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2021 - 2022



A GUIDE TO THE
YEAR 8
CURRICULUM

BRITISH SCHOOL MUSCAT



#BestForTheWorld



Welcome

Year 8 is the big year! Students know their way around the school site, they know who the various teachers are and they know the high standards expected of them as a student at British School Muscat.

This year, ahead of choosing options in Year 9, students have the opportunity to give everything their best shot and to discover, when they put their minds to it, what they are really good at. My primary function, as Assistant Headteacher is to ensure that these student experiences are positive and productive and this document will help provide valuable knowledge about where your child's educational journey will lead.

Each page of this booklet contains a brief curriculum outline for each subject and I hope it answers many of the questions that you may have. However, if it does not and, if at any point you have any queries please do not hesitate to ask and I will endeavour to put your mind at rest.

Yours sincerely

Robert Hughes

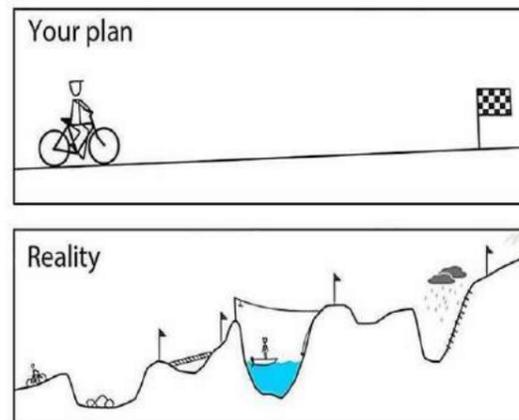
Assistant Headteacher
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Pastoral Care

The Pastoral Team of Year 8 tutors is led by Mr Rayner as Head of Year 8 and overseen by Mr Hughes as Assistant Headteacher.

The Pastoral Vision at BSM is to ensure every individual student strives to fulfill or surpass their academic and creative potential; that they feel like a valued member of the school community and that they enjoy their time here at BSM during what is a crucial stage in their educational career.



Why is pastoral care relevant?

Students may believe that education is a simple road that can be travelled simply by turning up. However along the way there will be several obstacles that will need to be traversed. The Pastoral Team is in place to support, encourage and inspire students as they navigate this complex period.

Damian Rayner

Head of Year 8
raynerd@britishschoolmuscat.com



Student Kit List

The list below details all the equipment your child will need for their lessons at BSM, in addition to uniform items listed on our [uniform list](#) (see our website).

- Calculator
- Coloured pens and pencils
- Compass
- Glue
- Pencil case
- Pens, blue and black
- Protractor
- Eraser
- Ruler
- Scissors
- Variety of pencils (HB, 2B, 4B)
- Watercolour paints
- Water Bottle
- Laptop (see Bring Your Own Device)

Planning and Organising

From September 2021, after consultation with students, staff and parents, all students at BSM will no longer use physical Planner Books but instead will use Google Calendar to plan and organise their homework and studies online.

Students will be given guidance and training on how to use this platform, along with the other Google apps at the start of Year 8 to ensure they are confident and comfortable using them effectively.

As part of Google Calendar parents and guardians will receive regular automated emails from Google Classroom to monitor their child's homework, assignments and progress.

Bring Your Own Device

All students in BSM's Senior School are encouraged to bring their own device to school to use during lessons.

BSM is a Google School and we use Google Classroom and Google's free software for lessons and homework where required. There is no requirement for any software to be downloaded prior to the start of Year 8.

Students must ensure they bring their device fully charged for the entire school day.

Students should use their school Google Account to backup their data, students have access to unlimited storage in the cloud.

A Student's mobile phone is not classed as a device and should be switched off between 7:30am and 2pm.

Purchasing a device

If you would like to purchase a device for your child please follow these recommended minimum system requirements:

- Laptop form factor i.e. physical keyboard
- Minimum 6 hours of battery life
- Minimum 4GB RAM (memory)
- Minimum 120GB hard drive (storage)
- Less than 1.8KG weight
- Minimum screen size 11" and Maximum 14"
- Suitable case or cover for daily use

We are happy to provide advice for any device before you purchase, please contact IT Services on: helpdesk@britishschoolmuscat.com.

If your child is unable to bring a device to school, please contact the Senior Office and they will arrange for a school device to be available to them.

Structure of the School Day

Arrive at school	07:00 - 07:25
Period 1	07:30 - 08:35
Period 2	08:35 - 09:40
Break	09:40 - 10:00
Period 3	10:00 - 11:05
Period 4	11:05 - 12:10
Lunch	12:10 - 12:40
Tutor Time	12:40 - 12:55
Period 5	12:55 - 14:00

Further information about drop-off and pick-up arrangements is available on the [Parents Page](#) of our website.

