

2022 - 2023

A GUIDE TO THE

YEAR 9 CURRICULUM

BRITISH SCHOOL MUSCAT



BRITISH SCHOOL
MUSCAT

Welcome to our Senior School

Welcome

As the top year group in Key Stage 3, the Year 9 students at BSM lead the way and set the example for younger students of the school. They are polite, courteous, organised and diligent. Year 9 is one of the most exciting and challenging times in a student's life, with choices of which subject to pursue and which activities to participate in. The opportunities are spectacular and I am proud to say the students of BSM always engage, strive for success and support each other and the wider community around them.

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 answer them.

The Year 9 team look forward to guiding students as they grow to become independent, confident informed young people before moving onto Key Stage 4.

Yours sincerely

Robert Hughes

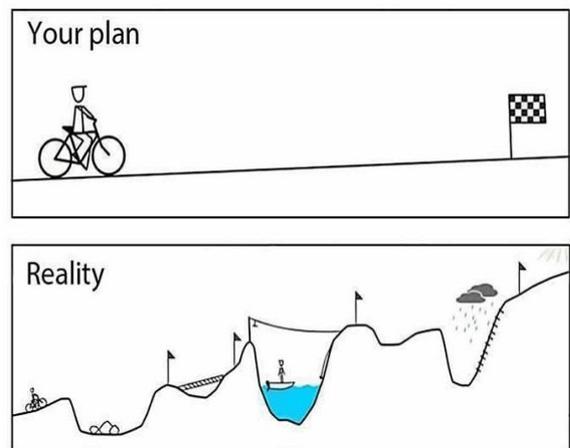
Assistant Headteacher
hughesr1@britishschoolmuscat.com



Pastoral Care

The Pastoral Team of Year 9 tutors is led by Mr Short as Head of Year 9 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 9
raynerd@britishschoolmuscat.com



What will students need?

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

Students are expected to use Google Classroom and Google Calendar to plan and organise their studies online.

At the start of the year students are given guidance and training to ensure they are confident and comfortable using Google products effectively.

To ensure parents and guardians are kept informed they will receive regular automated emails from Google Classroom to monitor their child's homework, assignments and progress.

For an in depth explanation of how Google Calendar works [please see this video](#) from our Director of IT Mr Jonson.

Bring Your Own Device

All students in BSM's Senior School should 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 the year.

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:

- 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

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 9 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 9.

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

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



Homework

All subjects, with the exception of Drama and PE, are set homework in Year 9 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.



Learning Support

Reports & Academic Monitoring

In Year 9 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.



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.

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, Wellbeing, 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.

Rewards at BSM

BSM's reward system was launched by our Teaching and Learning SLC. It focuses on verbal positive praise, achievement postcards, Year led Star of the Fortnight and charity tokens. A student led explanation of the Reward System can be [found here](#). Celebration assemblies are held at the end of each term to showcase student achievements, both academic and practical, whilst also recognising those students who have exemplified BSM and HPL values.

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 below form BSM's Learning Ethos which all students should develop in their time at BSM.

Progression to Y10/GCSE

Once students complete Year 9 they are automatically enrolled into Year 10. Only in very exceptional circumstances may a student be asked to repeat the year again.

Year 10 is another important year during a child's educational journey as they build on the foundations from Y7-9 and begin to master their knowledge and skills in several core subjects and a few optional ones as they work towards their first qualifications.

During Y9 students and Parents will be invited to several events to help you make the best choice for your GCSEs. Please see the GCSE curriculum booklet for details of the courses available.



