs and Disabilities) and celebrating key milestones along that journey. We believe that this ethos will raise the attainment and progress of students and create an environment that is truly inclusive in all aspects. Arcadia's commitment to being an inclusive school is also reflected in our admissions policy wherein it is recognised that student diversity is integral to the school. Lesson observations and planning scrutinies take place on a regular basis and it is clear that teachers differentiate for students' needs. The Head of Inclusion and Inclusion Support Teacher meet regularly with teachers to advise on planning and learning environments where necessary.

EXCEPTIONAL LEARNERS

At Arcadia we recognise that the KHDA identifies students with special gifts and talents are one of the groups most at risk of educational exclusion and we strive to prevent this. Teachers therefore routinely try to stretch and challenge the most able in every lesson rather than have dedicated lessons for the most able. Where possible and appropriate, setting by ability in certain subjects will aid the provision of subject matter at a pace appropriate to the teaching group. The extent to which this happens is determined by the preferences of individual departments as well as timetabling constraints. Challenge and stretch opportunities also exist across the school in extra-curricular activities and there are many opportunities for students to compete nationally and internationally alongside the best students in the UAE and the world: e.g. Young Musician of the Gulf, Mathematics and Science Olympiads, Model United Nations, World scholars Cup. At Arcadia we develop specific pathways for students to follow after identification of exceptional learning talents, in academia, the arts, music, social enterprise, business and sport.

ASDAN PROGRAMME

ASDAN (Award Scheme Development and Accreditation Network) is an award-winning British education charity and awarding organisation. Arcadia school is proud to be a fully registered and accredited ASDAN centre, allowing us to offer a wide range of courses and options to our students in fitting with their learning needs.

ASDAN provides flexible and engaging programmes and qualifications that help young people develop skills for learning, work and life. The courses have been developed for learners with a wide range of learning needs and abilities and provide meaningful outcomes through a person-centred approach that prepares the learner for adult life.

ASDAN's programmes and qualifications for secondary schools range from helping learners make a successful start in secondary education to boosting engagement and motivation, developing core skills, and enhancing academic performance.

WHAT IS ASDAN?

ASDAN is made up of short courses that are flexible, portfolio-based programmes designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas.

ASDAN's programmes and qualifications help centres meet many requirements including:

- pride in achievement and commitment to learning
- developing self-confidence, self-awareness and understanding of how to be a successful learner
- gaining employability skills so that learners are well prepared for the next stage of their education, employment, self-employment or training
- understanding how to keep themselves safe from risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- personal development, so that learners are well prepared to respect others and contribute to wider society

PRIMARY TO SECONDARY TRANSITION

The innovative Lift Off programme, launched in 2017, helps learners aged 10-12 develop the skills, confidence and resilience to make a successful transition from primary to secondary school. This activity-based course fosters characteristics and attributes such as self-worth, self-control, determination, communication, collaboration and problem-solving.

Lift-Off will help learners to manage their own learning, recognise their strengths and the characteristics they need to develop and prepare for their future. It is supported by a range of high-quality teaching and learning resources.

ASDAN IN KEY STAGE 3

The Core subjects Mathematics, English and Science, will be delivered to children enrolled in the ASDAN scheme alongside their personal learning in each subject.

In addition, there are many other courses that the students can choose from. We encourage the students to choose the courses that they are interested in and match their aspirations for the future.

There are 7 topic areas that the students can choose a module from these are:

- Communication and Numeracy
- Creative studies
- Leisure, Recreation and Sport
- Independent Living
- Cultural Studies
- Personal Development, PSHE and Citizenship
- Work-related

Under these sections, there are 76 module choices available for the students.

ASDAN programmes will be available to students up to year 12.

ENRICHMENT PROGRAMME

EXTRA-CURRICULAR AND CO-CURRICULAR OPPORTUNITIES FOR OUR STUDENTS

Through an extensive and comprehensive extra-curricular programme, offered within the extended school day, the School will aim to build confidence and create character, leadership and a spirit of adventure amongst the students. It will encourage pupils to engage in an extra-curricular programme that will give them the experience of leadership and adventure, service to the community, and creative/cultural activities.

The extended school day provides opportunities for enrichment activities to be scheduled and planned as blocked periods within the timetable. The school offers extra-curricular and co-curricular enrichment within the weekly programme on a regular and ongoing basis.

The School has deliberately identified activities that support the concept of developing well rounded and highly skilled students who have the opportunity to gain enrichment across diverse areas:

- Creativity and Performance Arts
- Citizenship
- Sport and Physical Development

In this way, the school seeks to achieve its mission of developing students who see learning as broad, varied, exciting and enriching and who will, therefore, become 'lifelong learners'. Likewise, the scope is also provided for students to become highly skilled in one or more of the areas and to develop expertise and particular talents.

EXTRA-CURRICULAR AND CO-CURRICULAR ENRICHMENT PROGRAMMES – EXAMPLES:

ENRICHMENT AREA	PURPOSE	DETAILS
Creativity and Performance Arts	To enhance confidence and encourage creative skills across a wide spectrum of the arts. Students participate in the Arcadia Music Academy offering to further develop their talents	Visual Arts and Craft, Singing, Choir, Drama, Band, Instrumental Lessons (graded exams), Orchestra, Ballet, Modern Dance (Step Up Academy), Annual School Production, Computing, Coding, Robotics, Photography
Citizenship	To ensure that students develop a service mentality and seek to make society a better place	Ecology Action, Debating, Public Speaking, School Publications, Entrepreneurship, Community Outreach, Ramadan Support Club, National Day Support Club, Happiness Programme
Coding and Gaming	To ensure that students are future ready by gaining a practical understanding of AI and leading edge technology	Programming Languages, Coding, Web Design, Artificial Intelligence, Robotics
Sport and Physical Development	To develop sporting skills and attitudes and to ensure that students compete with confidence at a range of sports To provide students with the opportunity to compete with other schools and develop school pride and sportsmanship	Rugby (Rugby Academy), Football (The Football Academy), Swimming (Hamilton Aquatics), Netball, Cricket, Basketball, Cross Country, Athletics, Gymnastics (Step Up Academy), Tennis (NY Sports Services)

Enrichment opportunities are embedded within the timetable and allow for development of well rounded students while also providing opportunities for student choice, to develop specific interests and talents.

ENTREPRENEURIAL LEADERSHIP

Developed in partnership with the Sands Centre for Entrepreneurial Leadership in the United States, the Entrepreneurial Leadership programme prioritises the development of four key traits that comprise the entrepreneurial mindset:

- opportunity-seeking
- creative problem-solving
- resilience
- resourcefulness

Equipped with this mindset, students take on interesting challenges that connect with their passions and graduate with a competitive advantage. To instil this mindset in every student, the Entrepreneurial Leadership programme is integrated into the Key Stage 3 experience. Project-based challenges in the classroom provide an opportunity for students to build this way of thinking while practising entrepreneurial skills in the areas of business, design, and technology.