Tutor Time & Assemblies

Students are expected to be in their tutor room by 12:40 where they will spend 15 minutes discussing significant issues, important notices and creating a stronger tutor group community bond.

In addition to this daily session, students will also have 30 minutes with their tutor group per fortnight where team building exercises, target setting and other tutor related activities will take place. After this students will join the rest of their key stage or the whole school for an assembly linked to developing their knowledge and understanding of key issues around the world or focusing on BSM values and the BSM Learning Ethos..

Break & Lunch Times

At break times all year groups have a designated break area which is air conditioned, close to a water fountain and toilet facilities whilst also being monitored by members of staff.

During the hot months these areas are primarily for eating and socialising but during the cooler months students also have access to the All Weather Pitch, where they can play a number of different games, and the Table Tennis room (Covid precautions allowing).

All students have access to a locker and can leave their snack box there or in the break area. We recommend a healthy snack for first break and a more substantial meal for lunch. Fizzy drinks are not included as part of a healthy diet but fruit vegetables, cereals and water are.

Uniform Expectations

BSM has a simple uniform, which changes slightly in style as pupils move through the school. Our uniform encourages a sense of belonging and pride in our students. All students from Foundation Stage to Year 11 wear school uniform. Sixth form students must follow the Sixth Form dress code.

Further information is available on the [Parents Page](#) of our website.

PE Lessons

On days when students have PE, they should wear their PE kit to school unless they have swimming. In which case it should be brought in a separate bag, to change into.



Form Groups & Performance Sets

Year 8 are split into form groups of up to 24 students. Form groups are created based on how students will best perform together and other relevant pastoral information. Students will attend the majority of lessons with their form group such as Science, History and Drama.

For English, Maths and PE students are split into performance sets. If students performance changes over the year they can move up or down sets.

For language lessons (MFL), students are split based on language choice. There are no language sets in Year 8.

Subjects

English: 6 lessons per fortnight
 Maths: 6
 Science: 6
 MFL: Arabic, French, German, Spanish: 6
 Physical Education: 4
 Geography: 4
 History: 4
 Art & Design: 3
 Design Technology: 3
 Computing 2
 Drama: 2
 Music: 2

Assessments

Assessments take place in class and will usually occur once per half term. Subjects with performance sets will usually only move students, if necessary, at the end of each term.



Choosing a language

During the application process students will be asked to choose 2 languages to study from 4 options: Arabic, French, German or Spanish.

It is expected that students will continue to learn these languages for the whole of Year 8 and 9 before choosing 1 to continue at GCSE level.



Homework

All subjects, with the exception of Drama and PE, are set homework in Year 8 at BSM. Some subjects such as English, set homework weekly whilst others, such as Computing set homework fortnightly. Each student will be provided with a homework timetable with details of which day homework is due to be set for each subject.



Reports & Academic Monitoring

In Year 8 students will receive 3 Academic Reports, In December for term 1, March for Term 2 and June encompassing the whole year.

After each Report the Year Leader will analyse student attainment and effort levels. If a student has been evaluated as having inconsistent or poor effort by their subject teacher we will invite the student and their parents to a meeting to discuss how we can best support their studies.

The student may be asked to complete an Effort Report (with targets to aim for) or to take part in Academic Monitoring. Both are designed to support pupil progress and provide clear strategies to progress. This is not to be seen as a punishment.

Mentoring

To further support students in KS3 they may be invited to Mentoring sessions. These sessions are designed to:

- Help students settle in
- Identify any barriers to their learning
- Develop student's confidence so that they can challenge themselves
- Make provision for the student to work on homework, revision and study skills
- Help the student make progress and achieve their full potential

These sessions should be seen as an opportunity to develop skills rather than an indication of having done something wrong or a major concern. In the past students have greatly valued working more closely with teachers or Sixth Form Mentors to improve their progress.



Rewards at BSM

At the end of each term BSM will continue to run a 'Celebration Assembly' which will showcase student work to illustrate their developed skills and dedication. In the past BSM students have been awarded house points for their positive efforts and actions in and outside of class. However this year the Student Leadership Committees will be reviewing the current reward system to find a model which works effectively and is valued by all students from years 7-13.

Student Leadership Committees

All students will have the opportunity to apply for a place on the five Student Leadership Committees (SLC). The committees are focused on: Teaching and Learning, Well Being, Charity, Sustainability and Diversity Equity and Inclusion. The SLC will allow students to develop the skills to plan and lead real change within the school and help prepare them further for later life.

High Performing Learners

High Performance Learning is an advanced pedagogy that helps schools become world class through systematically developing superior cognitive performance in all students. Its proven framework and methodology, when applied by good schools, leads to increasingly strong academic results; well-motivated, engaged and life-ready students; and happier parents. The 13 characteristics to the right form BSM's Learning Ethos which all students should develop in their time at BSM.