BSM Learning Ethos HPL Values, Attitudes and Attributes



HARD WORKING and SECURE INDIVIDUALS
<p>Practice <i>Train and prepare through repetition of the same processes.</i></p>
<p>Responsible <i>Choose right from wrong. Be honest about mistakes. Come ready and prepared for school.</i></p>
<p>Persevere and be Resilient <i>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.</i></p>

AGILE and RESOURCEFUL LEARNERS
<p>Motivated <i>Work hard because it matters. Plan independently. Think and do things for myself.</i></p>
<p>Curious and Enquiring <i>Ask questions about what I have learnt. Explore new ideas in my learning. Question what I see, hear and read.</i></p>
<p>Reflective <i>Think and talk about what I have learnt. Improve what I have learnt. Use what I have learnt to make choices.</i></p>
<p>Creative and Enterprising <i>Be willing to innovate and invent multiple solutions. Adapt my approach according to need. Show originality in work. Use initiative to find solutions.</i></p>
<p>Risk Takers <i>Think, then have a go. Find new ways to solve a problem. Do things differently to do them better.</i></p>
<p>Open Minded <i>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.</i></p>

EMPATHETIC and RESPECTFUL CONTRIBUTORS
<p>Confident <i>Talk about ideas clearly. Enjoy new challenges. Be confident in saying and doing.</i></p>
<p>Collaborative <i>Find out what other people think. Find answers with other people. Include other people.</i></p>
<p>Community-minded <i>Help others. Make a difference at BSM and in the community. Take care of the world around me.</i></p>

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 opportunity to build on their Arabic knowledge from Year 7 and 8. The lessons will have limited roman script, as such students are expected to be familiar with Arabic script.

There are four main topics which will allow students to use the language in restaurants or when asking for information. The aim of language lessons is to allow 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.

Please note that Year 9 Arabic is not suitable for complete beginners of Arabic.

"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. Helping around the house/ chores
2. Transport
3. At the restaurant
4. Shopping for clothes

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 65 minute lessons

Setting: Tutor groups

Homework Expectations: up to 1 hour 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 way you and
others interpret it."*



What will I learn

Unit 1 Still life: Alternative Viewpoints, dreams & illusions:

Surrealism: Photography, digital & traditional media to portray existing objects from unusual perspectives; combining imagination with reality to produce original Artwork of the students' personal direction

Unit 2 Landscapes: Natural forms

Observational and experimental drawings/ paintings of natural forms. An original and creative ceramic form based on the preliminary work.

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

Computer Science

Timetabled hours per fortnight:

2 x 65 minute lesson

Setting: No

Homework Expectations: Occasional research, some project work.

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 9 students will prepare for GCSE Computing by exploring advanced programming functions in Python. Students are also given the opportunity to present a topic of their choice looking at the ethical, environmental impacts of computing. AI and machine learning is also explored, with students researching both its use and what potentially could lie in our future - a possible existential crisis?

We would also strongly 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](#)
- [W3 Schools](#)

Technical

- [Computer Science Tutor](#)

Interest

- [Crash Course Computing](#)

Tools

- [Replit Online IDE](#) (Sign in with Google)

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!

Drama

Timetabled hours per fortnight:

2 x 65 minute lessons

Setting: No

Homework Expectations: Occasional research or sourcing of props.

Brief overview

Drama in Year 9 offers a lively, imaginative and creative approach to a range of topics providing a strong foundation for GCSE drama studies.

Through a variety of workshops students are given the opportunity to experiment with chorus, work closely with a text exploring the roles of actor, designer and director, as well as exploring theatre history through a range of professional companies and practitioners.

In all aspects of the course students continue to develop their confidence, strengthening performance skills such as voice, gesture and movement. Working closely with others is a key skill in life and drama encourages students to work in a sensitive and supportive manner.

Students are continually assessed throughout the course and presentations held towards the end of each unit of study demonstrate the progress made.

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



What will I learn

In the first Greek Theatre unit, students have the chance to develop performance skills, using a range of Choral techniques to portray Greek myths.

In contrast, students then explore theatre history and gain insight into Melodrama as a genre, using extracts 'Great Expectations' and Shakespeare's 'Macbeth'. This is accompanied by an introduction to the work of the great Russian theatre practitioner, Stanislavski.

