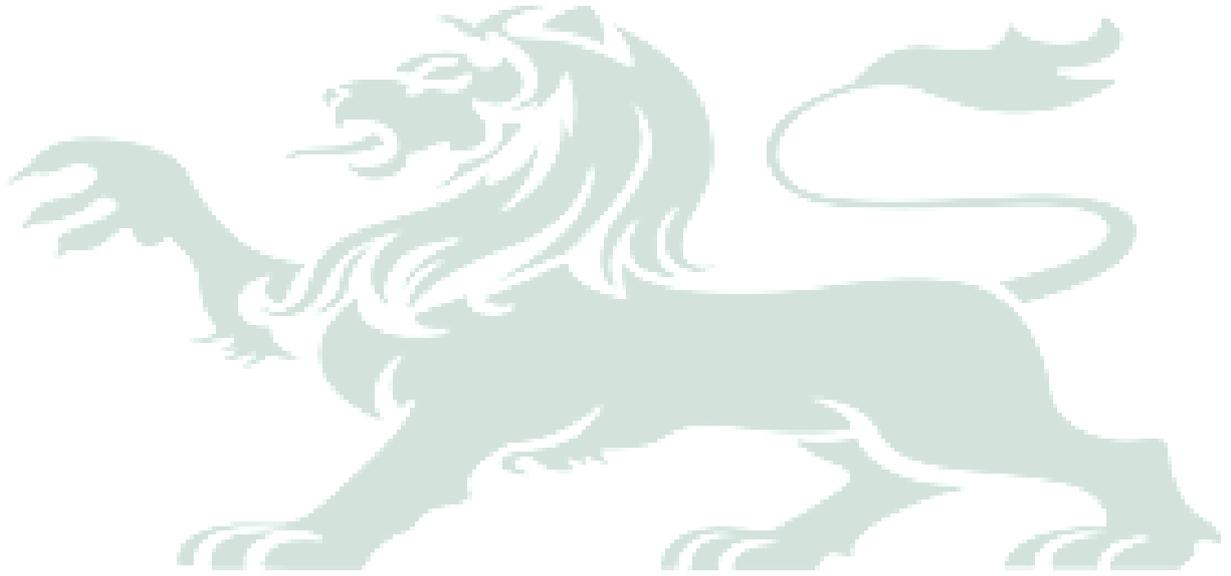


Park House English School

Key Stage 3 Handbook



- 2018-19 -



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PARK HOUSE ENGLISH SCHOOL

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Introduction

Welcome to Key Stage 3 at Park House English School (PHES). This booklet provides parents with an overview of the curriculum on offer at Key Stage 3, as well as essential information for parents and students about the daily running of the school.

The Key Stage 3 curriculum at PHES is broad and balanced, providing all students with enriched learning opportunities. This is reflected in the excellent results our students have gone on to achieve at IGCSE, AS and A2 in recent years.

All students study all subjects at Key Stage 3 (including Arabic **or** French), choosing options for Key Stage 4 in the March of Year 9. The Key Stage 3 Booklet details the skills and content taught in each year group, and shows how the curriculum progresses over the three years. Students are regularly assessed and their progress is monitored throughout the year to ensure that they are working at their expected level. The booklet contains information on our policies for reporting, homework, absence, behaviour management and uniform, as well as useful information regarding school trips and extra-curricular activities. There will also be information on tests, end of year examinations and the new GL Assessments.

New School Timings

Since the last academic year, the school timings have been modified. Please find the new timings below:

| | |
|---------------|----------------------------|
| 7:30 – 7:40 | Staff Briefings / Meetings |
| 7:40 – 8:00 | Tutor Time |
| 8:00 – 9:00 | Lesson 1 |
| 9:00 – 10:00 | Lesson 2 |
| 10:00 – 11:00 | Lesson 3 |
| 11:00 – 11:30 | Break / Lunch |
| 11:30 – 12:30 | Lesson 4 |
| 12:30 – 13:45 | Lesson 5 |
| 13:45 | End of School Day |



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Attendance

At PHES we recognise that there is an obvious link between academic success and attendance. As such, we discourage absences during term time if they are avoidable. We would like all our students to achieve their full academic potential in order to increase their chances of success in an increasingly competitive world of work.

If your child is absent for any reason, kindly telephone the school office as early as possible **that day** to state the reason for the absence. This should be followed up by a note from you explaining the reason for the absence when your child returns to school. This allows us to monitor accurately all verified and unverified absences.

We also expect all students to arrive punctually at school every day. The first 20 minutes of each day is spent with the Form Tutor. This is an important time when students get ready for the day ahead, receive important notices, attend assemblies and participate in the Accelerated Reading Programme. This highly effective programme will be explained further in the English curriculum section of this booklet. Two tutor times per week are allocated to the programme to help students achieve their reading goals.