Inclusion Department

Special Educational Needs (SEN)

The Inclusion department provides advice and assistance for those families with children who have mild to moderate learning needs. Through a programme of tailored support, where necessary, the progress of students on our Additional Needs Register is carefully monitored. Inclusion Assistants work both within lessons and with small groups, as well as alongside teaching staff to ensure that your son/daughter's needs are met. In some instances, children may require the additional support of outside experts, such as speech therapists or educational psychologists, in which case the Inclusion team will work closely with professionals in the community.

English as an Additional Language (EAL)

BSM offers a British curriculum and thus all teaching is in English. Students starting at BSM will be expected to have a high level of competence in English and are expected to attend all mainstream classes.

Progression to Y9

Once students complete Year 8 they are automatically enrolled into Year 9. Only in very exceptional circumstances may a student be asked to repeat the year again.

Year 9 is another important year during a child's educational journey as they lay the final foundations of the subjects they wish to continue to GCSE. Students in Year 9 will make their first choice of GCSE during Term 1.



BSM Learning Ethos

HPL Values, Attitudes and Attributes



HARD WORKING and SECURE INDIVIDUALS	AGILE and RESOURCEFUL LEARNERS	EMPATHETIC and RESPECTFUL CONTRIBUTORS
Practice Train and prepare through repetition of the same processes.	Motivated Work hard because it matters. Plan independently. Think and do things for myself.	Confident Talk about ideas clearly. Enjoy new challenges. Be confident in saying and doing.
Responsible Choose right from wrong. Be honest about mistakes. Come ready and prepared for school.	Curious and Enquiring Ask questions about what I have learnt. Explore new ideas in my learning. Question what I see, hear and read.	Collaborative Find out what other people think. Find answers with other people. Include other people.
Persevere and be Resilient Persist in effort, face obstacles but never give up. Work diligently and systematically. Not be satisfied until high quality, precision and the desired outcome are achieved. Change what I need to. Not be put off by mistakes.	Reflective Think and talk about what I have learnt. Improve what I have learnt. Use what I have learnt to make choices.	Community-minded Help others. Make a difference at BSM and in the community. Take care of the world around me.
	Creative and Enterprising Be willing to innovate and invent multiple solutions. Adapt my approach according to need. Show originality in work. Use initiative to find solutions.	
	Risk Takers Think, then have a go. Find new ways to solve a problem. Do things differently to do them better.	
	Open Minded Change my ideas because of what I've seen, heard or read. Think about things from another's point of view. Accept others have different ideas.	

ARABIC



Timetabled hours per fortnight:

3 x 65 minute lessons

Setting: Yes: Native or fluent speakers in one set. Students newer to Arabic in a second.

Homework Expectations: up to 60 minutes per fortnight

Overview

Students are given the chance to learn some spoken social Arabic that can be used in Oman (or any Arab country) on a daily basis. Non-native students will also learn Arabic script, in order to adequately prepare students for further Arabic study, roman script will be limited.

There are four main topics and one project to be covered in Year 8 native level classes, all of which are based on the Modern Foreign Languages programme. In the non native classes, students will cover the same topics however they will be expected to produce differing structures and retain less vocabulary. Lessons will focus on all 4 skill areas, listening, speaking, reading and writing. Students will be guided and supported to cover all topics in Arabic script as required by the new languages GCSE.

"I am fortunate to learn Arabic at BSM and have the chance to practice it outside the classroom"

What will I learn

Using the Conti method of teaching, we introduce all students to sentence builders at the start of each topic. This allows students to build self efficacy and produce the language confidently.

The topics covered are as follows:

1. School
2. Hobbies
3. Food and drink
4. My Town

Throughout the year, we also take the opportunity to celebrate and discuss Arabic speaking festivals. This is the perfect opportunity to culturally immerse oneself in Arabic speaking traditions.

How can I support my learning

To make progress in Arabic please immerse yourself in the culture, traditions and language by watching Arabic cartoons – you can find these on Arabic TV channels and on Youtube. Being in Oman and in the Gulf, you can benefit from mingling with Arabic speaking friends. Try to read as much Arabic as possible such as road signs, leaflets and even menus. There is a big selection of fun and interactive websites students can use to consolidate their learning such as: Linguascope, quizlet, memrise and languagesonline.

Arabic is the 5th most commonly spoken native language in the world and is the official language of over 20 countries.

ART & DESIGN



Timetabled hours per fortnight:

3 x 60 minute lessons

Setting: Tutor groups, mixed ability

Homework Expectations: up to 45 minutes per fortnight

Overview

Art & Design encourages innovative and imaginative responses from students in their interpretation of the subject matter presented.

The process of studying art is an ongoing visual enquiry that has an infinite number of creative possibilities. The Art & Design department uses a wide range of media from the traditional drawing & painting, printmaking, collage and ceramics through to photography & digital manipulation.