As the year progresses, students will study the work of different theatre practitioners and styles including; Brecht, Berkoff, Blythe and Frantic Assembly. This will then be used to help inform their own devised work, similar to the practical work set for GCSE Drama. In groups, students develop a piece of drama reflecting a historical or contemporary event. A poem, artifact or photograph may be used as inspiration for the improvisation.

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 9 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](#)

One of the most important skills developed through Drama is empathy.

Design & 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: Automata Project is based around mechanical toys and mechanisms. Students will refine workshop skills working with much greater independence than in year 8. Pupils will design and make an automata based on a theme that they have investigated. This will include opportunities to use 3D software and a 3D printer alongside 2D design software and laser cutting/engraving (CAD/CAM).

Project 2: Birdhouse Project will further develop students' skills in understanding 3D drawings and being able to read and interpret an orthographic drawing. CAD skills will be developed further including the use of 3D design software and students will make a bird box to high tolerances.

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 9 by mastering their sketching and drawing skills by following videos on YouTube.

We recommend students explore these websites:

- www.technologystudent.com
- www.tinkercad.com
- www.focuselearning.co.uk

"Design & Technology makes sense of maths and science"



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

You will use tools and equipment including 3D printers and a laser cutter to manufacture components.

English

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 9 English at BSM, you will examine one of Shakespeare's most renowned plays, 'Macbeth,' focusing upon the ways in which the playwright constructs characters, setting, uses language and themes. You will travel across the globe through the inspiring and entertaining lens of writers such as Michael Palin and Jon Krakauer, developing and refining your own writing skills in the form of a travelogue; you will journey to the battlefield and immerse yourself in powerful poetry which examines the human condition and brutality of war. You will use your creativity in researching for projects; you will further develop your analytical skills; you will question and debate ideas; you will share your imaginative writing with your peers and always support each other to seek further improvement.



What will I learn

You will study 3 units in English, as follows:

- Shakespeare: Macbeth
- Travel Writing
- Power and Conflict poetry

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 9, 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 the 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:

- *Immerse yourself in the world of Shakespeare.*
- *Create your own representation of conflict.*

"Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers." - Charles W. Eliot

French

Timetabled hours per fortnight:

3 x 65 minute lessons

Setting: No

Homework Expectations: up to 60 minutes per fortnight

Brief overview

Students are given the opportunity to build on their French knowledge, from Year 7 and 8. 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. Social media
2. New Year's Resolutions / Keeping fit and healthy
3. Future work and employment

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, SENECA, Quizlet and lyricstraining.

Read as much as you can and try listening to podcasts.

Did you know?

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

Geography

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 9 course includes an exciting field trip to the 'Abandoned Village' and Muttrah Corniche to investigate 'How Developed is Oman?'.

What will I learn?

Term 1

Topics covered; International Development and Fieldwork. During term 1, students are encouraged to ask deep questions about why we live in such an unequal world. Students investigate aspects of global development and consider large scale and bottom up approaches at solving the issues of inequality. Students then investigate various development indicators and compare Oman with the rest of the world.

Term 2

Topics covered; Plate Tectonics, Greenland and Global Warming. Students investigate the formation of landforms associated with tectonic theory. They also look at ways of reducing the impacts of the hazards of volcanoes, earthquakes, and associated risks of Tsunamis and Super Volcanoes.

Students then investigate Greenland including coverage of human induced global warming and the hazards this is likely to reap in the future.



Term 3

Topics covered; International Tourism
Students study the world's biggest industry and investigate global tourism. Who are the winners, who loses out? What was the impact of the coronavirus pandemic on tourism?

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?

1.2 billion people live off \$1.25 a day?

75% of the world's food is generated from only 12 plants and 5 animal species.

Africa uses less than 3% of the world's energy, despite having 12.5% of the world's population.

Poor people in developing countries spend 60-80% of their income on food.