CURRICULUM PLAN:

YEAR 7		
TERM 1	**TERM 2**	**TERM 3**
Social Entrepreneurship Students support entrepreneurs around the world in partnership with Kiva - a micro financing company. They design, price and sell handmade products within their school community to generate funds.	**Adventures in New Media** Students embrace the mantra of "concept to creation" in this design course. They use Adobe Illustrator, soldering irons, laser cutters, and microcontrollers to build and program a dancing robot and conductive keyboard.	**Digital Storytelling** Students learn the power of stories as they deliver messages through audio and visual channels. They assume the role of a fictional social media persona to explore the production of podcasts and YouTube videos.
YEAR 8		
TERM 1	**TERM 2**	**TERM 3**
Introduction to Coding In this CEL class, students take on a fun, educational game environment where they learn to code in real programming languages. The class is intended to energize, excite, and motivate students to pursue computer science as a method to improve real-world relationships, connections, and life. Students will learn that success does not come on the first try- similar to how the world's most difficult problems aren't solved on the first attempt. They will use a combination of online tools, like CodeMonkey and Kahoot, and offline activities to facilitate dynamic learning experiences.	**Engineering and Robotics** This CEL class introduces students to the expansive world of LEGO EV3 robotics. This course is a challenge-based course where students are given small challenges that introduce them to the basics of programming logic and include some level of competition. They explore the basics of building and construction, instruction following, line following, dead-reckoning, loop statements, programming hierarchy, sumo wrestling, and sensor usage for reading the environment.	**Influential Presentation** Students are pushed to identify a topic that they have a true passion for as the basis for their own short "TED"-style presentation. Students begin with writing a speech that tells a story and engages their audience. After their speech is written, students focus on learning and polishing it, as well as building confidence standing in front of a group and using both their voice and body to tell their story. The final piece includes multimedia elements to their talk, through the use of Keynote presentations, as well as any sound or lighting effects that would enhance their storytelling.
YEAR 9		
TERM 1	**TERM 2**	**TERM 3**
Money Matters Students evaluate the decisions of companies, consumers, and individuals as they assess the value of money and time. They become spreadsheet experts as they tackle case studies, found startups, and manage budgets.	**Digital Publishing** Students champion a cause about which they are passionate and conduct research to learn more about that issue. They leverage web design, print marketing and social media as promotional platforms.	**LEGO Robotics** Students compete in programming challenges with LEGO robots, applying key concepts learned in previous coding courses. They engineer their bots to complete tasks, win races, and even enter a sumo wrestling match.

PASSION PROJECT

All students in Key Stage 3 take part in completing a 'Passion Project' once a week, through the academic year. This approach is centred around each student following a personal passion, skill, interest or talent. Under the oversight of a designated teacher, the student takes responsibility for developing his or her own 'passion project' focus further, extending their understanding and abilities in their chosen aspect, in practical and meaningful ways. Students then showcase their outcomes for others, providing exciting opportunities for wider learning and growth to occur.

OUTDOOR EDUCATION

The Outdoor Education programme is based on the school's belief that by taking learning outside of the classroom and into new and challenging situations, students are able to reflect about and interact with the environment. New opportunities for learning are created and previous skills and understandings are able to be brought to bear in unfamiliar environments. The programme is sequential and builds upon the Arcadia Key Stage 2 Outdoor skills programme. As students move through school, the outdoor challenges grow sequentially in complexity, challenge and levels of independence, towards students ultimately participating in the Duke of Edinburgh International Award at Key Stage 4.

AIMS:

- To expose students to a progressive outdoor skill and challenge programme that builds on and extends the preparatory school programme for Year 7 students
- To provide a programme that builds progressively throughout KS3 towards the Duke of Edinburgh International programme at age 14 - Junior DofE. (The school aims to become a licensed D of E organisation)
- To create learners who appreciate the vital importance of nature and ecological responsibility and who develop a love of nature and care for the world and its different environments
- To apply previous learning to new situations
- To gain the confidence to take on new and challenging situations and apply this to all learning
- To develop life and survival skills
- To gain an appreciation of how other people live in different environments
- To enhance team-building skills and the ability to work effectively with others in a range of challenging environments
- To develop resilience, determination and a sense of achievement

Annual outdoor residential learning experiences are provided to ensure a range of environments are experienced and challenges are appropriate to the student's developmental level, with increasing challenge.

CAREERS AND UNIVERSITY GUIDANCE

Our holistic approach to career guidance emphasises creative thinking, self-reflection, diversity of thought, authenticity and independence. This area of development is personally led by the CEO of the school.

AREA OF DEVELOPMENT	YEAR 7	YEAR 8	YEAR 9
CV Building	✓	✓	✓
Study Skills	✓	✓	✓
Job Shadow Week	✓	✓	✓
Career Advisory	✓	✓	✓

AREA OF DEVELOPMENT	YEAR 7	YEAR 8	YEAR 9
Job Internships			✓
Personal Statement Preparation			✓
Summer University Visits			✓

ASSESSMENT:

Students study skills and career interests will be measured at regular intervals to determine their possible areas of pursuit. These will typically be done, once a year in Year 7, twice a year in year 8 and three times a year in Year 9.

CROSS CURRICULAR LINKS:

- Literacy: Writing of personal statement will be linked to English
- School Values / UAE Values / Moral Education: Leadership positions will be reflected in CV
- PE: Sports achievements will be reflected in PE

ASSESSMENT AND REPORTING

ASSESSMENT

At Arcadia School, we strive to provide an assessment system that is effective and efficient; one which informs all stakeholders with the information they need to ensure the children at Arcadia gain outstanding learning experiences. We aim to nurture teachers who are experts in their roles as assessors, parents who are well informed and children who are actively engaged in their personalised learning experience. We believe assessment is about learning and we track the progress and attainment of this in two ways:

FORMATIVE ASSESSMENT:

This is a continuous process used to inform progression through the learning journey. Teachers make personalised notes on planning documents to record this in a way that supports their teaching. This mode of assessment is carried out through planning and observations, marking and questioning as well as self and peer assessment techniques. This is an assessment for learning.

SUMMATIVE ASSESSMENT:

These assessments occur at defined periods of the academic year such as the annual external GL Assessments and other curriculum related assessments. The aim of such assessments is to record the overall achievements of children in a systematic and standardised way and to provide further clarification of judgements made by teachers regarding areas of strength and development of individuals in their care. Results are also tracked across the school to monitor the progress of your children. The more we understand about their strengths and weaknesses, the more we will be able to help them improve. This is an assessment of learning.