We are looking to engender creative thinking and originality through stunning visual vocabulary. We ensure all artwork produced has a political, social, cultural or historical context.

"I enjoy the freedom you get in art. One topic could have endless possibilities in the ways you and others interpret it."



What will I learn

Unit 1: Figurative: Movement & the Futurists Proportions of the body- creating the illusion of the figure in motion. Experimentation with mixed media followed by lino printmaking and digital Art

Unit 2: The Local Environment Observational drawings and paintings from the local environment: The creation of textured surfaces with complex patterns within ceramics

Unit 3: Still Life: Everyday Objects, Pop Art Bold and bright coloured gouache paintings of everyday objects; observational work, scale drawing, collage with a focus on 1950's/ 60's UK and US Pop Artists.

How can I support my learning

Appreciate that Art & Design can be found wherever you look- fashion, textiles, architecture, illustration, animation, interior design, graphics... everywhere!

Draw what you see, draw from your imagination. Be inspired by artists online, in books and in galleries or museums. Follow your favourite artists or designers on social media.

Download some art apps/ programmes and use them to doodle on your photos and to create new images

Be patient and enjoy the process from concept to realisation.

The aim of art is to represent not the outward appearance of things, but their inward significance. Aristotle

COMPUTING



Timetabled hours per fortnight:

2 x 65 minute lesson

Setting: No

Homework Expectations: Occasional Research

Overview

Computing at Key Stage 3 focuses on the development of young Computer Scientists, problem-designers and problem-solvers.

Schemes of Work are designed to develop a more focused understanding and appreciation of the technology (and the digital principles behind these) we use in our daily lives. Students are also encouraged to think of the future and what might lie ahead.

There are six main units that we cover throughout KS3:

- Computational Thinking
- Data Representation
- Computing Hardware/Software
- Networking
- Issues and Impact of Computing
- Programming

These topics are of a cyclical nature each year, adding new skills and complexity.

"I really enjoy learning how all of the parts in a computer work. Programming is really fun too as we get to make our own games!"

What will I learn

In Year 8 students gain an introduction to six computing topics, learning how to further use high level languages (Python). Students will also gain an understanding of computer architecture, data representation and how networks work - including the Internet.

We would also highly encourage students to practice programming outside of lessons, so that they are able to consolidate their skills and techniques that we learn in class.

How can I support my learning

There are lots of online resources that you can use to help support your learning, a few are linked below:

Core

- [BBC Bitesize: KS3](#)

Extended

- [BBC Bitesize: GCSE](#)

Online Programming

- [Codecademy:](#)
- [CodeinGame:](#)

Technical

- [Computer Science Tutor](#)

Interest

- [Crash Course Computing](#)

Did you know that Python is a professional programming language used in the real world by many companies from NASA to Google, Netflix and Amazon!



Timetabled hours per fortnight:

2 x 65 minute lessons

Setting: No

Homework Expectations: Occasional research or sourcing of props.

Brief overview

Drama in Year 8 is an energetic, exciting and challenging course. Workshops & projects are designed to develop performance skills such as voice, movement and improvisation techniques.

Each workshop allows students to develop their confidence and the ability to create and sustain roles by responding to a variety of drama situations. Theatre history and script work play an important part in the curriculum helping to build up knowledge of performance styles & theatre practitioners.

Students are continually assessed and at the end of each unit a short performance to their peer group demonstrates their learning.

"Drama is the only lesson where I can be myself and someone else at the same time"



DRAMA

What will I learn

In this first Roald Dahl unit students have the chance to develop performance skills, using techniques such as freeze-frame, conscience alley and thought-tracking. Improvisations and script work are inspired by characters and scenes from Dahl's Revolting Rhymes. Working in small groups, students enjoy exploring a range of characters with opportunities to experiment with dramatic form.

Later in the year lessons focus on vocal skills, physical experimentation and imagination, explored through zombie school and silent movies.

Throughout the year cross curricular opportunities are provided supporting students learning in Music, Dance and English lessons.

How can I support my learning

Students are encouraged to watch a range of productions in order to develop their understanding of dramatic forms and performance techniques. BSM's Youth Theatre stages a school production every year, all Year 8 students are encouraged to participate, gaining valuable performance experience. Students are also encouraged to explore the following websites to learn more about Drama.

- [BBC Bitesize: Drama Essentials](#)
- [The Schooltrip: Shows you can watch for free](#)

Did you know that one of the most important skills developed through Drama is.....empathy.

DESIGN AND TECHNOLOGY

Timetabled hours per fortnight:

3 x 65 minute lessons

Setting: No

Homework Expectations: up to 45 minutes per fortnight

Brief overview

Students will complete 2 projects working from 2 different contexts.