German

Timetabled hours per fortnight:

3 x 60 minute lessons

Setting: No

Homework Expectations: Up to 60 minutes per fortnight

Brief overview

Students are given the opportunity to build on their German knowledge, from Year 7 and 8. 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 German culture through the study of 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. Holidays
2. Traditions and festivals
3. Healthy lifestyles

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 be culturally immersein 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 Language gym, Duolingo, SENECA Quizlet and lyricstraining.

Read German articles and listen to podcasts/ radio. Deutschewelle has news for young people that you can slow down!

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 9, all of which will help us to understand different political ideologies, and how certain movements can shape the world we live in. 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 did political ideologies impact people's lives in the 20th century?'

We offer a diverse history curriculum, and in year 9 we look at both World Wars, as well as the changing roles of women in the 20th century. We look at how America and Germany coped in the inter-war years, and how the Great Depression impacted a variety of countries. We look at the Holocaust, and the Civil Rights Movement in America. With a focus on similarities and differences, as well as empathy and personal histories - we consider how these events and movements had impact at the time, and how they have impacted the world we live in today..

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.

History Hit: Dan Snow:

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

Versus History Podcast:

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

Be prepared to consider events from a variety of different perspectives, to really deepen your understanding!

Mathematics

Timetabled hours per fortnight:

6 x 65 minute lessons

Setting: Yes

Homework Expectations: 60 minutes per fortnight

Brief overview

Mathematics is taught in performance sets. At the start of Year 9, the setting of students is determined by considering their performance in Key Assessments in Year 8. For new students, we use reports and references from their previous school, CAT scores and their relative performance in the Baseline Assessment.

One of the aims of our setting policy in Year 7 and Year 8 is to establish which performance set is most appropriate for students when starting the GCSE course in Year 9. For consistency of teaching and learning, we prefer our students to change set as little as possible during the GCSE course; throughout this 3-year course, students will have, in principle, the same mathematics teacher.

As always, students should take their Key Assessments seriously. We carefully monitor students' performance in these tests, and if there is reason to believe that a student is still not in the most appropriate performance set, then we may decide to move this student into another set.

Fermat's Theorem: for $n > 2$, there are no three distinct integers a , b and c for which

$$a^n + b^n = c^n$$

"Fermat's Theorem was postulated in 1637. Many mathematicians attempted to prove this theorem, without success.

Sir Andrew Wiles showed ultimate resilience when he started working on a proof in 1986 and completed his proof in 1995. In honour of this contribution to mathematics he was knighted in 2000".

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) started the GCSE Mathematics course last year with the aim to complete this course at the end of Year 10. These students will start AS Level Mathematics in Year 11.

Students in the RM Stream (Sets 2-4) are starting the Higher Tier GCSE Mathematics course this year. They will be covering the first six modules of the Scheme of Work in which they study topics like surds, standard form, data handling, geometry and algebra.

Students in the EM Stream (Set 5) are starting the Foundation Tier GCSE Mathematics course this year. Their focus is still very much on further consolidating their number work and their algebra skills. Other strands they will be studying in Year 9 are data handling, shape, space and measures.

How can I support my learning

As a school that holds High Performance Learning in high esteem, our students are expected to be proactive in their learning. GCSE Mathematics is a 3-year course and as such it is crucial that students revise covered topics regularly. We recommend DrFrostMaths for independent study at home.



Music

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 9 are are wholly based on practical music making and include a study of Indian music, music for video games and song-writing. 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.



"I really loved doing the film music topic last year, but I also loved the percussion unit because we were able to come in school and do practical activities with instruments" - Year 9 student.

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 9, we cater for any instrument and 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.

Interesting fact:

Did you know that many highly accredited studies have found learning an instrument and listening to music can improve academic performance across the curriculum.

Best thing I will learn?

