

## YEAR 7 TO YEAR 9

### Key Stage 3 English

All learners follow the UK National Curriculum at Key Stage 3. Speaking and listening, reading and writing are integrated into all of the Key Stage 3 schemes of work, which all share common assessment outcomes. All students have two reading assessments, two writing assessments and two speaking and listening assessments per academic year. Teachers use shared assessment foci for all learners to ensure consistency. The same skills and learning objectives are assessed in half-termly unit assessments. Learners' half-termly unit assessments are used as a basis to track progress across the year. The Key Stage 3 text choices reflect the requirements of the curriculum and our international context.

#### Homework:

Learners are set: a weekly reading or writing task; a list of spellings to learn; private reading (to be logged in a reading diary).

#### Reading:

All Key Stage 3 learners have a library-based lesson every week. Reading is monitored by the Class Teacher and the Secondary Librarian. Key Stage 3 English pupils are issued with a recommended reading list at the start of each academic year.

### Key Stage 3 Mathematics

Learners develop their Mathematical skills covering the topics of number, algebra, geometry and statistics, building on their learning from Key Stage 2. Learners are encouraged to extend their knowledge by applying their new skills to real life scenarios and problem solving in groups as well as independently.

Homework is regularly set to consolidate learning outside of lessons as well as provide challenge at each level. Learners are regularly assessed to allow teachers to accurately track progress as well as provide support and extension where necessary.

### Key Stage 3 Humanities

Geography and History at Key Stage 3 in DBS are focused on building the skills, understanding and knowledge needed as learners move through to Key Stage 4 and ultimately on to the in-depth studies of Key Stage 5. Both curricula are dynamic and allow learners to be engaged with Global History and Geography programmes of study that are designed to be fun, challenging and research-based. These study programmes enable all learners to show their potential in Humanities as they progress through to the next stages of their education.

Homework is set each week by the class teacher and may involve reading, Q+As, research, learning or Takeaway homework tasks.

#### Assessment

Pupils do not undertake end of unit/term assessments rather they are continuously assessed to aid progress. Continuous assessment in the form of open book written assessments in class alongside knowledge tests are employed each term to consolidate their learning. This termly continuous assessment programme gives learners opportunity to reflect on assessment feedback, make amendments and set new future targets.

### Key Stage 3 Art & Design

In Art and Design learners are given the opportunity to explore their creativity using a wide range of media. The artwork produced at DBS is something of which we are all immensely proud.

Key Stage 3 learners at DBS are given the opportunity to respond to exciting design briefs. They develop and make a range of DT products that they will be proud to take home. These projects include:

- Year 7: Colour Theory and Natural Forms and Abstract Skylines
- Year 8: Aboriginal art, views and perspectives and contemporary techniques
- Year 9: The sea, memories and macro-micro

## Assessment:

All projects are assessed on the learners' practical ability and project-related written tasks that are included in their sketchbooks/portfolios.

Art at DBS aims to ensure that all learners:

- explore visual, tactile and other sensory experiences to communicate ideas and meanings;
- work with traditional and new media, developing confidence, competence, imagination and creativity;
- learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made;
- reflect critically on their own and other people's work, judging quality, value and meaning;
- learn to think and act as artists, craftspeople and designers, working creatively and intelligently.

## Key Stage 3 Computer Science

Key Stage 3 Computer Science builds an important foundation for learners. Not only for those who will move forward with the subject to IGCSE, but for every learner, as it allows them to build confidence and competence in the key skills required for the subject.

During Key Stage 3 learners are taught a variety of topics, ranging from game design, to writing their own computer program. Through these projects young people learn the skills they need to develop during the following year and gain confidence within the subject. The beginnings of programming are introduced through HTML scripting and Scratch. Learners then move onto Python, which is the language they will continue to learn right through to IGCSE.

## Assessment:

Key Stage 3 Computer Science is assessed via end of unit tests. Learners are also challenged to develop their computational and logical thinking, by completing online courses as their Tic Tac Toe homework.