REPORTING

Reporting is a fundamental communicative tool between Arcadia School and parents. Reports detail a child's progress at school over time. Parent Consultation Meetings take place during terms 1 and 2. These meetings give parents an opportunity to discuss their child's academic and pastoral progress with their form tutor and subject teachers. We consider these meetings to be a vital part of the reporting process.

PROCESS	AUTUMN	SPRING	SUMMER
Reports	**Half Term:** Effort Report **End of Term:** Grade and Effort Report	**Half Term:** Effort Report **End of Term:** Grade and Effort Report	**Half Term:** Form Teacher Written Report and Effort Report **End of Term:** Subject Teacher Written Report and Effort Report
Parent Consultation Meetings	Year 7 and Year 8	Year 9 Options Meetings	Year 7 and Year 8

KEY STAGE 3 CURRICULUM

Our curriculum at Key Stage 3, which includes Years 7 to 9, matches that of leading, independent schools in the United Kingdom to ensure the highest standards. We provide the National Curriculum for England adapted to match local requirements and enriched to provide a depth of learning across all areas. In accordance with the UAE's Ministry of Education, we provide Arabic Language, UAE Social Studies and, for Muslim students, Islamic Studies.

Subjects taught in Key Stage 3 lead on to Key Stage 4 (Year 10 and 11) where students complete GSCE/IGCSE qualification examinations. Students then enter the sixth form towards completion of the GCE (A- level) examinations. The school will also offer a range of BTEC vocational courses in the upper years.

English	**National Curriculum for England (NCfE)**
Mathematics	
Science	
Art and Design	**Adapted English National Curriculum**
Computing	
Design and Technology *(including Food Technology)*	
Geography	
History	
Modern Foreign Languages (MFL)	
Music	
Drama	
Physical Education	
Arabic 'A' *(Arab national students- delivered in Arabic)*	**UAE Ministry of Education Curriculum**
Arabic 'B' *(Non-Arab students- delivered in English)*	
Islamic Studies 'A' *(Arab muslim students- delivered in Arabic)*	
Islamic Studies 'B' *(Non-Arab muslim students- delivered in English)*	
Moral Education *(all students)*	
UAE Social Studies *(all students)*	

SUBJECTS

The following pages illustrate the learning programme and content for each of the subjects at Key Stage 3:

- Arabic A
- Arabic B
- Art and Design
- Computing
- Design and Technology
- Drama
- English
- Geography
- History
- Islamic Education
- Mathematics
- Modern Foreign Languages
- Moral Education
- Music
- Physical Education
- Science
- Social Studies

ARABIC 'A'

Arabic is the official language of the UAE, and it is important to ensure that students perfect all the skills involved in the language, ranging from reading, writing, speaking and listening. We encourage our students to communicate in Arabic inside the school and also outside in the wider community to ensure that they are getting the full experience of developing their knowledge of one of the most popular languages in the world.

The Arabic at Arcadia aims to:

- Make the learning of Arabic enjoyable and encourage students to communicate with it through various fun and interactive techniques. This will result in the development of the language and will ensure students are keen on further developing Arabic skills
- Provide a high standard of teaching for students in learning Arabic
- Guarantee an excellent learning environment for students to encourage them to develop their skills
- Plan the subject in such a way that topics relate to real life and enrich students' knowledge about Arabic language and UAE culture

The Arabic syllabus, based on the Ministry of Education's curriculum is extended with additional topics, resources, and activities that enrich the language to ensure students are excited and interested to learn the language and also develop the four skills.

CURRICULUM PLAN:

YEAR	TERM 1, 2 AND 3	
YEAR 7	**Unit 1: Belonging and Giving** Literary Reading Poetry Story: Hassoun Al-Hawai Informative Reading: Burj Khalifa Grammar Writing: Narrative text **Unit 2: Family Interrelation** Literary Reading Story: My Mom's Heart Informative Reading: with my father Grammar Writing: Research and Report **Unit 3: Reading an Essay** Literary Reading: Short Story Informative reading: Popular markets of the world Grammar Writing: Explanatory text	**Unit 4: The Journey of Knowledge** Literary Reading: Essay Grammar Writing: Explanatory text **Unit 5: Proverbs and Sayings from Our Heritage** Literary Reading: Poem and a Short Story Grammar Writing: Explanatory text **Unit 6: The Man and the Universe** Literary Reading: Short Story Grammar Writing: Explanatory text

YEAR	TERM 1, 2 AND 3	
YEAR 8	**Unit1: Our Ethics and Morals** Literary Reading: Poetry and the greatest blessing Informative Reading: Living a healthy lifestyle **Unit 2** Literary Reading: The story of the traveller Informative Reading: Healthy Lifestyle Grammar Writing: Research Report **Unit 3: Stories and Secrets** Literary Reading: Emirates Pulse Informative Reading Grammar Writing: Writing explanatory texts with evidence, opinion and proof	**Unit 4: Between the Truth and the Imagination** Literary Reading: The frozen river Informative Reading: Myths Grammar Writing: Writing explanatory texts evidence and opinion **Unit 5: Stories and Secrets** Literary Reading: Emirates Pulse Informative reading: Gold Grammar Writing: Writing explanatory texts with evidence, opinion and proof
YEAR 9	**Literary Reading:** • He Felt Guilty • Poem • Poetry of the Sunset • The Story of Uncle Khashba **Informative Texts:** • Kingdom of Fungi • Vision for the Tourism Sector • Leave your Fingerprints • Future Train from Abu Dhabi to London	**Free Reading:** • Part 1 of novel- Wonderful Trips in Strange Countries • Part 2 of novel- Travels in Exotic Countries • Part 3 of novel- County's Strange Journeys **Grammar Writing:** • Free Writing • Reading is the Key to the Universe • Writing a Diary and a Resume

ASSESSMENT:

Students go through a benchmark assessment, and three end of term tests. They are assessed during the years on their Reading skills and projects.

CONTINUATION INTO YEAR 10 AND 11:

Arabic is a core subject and all students must continue to study the Ministry of Education curriculum through to Year 11. There is an optional IGCSE in Arabic that students could take in order to receive internationally recognised qualifications in the subject.

CAREERS RELATED TO THE SUBJECT:

Arabic is spoken by 300 million people spread all over the world. It is one of the top 5 most spoken languages. Learning Arabic creates better opportunities for working in the middle east and other Arab countries.

ARABIC 'B'

Arabic B is taught to non-Arab students and is a compulsory subject for all students directed by the Ministry of Education.

Arabic B classes are divided based on the number of years of exposure a student has in learning Arabic. The main focus is on the development of the four skills (reading, writing, listening and speaking) to ensure students gain confidence across all areas of the language and its use.

Each lesson is also designed to ensure that students not only enrich their knowledge and use of the Arabic language but also develop a deep appreciation of Arabic (and in particular, Emirati) culture.

