



Latifa School for Girls promotes respect, pride in our achievements and the desire to do our best.

We encourage you to:

- **Discover and develop your individual interests and abilities;**
- **Develop your skills, knowledge and understanding in order for you to take full advantage of the opportunities life offers you;**
- **Show respect for other people and cultures, as well as for our environment;**
- **Build on the values, traditions and culture of the U.A.E. and the wider Arab world whilst recognising our role in the global community.**

Welcome to the Latifa School Key Stage 3 Year 7 Curriculum Booklet

This booklet contains a brief outline of the curriculum being followed in each of the subjects your daughter studies. We hope you enjoy reading about the varied and exciting learning journey your daughter is undertaking this year.

We have recently revised our Key Stage 3 curriculum (Years 7 to 9) so, in addition to teaching your daughter subject knowledge and understanding, we will also ensure that, through her subject lessons, she enhances her skills and confidence in literacy, numeracy and I.C.T. We will also be encouraging such positive attitudes such as resilience and resourcefulness, which will allow your daughter to become a more successful and independent learner. We will also be continuing to develop a tolerant, respectful and caring approach to issues and people, essential for the good of the community and the environment - important elements of being a responsible citizen of both the U.A.E. and the world. We endeavour to deliver this 'heart learning' through both P.S.H.E. and subject lessons. We are also working on including in our subject lessons many cross-curricular themes such as entrepreneurship, healthy lifestyles, community participation, creativity and critical thinking.

We appreciate the support you, as parents, give us in this work. We hope you enjoy following the learning journey your daughter makes this year. We aim, as always, to create a learning partnership with both your daughter and yourselves in order to assist her in deepening her learning.

Thank you!

Arabic

Most Year 7 students study the U.A.E. Ministry of Education curriculum. Students for whom Arabic is more difficult study a modified Arabic course which is based on the ministry curriculum. All Arabic lessons aim to help students develop a range of language skills, using the modern languages teaching methods followed in Latifa School. We try to encourage students to speak Arabic fluently; read it expressively; understand texts; use correct spelling, punctuation and paragraphing; widen their vocabulary; learn expressions; refine sentences and produce written work of a high standard.

In order to motivate and interest students, the Arabic department uses a wide range of resources, especially prepared for each area of study. These resources include flash cards, pictures, quizzes, crosswords, word searches and dominoes. Projectors and interactive white boards are used as much as possible to teach grammar. Other supplementary materials are also used to enhance students' understanding of grammar skills.

Islamic Studies

Students follow the U.A.E. Ministry of Education syllabus for Islamic Studies. In Islamic Studies, teachers work to strengthen students' faith and promote the application of Islamic values and ethics to their daily life. Students learn about the various aspects of Islam and are encouraged to perform their religious duties.

During their Islamic Studies lessons, students recite and memorise parts of the Holy Qur'an. They learn about the life of the Noble Prophet Mohammad (PBUH), his teachings and traditions (Sunna).

Students also have the opportunity to listen to historical and heroic stories about the lives of the companions of the Prophet as well as other distinguished people throughout history.

English

English develops the four key skills that each student needs to get the most out of all their learning at school - speaking clearly, listening closely, reading carefully and writing fluently. English helps pupils express themselves creatively and develops their confidence when speaking in public and writing for others. Pupils read classic and contemporary prose, drama and poetry from around the world, look closely at the way writers use language and explore the many issues they raise.

Students in **Year 7** begin to:

Speaking and listening

- adapt the style of their speaking to suit different situations
- hold the interest of listeners by varying their expression and vocabulary

- take an active part in discussions while being sensitive to the feelings and opinions of other people
- use standard English fluently in formal situations
- take on and sustain a role in drama.

Reading

- find different layers of meaning in texts and comment on them
- discuss their views and feelings about works of literature
- refer to different aspects of a piece of writing - such as structure and theme - to justify their views about it
- summarise information they have gathered from different sources
- read widely from a choice of fiction and non-fiction texts.