Homework

Homework is set regularly at Key Stage 3 as a way of testing the students' understanding of what has been covered in class. It is also a way of raising the level of achievement for each individual by reinforcing the learning that has taken place during each lesson. Homework supports the development of independent learning and will help to build confidence as students progress through the school. It allows you as parents to be involved in the management of your child's learning. Below is a guide to how much homework you can expect your child to receive on a **weekly** basis:

| | | |
|---|------------|---------------|
| 📖 | English: | 2 hours |
| 📖 | Maths: | 2 hours |
| 📖 | Science: | 1 hour |
| 📖 | Geography: | 1 hour |
| 📖 | History: | 1 hour |
| 📖 | Art: | 1 hour |
| 📖 | French: | 30 minutes |
| 📖 | Arabic: | 30 minutes |
| 📖 | Music: | 10-15 minutes |
| 📖 | I.T.: | Occasional |



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Homework Diary / Student Planner

Each child in the Secondary school receives a Student Planner on the first day of term. This is the main point of contact between home and school and it is vital that parents check it regularly, ideally every day. In the planner, you will find comments from teachers, details of homework and information about school rules. Your child must keep their planner with them at all times, and it must be kept in good condition and free of graffiti. Please ensure that you sign the planner each week in the space provided to acknowledge that you have seen all relevant information.

Behaviour Management

At PHES, we take behaviour management seriously and have high expectations of all students, both in the classroom and around the school. We run a weekly break detention for those students who have received a minimum of three negative comments from staff in their Student Planner in any one week. Parents will be notified by the school should any serious issues arise and appropriate sanctions will be discussed.

Uniform

Our students are required to wear the correct uniform at all times. School shoes should be black leather (or leather look) and polished. **Canvas shoes, trainers or trainer-style shoes should not be worn.** Boys must have their shirts tucked in and are not permitted to wear jewellery, except for a wrist watch. Girls are allowed to wear a pair of small stud earrings and a wrist watch, but no other jewellery. Extreme hair styles are not allowed. There is more information on the uniform in the prospectus which can be found on our website.

As of September 2017, there is a new school uniform. However, the old school uniform may still be worn while it is still fit for purpose. Second hand uniform in the old style should no longer be purchased, as this will be phased out over the coming year.

Reporting

Your child will receive four formal reports during the year. At the end of the first and second terms there will be a grade report, giving Achievement and Effort grades for each subject, along with a comment from the Form Tutor. In early June there will be a full final report issued, which will contain comments from all class teachers as well as grades for Effort and Achievement and a final comment from the Form Tutor. At the end of the academic year the examination grade sheet is issued giving the results of all the end of year examinations for your child.

Parents' Meetings are in October and February, where you will be able to discuss any concerns with subject teachers face to face.



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Testing

In Year 7, students are taught in their tutor groups. Early in the first term, tests will be carried out in core subjects (Maths, English and Science) to establish initial sets so that each child is given the best chance of success. All students will have the chance to move up a set if they are performing well and if there is room in the upper sets. All students in all sets are taught the same syllabus. The upper sets simply progress a little faster. At the end of the year, all students sit the same examinations.

For all other subjects, students remain in their tutor groups.

In Years 8 and 9, students are streamed for the core subjects and languages (either Arabic or French). For all other subjects, students are taught in their tutor groups. At regular stages throughout the academic year, all subjects will carry out unit tests to ensure that learning is taking place.

GL Assessments

The GL Assessments are designed to test the core subjects of English, Mathematics and Science to ensure that students are prepared to the standards necessary for study towards IGCSE. We use the GL Assessments,

"...to gain a complete understanding of each individual learner's needs including attitude, ability and attainment. This allows teachers to make informed teaching and learning decisions and to track progress effectively over time. It also provides evidence of progress to Ofsted and key stakeholders such as parents and governors..." (<https://www.gl-assessment.co.uk/coae>)

The examinations are set and assessed by the GL Assessment independent examining body in the UK. These assessments give students a chance to experience external examinations with the rules and regulations that go with them. All our Key Stage 3 pupils sit these examinations in the third term. All students in Key Stage 3 sit GL Assessments in English and Maths. Year 8 and 9 pupils also sit a GL Assessment in Science. Parents will receive the results of the Assessments with the end of year examination results at the end of the summer term.



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Extra Curricular Activities

There is a wide range of extra-curricular activities on offer at PHES. There are many after-school sports clubs including football, volleyball, basketball and many others for the students to enjoy. The school takes part in the QUESS competitions and has been highly successful in recent years. As well as sport, there is something for all interests, including music, drama, debating, arts and crafts, the Model United Nations and many more. More details of the many after-school activities on offer can be found on the school website.