There are four main areas that students will cover.
 Designing skills - Students develop graphics and design skills allowing them to communicate their design intentions.

Making skills - As the year progresses the students will use a broad range of tools and equipment and learn how to manufacture with different materials.

Evaluating - Throughout their work students learn to evaluate what they have done, they also evaluate existing products to identify how they are fit for purpose.

Technical knowledge - Students will learn a range of technical knowledge and skills related to Design and Technology. They will have the opportunity to use these in their project work.



What will I learn

Project 1: Pewter casting project is based around developing workshop skills further and becoming competent with tools and equipment when working with metals including casting. Pupils will design and make a pewter cast product including using 2D design software and laser cutting/engraving (CAD/CAM).

Project 2: MP3 player will further develop students' skills both in designing and making. CAD and CAM skills will be developed further as well as electronics including soldering. Students will make an MP3 player and design the housing based around a famous/historical designer of design company.

How can I support my learning

To make progress in Design and Technology students need to be aware of the world around them and why specific materials were chosen for a particular task. They need to be encouraged to think analytically. Students can also prepare for year 8 by practicing sketching and drawing skills by following videos on YouTube, and also master the use of 2D design software.

We recommend students explore these websites:

- www.technologystudent.com
- www.tinkercad.com

"Design & Technology is the best subject of the week"

Did you know that D&T makes links with all the other curriculum subjects?

You will use tools and equipment to make useable products



Timetabled hours per fortnight:

6 x 65 minute lessons

Setting: Yes

Homework Expectations: up to 30 minutes per fortnight. To consolidate, research and present.

Brief overview

The study of English (both fiction and non-fiction texts) is a wonderful opportunity to enhance our literacy skills, create, imagine and inspire. Through reading and writing, we are offered so many pleasures - some challenging but always worthwhile. Just think of the the following: we are able to shape our understanding of the world in which we live and our relationships with each other; we get to know ourselves better; we fire up fuel for our fantastic imaginations; we learn how to cope with uncertainties; we nurture our souls and heal ourselves. What's not to love?

In Year 8 English at BSM, you you will delve into a world of sinister stories and twisted tales from as far back as the 19th Century; you will study a range of inspiring, entertaining and challenging poems by writers from different cultures which explore the world in which we live and encourage you to consider your own values and attitudes. You will use your creativity in researching for projects; you will become an analytical thinker; you will question and debate ideas; you will share your imaginative writing with your peers and always support each other to seek further improvement.

"That's the thing about books. They let you travel without moving your feet." - Jhumpa Lahiri

ENGLISH

What will I learn

You will study 4 units in English, as follows:

- ★ Sinister Stories: Dystopian or Gothic fiction
- ★ Poetry from Other Cultures
- ★ Diverse Short Stories
- ★ Twisted Tales: Media and Communications

You will be assessed in a variety of ways; from short knowledge quizzes, extended essays, and project work.

How can I support my learning

When you arrive in year 8, you will be given a handbook for English which has various links to some fantastic websites which you might find of interest.

You will also be given log in details to a vocabulary platform called BEDROCK which helps you to become a word wizard in no time at all!

We also have a KS3 Learning Resources area on our Google Classroom area which you can drop into at any time once you have set up your accounts with us.

Finally, we will give you a reading list to help you enhance your reading skills and broaden your reading choices so that you can escape into another world when all the hard work is done!

Be prepared to:

- Ignite your imagination and creativity.
- Inhabit the world of Roald Dahl's twisted tales!

FRENCH



Timetabled hours per fortnight:

3 x 65 minute lessons

Setting: No

Homework Expectations: up to 30 minutes per fortnight

Brief overview

Students are given the opportunity to build on their French knowledge, from Year 7. Students should be familiar with the basics such as greetings, numbers, the alphabet and describing friends/ family. The aim of language lessons is to enable students to communicate with native speakers.

All key stage 3 language lessons follow the Conti method of teaching. This means that students are able to confidently produce the language. Lessons will focus on all 4 skill areas, listening, speaking, reading and writing. Students will also discover different aspects of French culture through the study of a French film, French music and festivals.

*Fais de ta vie un rêve, et d'un rêve,
une réalité.
(Antoine de Saint-Exupéry)*

What will I learn

Using the Conti method of teaching, we introduce all students to sentence builders at the start of each topic. This allows students to build self efficacy and produce the language confidently.

The topics covered are as follows:

1. TV and Film
2. A trip to Paris.
3. Talking about relationships with family and friends.

Throughout the year, we also take the opportunity to celebrate and discuss French speaking festivals. This is the perfect opportunity to culturally immerse oneself in French speaking traditions. Students also have the opportunity to complete an individual project.

How can I support my learning

To make progress in French please immerse yourself in the culture, traditions and language by watching cartoons or films with subtitles. Change the settings in your phone or laptop to French. Try out the different language learning apps like Duolingo, Quizlet and lyricstraining.

