



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;**
- **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 9 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, that 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!

What is Ministerial Equivalence about? (Thanawia Aamma)

Latifa School is not a government school, therefore our students have to prove to the Ministry of Education they have gained equivalence with students who have followed the government system of education. The requirements for Ministerial Equivalence and university entrance vary from year to year; therefore we set a high standard to ensure our students are able to achieve equivalency. This table shows our requirements:

	Pass	Merit	Distinction
Attendance	85%	90%	95%
Punctuality	85%	90%	95%
Arabic	50%	70%	80%
Islamic Studies	50%	70%	80%
TOEFL (iBT)	61	72	83
SAT 1 Reasoning Test (Maths section only)	400	440	480
Grade Point Average*	1.0	2.5	3.5
Your daughter must have achieved five passes at GCSE at Grade C or above AND Two AS levels (excluding Arabic and P.E.) at Grade D or above (for the Advanced High School Diploma) OR Satisfactorily completed a project and work experience or community service (for the High School Diploma)			
Personal and social	Generally cooperative and supportive	Supports school activities, acts as a positive role model for younger students and gives time to help others.	

* An aggregate score based on grades received in all subjects

The grades your daughter receives in Year 9 on her Progress Reports count towards her High School Diploma (HSD). They (and the grades she receives in Years 10, 11 and 12) are used to calculate her Grade Point Average. Her attendance and punctuality also count. Year 9 is an important year in many ways. Your daughter will be making Option Choices later in the year but even if she decides she is dropping a subject she should still make sure she continues working hard and doing her best, as the marks she receives for these subjects during the whole of Year 9 matter to her future! For these reasons it very important that your daughter keep all the Progress Reports she receives.

Arabic

Most Year 9 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.

During Year 9 students start to learn to appreciate Arabic literature and are introduced to a range of styles, including direct opposites, harmonisation and rhyme, as well as simile, metaphor and antonym.

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 whiteboards are used as much as possible to teach grammar. Other supplementary materials are also used to enhance students' understanding of grammar skills.

Islamic Studies

In Islamic Studies we try to reinforce each student's faith and strengthen the Islamic relations between students and encourage them to perform their religious duty. Students follow the U.A.E. Ministry of Education syllabus for Islamic Studies.

Muslim students, whose Arabic is not sufficiently advanced for them to join in the normal Islamic Studies classes, are taught in separate groups using an English version of the Ministry Islamic Studies books and a book named "Studies in Islam". They must, however, learn the verses from the Qur'an in Arabic.

English

English develops the four key skills which 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 9** consolidate their ability 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 which 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
- select, compare and synthesise information from different texts.

In Year 9 students are taught in sets, determined by ability. English as a Second Language is offered.

Mathematics

The Mathematics syllabus is based on the U.K. National Curriculum. The Impact Maths textbooks used in Year 9 are books 3G, 3B and 3R. The students are allocated a textbook that is based on the mathematics set they are in and which caters for their ability.

The 3G book covers topics that are levels 4 to 6 of the National Curriculum. The target level for students studying from this book is level 5.

The 3B book covers topics that are levels 5 to 7 of the National Curriculum. The target level for students studying from this book is level 6.

The 3R book, which is quite challenging, covers topics that are levels 6 to 8 of the National Curriculum. The target level for students studying from this book is level 7.

The areas of Mathematics studied are number, algebra, shape and space and data handling. Emphasis is placed on developing skills, increasing knowledge and understanding and building up 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:

- Positive and negative numbers
- Angles and bearings
- Working with algebra
- Averages
- Graphs
- Number
- Transformations
- Handling data
- Formulae and equations
- Fractions and ratio
- Probability
- Number patterns
- Decimals
- Percentages
- Perimeter, area and volume

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.

The Mathematics department aims to provide an enjoyable learning situation in which girls can achieve their potential and at the same time develop a solid foundation for future study at G.C.S.E. level in Year 10.

Science

Building on the skills developed in Years 7 and 8, students study scientific concepts in greater depth following the U.K. National Curriculum. Throughout the course, students carry out practical work to develop the investigative skills necessary for the scientific enquiry component of the Science curriculum. The following topics are studied:

Reproduction, Inheritance and Selection - Development, pregnancy and birth. Students will learn how new life starts and how characteristics are inherited.

Metal, Metal Compounds and Reactivity - Common reactions of metals and their compounds; differences in the reactivity of metals and their uses. Students carry out an investigation on the reaction of acid with calcium carbonate.

Sports Science - Speed, balanced and unbalanced forces, streamlining, pressure and moments; hydrostatic pressure and its applications. Students make measurements, calculate the speed of objects and construct speed-time graphs.

Photosynthesis and Ecological Relationship - Plants making food; population and community. Students investigate photosynthesis in pond weed. They collect fieldwork data and analyse it.

Earth and the Environment - The Earth as a source of resources and our impact upon it. Students look at the effect on our environment of the increased number of cars in the U.A.E.

Space and Electricity - The gravitational pull between planets and objects in the universe; natural and artificial satellites; electricity generation in circuits and energy transfer. Students measure current and voltage in circuits. They consider the environmental impacts of electricity generation.

At the end of each topic the students take a short test, based on questions from the U.K. national curriculum Key Stage 3 Standard Assessment Tests. These are designed to assess understanding and application as well as the recall of factual knowledge. Students' progress will be monitored carefully throughout the course.