CURRICULUM PLAN:

YEAR 7

TERM 1	TERM 2	TERM 3
Unit: Work • How did I Spend my Holiday • Helping my Mum • My Small Projects	**Unit: Work** • Volunteering • The Importance of Work **Unit: My Gadget** • I Love my Phone • Not any Phone	**Unit: My Gadget** • The Future of my Mobile Phone • Mobile Phone or Laptop? • A Day without my Phone

YEAR 8

TERM 1	TERM 2	TERM 3
Unit: Living and Forgiving • No for Bullying • Year of Forgiveness • My Foreign Friend	**Unit: Living and Forgiving** • The Generation of Safety • Open-mindedness **Unit: Emotions** • Happiness • Riot	**Unit: Emotions** • Optimism • Hunger • Anger

YEAR 9

TERM 1	TERM 2	TERM 3
Unit: Dream World • House of Dreams • What Dreams are for? • An Interview with a Celebrity	**Unit: Dream World** • Dream Land • Dreams Could Become Real **Unit: My Diary** • Different Diaries	**Unit: My Diary** • The Diary of a Writer • The Diary of a Reader • The Diary of an Animal

ASSESSMENT:

Students undertake a benchmark assessment and regular end of term tests. Students are assessed their Reading and speaking skills and through project work.

CONTINUATION INTO YEAR 10 AND 11:

Arabic is a core subject and all students must continue to study the Ministry of Education curriculum through to Year 11. There is an optional IGCSE in Arabic that students could take in order to receive internationally recognised qualifications in the subject.

CAREERS RELATED TO THE SUBJECT:

Arabic is spoken by 300 million people spread all over the world. It is one of the top 5 most spoken languages. Learning Arabic creates better opportunities for working in the middle east and other Arab countries.

ART AND DESIGN

Art at Arcadia has been designed and developed to support young creative minds in their pursuit of creativity. They are encouraged to be passionate about the subject and courageous throughout their art-making. They should be brave and ambitious without losing sight of themselves. We learn from our experiences, discover character through artistic expression, and become more fully ourselves through Art.

Students will:

- Learn to work directly from observation to understand space, form, shapes, textures, tones, line and composition using a still life set up as stimulus.
- Develop work in a variety of media using a drawing from observation as the core activity.
- Learn how to look and record their responses to objects so that they understand how to use the basic elements to make a figurative/realistic and recognizable world. Figurative work should be the key here so that the students get a good grounding in exploring the peculiarities of familiar shapes and images around us.
- Learn about the properties of drawing with different tools (charcoal, pencil and paint) and they will build on this area each year to include more expressive mark-making and will further their technical skills in a range of media and stimuli.

CURRICULUM PLAN:

YEAR	TERM 1		TERM 2		TERM 3	
YEAR 7	Your Wildest Dreams - Surrealism and optical illusions		Inspect Insect/ Minibeasts	Portraiture	Steampunk	Shoe are you?
YEAR 8	Greek Mythology	Sweet Enough	Feel the Rhythm	Abstract Portraiture	Futurism	Reduce, Reuse, Recycle
YEAR 9	Identity	The Aztecs	Zentangle	The Deep Blue	Architecture	Day of the Dead

ASSESSMENT:

Continual assessment will take place through the year through peer assessment and written feedback. Students will learn to self-reflect and accept feedback on their work.

CONTINUATION INTO YEAR 10 AND 11:

Art and Design is an optional subject for Year 10 and 11.

CAREERS RELATED TO THE SUBJECT:

Working in an art gallery, teaching, illustration and fashion are just some the careers a good degree in art and design would lead to. Taking art and design at A-level is also a requirement to become an architect and designer.

COMPUTING

The exciting world of Computing covers three important educational strands: Computer Science, ICT and Digital Literacy. Each strand plays its own unique part in preparing students for life in the digital age. At Arcadia, we use Apple Technology to great effect. Children will use a mixture of iPads, MacBook laptops and iMac computers when completing their computing work. This will also work in synchronisation with various robotics and other STEAM (Science, Technology, Engineering and Maths) related kits and resources.

CURRICULUM PLAN:

YEAR 7	YEAR 8	YEAR 9
Logging on and off	HTML Programming	Algorithms
File Management	Animation	JavaScript Programming
Pioneers of Computing	MicroBit Programming	Computer Networks
Python Programming	Data Representation	The Internet & The WWW
Photoshop	Encryption	Databases
E-Safety	Hardware & Software	Malware & Other Threats
Binary	Spreadsheets	Emerging Trends

ASSESSMENT:

Assessment in Computing is carried out using several methods, usually consisting of a written or practical assessment at the end of each unit of work. However, due to the diversity of the subject, research projects and class presentations will also be used as a form of assessment.

CROSS-CURRICULAR LINKS:

Due to the breadth of the subject, Computing forms lots of link with other curriculum subjects. When looking at data or spreadsheets numeracy links can be made with Mathematics; when designing digital graphics links can be made with Art, and even when using a sound editor to create podcasts ties in nicely with Music. The students will also cover some of these objectives in the school's Centre of Entrepreneurial Leadership (CEL) program.

CONTINUATION INTO YEAR 10 AND 11:

As an optional subject, Computer Science has never been so important and so popular. GCSE Computer Science takes the knowledge that students have learnt throughout key stage 3 and allows students to explore them on a much deeper level. Programming skills will be a key skill that they acquire and this course will allow those students really interested and passionate about Computing to thrive. Gaining a GCSE in Computer Science opens up the door for continued study at A-Level, and even beyond going into university at degree level.

CAREERS RELATED TO THE SUBJECT:

Never has there been such demand for students who have these skills. At the moment, students with computer science and IT-related degrees are in increasingly high demand by employers. With not enough supply of graduates to meet the demand, these jobs are becoming better and better paid, with opportunities all over the world in a variety of industries. It is said that by 2030, 80% of the job market will be completely different from today. These statistics show how important technology and computer science skills will be key for this ever-changing job market.

DESIGN AND TECHNOLOGY

Design and Technology inspires students to solve real-life problems by applying design skills to practical situations. Students need to utilize skills learnt in Maths, Science, Engineering and Art and Design to produce solutions that meet the needs of people.

Students will work with different materials such as wood, metal, plastics, textiles, food, paper and board improving practical skills and hand-eye coordination. Students will also consider the impact of their designs on the community and environment looking at ways to reduce waste and can save limited resources by investigating new and emerging technologies.

CURRICULUM PLAN:

Design and Technology consist of 5 main strands that students will encounter throughout Key Stage 3.