Trips



At PHES, we believe that education is not just about academic life. We offer a number of trips and expeditions for our students so that they can grow culturally and intellectually. Students in previous years have travelled to Lebanon and Switzerland to go skiing, Sri Lanka, Borneo, China, Oman and other Gulf countries on various trips, adventure camps and expeditions. We offer a comprehensive Duke of Edinburgh programme, as well as participation in music and performing arts

festivals. In Key Stage 3, we also organise a number of educational trips within Doha itself. Each year we review our programme of trips and there will certainly be an opportunity for your child to enjoy the benefits of educational trips, allowing them to experience different cultures and giving them a chance to strengthen friendships.

Curriculum

Over the next few pages you will find an outline of each subject area, giving you an overview of what is covered in each of the subjects your child will be studying during Years 7, 8 and 9.

If you have any questions, we look forward to meeting you at the Parents' Meetings in October and February. Alternatively, please feel free to contact us at any time for an appointment.



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English Language

Year 7

Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns. Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify, and extend meaning, and to interest their audience. Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and to present dialogue. Use correct grammar, including articles, word order and tenses in a range of genres and text types. Clarify relationships between ideas with an increasingly accurate and growing use of connectives. Provide clarity and emphasis in writing, a variety of sentence lengths, structures and subjects. Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing. Make relevant notes to select, collate and summarise ideas from texts. Understand the conventions of standard English and how to use them consistently in writing. The practise and assessment of these skills will be via different styles of directed writing; informative, creative, discursive, argumentative and persuasive. Also, reading for understanding skills will be assessed and practised using different forms of comprehension.

Year 8

Spell most words correctly, including some complex polysyllabic words and unfamiliar words. Create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary. Comment on the use of a wide range of punctuation to convey shades of meaning. Begin to use formal and informal language for specific purposes. Demonstrate controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect. Styles of non-fiction writing; summaries, reports, reviews, leaflets, letters. Note-taking and skimming skills. Media writing; magazine, newspaper, journalism, reportage, language of television news.

Year 9

Writing, advanced skills. Sentence and punctuation skills requiring focus. Narrative viewpoint. Strategies of description and imagery (showing not telling), Application of dialogue in writing. Strategy of narrative beat and pace. Understanding travelogue; Literary/linguistic features of travel/holiday writing. Recognition of socio-culturally based writing. Differentiating fact and opinion in narrative. Linguistic and rhetorical features of persuasive, argumentative and discursive writing. Structure of essay; effective introductions, detailed development and constructive conclusions. Structure of analytical writing.



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Internet links

www.lettsandlonsdale.com/Key-Stage-3

www.morelearning.net

www.bbc.co.uk/schools/ks3bitesize/english/

www.teachit.co.uk/index.asp?CurrMenu=3

What can parents/students do to enhance learning at home?

Encourage children to read by ensuring the personal reading log is always in current use. This is a log every student has, which lists a variety of literary genres that must be read in order to be awarded reading achievement certificates and progress on to the next level.

Speak English as much as possible with your child. Buy or read online a quality daily/weekly newspaper and the content together.

For every topic in years 7-9 there is a “need to know” list stuck in books at the start of each topic. This can be used by parents as well as students to check revision. Also in books is an assessment sheet with target grades given for improvement. To know what your child needs to do to improve, please check here regularly and discuss.



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English Literature

Year 7

Use inference and deduction to recognise implicit and inferred meanings. Give an informed personal response to a text and provide some textual reference in support. Make relevant notes to select, collate and summarise ideas from texts. Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods. Features of narrative poems/ballads. Features of character and narrative. Personal response to poem. Conventions of poetry, drama and the novel. Exploring pre/post-20th century literature.

Year 8

Key features of narrative structure and character and how they are used and positioned in fiction texts. Knowledge and understanding of fiction, and the techniques writers use. The construction of setting/atmosphere. Character and stereo type; physical description and dialogue to convey character; textual interpretation and evidence. Construction of narrative tension and suspense. Planning narrative; narrative structure; function of character and type; physical description and dialogue to convey character; textual interpretation and evidence. Understanding the development of a writer's ideas, viewpoint and themes and relating to other texts read Genres of texts will consider, pre/post 20th century novels including Shakespeare; plays and poetry, myths and legends from around the world.

Year 9

In-depth literary analysis; Different poetical forms: Ballad, sonnet; haiku, ode, elegy, free verse. Narrative in a socio-cultural/historical context(pre/post 20th century) summary; reading strategies; research strategies; note-taking techniques; key features of plot, character and setting; creative writing; Gaining a sense of the English literary heritage and engaging with important texts in it. How writers' uses of language and rhetorical, grammatical and literary features influence the reader. How writers present ideas and issues to have an impact on the reader. How form, layout and presentation contribute to effect. How themes are explored in different texts. How symbolism and motif are employed as implicit literary effects by authors.