Writing

- write in a way that captures the reader's interest
- write in different styles
- structure their work clearly and organise their ideas into paragraphs
- use different sentence structures and a varied vocabulary
- spell and punctuate their writing accurately most of the time
- write neatly and legibly.

I.C.T. Opportunities

- develop their reading of print and I.C.T.-based information texts
- evaluate how information is presented
- differentiate between relevant and irrelevant information
- examine the features of writing through different types of texts
- develop drafting skills; planning and revising when working on screen
- present their work in a variety of ways, using print and images.

In Year 7, students are taught in sets, determined by ability. English as a Second Language is offered.

Mathematics

The Mathematics syllabus is based on the national curriculum. The areas of Mathematics studied are number, algebra, shape and space and data handling. Emphasis is placed on developing skills, increasing knowledge and understanding, as well as building confidence in using and applying mathematics.

The syllabus is topic based and within each topic there are opportunities for students to achieve at their own level. Some students are given extension tasks whilst others may need additional practice to consolidate basic skills. Students learn through discussion, practice, problem solving, investigation and practical activities. Topics met include the following:

- Shape
- Understanding number
- Number patterns
- Probability
- Multiplication and division
- Decimals
- Measure
- Fractions
- Algebra
- Perimeter, area volume
- Formula and equations
- Negative numbers
- Graphs
- Angles
- Percentages
- Handling data
- Averages

Students are expected to work in a variety of ways both independently and as part of a group. They are encouraged to develop good study habits enabling them to take increasing responsibility for their own learning. Homework is set twice a week and is an essential part of the learning process.

I.C.T. is used within every topic in our dedicated I.C.T. suite.

Science

The Year 7 Science course is based on the U.K. national curriculum Stage 3. It is an exciting and challenging course where students will develop practical skills as they extend their knowledge and understanding of Science concepts.

Throughout the course, students carry out practical work to develop the investigative skills necessary for the scientific enquiry component of the Science curriculum.

At the beginning of Year 7 there is a short introduction to working safely in a science laboratory. They then go on to study the following topics:

Change – Particles in solids, liquids and gases. Changes of state.
Students use a Bunsen burner and find the melting point of some solids.

Solutions – Mixing and separation.
Students use a variety of techniques to separate mixtures.

Energy and fuels – Renewable and non-renewable energy sources. Cost of electricity.
Students compare the energy released from some fuels.

Life – Cell, tissues and organs.
Students use a microscope to observe cells.

Variation and classification – Grouping of animals and plants. Keys.
Students will make a key to identify organisms.

Force and motion – Speed, balanced and unbalanced forces.
Students measure forces.

Acids, alkalis and salts - Chemical opposites, indicators and neutralisation.
Students classify chemicals using indicators and make salts.

Chemical change - Reaction of acids.
Students observe chemical changes and patterns in chemical reaction.

Habitats, adaptation and chains - Different places to live. Survival.
Students will construct food chains and webs.

Electric circuits - Components, circuits and current.
Students assemble circuits and make predictions.

At the end of each topic, students take a short test based on questions from the U.K. national curriculum Key Stage 3 Standard Assessment Tests. These tests assess understanding and application rather than recall of facts alone. Students' progress will be monitored carefully throughout the course.

French

In French lessons during Year 7, all students follow the core textbook, Equipe 1. This is the first stage of a stimulating four-part French course which students follow throughout the school. The course is designed to be accessible and interesting for all students, whatever their ability level and previous experience of the French language.

In Equipe 1, students study nine topic-based units. Areas of work covered in Year 7 include talking about the family, social activities and food in France. Students also learn or revise topics such as numbers, colours, the alphabet, weather and time. The Equipe course also seeks to provide students with a greater understanding of the culture, geography and history of both France and the French-speaking world.

In Year 7, we put emphasis on developing confidence and an understanding of spoken and written French. Students learn how to manage in France on holiday but also how to communicate with native French speakers on a range of topics. All students spend a large part of their lessons listening to French spoken in the classroom in order to help them learn to speak themselves. Grammatical accuracy is also stressed in order to help students develop their own language.