Did you know?

French is spoken across the entire globe. About 45% of modern English words are of French origin.



Timetabled hours per fortnight:

4 x 65 minute lessons

Setting: No

Homework Expectations: 30 minutes per fortnight.

Brief overview

Students study a range of topics and Geographical Skills to enable them to make sense of data, interpret maps and understand their local and global context. The Year 8 course includes an exciting field trip to Qantab and Muscat Bay in order to investigate the changing and developing nature of Oman's coastline. Students then write this up as a project applying their knowledge and understanding.

What will I learn?

Term 1

Topics covered; Coasts and Fieldwork.

During term 1, students investigate the physical and human nature of the coastline.

This is supported by a field trip to the coast of Muscat where students collect primary data and write up their results in piece of coursework. Students look at the natural and anthropological issues at the coast, past, present and future.

Term 2

Topics covered; Tropical Rainforests, Tropical Deserts and Population. Students look at the patterns and explanations of world climates and biomes with a focus on Tropical Rainforests and Hot Desert environments. The Human impact on the environment is also explored with issues such as deforestation and water supply. Students then focus on Population looking at global demographics and population-resource relationships.

GEOGRAPHY

Term 3

Topics covered; Asia and China.

Students investigate the Physical Geography, Human History and Current Affairs on the fastest growing and most vibrant continent. Students then go on to investigate the hottest geopolitical issue of China's growth. If and when will China become the next Superpower?

How can I support my learning?

We encourage all our budding young geographers to participate in 'The Young Geographers' competition. This is an exclusive competition held by the Royal Geographic Society and each year we send our winners to the awards ceremony in London. This prestigious event makes the headline reading of any young person's curriculum vitae and really broadens perspectives.

'The World Scholars Cup' is a regional and international tournament held each year by the top international schools. The Geography department at BSM host the regional round and in November each year we send several student teams to the finals at Yale University in New York, USA. We encourage all students to participate in this prestigious event. Additionally in recent years, students have also represented The British School Muscat in South Africa and Beijing, always returning with more silverware than we know what to do with!

Did you know?

Duqum Port on Oman's eastern seaboard is a key axis in China's belt and road initiative.

Antarctica is the largest desert in the world!

Russia is so big it has 11 time zones!

There are 7100 islands in the Philippines!

China has a border with 14 countries!

GERMAN

Timetabled hours per fortnight:

3 x 60 minute lessons

Setting: No

Homework Expectations: Up to 30 minutes per fortnight

Brief overview

Students are given the opportunity to build on their German knowledge, from Year 7. Students should be familiar with the basics such as greetings, numbers, the alphabet and describing friends/ family. The aim of language lessons is to enable students to communicate with native speakers.

All key stage 3 language lessons follow the Conti method of teaching. This means that students are able to confidently produce the language. Lessons will focus on all 4 skill areas, listening, speaking, reading and writing. Students will also discover different aspects of German culture through the study of a German film, music and festivals.

Übung macht den Meister!



What will I learn

Using the Conti method of teaching, we introduce all students to sentence builders at the start of each topic. This allows students to build self efficacy and produce the language confidently.

The topics covered are as follows:

1. School
2. Holiday to Innsbruck.
3. Social Media

Throughout the year, we also take the opportunity to celebrate and discuss German speaking festivals like Silvester and Krampus. This is the perfect opportunity to culturally immerse oneself in German speaking traditions. Students also have the opportunity to complete an individual project.

How can I support my learning

To make progress in German please immerse yourself in the culture, traditions and language by watching cartoons or films with subtitles. Change the settings in your phone or laptop to German. Try out the different language learning apps like Duolingo, Quizlet and lyricstraining.

German is the most widely spoken language in the European Union - ahead of Spanish, French and even English!

HISTORY

Timetabled hours per fortnight:

4 x 65 minute lessons

Homework Expectations: up to 30 minutes per fortnight. To consolidate, research and present.

Brief overview

History is all around us; we are continually making history through our thoughts, words and actions. History is personal and global; it is everyday life and momentous occasions. History is about people. Throughout your studies at BSM you will consider a variety of themes - from the development of modern medicine, the similarities and differences of governments and political ideologies, to causes and consequences of imperial conquests and wars.

We will study six different topics in Year 8, all of which will help us to understand how the world was changed in 1600-1900. We will look at a variety of rich histories; through different narratives, sources and interpretations, and develop our understanding of global communities and the past.

'The more you know about the past the better prepared you are for the future' - Theodore Roosevelt



What will I learn

'How was the world transformed 1600-1900?'

We offer a diverse history curriculum, and in year 8 we look at the history of the Church (through the Gunpowder plot and Puritan Rule), the impact of the British Empire, the Transatlantic Slave Trade, The Industrial and French Revolutions, and how Medicine has changed over time. The key focus for year 8 is change over time, so we look at the different ways these major topics changed Britain and the world.