There are specific texts, held in the library; more texts are added each year. The following is a selection of those available:

- ♥ Buddy: Michael Morpugo
- ♥ Skellig: David Almond
- ♥ Boy: Roald Dahl



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- ♥ The Lion, The Witch and The Wardrobe: C.S Lewis
- ♥ Midsummer Night's Dream: William Shakespeare
- ♥ Blitzed :Robert Swindells
- ♥ Private Peaceful: Michael Morpugo
- ♥ Unique: Alison Allen-Grey

Internet Links

www.classicshorts.com

www.bbc.co.uk/schools/ks3bitesize/english/

www.teachit.co.uk/index.asp?CurrMenu=3

www.oxfordhomeschooling.co.uk/subject/ks3-english/

www.lettsandlonsdale.com/Key-Stage-3

www.morelearning.net

What can parents/students do to enhance learning at home?

Encourage children to read by ensuring the personal reading log is always in current use. This is a log every student has, which lists a variety of literary genres that must be read in order to be awarded reading achievement certificates and progress on to the next level. Speak English as much as possible with your child. Buy, or read online, a good quality daily or weekly newspaper and discuss the contents with your child.

For every topic in years 7-9 there is a "need to know" list stuck in books at the start of each topic. This can be used by parents as well as students to check revision. Also in books is an assessment sheet with target grades given for improvement. To know what your child needs to do to improve, please check here regularly and discuss.



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Advice for parents to improve standards of reading, writing and speaking and listening in English

- ♥ Cooking, following recipes (instructions) in English;
- ♥ Word games, Scrabble, Boggle, Word game apps on iPad and phone too;
- ♥ BBC Skillswise;
- ♥ BBC bitesize;
- ♥ Readworks.org;
- ♥ Read a book together every day;
- ♥ English only days – where all the family has to speak only in English;
- ♥ Word of the day/week - to increase vocabulary;
- ♥ Make sure they are reading their Accelerated Reader book for 30 - 40 mins. a day;
- ♥ Read a newspaper article together and discuss;
- ♥ Watch English speaking films (for 2nd language speakers);
- ♥ GPS (car navigation system) in English only;
- ♥ Subtitles for films/programmes in English;
- ♥ Reviewing class work;
- ♥ Creating flashcards for terminology that they are learning- definition, meaning and example of how to use it in a sentence;
- ♥ Go through and discuss the reading and writing grids with their child, making sure they understand their current working level and their end of year target;
- ♥ Go through the child's literacy handbook ensure that both Child and parent understands this.



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Mathematics

Year 7

Below is an overview of the topics which students will cover in Year 7.

Mathematical processes and applications: Carry through tasks or tackle problems, identify the mathematical aspects and obtain necessary information; check their working and results, considering whether these are sensible; show understanding of situations by describing them mathematically using symbols, words and diagrams; draw simple conclusions of their own and give an explanation of their reasoning.

Number & Algebra: Use place value to multiply and divide whole numbers and decimals; order, add and subtract negative numbers in context; use all four operations with decimals to two places; solve simple problems involving ratio and direct proportion; calculate fractional or percentage parts of quantities and measurements; construct, express in symbolic form, and use simple formulae involving one or two operations; use brackets appropriately; use and interpret coordinates in all four quadrants.

Geometry & Measure: Measure and draw angles to the nearest degree; know the angle sum of a triangle and that of angles at a point; identify all the symmetries of 2-D shapes; convert one metric unit to another; make sensible estimates of a range of measures in relation to everyday situations; understand and use the formula for the area of a rectangle.

Statistics: Understand and use the mean of discrete data; compare two simple distributions, using the range, mode, median or mean; interpret graphs and diagrams, including pie charts; understand and use the probability scale from 0 to 1; use methods based on equally likely outcomes and experimental evidence; understand that different outcomes may result from repeating an experiment.