Geography

In Geography lessons we investigate the relationship between people and the environment. We start our course by emphasising the importance and value of the study of Geography in a unit of work called "Geography Matters!" We show students how Geography helps us to understand key issues, such as global climate change, natural disasters, urban change and depleted resources.

From this starting point, we then focus on three topics: changing cities, water issues and a study of the continent of Antarctica. Through these themes we investigate local and global issues, such as why Dubai is growing so rapidly, why some places have too much water and others too little and the importance of protecting a fragile and easily damaged environment.

"Changing cities" looks at the development of the city of Dubai over time. We progress to a study of settlement Geography, looking at the site and situation of Dubai, the settlement hierarchy, the function and growth of settlements and the services which settlements provide. We investigate how Dubai has developed and diversified into a globally recognised city and consider how it may develop further in the future.

"Water: too much or too little" investigates the supply and demand of water. Students investigate how some areas of the world have too much water and suffer frequent flooding, whereas other areas have too little and suffer drought and famine. We look at how people live without access to clean, safe water and think of ways in which we could conserve water supplies.

Our final topic of the year, "Antarctica: the last great wilderness", compares the climate and physical environment of this vast continent with the U.A.E. We investigate the economic importance of Antarctica, its fragile and vulnerable ecosystems and how it is becoming a popular tourist destination. We look at global efforts to protect Antarctica and consider why it is important to preserve natural environments.

Throughout the year, students develop map and graph skills and use I.C.T in a variety of ways. We organise two Year 7 fieldtrips, which this year will include a trip on a dhow up Dubai Creek, mapping land use and sketching the changing skyline of Dubai. We also intend visiting the snow park at Ski Dubai to compare climatic conditions and see how our bodies adapt to freezing temperatures.

History

Our aim is to provide an interesting and stimulating course which will foster a love of this subject and recognition of its importance; as Sheikh Zayed said, "A people without a past has no present and no future."

History at Latifa School is based on the British national curriculum. It is a mixture of skills and content. We have taken the essence of the proposals and used them to create a course which we believe gives our students a balanced diet of local, European and world history.

In Year 7 we study the following:

- An introductory module: "You're History!" This module introduces the key elements of chronology, evidence and motivation and ensures that all our students have a common foundation. It uses a study of local history as its core content.
- We also discuss how historians gather their evidence; we look at archaeological evidence in particular for the Gulf region in ancient times.

- We investigate the civilisations of Mesopotamia and the Indus Valley - both of which had contact with this area in the past - by looking at the evidence historians and archaeologists have gathered. We also look at an ancient European civilisation: the Romans.

We also aim to provide students with the ability to use language and thinking skills effectively so they can become increasingly independent as learners. We encourage them to reflect on their learning as this in itself is a valuable lifelong skill. Another transferable skill we endeavour to foster is the ability to use I.C.T. confidently to research and present work. We use an activity-based approach which encourages lively and enthusiastic participation from all our learners. Look at the school website and follow the links to the history page to see what our older students have produced. We think you'll be impressed!

Information Technology

This year in I.C.T. we will be introducing the new U.K. national curriculum. The national curriculum programme of study details the knowledge, skills and understanding that pupils should be taught.

The I.C.T. national curriculum programme of study uses four aspects of assessment to prepare students to face all technological advances the future may bring:

- finding things out
- developing ideas and making things happen
- exchanging and sharing information
- reviewing, modifying and evaluating work as it progresses.

There are 11 I.C.T. capabilities that pupils will learn through Key Stage 3.

1. Identifying problems and defining tasks
2. Searching and selecting information
3. Organising and structuring information
4. Analysing and interpreting information
5. Combining and refining information
6. Modelling
7. Controlling events and devices
8. Exchanging information
9. Presenting information
10. Reviewing, testing and evaluating
11. Assessing the impact of I.C.T.