Cultural diversity is on the increase throughout the world, the need for people with cross-cultural knowledge is more crucial than ever. You will have the opportunity to learn about, and celebrate, alternative perspectives of music from other cultures

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 9, unless students opt into 'taster units' for GCSE PE and/or GCSE Dance.

The 'normal Curriculum' focuses on team games activities as well as individual/aesthetic sports. Key sporting concepts and supporting HPL values & attributes are the main learning targets and outcomes. The GCSE tasters are designed for students to sample the courses practical elements whilst being introduced to specific terminology and activities that lead towards 'performance' and grade driven goals.

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



What will I learn

The following sporting activities are covered in Year 9:

- Net and wall games
- Invasion games
- Aquatics
- Track & Field (Athletics)
- 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) gaining a full understanding of our DEI values.

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.



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!

PSHE

Personal, Social, Health & Economic Education

PSHE

Timetabled hours: 1 x 65 minute lesson a fortnight

Setting - No, PSHE will be taught in tutor groups

Homework - none set

Brief Overview

PSHE stands for personal, social, health and economic education and is taught to all students to ensure that they have age appropriate knowledge of all vital aspects of life that they need to be aware of in order to thrive in life, both now and in the future. PSHE Education helps students to stay healthy and safe and also prepares them for life as a successful adult.



What will I learn

During these lessons there will be a variety of topics covered that will equip our students to grow into successful young people and thrive now and in later life.

Topics include

- Personal Safety and Health
- Relationships and Sex Education
- Economic Wellbeing
- Careers

How can I support my learning?

To make maximum progress in PSHE lessons, it is important to be open to discussion, to challenge your current thinking and listen to varying view points and also to reflect on the learning from the lessons to help you deal with situations that may arise in your daily life.



PSHE at BSM is integral to enabling students to be #bestfortheworld



Ask us a question

Science

Timetabled hours per fortnight:

6 x 65 minute lessons

Setting: Yes

Homework Expectations: Up to 45 minutes per week.

Brief overview

Students learn General Science in Year 9. 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 and 8 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.

At the beginning of Term 3 students will start their GCSE Science course with three Sciences taught on a rotation by individual subject specialists to provide students with the opportunity to gain from the expertise of a specialist teacher in the relevant subject area.

"We look at science as something very elite, which only a few people can learn. That's just not true. You have to start early and give kids a foundation." (Dr. Mae C. Jemison - Physician and NASA Astronaut)



What will I learn

TERM 1

Chemistry: Reactions
Physics: Magnetism and Space
Biology: Genetics and Plant structure

TERM 2

Chemistry: Materials
Physics: Pressure and Moment
Assessment: End of Key Stage 3 Exam

TERM 3

Begin GCSE content for all three Sciences

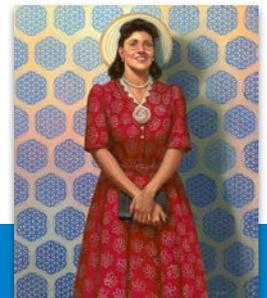
How can I support my learning

Here are some useful websites to support your learning.

[Seneca Learning](#)

[BBC Bitesize](#)

[Maths Made Easy KS3 Science](#)



Did you know?

Henrietta Lacks (1920-1951) was an African-American woman whose cancer cells are the source of the HeLa cell line, the first immortalized human cell line and one of the most important cell lines in medical research. Although her cells have led to such important research discoveries in the field, her family were not compensated for their extraction and use.

Spanish

Timetabled hours per fortnight:

3 x 60 minute lessons

Setting: No

Homework Expectations: up to 60 minutes per fortnight.

Brief overview

Students are given the opportunity to build on their Spanish knowledge, from Year 7 and 8. 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. Food and drink.
2. Healthy living.
3. The world of work.

Throughout the year, we also take the opportunity to celebrate and discuss Hispanic 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!

Contact Us

British School Muscat
PO Box 1907, PC 112
Sultanate of Oman

+968 24 600842
senioroffice@britishschoolmuscat.com



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