Depending on their set, Year 7 students will follow one of the following programmes:

- ♥ Set 1 – Delta 1
- ♥ Set 2 – Theta 1



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| Delta 1 | | |
|-------------------------------|-----------------------------------|----------|
| Chapter | Topics | Term |
| 1 | Analysing and displaying data | 1 |
| 2 | Number skills | |
| Half term assessment | | |
| 3 | Equations, functions and formulae | |
| 4 | Fractions | |
| End of term assessment | | |
| 5 | Angles and shapes | 2 |
| 6 | Decimals | |
| Half term assessment | | |
| 7 | Equations | |
| End of term assessment | | |
| 8 | Multiplicative reasoning | 3 |
| 9 | Perimeter, area and volume | |
| Half term assessment | | |
| 10 | Sequences and graphs | |
| Year 7 Delta 1 exam | | |



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| Theta 1 | | |
|-------------------------------|-----------------------------------|----------|
| Chapter | Topics | Term |
| 1 | Analysing and displaying data | 1 |
| 2 | Number skills | |
| Half term assessment | | |
| 3 | Equations, functions and formulae | |
| 4 | Decimals and measures | |
| End of term assessment | | |
| 5 | Fractions | 2 |
| 6 | Probability | |
| Half term assessment | | |
| 7 | Ratio and proportion | |
| End of term assessment | | 3 |
| 8 | Lines and angles | |
| 9 | Sequences and graphs | |
| Half term assessment | | |
| 10 | Transformations | |
| Year 7 Theta 1 exam | | |



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Year 8

Below is an overview of the topics which students will cover in Year 8.

Mathematical processes and applications: Carry through substantial tasks and solve quite complex problems by independently and systematically breaking them down into smaller, more manageable tasks; interpret, discuss and synthesise information presented in a variety of mathematical forms, relating findings to the original context; begin to give mathematical justifications.

Number & Algebra: Order and approximate decimals; use trial-and-improvement methods; evaluate one number as a fraction/percentage of another; use equivalences between fractions, decimals and percentages; calculate using ratios; add and subtract fractions by writing them with a common denominator; find the rule for the next term or nth term of a sequence where the rule is linear; formulate and solve linear equations with whole-number coefficients; use Cartesian coordinates for graphical representation interpreting general features.

Geometry & Measure: Recognise and use common 2-D representations of 3-D objects; know and use the properties of quadrilaterals; solve problems using angle and symmetry properties of polygons and angle properties of intersecting and parallel lines; understand and use appropriate formulae for finding circumferences and areas of circles, areas of plane rectilinear figures and volumes of cuboids when solving problems.

Statistics: Collect and record continuous data, choosing appropriate equal class intervals over a sensible range to create frequency tables; construct and interpret frequency diagrams; construct pie charts; draw conclusions from scatter diagrams, and have a basic understanding of correlation. When dealing with a combination of two experiments, pupils identify all the outcomes. In solving problems, they use their knowledge that the total probability of all the mutually exclusive outcomes of an experiment is 1.

Depending on their set, Year 8 students will follow one of the following programmes:

- ♥ Set 1 – Delta 2
- ♥ Set 2 – Theta 2



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| Delta 2 | | | |
|-------------------------------|-------------------------------------|------|---|
| Chapter | Topics | Term | |
| 1 | Factors and powers | 1 | |
| 2 | Working with powers | | |
| Half term assessment | | | |
| 3 | 2D shapes and 3D solids | | |
| 4 | Real-life graphs | | |
| End of term assessment | | | |
| 5 | Transformations | | 2 |
| 6 | Fractions, decimals and percentages | | |
| Half term assessment | | | |
| 7 | Constructions and loci | | |
| End of term assessment | | 3 | |
| 8 | Probability | | |
| 9 | Scale drawings and measures | | |
| Half term assessment | | | |
| 10 | Graphs | | |
| Year 8 Delta 2 exam | | | |



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| Theta 2 | | |
|------------------------|-------------------------------------|------|
| Chapter | Topics | Term |
| 1 | Number | 1 |
| 2 | Area and volume | |
| Half term assessment | | |
| 3 | Statistics, graphs and charts | |
| 4 | Expressions and equations | |
| End of term assessment | | |
| 5 | Real-life graphs | 2 |
| 6 | Decimals and ratio | |
| Half term assessment | | |
| 7 | Lines and angles | |
| End of term assessment | | |
| 8 | Calculating with fractions | 3 |
| 9 | Straight-line graphs | |
| Half term assessment | | |
| 10 | Percentages, decimals and fractions | |
| Year 8 Theta 2 exam | | |



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Year 9 - IGCSE Mathematics

Below is an overview of the topics which students will cover in Year 9.

Mathematical processes and applications: Explore the effects of varying values and look for invariance in models and representations working with and without ICT; progressively refine or extend the mathematics used, giving a reason for their choice of mathematical presentation and explaining features they have selected; justify their generalisations, arguments or solutions.

Number & Algebra: Round to one significant figure and multiply and divide mentally; understand the effects of multiplying and dividing by numbers between 0 and 1; solve numerical problems involving multiplication and division with numbers of any size, using a calculator efficiently; understand and use proportional changes; find and describe in symbols the next term or n th term of a sequence where the rule is quadratic; use algebraic and graphical methods to solve simultaneous linear equations in two variables.