French

In French lessons during Year 9, all students follow the core textbook, *Equipe 3*. This is the third stage of a stimulating four-part French course which students now 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 3*, students study six topic-based units. Each unit is set in a different region of France or the French-speaking world. Areas of work covered in Year 9 include talking about school life, family life and the area in which the student lives. 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 9, 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 students develop their own language.

The work covered in Year 9 is an important stage in the preparation for *G.C.S.E. French*, and students are encouraged to develop the range of their spoken and written French as much as they can.

Geography

In Year 9 we continue to develop the areas of human, physical and environmental *Geography* and the skills introduced in Years 7 and 8 are developed to a higher level.

We start the year by reinforcing the value of *Geography* by discussing how our understanding of *Geography* helps us understand many issues in the world. We consider how *Geography* develops the skills and attributes considered important in employment and higher education.

Our second topic is crime and the community. This very popular topic looks at how crime has an enormous impact on the wider community and we consider ways to make areas safer by designing out crime. We look at the human and economic cost of crime and consider why some places have more crime than others.

Our third topic of the year considers the globalisation of the fashion industry. We look at the linkages and interconnections globally and understand how advances in technology and communication are helping some countries but hindering the development of others.

Our final topic of the year is called 'saving the planet' and we encourage students to take a thoughtful, responsible attitude towards environmental issues such as resource exploitation, global climate change and rising sea levels. Students will either make a short movie or design a web page to publicise their chosen issue.

We are constantly reviewing fieldtrips, but hope to support Year 9 Geography studies with two fieldwork trips which will enable your daughter to develop her practical skills and appreciate geographical issues which have particular local relevance.

History

In Year 9 the focus of our studies widens further to include more economic and political history and, using Dubai and the U.A.E. as a starting point, we look in greater depth at other areas which have undergone momentous changes:

- We investigate the concept of imperialism and how it affected the whole world in the nineteenth and twentieth centuries. We look at how and why the British Empire grew and declined so dramatically in these years.
- The twentieth century world: we investigate both the causes and consequences of the two World Wars and the Cold War which followed. This involves us in a study of bias in sources and we learn to be aware of the need to test the reliability of our evidence.
- We hope to have a guest speaker from the United Nations come in to discuss the role of the U.N. in the modern world and will aim to encourage the girls to do some fund raising for UNICEF in the second semester.

History is really the study of different interpretations of the past. Each generation writes its own version of the past - history is a continuing dialogue between the present and the past. We 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 life-long skill. Another transferable skill we endeavour to foster is the ability to use I.C.T. confidently to research and present work.

The skill of finding and using the correct information in the most appropriate way is something that a wide range of employers value. 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 teaching the new U.K. national curriculum. The national curriculum programme of study details the knowledge, skills and understanding that pupils should be taught. The main aim in Year 9 is to give students adequate I.C.T. skills to enhance their achievement in G.C.S.E.

The I.C.T. national curriculum programme of study uses four aspects of assessment to prepare the 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 eleven 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 9 the focus of teaching these elements will be project based and the pupils will learn these new skills whilst learning the fundamental skills of the appropriate software. The Key Stage 3 Year 9 programme of study will be:

National Curriculum Unit	Project Title	Software Used	Project Theme
Unit 15	Systems - System Life Cycle	Pupils must be allowed to choose their own software. Word, Excel, Publisher, Access & Presentation software.	Year 6 .I.C.T. afternoon.
Unit 2	Information and Presentations	Word, Excel and presentation software.	Latifa School

** Unit fourteen from the national curriculum have been excluded from the I.C.T. curriculum due to cultural differences between the U.A.E. and the U.K. However the I.C.T. concepts from this unit are taught in the units above but do not require the students to have unstructured access to the internet.*

Art and Design

In Year 9 students will continue to develop their knowledge and understanding of the visual elements of Art and Design: 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:

1. Change your style
2. Personal spaces, public places
3. 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 the 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 class work.

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.

Year 9 further have the responsibility of writing and performing a song for the school Prize Giving at the end of Semester 1 and this is incorporated into their first unit of work.

The following topics are included in Year 9:

- Song Writing
- Film Music
- Music Project
- Listening and Appraising
- World Music

We offer individual lessons in the following instruments, subject to availability:

- Piano
- Flute
- Clarinet
- Violin
- Voice

We are pleased to welcome new learners, provided the teachers have room on their timetable. Lessons in Year 9 take place on a rota basis. A student will normally miss a different subject lesson each week on an eight-week cycle.

Physical Education

The department aims to provide a high quality P.E. curriculum that will enable your daughter to enjoy and succeed in many kinds of physical activity. She will develop a wide range of skills and the ability to use tactics, strategies and compositional work to perform successfully. When she is performing, she will think about what she is doing, analyse the situation and make decisions. She will also reflect on her own and others' performances and find ways to improve them. As a result, she will develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what she likes to do, what her aptitudes are at school, and how and where to get involved in physical activity will help your daughter to make informed choices about lifelong physical activity.

P.E. will help your daughter to develop personally and socially. She will work as an individual, in groups and in teams, developing concepts of fairness and of personal and social responsibility. She will take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that P.E. offers, she will learn how to be effective in competitive, creative and challenging situations.

Students have the opportunity to take part in a variety of other activities during the lunch time. In addition there is an after-school sports club which takes place on a Wednesday from 3.00 to 4.00 p.m., and students from all years can take part in inter-school fixtures hosted at Latifa School for Girls.

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 9, the following topics are covered:

<u>Theme:</u>	<u>Topic:</u>
Arabic Citizenship	The society and the inhabitants of the Emirates
Health	You and your feelings
General Personal and Social Education	Getting to know the careers room Self-assessment Decision making