

Academic Year
2023 - 2024

A GUIDE TO THE
YEAR 8
CURRICULUM
BRITISH SCHOOL MUSCAT



BRITISH SCHOOL
MUSCAT

Welcome to our Senior School

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, 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

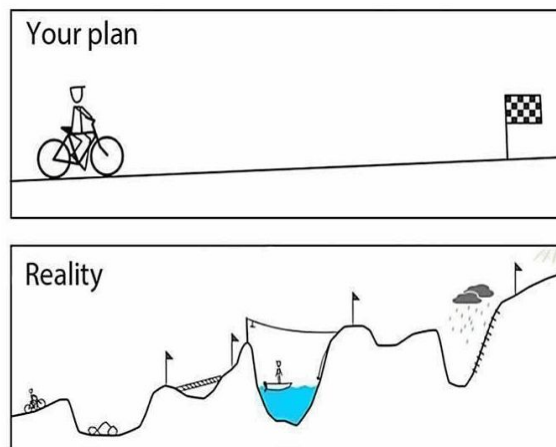
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Pastoral Care

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.

Ali Chishti

Head of Year 8

chishtia@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](#)

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 and bring in their uniform to change into afterwards. If they have swimming, swim kit should be brought in a separate bag to change into at school.



Form Groups & Performance Sets

Year 8 are organised into form groups which are designed based on information around how students will best perform together and other relevant pastoral information. Typically students will continue with the same form group and form tutor from Year 7. 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.

Lessons per fortnight

English: 6
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
PSHE: 1

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.



Learning Support

Reports & Academic Monitoring

In Year 8 students will receive 3 Academic Reports, Typically this is 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. In the rare instance 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 Impact Teams (SIT). The teams are focused on: Teaching and Learning, Wellbeing, Charity, Sustainability and Diversity Equity and Inclusion. The SIT 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 SIT. 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 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 study at Key stage 4. Students in Year 9 will have an options event take place in the first term, typically November. During this event students and parents will have an opportunity to learn more about the option choices, subjects available and process for indicating Option choice preference to study at Key stage 4.



BSM Learning Ethos HPL Values, Attitudes and Attributes



HARD WORKING and SECURE INDIVIDUALS	AGILE and RESOURCEFUL LEARNERS	EMPATHETIC and RESPECTFUL CONTRIBUTORS
Practice <i>Train and prepare through repetition of the same processes.</i>	Motivated <i>Work hard because it matters. Plan independently. Think and do things for myself.</i>	Confident <i>Talk about ideas clearly. Enjoy new challenges. Be confident in saying and doing.</i>
Responsible <i>Choose right from wrong. Be honest about mistakes. Come ready and prepared for school.</i>	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>	Collaborative <i>Find out what other people think. Find answers with other people. Include other people.</i>
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>	Reflective <i>Think and talk about what I have learnt. Improve what I have learnt. Use what I have learnt to make choices.</i>	Community-minded <i>Help others. Make a difference at BSM and in the community. Take care of the world around me.</i>
	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>	
	Risk Takers <i>Think, then have a go. Find new ways to solve a problem. Do things differently to do them better.</i>	
	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>	

Arabic

Timetabled lesson per fortnight:

3 lessons per fortnight.

Setting: We aim to accommodate two classes; one for native or fluent speakers and a second for students newer to Arabic.

Homework Expectations: 1 hour per fortnight

Subject 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 students will 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. 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.

Support for 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 lessons per fortnight:

3 lessons per fortnight

Setting: Tutor groups, mixed ability

Homework Expectations: up to 45 minutes per fortnight

Subject 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 students will 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: Self Portrait in the style of 20th Century painters;
Observational drawings using extreme tonal values followed by *Impasto* style portrait painting in the style of Lucian Freud and Jenny Saville

Support for 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 lessons per fortnight:

2 lessons per fortnight.

Setting: Tutor groups

Homework Expectations: Occasional Research, some project work. An hour per fortnight.

Subject 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 students will 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.

Support for 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](#)
- [CodinGame](#)
- [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 lessons per fortnight:

2 lessons per fortnight.

Setting: No

Homework Expectations: Occasional research, learning of lines or sourcing of props.

Subject 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.

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

What will students learn

In this first unit students have the chance to develop performance skills, using techniques such as freeze-frame, conscience alley and thought-tracking. We develop the students' understanding of Greek Theatre, Myths and Legends that lead to improvisations and script work. 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 different theatre genres, Shakespeare as well as Physical Theatre and Commedia dell'Arte.

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 Senior school 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 website to learn more about Drama.

- [The Schooltrip: Shows you can watch for free](#)

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



Design & Technology

Timetabled lessons per fortnight:

3 lessons per fortnight

Setting: No

Homework Expectations: up to 45 minutes per fortnight

Subject 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.

"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.

What students will 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.

Support for 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



English

Timetabled lesson per fortnight

5 lessons and 1 Library lesson per fortnight.

Setting: Yes

Homework Expectations: 1 homework per week in order to consolidate, research and present.

Brief subject 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.

"Books are a uniquely portable magic."
Stephen King

Be prepared to:

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

What students will learn

You will study 4 units in English, as follows:

- Sinister Stories: Dystopian fiction
- Windows to the World: Global Poetry
- Taking A Stand: Protest Literature
- Twisted Tales: Detective and Crime Genre

You will be assessed in a variety of ways; from short knowledge quizzes, extended essays, and project work. You will also have the opportunity to participate in a number of competitions such as the BSME Writing competition or the COBIS poetry competition.