Geometry & Measure: Understand and apply Pythagoras' theorem when solving problems in two dimensions; calculate lengths, areas and volumes in plane shapes and right prisms; enlarge shapes by a fractional scale factor; determine the locus of an object moving according to a rule; appreciate the imprecision of measurement and recognise that a measurement given to the nearest whole number may be inaccurate by up to one half in either direction; understand and use compound measures, such as speed.

Statistics: Specify hypotheses and test them by designing and using appropriate methods that take account of variability or bias; determine the modal class and estimate the mean, median and range of sets of grouped data, selecting the statistic most appropriate to their line of enquiry; use measures of average and range, with associated frequency polygons, as appropriate, to compare distributions and make inferences; understand relative frequency as an estimate of probability and use this to compare outcomes of experiments.

The IGCSE Mathematics course begins in Year 9. Depending on their set, Year 9 students will follow one of the following programmes:

- ♥ Set 1 (accelerated group)
- ♥ Set 2



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| Set 1 | | |
|--------------------------|---|------|
| Unit | Topics | Term |
| 1 | Integers, Powers, Roots, Directed numbers and Fractions | 1 |
| 2 | Angles in polygons | |
| 3 | Constructions | |
| 4 | Algebraic manipulation | |
| Assessment 1 | | |
| 5 | Probability & Statistical Representation | |
| 6 | Sequences | |
| 7 | $y = mx + c$ & nonlinear graphs | |
| Assessment 2 | | |
| 8 | Fractions, Decimals and Percentages | |
| 9 | Symmetry | 2 |
| 10 | Mensuration | |
| Assessment 3 | | |
| 11 | Solving Equations | |
| 12 | Travel Graphs | |
| 13 | Substitution and Formulae | |
| 14 | Transformations | |
| 15 | Further transformations | |
| Assessment 4 | | |
| 16 | Pythagoras's Theorem | |
| 17 | Statistical Representation & Statistical Measures | 3 |
| 18 | Ratio and Proportion | |
| Assessment 5 | | |
| 19 | Simultaneous Equations | |
| 20 | Inequalities | |
| 21 | Trigonometry | |
| 22 | Indices and Standard form | |
| 23 | Written and Mental Calculations | |
| Assessment 6 | | |
| 24 | Quadratic Equations | |
| 25 | Statistical measures | |
| 26 | Estimation and Limits of Accuracy | |
| 27 | Indices | |
| 28 | Sets | |
| Assessment 7 | | |
| Year 9 Set 1 exam | | |



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| Set 2 | | | |
|--------------------------|---|------|---|
| Unit | Topics | Term | |
| 1 | Integers Powers and Roots | 1 | |
| 2 | Lines and Angles | | |
| 3 | Equations, formulae, identities and expressions | | |
| 4 | Probability | | |
| Assessment 1 | | | |
| 5 | Directed numbers Order of operations Real Numbers | | |
| 6 | Geometrical terms and relationships | | |
| 7 | Sequences Functions and Graphs | | |
| 8 | Fractions Decimals and Percentages | | |
| Assessment 2 | | | |
| 9 | Properties of 2D shapes | | 2 |
| 10 | Equations formulae identities and expressions | | |
| 11 | Percentages | | |
| 12 | Mensuration | | |
| Assessment 3 | | | |
| 13 | Sequences Functions and Graphs | | |
| 14 | Manipulating Fractions | | |
| 15 | Transformations | | |
| 16 | Ratio and Proportion | | |
| Assessment 4 | | | |
| 17 | Statistical Representation | 3 | |
| 18 | Written and Mental Calculations | | |
| 19 | Pythagoras and Trigonometry | | |
| 20 | Statistical Measures | | |
| Assessment 5 | | | |
| Year 9 Set 2 exam | | | |



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What can parents do to enhance learning at home?

Be positive about mathematics and let your child know how important you think maths is and how much fun it can be too. Point out the ways maths is used in different family members' jobs and the many ways maths is used in everyday activities. Encourage your child to discuss maths problems with you – talking about their ideas and verbalising what doesn't make sense to them helps children learn to reason mathematically. Encourage your child to be persistent if they are having difficulty with a maths problem. Involve your child in everyday situations that require mental calculations. Please also continually check Homework Planner for work set, tests due and any messages from your child's Maths teachers.

Internet Links

www.myimaths.com

www.gomaths.com

www.mathsisfun.com

www.mathleague.com

www.mathforum.org/dr.mat/

www.webmath.com

www.homeworkelephant.co.uk

www.mathsnet.net

www.mathslessons.co.uk

www.waldomaths.com

www.mathsphere.co.uk

www.nrich.maths.org.uk

www.smilemathematics.co.uk

www.brain-cells.co.uk



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Science

Science is an integral part of our life. Pupils are encouraged to see its relevance in everyday examples, with an emphasis on how the world is rapidly changing. We want our pupils to gain knowledge which will allow them to take part in debates on the future directions for our earth. Popular issues include pollution, genetic engineering and population growth. We are aiming for scientific literacy in the 21st century.