- Food Technology
- Resistant Materials
- Textiles
- Electronics
- Graphic Design

WHEN DESIGNING STUDENTS ARE TAUGHT TO:

- Use research and exploration, such as the study of different cultures, to identify and understand user needs
- Understand how to reformulate problems given to them and identify needs
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- Use a variety of approaches to generate creative ideas and avoid stereotypical responses
- Develop and communicate design ideas using annotated sketches (inclusive of formal drawing techniques), detailed plans, 3-D modelling, oral and digital presentations and computer-aided design

WHEN MAKING STUDENTS ARE TAUGHT TO:

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided design (CAD) and computer-aided manufacture (CAM)
- Select from and use a wider, more complex range of materials and components taking into account their properties

WHEN EVALUATING STUDENTS ARE TAUGHT TO:

- Analyse the work of others, to develop and broaden their understanding
- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

IN ORDER TO ACQUIRE TECHNICAL KNOWLEDGE, STUDENTS ARE TAUGHT TO:

- Carry out research to develop an understanding of technical processes such as methods of manufacture, and apply this knowledge during production.
- Develop observation skills to enable them to reenact safe and appropriate use of workshop tools and equipment
- Understand and use the properties of materials to achieve functioning solutions

ASSESSMENT:

Students are assessed on three key areas throughout the year; Design, Making and Knowledge. Students will complete projects in Food, Graphics, Resistant Materials, Electronics and Textiles. They will be encouraged to apply creativity and problem-solving skills and assessed at the end of each project.

CONTINUATION INTO YEAR 10 AND 11:

Design and Technology are optional subjects in Year 10 and 11. Many students opt to choose one technology subject to take at GCSE.

CAREERS RELATED TO THE SUBJECT:

Design and Technology leads on to a wide range of degrees. These include Engineering, Fashion, Product Design, Nutrition, Architecture and many more. Apprenticeships are also a great way of continuing to develop technology skills by continuing with a hands-on approach to your future career path.

DRAMA

Drama gives the students the opportunity to develop their confidence and be able to present in front of an audience. The students will have the opportunity to study texts and scripts and look at real-life issues.

CURRICULUM PLAN:

YEAR	TERM 1		TERM 2		TERM 3	
YEAR 7	Introduction to Drama	Studying Genre	Darkwood Manor	Dramatic Devices	Greek Theatre	Commedia Dell'Arte
YEAR 8	Ernie's Incredible Illuminations	Being a Director	A Midsummer Night's Dream	Money, Money, Money	Survivors	Know Thy Neighbour
YEAR 9	Naturalism	Non-Naturalistic Practitioners	Theatre in Education	Blood Brothers	Frantic Assembly	Identity

ASSESSMENT:

Baseline assessments will be carried out at the beginning of each unit. and end of unit practice. A practical exam will take place after each topic.

CROSS-CURRICULAR LINKS:

Technology: Use of lighting and sound software to enhance and develop performance
English: Linked to creative writing topics and individual projects
History: Forming new ideas in Drama using the history of theatre
Media Studies: Using various sources of Media for research into different topics covered

CONTINUATION INTO YEAR 10 AND 11:

GCSE Drama is not just about acting. The course inevitably covers all sorts of transferable skills that will be useful throughout life: communication, presentation/public speaking, group and leadership skills, problem-solving, time management, initiative and the ability to work to a deadline and get it right the first time (there are no re-runs!).

CAREERS RELATED TO THE SUBJECT:

Drama involves creative dramatic expression, primarily in front of live audiences. Apart from this, careers involve acting, production, stage management, lighting and stage designer, make-up artist, singer, dancer, teacher, editor, costume designer and stage director.

ENGLISH

At Arcadia, English for us is about creating opinionated, impassioned people who have a thirst for understanding and engaging with the world around them, through the mediums of books, plays, poems, non-fiction texts and media. English is the umbrella subject for the Humanities and Arts, oftentimes outstretching in to areas of History, Sociology, Economics, Philosophy, Theology, Languages and Drama. We believe that this is what makes English such an integral and crucial subject to study, and subsequently why our students are able to be molded in to holistic people with an awareness of the societies that encompass them.

As students will eventually sit GCSEs in both English Literature and English Language, the syllabus we set out for the students therefore embeds skills from both aspects of English. As a school, we strive to foster a love of literature in our students; we want students to read for pleasure as well as academic purpose!

Media and Drama are also core and completely relevant strands in understanding today's world: English creates a perfect setting for this as many forms of Media are analysed and critically viewed, garnering informed opinions from our young people. Within our teaching of English, we adopt dramatic pedagogy as Drama is a key learning tool; it is used to analyse Shakespeare, it is also excellent for improving students' confidence and oral communication, as well as molding them into empathetic people. Furthermore, as our school is technology based, students will be using a range of educational technology in class to analyse, practice, and test their understandings of topics.

At Arcadia, we endeavor to enrich students' knowledge from the canonical to the contemporary: students will learn a Shakespearean play every year; a selection of poems; speaking and listening; specific era novels; writing skills; and a special Media project.

CURRICULUM PLAN:

TOPIC	YEAR 7	YEAR 8	YEAR 9
Shakespeare Study	The Tempest	Merchant of Venice	Romeo and Juliet
Poetry	Gothic Poetry	International Heritage	Canonical Poets
Modern Novel	Alice in Wonderland Harry Potter The Lion, the Witch and the Wardrobe Northern Lights	Of Mice and Men with comparisons to The Great Gatsby	The Hunger Games by Suzanne Collins
Writing Skill Focus	Creative and Descriptive Writing	Studying a selection of short stories and composing own short stories	Writing to inform, persuade and advise in the form of letters, speeches, blogs and articles
Speaking and Listening	Researching and analysing key speeches from a selection of plays and famous figures with particular focus on persuasive techniques	Researching and analysing key speeches from a selection of plays and famous figures with particular focus on persuasive techniques	Researching and analysing key speeches from a selection of plays and famous figures with particular focus on persuasive techniques

TOPIC	YEAR 7	YEAR 8	YEAR 9
End of Year	**Media Project:** Looking at the language behind marketing	**Media Project:** Looking at the language behind marketing	**Author Spotlight:** Charles Dickens. Students will learn a range of Dickensian literature, studying key excerpts from his works

ASSESSMENT:

Students will be assessed at the end of every term on the topic and skills they have been taught, with assessment questions that will be stylised to mirror the GCSE English exam. The aim of this is to introduce exam techniques early on to students so that it is well embedded by the time that they are ready to sit their GCSE examinations. Throughout the terms, spelling tests, research projects, and various creative activities will be undertaken by students to encourage other skills outside of exam practice. At the end of the year, all students will sit the GL Progress test in English.

CONTINUATION INTO YEAR 10 AND 11:

English Language is a core subject so students will be expected to continue this into Year 10 and Year 11. Students may also additionally choose English Literature.

CAREERS RELATED TO THE SUBJECT:

English is looked upon favourably by higher institutions as it demonstrates the ability to analyse, think critically and communicate effectively. It is a fantastic subject to invest your education in as it has many future careers mapped out from it, for example, Law, Journalism, Publishing and Media.