In Year 7 the focus of teaching these elements will be project based, and pupils will learn these new skills whilst learning the fundamental skills of the appropriate software. The Key Stage 3 Year 7 programme of study will be:

National Curriculum Unit	Project Title	Software Used	Project Theme
Unit One	Multimedia presentation	Power point	Myself
Unit Three	Processing text and images	Word and Publisher	A newspaper
Unit Four	Models	Excel	School snack bar
Unit Five	Data	Access and Word	Researching a new school break time activity/area
Unit Six	Control	Flowol	Bridge traffic lights

** Unit two and seven from the national curriculum have been excluded from the I.C.T. curriculum due to time constraints. However, these concepts are taught in English and Geography.*

Art and Design

Art education in schools plays an important part in many aspects of a student's development. Learning in Art provides students with a unique way of seeing themselves and the world, which is not taught in other areas of the curriculum and which is essential for a broad and balanced education.

In Year 7 students will follow a short foundation course in drawing looking at the visual elements of the subject: line, tone, shape, form, colour, pattern and texture.

During the year, they will work in two and three dimensions from a range of disciplines including Fine Art, Three Dimensional Design and Textiles. Students will cover three projects within the year:

- Drawing/self-image
- Landscape
- Open scheme of work

All students will study aspects of Art History and begin to make associations with their own work. Sketchbooks are seen as a way of developing a student's own ideas, personal responses to Art History and as a means to encourage experimentation.

The Department sees homework as an opportunity for students to continue developing their understanding of drawing and to work on ideas associated with their classwork.

Music

The emphasis in Music is on the three core elements: Listening, Performing and Composing.

During the course students will listen to a wide variety of music as stimulus for both composing and performing. They will be involved in creative activities both individually and in small groups or whole class. They will be given the opportunity to perform on a wide variety of classroom instruments, both pitched and un-pitched.

Their work will be recorded in their own individual folder and they will be encouraged to participate in self-evaluation both individually and within a group.

The following topics are included in Year 7:

- Rhythm and Beat
- Graphic Scores
- Instruments of the Orchestra
- Form and Structures
- Medieval Music
- Pitch/keyboards

All students in Year 7 will learn a musical instrument as part of the curriculum lesson. Half of the lesson will be as above; the other will be the learning of a musical instrument in small groups with either Mrs. Ritchie or Mrs. Petherick. Choice of instruments will be made by the music staff and will be in consultation with Primary Music. Instruments taught will be from the following list:

- Piano
- Clarinet
- Flute
- Violin
- Cello
- Guitar

Students that are able to will take external instrumental exams. Others will be tested internally at the end of the semester.

Physical Education

In Year 7 students will follow a broad and balanced curriculum through which they will develop their existing performance and begin to link skills, techniques, tactics and strategies within the game. They will learn to work with precision, control and fluency within both individual activities and team games. Students will learn about the importance of maintaining a healthy and active lifestyle. In addition they will be given an opportunity to show their leadership skills and ability to think laterally which will be tested during the problem-solving/outdoor and adventurous block of work.

Differentiation within the lesson ensures that all pupils' abilities are catered for, thus creating a challenging and stimulating environment. Physical Education is an important part of any student's growth and development. It promotes cohesion, friendship, social interaction and a competitive spirit, all essential in today's world.

Students will have the opportunity to take part in a variety of sports during lunch times. In addition, there is an after-school sports club on Wednesday, from 3.00 to 4.00 p.m.; and students from all years can take part in inter-school matches which are regularly hosted by the School.

Personal Skills

The P.S.E. course aims to promote learning in its broadest sense; and each year group covers different topics under three themes: Arabic Citizenship, Health, and General Personal and Social Education. In Year 7, the following topics are covered:

Theme:

Arabic Citizenship

Topic:

Your homeland and patriotism
Being a citizen of the U.A.E.

Health

You and your feelings

General Personal and Social

You and your friends

Education

Developing good homework habits
An introduction to revision skills