All key stage 3 pupils have access to a 'Doddle' account. They are issued with a username and password from the start of the academic year. 'Doddle' is an online learning program which includes power points, quizzes, animations and revision materials for chemistry, physics and biology. This is additional to the year 7, 8 or 9 textbooks which are also issued to every pupil on enrolment. We believe that reading is an important method to improve both literacy and knowledge in key subject areas, yet having the addition of an online learning environment also helps maintain pupil enthusiasm and engagement.

Pupils are assessed throughout the year with a test for each subject module. This helps to gain an understanding of pupils' knowledge and allows opportunity for application of knowledge in different contexts. Homework is set regularly in accordance with the school homework policy.

Department Aims

- ♥ To stimulate an interest in and enthusiasm for science.
- ♥ To provide all pupils with a broad based science education.
- ♥ To provide the foundation for the study of science beyond Year 11 in order to enable pupils to follow a career in science.
- ♥ To enable pupils to gain an understanding of the functioning of their own bodies and other living things.
- ♥ To provide knowledge about all the forms of energy and the importance of conserving sources of energy.
- ♥ To gain knowledge of the properties and uses of the materials which are around us.
- ♥ To increase awareness of the environmental, social and economic problems caused by everyday materials.
- ♥ To develop practical skills and investigation techniques.



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Internet links

- ♥ <https://www.bbc.co.uk/education/subjects/zng4d2p> Science learning resources for parents, teachers and students. Organised by topic;
- ♥ <https://www.doddlelearn.co.uk/app/login> Effective for all students. The resources are built to meet curriculum specifications, and are designed with student engagement in mind. *Doddle* presentations, quizzes and interactive activities use real-life examples to encourage problem solving and are packed with audio and animations that bring *learning* to life;
- ♥ <http://www.scibermonkey.org/> Sciber Monkey supports teaching and learning of science for pupils aged up to 14 years old. It provides animations and video links on all sorts of science topics;
- ♥ <http://www.dontstoplearning.com/ks3science/contents.htm> Lots of interactive learning activities which includes 'fill in the gap' paragraphs of key topics. Activities can also be printed out to show scores to parents or teachers.



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Key Stage 3 Handbook

♥ The **Science Curriculum** for Key Stage 3 is set out below:

| | Biology | Chemistry | Physics |
|---------------|-----------------------------|-----------------------------------|-------------------------------|
| Year 7 | Introduction to science | Acids and Alkalis | Energy and sustainable living |
| | Tissues and transplants | Chemical reactions | Electrical circuits |
| | Ecology matters | Particle model | Forces and their effects |
| | Classification | Materials from the Earth | The Solar System and beyond |
| Year 8 | Food and digestion | Fluids | Heat transfers |
| | Animal physiology | Materials and recycling | Forces and transport |
| | Microbes and disease | Metals and their uses | Light |
| | Relationships in ecosystems | Explaining the Earth | Sound and hearing |
| Year 9 | Science and fiction | Materials and their properties | Buying energy |
| | Body systems and health | Chemical reactions and reactivity | Satellites and space |
| | Reproduction | Earth and the atmosphere | Forces |
| | Forensic science | Metals | Moments and levers |



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Key Stage 3 Handbook

ARABIC: YEAR 7

دروس الفصل الأول للصف السابعي 17-18

| الملاحظات | الموضوع |
|----------------|---|
| الوحدة الأولى | قراءة وتحليل درس المنشآت القطرية الحيثلا |
| | حل أسئلة درس المنشآتالقطريةال حديثة |
| | الفعل المبني للمعلوم والفعل المبني للمجهول ونائب الفاعل |
| | الهمزة المتوسطة على النبرة |
| | الكتابات (المها العربي) |
| | حصة قراءة خارج المنهج |
| | امتحان في الوحدة الأولى |
| الوحدة الثانية | قراءة وتحليل درس إقبال الشباب |
| | لى أسئلة سرد إقبال الشباب |
| | اللازم والمتعدي |
| | الهمزة المتوسطة على الواو |
| | كتابة نص تفسيري عن الشائعات |
| | حصة قراءة حرة |
| | امتحان في الوحدة الثانية |
| الوحدة الثالثة | أنشودة الخليج |
| | لى أسئل أ أنشودة الخليج |
| | التشبيه |
| | استخدام الجملة الأامية والفعلية |
| | الهمزة المتوسطة على الألف والسطر |
| | كتابة نص وصفي |
| | حصة تحدث (وصف مكان أو شخص أو أحداث) |
| | حصة قراءة حرة |
| | امتحان في الوحدة الثالثة |