GEOGRAPHY

Geography equips pupils with knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

CURRICULUM PLAN:

YEAR	TERM 1		TERM 2		TERM 3	
YEAR 7	It's Our Planet	Maps and Mapping	About the UK	Glaciers	Rivers	Africa
YEAR 8	Using a Geographic Information System	Population	Urbanisation	Coasts	Weather and Climate	Our Warming Planet
YEAR 9	From Rock to Soil	Living off Earth's Resources	Earning a Living	International Development	Our Restless Planet	Russia

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

ASSESSMENT:

Students will be assessed at the end of the term. Kerboodle is a platform that will be used for assessments and student understanding.

CROSS-CURRICULAR LINKS:

Science: Looking at climate change, rock formation, population, changing world
Mathematics: Learning how to use mapping, grid references

CONTINUATION INTO YEAR 10 AND 11:

Geography is an optional GCSE course and students who wish to continue this subject must choose it as one of their options.

CAREERS RELATED TO THE SUBJECT:

Professionals with a geography degree pursue careers in many fields, including geography, cartography, GIS mapping, and surveying. Earning a geography degree also prepares graduates for careers in non-traditional areas, including conservation, urban planning, and environmental research.

HISTORY

"He who does not know his past cannot make the best of his present and future, for it is from the past that we learn."
- Sheikh Zayed

Understanding the past is the main objective of the Key Stage 3 National History Curriculum. The syllabus follows a largely chronological approach with topics beginning in Year 7 with the Norman Conquest of 1066 through to a review of Civil Rights in the USA in the 1960s. Students are provided with key research skills that are used throughout History and are applicable across all areas of study.

CURRICULUM PLAN:

YEAR 7	YEAR 8	YEAR 9
Invasion, Plague and Murder: Britain 1066-1558	Revolution, Industry and Empire: Britain 1558-1901	Technology, War and Independence
Medieval and early Tudor British history	British history during the Tudor, Stuart, Georgian and Victorian periods	Twentieth-century history, including the First and Second World Wars

ASSESSMENT:

Students will be assessed at the end of the term. Kerboodle is a platform that will be used for assessments and student understanding.

CONTINUATION INTO YEAR 10 AND 11:

History is an optional subject for GCSE but provides students with a great number of skills which can be applied to multiple disciplines and career paths. For example, source analysis, debate and essay writing.

CAREERS RELATED TO THE SUBJECT:

Many people think history is about memorizing facts and dates. In reality, history is perfect training for critical thinking. Historians are trained not to believe what they are told, to instead find facts to support an argument. Studying history can lead to a great number of excellent careers as diverse as the media, government, heritage organisations, conservation, teaching, archives, museums and galleries, the police and law.

ISLAMIC STUDIES

Islamic studies is compulsory for all Key Stage 3 Muslim students. The school provides the Ministry of Education syllabus for both Arab and non-Arab students.

Arab Muslim students undertake Islamic A where the curriculum is taught in Arabic. **Non-Arab Muslim students** undertake Islamic B where the curriculum is taught in English.

Islamic Education is anchored to books and resources approved by the UAE's Ministry of Education. While most topics are repeated over time, levels of understanding increase as students progress through the curriculum.

The course is divided into seven subject areas or strands:

- The Holy Qurán
- The Ahadeeth- sayings of Prophet Muhammad (PBUH)
- The Prophet Muhammad's (PBUH) life
- Stories of the Prophets and the Prophet Muhammad's (PBUH) Companions
- Beliefs in Islam
- Practices in Islam
- Identity

CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
YEAR 7	**Unit 1:** "And He is with you wherever you are." **Unit 2:** "And He is All-Knowing"	**Unit 3:** "And each one will receive their rewarded level according to their deeds." **Unit 4:** "And above every possessor of knowledge there is one more knowing."	**Unit 5:** "He is the Most Merciful, the Most Beneficent." **Unit 6:** "He is the Knower of the unseen and the witnessed."
YEAR 8	**Unit 1:** "Say, it is Allah that I worship and my worship is sincere to Him." **Unit 2:** "And whoever relies on Allah, He will suffice"	**Unit 3:** "And that man has only what he sought." **Unit 4:** "Allah loves those who help others."	**Unit 5:** "In that there are signs for those who heed." **Unit 6:** "And say, Oh Allah, increase my knowledge."
YEAR 9	**Unit 1:** "And He creates what you know not of." **Unit 2:** "And call onto people to come for Hajj."	**Unit 3:** "Allah loves those who are fair." **Unit 4:** "And we have honoured mankind."	**Unit 5:** We have created you - do you not believe?" **Unit 6:** "A revelation from the Lord of the universe."

ASSESSMENT:

Students will be assessed regularly in class. At the end of each term, students will take an assessment. This will be in Arabic for Arab students and in English for non-Arab students.

CONTINUATION INTO YEAR 10 AND 11:

Islamic studies is a core subject in the UAE and continues through to Year 10 and 11. Students with a keen interest could opt to pursue IGCSE Islamiyat as an optional qualification in addition to following The Ministry of Education syllabus.

MATHEMATICS

At Arcadia, we want students to develop an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject. A firm grasp of the key concepts and processes in mathematics is essential to equip our young people to flourish in day to day living. Mathematics provides them with the skills and confidence to carry out everyday tasks with greater ease; from handling bills to deciding the most efficient way to carry out a series of tasks. Students who are comfortable and confident with mathematics are able to develop critical thinking skills enabling them to effectively problem-solve and solution find. Young people who are able to leave school with these skills are better equipped to be numerate in multiple settings across society and are able to flourish in a variety of fields.

The course involves:

- Applying suitable Mathematics accurately within the classroom and beyond
- Communicating Mathematics effectively
- Engaging in Mathematics as an interesting and worthwhile activity
- Selecting appropriate Mathematical tools and methods
- Knowing that Mathematics is a rigorous, coherent discipline
- Combining understanding, experiences, imagination and reasoning to construct new knowledge
- Using existing Mathematical knowledge to create solutions to unfamiliar problems
- Understanding that Mathematics is used as a tool in a wide range of contexts
- Recognising the rich historical and cultural roots of Mathematics
- Knowing that Mathematics is essentially abstract and can be used to model or represent situations
- Recognising the limitations and scope of a model or representation

CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
YEAR 7	• Analysing and Displaying Data • Number Skills • Expressions, Functions and Formulae • Decimals and Measure	• Fractions and Percentages • Probability • Ratio and Proportion • Lines and Angles	• Sequencing and Graphs • Transformations • Problem-solving and reasoning skills
YEAR 8	• Number • Area and Volume • Statistics, graphs and charts • Expressions and equations	• Real-life graphs • Decimals and Ratio • Lines and angles • Calculating with fractions	• Straight line graphs • Percentages, Decimals and Fractions • Problem-solving and reasoning skills
YEAR 9	• Indices and standard form • Expressions and Formulae • Dealing with data • Multiplicative reasoning	• Constructions • Sequences, inequalities, equations and proportions • Circles, Pythagoras and prisms	• Graphs • Probability • Comparing shapes

ASSESSMENT:

Each unit will be assessed individually with a unit test. End of term assessments will also take place which will consist of multiple topics. At the end of the academic year, all students will sit the GL Progress Test in Mathematics assessment.