Support for 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!



French

Timetabled lessons per fortnight:

3 lessons per fortnight.

Setting: No

Homework Expectations: 1 hour per fortnight

Subject 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 French music and festivals.

What students will 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 holidays

Throughout the year, we also take the opportunity to celebrate and discuss French culture and traditions. Students also have the opportunity to complete an individual project.

Support for 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 such as The Language Gym, Seneca or Quizlet.

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



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

Geography

Timetabled lessons per fortnight:

4 lessons per fortnight

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; Weather & Climate, Tropical Rainforests and Hot Deserts. 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.



Term 3

Topics covered; Population, Asia & China.

Students focus on Population looking at global demographics and population-resource relationships. Students then investigate the Physical Geography, Human History and Current Affairs on the fastest growing and most vibrant continent. Students then go on to investigate the hot 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.

German

Timetabled lessons per fortnight:

3 lessons per fortnight

Setting: No

Homework Expectations: 1 hour per fortnight

Subject 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 students will 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 school life.
2. Telling the time: 12 hour and 24 hour clock.
3. Creating a virtual holiday to Innsbruck.
4. Comparing how young people use social media here with those in German speaking countries.

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 immersed in German speaking traditions.

Support for 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 such as The Language Gym, Seneca or Quizlet.

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

History

Timetabled lessons per fortnight:

4 lessons per fortnight

Homework Expectations: 1 homework a fortnight.

Subject 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. 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 students will 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 in England, 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.

Support for 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. When looking at the Transatlantic Slave Trade, we will use some video clips from the series 'Roots' (1977). These clips are carefully selected and discussed in the classroom.

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 lessons per fortnight:

6 lessons per fortnight

Setting: Yes

Homework Expectations: 1 homework per week

Subject overview

The substantial combined expertise in the Mathematics department has allowed us to build an engaging and highly challenging Year 8 course, assessed at 3 key points over the academic year.

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 and CAT scores, subsequently adjusting their sets as appropriate following our own robust internal assessments.

Throughout the school year, students are encouraged to take Key Assessments very seriously as the results of these assessments are used to generate working grades and compare students' achievements. 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' attainment in Key Assessments, alongside teacher judgement of progress and performance in lessons.

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



What students will learn

The Mathematics curriculum in Year 8 is delivered across four strands: Number, Algebra, Data Handling, and Shape, Space and Measures.

Having secured some strong algebraic and numerical fundamentals in Year 7, students at BSM now progress by continuing to develop and apply these key skills, while also encountering many new and exciting areas of mathematics, such as Pythagoras' Theorem, sector area and equations of straight lines.

With the High Performance Learning philosophy at our core, Year 8 students will be challenged to tackle an array of difficult problems and high expectations will be placed upon them, ensuring that the Year 8 course remains both engaging and highly rewarding.

To further support their mathematical development, all Year 8 students will be entered into the UKMT Junior Maths Challenge. Historically, BSM students have enjoyed exceptional success in this competition, securing an array of Gold, Silver and Bronze certificates each year.

Support for learning

There is a strong correlation between effort and attainment: the more you do mathematics, the higher your grades will be.

Following the completion of each major term, optional holiday work will be provided to all students in Year 8. This work is designed to allow pupils to engage with further practice in the skills covered to-date and to promote retention and subsequent recall of the mathematics learned. Many students enjoy completing these booklets, as both a review of the previous term, and preparation for the next.

DrFrostMaths is the main website we recommend for independent revision at home.

Know your mental maths rules!

$$18\% \text{ of } 25 = 25\% \text{ of } 18$$

Music

Timetabled lessons per fortnight:

2 lessons per fortnight

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 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.

"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).



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.

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.

Physical Education (PE)

Timetabled lessons per fortnight

4 lessons per fortnight

Setting: Yes in Year group lessons (where necessary).
No in tutor group lessons.

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

Subject 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.)

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!



What students will 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)

Support for 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 DEIJB 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.

Websites for use: Youtube, bbc bitesize, Seneca.



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

PSHE

Personal, Social, Health & Economic Education

Timetabled lessons per fortnight

1 lesson a fortnight

Setting - 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

Science

Timetabled lessons per fortnight:

6 lessons per fortnight

Homework Expectations: Up to 30 minutes per week. The focus is either on retrieval practice of key concepts using the Carousel Learning program or engaging interest beyond the curriculum with a Wider Reading homework. There is also an extended homework project in Term 1 researching the UN Sustainable Development Goal of Zero Hunger.

Subject Overview

The Science syllabus includes biology, chemistry and physics in order to provide a general science education. We sequence key concepts in a way that increases in complexity over time and ensures that prerequisite knowledge from all three disciplines has been covered.

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)*

What students will learn

TERM 1

Chemistry: Materials, Reactions and Particles
Physics: Energy

TERM 2

Biology: Food & Nutrition and Breathing & Respiration
Physics: Light

TERM 3

Biology: Disease and Immunity
Physics: Sound

Support for learning

Here are some useful websites to support your learning.

[Seneca Learning](#)

[BBC Bitesize](#)

[Science Journal for Kids](#)



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 lessons per fortnight:

3 lessons per fortnight.

Setting: No

Homework Expectations: 1 hour per fortnight

Subject 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 students will 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. The Picasso Project - learning how to describe people, paintings and imagery.
2. Holidays - creating a virtual tour of a holiday.
3. Film Project- discussing films, characters and media.

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.

Support for 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 The Language Gym, Seneca or Quizlet.

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

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