You will be assessed in a variety of ways; from short knowledge quizzes, extended essays, and project work.

How can I support my learning

A good historian will use the skills that they develop in the subject to sort out fact from fiction, opinions from facts and to use evidence to piece the jigsaw of history together.

Our school library is stocked full of fiction and non-fiction reads around each topic, and there are some great TV Shows (like Horrible Histories!) as well as interesting podcasts on a variety of topics too.

History Hit: Dan Snow:

<https://www.historyhit.com/podcasts/>

Versus History Podcast:

<http://www.versushistory.com/podcasts.html>

Want to know more about the history of a specific country? There are plenty of opportunities to research and share knowledge this year!

MATHEMATICS



Timetabled hours per fortnight:

6 x 65 minute lessons

Setting: Yes

Homework Expectations: 60 minutes per fortnight

Brief overview

The national curriculum for mathematics is delivered in 10 modules and the progress of students is monitored through five Key Assessments spread over the school year: one assessment after each two modules.

Mathematics is taught in performance sets. At the start of Year 8, the setting of students is determined by considering their performance in Key Assessments in Year 7. For new students, we use reports and references from their previous school, CAT scores and their relative performance in the Baseline Assessment.

Throughout the school year, students are encouraged to take Key Assessments very seriously as the results of these assessments are used to compare students' achievements and students may change set based on their performance in these Key Assessments.

Performance Setting in the Mathematics Department is fluid, not fixed. Setting is a response to students' performance in Key Assessments, and consequently, set changes are driven by students, not by teachers.

"When I started doing more maths at home, my grades were improving, and maths became my favourite subject".

What will I learn

Our curriculum is organised in three streams: the Accelerated Mathematics Stream (AM), the Regular Mathematics Stream (RM) and the Extended Mathematics Stream (EM). The difference between these three streams is the pace in which students progress through the curriculum.

Students in the AM Stream (Set 1) are starting the GCSE Mathematics course this year with the aim to complete this course at the end of Year 10.

Students in the RM Stream (Sets 2-4) are studying topics which prepare them for the demands of the Higher Tier GCSE Mathematics course. This is a 3-year course starting in Year 9.

Students in the EM Stream (Set 5) will be further consolidating their number work this year, and they will also be introduced to basic algebra. These two strands, Number and Algebra, are crucial for the 3-year Foundation Tier GCSE Mathematics course, which these students will start in Year 9.

How can I support my learning

There is a strong correlation between effort and attainment: the more you do mathematics, the higher your grades will be. HegartyMaths and DrFrostMaths are the two websites we recommend for independent revision at home.

Know your mental maths rules!

18% of 25 = 25% of 18



Timetabled hours per fortnight:

2 x 65 minute lessons

Setting: No

Homework Expectations: 30 minutes per fortnight

Brief overview

Students learn entirely through practical music making and playing instruments. All students will have the chance to play a variety of instruments and sing in class with well tried and tested online activities supporting classroom music making.

There units studied in year 8 are wholly based on practical music making and include a study of the Blues, Gamelan music and film music. Lessons focus on three skill areas; performing music, composing music and appraising music. Students will use different kinds of music notation, including traditional western music notation.

We are proud of our differentiated tasks and we cater for for all learners in lessons, from beginners to advanced musicians.

Interesting fact:

Did you know that singing has many proven benefits including boosting your confidence, enhancing your lung function and improving and helping memory recall.

Best thing I will learn?

You'll have the chance to learn an instrument, a skill that could bring you joy for the rest of your life.

MUSIC

What will I learn?

Units of work interlink the three key disciplines of performing, composing and appraising.

Performing involves playing instruments and singing in class and at home. In year 8, we cater for any instrument and students will have the opportunity to perform in gamelan ensemble. We encourage students to bring in and use instruments they may be learning outside of their classroom environment.

Composing music involves creating and improvising music in a variety of styles. This is done using instruments, by singing and using technology.

Appraising music involves students listening to their own performances and compositions, evaluating their success and setting targets for future improvements. Students also appraise a wide variety of music from western music, non-western music, popular styles and more traditional music.

How can I support my learning?

All students are encouraged to take part in the wide range of extended curricular activities we offer. They are encouraged to learn instruments outside of their timetabled lessons. Students should get involved as much as they can, listen to as much varied music as possible and attend live music events when available. There are many concerts in school and the local community, and we have one of the finest opera houses and concert halls in the world in Muscat.

"We love how interactive the music lessons are and how we get to sing and play instruments and learn about so many different aspects of music."
(8HM).