CONTINUATION INTO YEAR 10 AND 11:

Mathematics is a core subject that students must continue to Year 11 where they will take the IGCSE. Subjects related closely with mathematics include GCSE statistics and IGCSE additional mathematics. Mathematics also support subjects such as business studies, design and technology and science.

CAREERS RELATED TO THE SUBJECT:

Mathematics is applicable to nearly every industry today, from science and technology to business, retail, healthcare, and more. Professionals with advanced degrees in mathematics are highly desirable for their mastery of certain skills—particularly for their critical thinking and problem-solving expertise.

MODERN FOREIGN LANGUAGES (MFL) (FRENCH AND SPANISH)

Based on the National Curriculum of England, Key Stage 3 will focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing. This is based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.

Students will be encouraged to lead their learning through interactive activities and group work and develop confidence and fluency in communicating in their chosen language. Throughout Key Stage 3, students will be practising four skills:

- Reading
- Writing
- Speaking
- Listening

CURRICULUM PLAN:

The topic areas to be covered will be:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health

Students will build confidence to be able to use their chosen language with spontaneity and deal with unfamiliar elements. This will ultimately prepare and equip pupils with the required skills for GCSE.

ASSESSMENT:

Pupils will have an assessment every term. The focus will primarily be on students grammar, vocabulary and linguistic competence.

CROSS-CURRICULAR LINKS:

Mathematics: Number sequencing, addition, subtraction, multiplication and division, percentages
Literacy: Strategies for accurate spelling, memorising and retention of new vocabulary, Making links (word families)
Key Reading Skills: skimming, scanning etc.
Research and Reference Skills: Focus on written accuracy and the importance of checking

CONTINUATION INTO YEAR 10 AND 11:

Students will select one language in Key Stage 3, with the aim of taking their GCSE in that language.

CAREERS RELATED TO THE SUBJECT:

The potential careers for knowing a modern foreign language includes becoming a classroom teacher, Interpreter, Translator (legal/medical), Children's book writer, Blogger, speaker and seller, Youtuber or podcaster, Tour guide, Liaison officer.

MORAL EDUCATION

Moral Education is a programme of study that is taught in school through a directive of the Crown Prince's Court in Abu Dhabi. It is an innovative, engaging curriculum designed to develop young people of all nationalities and ages in the UAE with universal principles and values, that reflect the shared experiences of humanity.

AIMS:

- To ensure a holistic approach to education.
- To encourage youth to explore questions common to everyday life, building on the cultural values shared across the UAE's diverse communities.
- To promote character building to develop our students to be the next generation of role models and leaders.
- To encourage healthy choices and the importance of well-being in a hectic pace of life.
- To provide active learning that goes beyond the classroom.

The curriculum is based on four pillars which include – character and morality; the individual and the community; civic studies; and cultural studies and blends academic content with an exploration of character and ethics.

CURRICULUM PLAN:

YEAR	TERM 1		TERM 2	TERM 3	
5 PILLARS	Character and Morality	The Individual and the Community	Civic Studies	Character and Morality	The Individual and the Community
YEAR 7	Equality, justice as fairness	Physical Health and Diet	How the UAE grew Into the Diverse, Inclusive Society that it is Today	Respect and Tolerance in a diverse society	Mental Health
YEAR 8	Individual moral responsibilities, duties and obligations	Making good decisions	Trade, Travel and Communications: The UAE in an Increasingly Globalised and Interconnected World; Cultural Exchange	Human Needs	Digital Challenge
YEAR 9	Morality in the Context of Communities	Valuing Diversity	The Growth of Consultative Governance in the UAE	Morality in the context of states	Dealing with conflict

ASSESSMENT:

Ongoing assessment through the prescribed textbook and teacher assessment. No formal exam is taken by the students.

CONTINUATION INTO YEAR 10 AND 11:

Moral Education will continue up to Year 11 as a compulsory subject as outlined by the MOE and KHDA.

MUSIC

Students will build on their knowledge and skills through performing, composing and listening. They will develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres, and traditions, identifying the expressive use of musical dimensions. They will listen to increasing discrimination and awareness to inform their practice as musicians. They will use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.
Students will learn to:

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres, and traditions
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres, and traditions
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- Listen with increasing discrimination to a wide range of music from great composers and musicians
- Develop a deepening understanding of the music that they perform and to which they listen, and its history

CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
YEAR 7	**Musicals** Exploring Songs from the Stage Assessment Performance	**Folk Music** Exploring Musical Arrangements Assessment Performance	**African Music** Exploring Polyrhythms Assessment Performance
YEAR 8	**Offbeat** Exploring Reggae and Syncopation Assessment Performance	**Chinese Music** Exploring the Pentatonic Scale Assessment Performance	**Recycled Rhythms** Exploring Ostinato & Junk Percussion Assessment Performance
YEAR 9	**Rock n Roll** Exploring Chords and Bass Lines Assessment Performance	**Indian Music** Exploring Raga Assessment Performance	**Samba** Exploring Polyrhythms & Improvisation Assessment Performance

CONTINUATION INTO YEAR 10 AND 11:

Music will be an option for many of our creative students interested in deepening their understanding and developing performing, composing, analysing skills. Students will increase awareness of Musical history, Composition, Performing skills.

CAREERS RELATED TO THE SUBJECT:

Music may be a student's passion, but it is not the only career that can be pursued after the student has graduated with music as a school subject. From making a living from one's knowledge of music to exploring different options, there are many opportunities open to students. Composing or performing music is just one way that musical studies and University degrees can be put to good use, though it is likely a student would require further qualifications or training.

Music graduates would be well suited to careers such as a private music teacher, music therapist, secondary school teacher, television production assistant, programme researcher, arts administrator, editorial assistant, marketing assistant, online musical composer or assisting with App development.

PHYSICAL EDUCATION (PE)

The aim of Key Stage 3 Physical Education is for students to build on and embed the physical development and skills continuum from Key Stage 2, become more competent and confident in their techniques, and apply them across different sports and physical activities. Students gain a better understanding of what makes a performance more effective and how to apply these principles to their own and others' work. Students learn about the importance of exercise and the long-term health benefits of physical activity. Opportunities are provided for students to improve their physical literacy in a way which supports their interest to partake in exercise, sports and activities both in and out of a school setting.

CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
YEAR 7 TO YEAR 9	Gymnastics Badminton Health Related Fitness Swimming Rock Climbing	Netball Basketball Rugby Football Swimming	Tennis Athletics Rounders Swimming Rock Climbing

CONTINUATION INTO YEAR 10 AND 11:

GCSE PE will be a viable option for many students interested in deepening their understanding of the theory behind physical activity such as Anatomy and Physiology, Biomechanics, Sport Psychology, Socio-Cultural aspects and health and fitness. A large portion of the GCSE course will be assessed via practical assessment of students, using data tracked through Key Stage 2 and 3 into the GCSE years.

CAREERS RELATED TO THE SUBJECT:

Physical Education can be a route into many areas of expertise such as; Sports Science, Physiotherapy, Teaching, Personal Training, Nutrition, Sports Coaching, Sports Journalism, Sports Development, Sports Marketing.

SCIENCE

Arcadia's Key Stage 3 Science curriculum follows the AQA Science curriculum framework. Using a logical order of objectives, this syllabus uses big ideas and mastery goals to equip students for success at GCSE. These areas are developed in Key Stage 3 so that students enter Key Stage 4 with a high level of proficiency.

Each big idea topic contains four smaller topics that build in complexity. These have been created to avoid repetition, draw on various scientific skills and use different contexts.

EXAMPLE:

COMPLEXITY OF TOPICS INCREASES →

TOPIC	PART 1		PART 2	
Waves	Sound	Light	Wave Effects	Wave Properties

CURRICULUM PLAN:

The syllabus provides an alternative approach to Key Stage 3 content. Content is under 10 big idea headings: Forces, Electromagnetism, Energy, Waves, Matter, Reactions, Earth, Organisms, Ecosystems and Genes. Each idea contains four smaller topics: the building blocks for the 'big ideas'.

TOPIC	PART 1 Taught in Year 7 or Year 7/8		PART 2 Taught in Year 8 or Year 8/9	
Forces	Speed	Gravity	Contact Forces	Pressure
Electromagnets	Voltage and Resistance	Current	Electromagnets	Magnetism
Energy	Energy Costs	Energy Transfer	Work	Heating and Cooling
Waves	Sound	Light	Wave Effects	Wave Properties
Matter	Particle Model	Separating Mixtures	Periodic Table	Elements
Reactions	Metals and Non-metals	Acids and Alkalis	Chemical Energy	Types of Reaction
Earth	Earth Structure	Universe	Climate	Earth Resources
Organisms	Movement	Cells	Breathing	Digestion
Ecosystem	Interdependence	Plant Reproduction	Respiration	Photosynthesis
Genes	Variation	Human Reproduction	Evolution	Inheritance

Along with Topic knowledge, 'Working Scientifically' is blended into all learning via inquiry activities, gets students working in similar ways to scientists and our syllabus provides comprehensive coverage of working scientifically.

Inquiry is divided into the areas of:

- **Analyse-** consisting of presenting data, analysing patterns, drawing conclusions and discussing limitations
- **Communicate-** consisting of constructing explanations, communicating ideas, critiquing claims and justifying opinions
- **Inquire-** consisting of devising questions, testing hypotheses, planning to control variables and collecting data
- **Solve-** consisting of estimating risks, examining consequences, interrogating sources and understanding how scientific ideas change over time

ASSESSMENT:

Students will be assessed at the end of each topic. At the end of each term, a summative assessment on all topics covered that term. At the end of the year, students will be assessed on all topics split into three assessments, Biology, Chemistry and Physics.

CONTINUATION INTO YEAR 10 AND 11:

Science is a core subject for GCSE. Students can choose to study Biology, Chemistry and Physics as Separate or Combined Sciences.

CAREERS RELATED TO THE SUBJECT:

People who work in science careers are responsible for many of the things we, as a society, benefit from everyday-ways to prevent and cure diseases, new technology, and strategies to help control climate change.

SOCIAL STUDIES

The Ministry of Education provides the UAE Social Studies curriculum. The syllabus is derived directly from its objectives and requirements. Social Studies is a complementary field and combines history, geography, science and National Education. We offer students information and skills for the Arab World as well as The United Arab Emirates. Students study the geography of the United Arab Emirates and Islamic countries and their relationships to geographical locations of Europe and the American continent. Students also study Islamic history, commerce, economy, and population distribution. Skills, knowledge and understanding in Social Studies are consolidated through project work so students develop an understanding of The United Arab Emirates and an understanding of Emirati identity.

CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
YEAR 7	• The Positive Citizen • The Asian Continent (Nature) • Modernisation	• The Economic Decisions • The Asian Continent (its people) • The achievements of ancient civilization in Asia and Africa	• My Country's Heritage • The Indian Republic • Historical figures that influenced the rise of ancient civilizations
YEAR 8	• The geography of the Middle East and its economy • Natural characteristics of the Middle East • Human characteristics of the Middle East	• The state of the Arabs in the Middle East • The conditions of Arabs in the Middle East before and after Islam • Modern and contemporary history	• My identity is loyalty and belonging • I maintain my national identity • National events • National Service
YEAR 9	• National Security • The Ummayyad Dynasty • Demography	• World economic systems • Human development • The Islamic conquests during the Umayyad dynasty	• The world population • The system of governance and administration in the Umayyad dynasty • Population distribution in the world

ASSESSMENT:

The assessment is done through the use of the prescribed book and end of term assessment set by the teacher.

CROSS-CURRICULAR LINKS:

Literacy: Comprehension and writing skills.
History: There are several curriculum links to history as the main focus of Social Studies is looking at the past and linking it with the present.
Geography: Looking at how the region became the UAE and looking at the physical and Human geography.
Science: Looking at how the UAE has developed its science skills.

CONTINUATION INTO YEAR 10 AND 11:

Social Studies remains a core subject for all students through secondary school and will continue through to Year 11.

SHAPE OF THE DAY (Student Timetable)

STRUCTURE OF THE DAY:

ACTIVITY	TIME
Registration	07:40 am to 08:05 am
Period 1	08:05 am to 08:55 am
Period 2	08:55 am to 09:45 am
Period 3	09:45 am to 10:40 am
Break	10:40 am to 10:55 am
Period 4	10:55 am to 11:50 am
Period 5	11:50 am to 12:40 pm
Lunch	12:40 pm to 01:10 pm
Form Time	01:10 pm to 01:30 pm
Period 6	01:30 pm to 02:20 pm
Period 7	02:20 pm to 03:10 pm
Period 8	03:10 pm to 04:00 pm

CURRICULUM PERIOD ALLOCATION:

SUBJECT	YEAR 7 TO 9
Mathematics	4
English	4
Science	4
Arabic	3
Islamic Study	2
Social Studies	1
Moral Education	1
History	1
Geography	1
French/Spanish	2

SUBJECT	YEAR 7 TO 9
Computing	2
Music	1
Design & Technology	1
Art	1
Enrichment	4
Physical Education	1
Swimming	1
Drama	1
CEL	2

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