## Key Stage 3 Design Technology

Key Stage 3 learners at DBS are given the opportunity to respond to exciting design briefs. They develop and make a range of DT products that they will be proud to take home. These projects include:

- Year 7: Desk tidy and packaging developments with product branding
- Year 8: Clock and interior design scale modelling
- Year 9: Mechanical toy and Point of Sale display advertising

The subject is in 2 parts: Resistant Materials and Graphic Products. These elements are taught each year to give every learner the opportunity to experience the real life applications of various design and technology areas.

Design Technology at DBS aims to ensure that all learners:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users;
- critique, evaluate and test their ideas and products and the work of others

## Key Stage 3 MFL

The study of MFL is an important part of the pupils' curriculum. It equips them with a useful practical tool for communication in an international context; it strengthens their ability to express themselves; it enables them to develop transferable language learning skills; it encourages them to analyse a foreign language and compare it to their own; it provides an insight into other peoples, countries and cultures and thus widens their intellectual horizons. In a place like Doha, students are very aware of the value of language learning and we value the importance of languages.

At DBS, pupils learn in fully equipped classrooms and teachers use a range of activities and resources to ensure that language learning is fun, challenging and relevant. The curriculum is regularly updated to mirror protocols and practice from the United Kingdom and students in KS1, 2 and 3 follow the British National Curriculum where we have many students who reach the maximum level of 8 at the end of Year 9.

Lessons are taught as far as possible in the target language thus allowing the students to see it as a valid medium of communication. They, in turn, are encouraged to use maximum target language in the classroom and to ask for help when necessary in that language. Through establishing a safe environment in which pupils are free to make mistakes and learn from them, learning to communicate effectively in another language consequently helps boost their confidence and self-assertiveness.

We have some wonderful display work, which showcases some of the talent that we have at DBS. Our lessons are very interactive and students make progress not only with their linguistic competencies, but their global awareness also increases as students find out about the range of places that speak the language they study.

## Key Stage 3 Music

Key Stage 3 Music builds an important foundation for learners. It not only benefits those who will move forward with the subject to IGCSE, but also every learner. It allows them to build confidence and competence in the key skills required for the subject.

During Key Stage 3 learners are taught a variety of topics, ranging from World Music such as Chinese Music and African drumming, to Musicals and Music in the Media. Learners are taught through a number of different methods where they have access to real instruments and to Music technology, using the iMac computers and Music software programs such as Sibelius and Logic Pro.

### Assessment:

Learners are assessed at the end of each topic through a practical and written assessment, using a range of assessment methods.

## Key Stage 3 Physical Education

The DBS Key Stage 3 Physical Education curriculum inspires all learners to excel in competitive sport and other physically demanding activities. The programme provides opportunities for learners to become physically confident in a way that supports the school's main aim of Health, Fitness and Well Being, and ensures that learners become lifelong participants. Fully embedded into the curriculum are opportunities to compete in inter-house school sport competitions, school teams via the Qatar United English Speaking Schools (QUESS) League and the British Schools in the Middle East (BSME) Games, along with other Extra Curricular Activities.

## Key Stage 3 Science

The Key Stage 3 curriculum is heavily focused on the scientific skills which learners need to develop as they move through Key Stage 4 and ultimately on to the specialised Sciences at Key Stage 5, i.e. how to write an effective and accurate lab report, how to move from simple regurgitation of facts to the analysis and evaluation of scientific data and how to link the various scientific topics. With the help of our excellent lab technician we have

significantly developed the practical aspect of the course and this will continue to be the centre of our focus moving forward.

Over the three years learners are engaged in a spiral learning process, where some topics build on previous learning whilst others give an insight into new ideas, with regular assessments, in the form of long term projects and summative tests, to allow learners a chance to reflect and set new targets. Topics range from energy, to the environment, from respiration to reproduction and from microbes to magnets, with much more besides!