PHYSICAL EDUCATION (PE)



Timetabled hours per fortnight:

4 x 65 minute lessons

Setting: Yes in Year group lessons. No in tutor group lessons

Homework Expectations: None, students are encouraged to attend sporting ECAs and Community Clubs.

Brief overview

Students are given equal opportunity to develop key skills and concepts in a wide variety of sporting activities.

Participation in twelve different sporting activities will be covered in Year 8, of which some are based on team games and others on individual/aesthetic sports. Lesson content will be focused on health & safety (warm up/cool down), fun, skill acquisition and development, competitive performance and challenge, collaboration, communication and leadership (amongst many other HPL values and attributes.)

"Physical Education makes every child stronger and every life longer"



What will I learn

The following sporting activities are covered in Year 8 (subject to BSM Covid Policy):

- Net and wall games
- Invasion games
- Aquatics
- Track & Field (Athletics)
- Dance
- Trampolining (Gymnastics)

How can I support my learning

To make progress in PE, students may opt to bring in their own specialised equipment, however, the school does provide all items. The learner should be ready for PE lessons by wearing full BSM PE kit, being open minded and willing to participate fully in all activities, safely. Students will be asked to learn independently, in partnerships or small groups (single and mixed gender).

Students may accelerate their learning by attending ECAs. There are a large number of activities on offer which are designed to encourage participation. There is an opportunity through the ECAs to be selected for teams that play local and International fixtures (subject to BSM Covid Policy).

Interesting PE Fact?

By taking part in physical activity the body releases endorphins (serotonin) which makes you happy (a positive wellbeing outlook).

Best thing I will learn?

Taking part in PE & Sports will promote a healthy, active lifestyle increasing enjoyment, social opportunity and physical attributes for a long and healthy life!



Timetabled hours per fortnight:

6 x 65 minute lessons

Setting: No

Homework Expectations: Up to 30 minutes per week.

Brief overview

Students learn General Science in Year 8 with a specialist Teacher of Science. Topics from Chemistry, Physics and Biology are taught to provide a Science education designed to build on the topics students have learned about in Year 7 that is in line with but not limited to the National Curriculum of England and Wales.

We hope to inspire a lifelong love of Science learning and develop student knowledge of scientific principles and practical skills in order to apply key skills such as critical thinking, creativity, collaboration and communication.

"For me, it's almost magical being able to come up with ideas and then have them materialize."

(Lonnie Johnson - NASA Engineer & Inventor of the Super Soaker Water Gun)



SCIENCE

What will I learn

TERM 1

Chemistry: Particles and Reactions

Physics: Energy

Biology: Breathing and Respiration

TERM 2

Biology: Food and Nutrition

Chemistry: Materials

Physics: Light and Sound

TERM 3

Biology: Disease and Immunity + Biology investigations

Chemistry: Chemistry investigations

Physics: Physics investigations

How can I support my learning

Here are some useful websites to support your learning.

[Seneca Learning](#)

[BBC Bitesize](#)

[Maths Made Easy KS3 Science](#)



Did you know?

Katherine Johnson (1919-2020)

Katherine was one of the famous Hidden Figures who worked at NASA and made the 1969 moon landing possible. She was a research mathematician in the all-Black West Area Computing section. In 1962, she used geometry for space travel and figured out the paths for spacecraft to orbit around Earth and land on the Moon. This led to an astronaut successfully orbiting around the Earth for the first time.

SPANISH

Timetabled hours per fortnight:

3 x 60 minute lessons

Setting: No

Homework Expectations: up to 30 minutes per fortnight.

Brief overview

Students are given the opportunity to build on their Spanish knowledge, from Year 7. Students are expected to be familiar with the basics such as greetings, numbers, the alphabet and describing friends/ family. The aim of language lessons is to enable students to communicate with native speakers.

All key stage 3 language lessons follow the Conti method of teaching. This means that students can confidently produce the language. Lessons will focus on all 4 skill areas, listening, speaking, reading and writing. Students will also discover different aspects of Spanish culture through the study of film, music and festivals.

Dónde hay gana hay maña.



What will I learn

Using the Conti method of teaching, we introduce all students to sentence builders at the start of each topic. This allows students to build self efficacy and produce the language confidently.

The topics covered are as follows:

1. Describing the life and works of Picasso.
2. A virtual trip to a Spanish speaking country.
3. Media.

Throughout the year, we also take the opportunity to celebrate and discuss Spanish speaking festivals. This is the perfect opportunity to culturally immerse oneself in Spanish speaking traditions. Students also have the opportunity to complete an individual project.

How can I support my learning

To make progress in Spanish students should immerse themselves in the culture, traditions and language by watching films, listening to podcasts and music in Spanish. Students can change the settings on their phone or laptop to Spanish and try out different language learning apps such as Quizlet, Lyricstraining and DuoLingo.

Did you know? Spanish is the second most spoken language in the world today!