مدرسة المنتزة الإنجليزية
PARK HOUSE ENGLISH SCHOOL

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Park House English School

Key Stage 3 Handbook

ARABIC: YEAR 8

خطة الفصل الدراسي الأول الصف الثامن لمادة اللغة العربية للعام الأكاد يمي 17-18

| ملاحظات | الموضوع |
|----------------|---|
| الوحدة الأولى | قراءة وتحليل درس تطور صناعة السفن عبر العصور |
| | قراءة وتحليل درس تطور صناعة السفن عبر العصور |
| | لى أسئلة الدرس |
| | التدرب على نص معلوماتي خارجي |
| | اعراب الفعل المضارع |
| | الهمزة المتطرفة |
| | الكتابة نص معلوماتي |
| | حصة قراءة خارج المنهج |
| | امتحان في الوحدة الأولى |
| الوحدة الثانية | قراءة وتحليل ظاهرة حوادث الطرق |
| | لى أسئلة درس ظاهرة حوادث الطرق |
| | افعال المقاربة والرجاء |
| | الهمزة المتوسطة على النبرة |
| | كتابة نص تفييري عن اعتماد المدارس على وسائل التواصل |
| | حصة قراءة خارج المنهج |
| | امتحان في الوحدة الثانية |
| الوحدة الثالثة | قصيدة أب |
| | لى أسئلة قصيدة أب |
| | الأسماء الخمسة |
| | الاسم المقصور والمنقوص |
| | حذف الألف من كلمة ابن |
| | كتابة نص وصفي |
| | حصة قراءة خارج المنهج |
| | امتحان في الوحدة الثالثة |



مدرسة المنتزة الإنجليزية
PARK HOUSE ENGLISH SCHOOL

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ARABIC: YEAR 9

خطة الفصل الدراسي الأول الصف التاسع لمادة اللغة العربية للعام الأكاديمي 17-18

| ملاحظات | الموضوع |
|----------------|---|
| الوحدة الأولى | قراءة وتحليل شبكات التواصل |
| | قراءة وتحليل سرد لبيكات التواصل |
| | لح أسئلة الدرس |
| | التدرب على نص معلوماتي خارجي |
| | قواعد كتابة الأعداد |
| | الهمزة المتوسطة |
| | الكتابة |
| | حصة قراءة خارج المنهج |
| | امتحان في الوحدة الأولى |
| الوحدة الثانية | قراءة وتحليل درس ظاهرة انتشار السمعة |
| | لح أسئلة ظاهر سرد ظاهرة انتشار السمعة |
| | الاستثناء |
| | الهمزة المنطرفة |
| | كتابة نص تفسيري |
| | حصة قراءة خارج المنهج |
| | امتحان في الوحدة الثانية |
| الوحدة الثالثة | موت صاحب العربية |
| | لح أسئلة موت صاحب العربية |
| | النعث |
| | البدل |
| | الألف اللينة في آخر الأفعال والأسماء غير الثلاثية |
| | كتابة نص وصفي |
| | حصة قراءة خارج المنهج |



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Key Stage 3 Handbook

Art and Design

Work used for the teaching of Art and Design in year 7 to 9 will be based on a variety of themes e.g. animals, movement, portraiture, architecture; an artist or art movement; or on a particular technique or skill.

Students in year 7, 8 and 9 Art and Design will:

- ♥ Develop an understanding of the elements and principles of Art and Design and be able to discuss their own work and the work of others using art terms and vocabulary.

Elements

Shape

Line

Colour

Texture

Space

Tone

Value

Form

Principles

Balance

Rhythm and repetition

Pattern

Unity

Contrast

Emphasis

Movement

Variety

- ♥ Be given the opportunity to look at, discuss and learn from the work of master artists. (Either looking at individual artists and their way of working e.g. Van Gogh or studying an art movement e.g. Pop Art.) Whilst developing the understanding of critically evaluating their own work and work of other artists.
- ♥ Use a variety of different materials and techniques for making art work. Throughout the year students will have at least one project based on each of the following –
 - **drawing** such as tonal work, coloured pencil, charcoal, oil pastel, chalk pastel etc.
 - **painting** such as poster colour, watercolour, gouach, acrylic
 - **printmaking** such as linocut, etching, screenprint, collograph
 - **sculpture** such as construction, clay, plaster etc.



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- There will be a balance between wet and dry media and 2D and 3D work produced.
- ♥ Be encouraged to use their art books for drawing and painting at home. Homework tasks will be given to build on skills learnt in class and to develop ideas for project work.

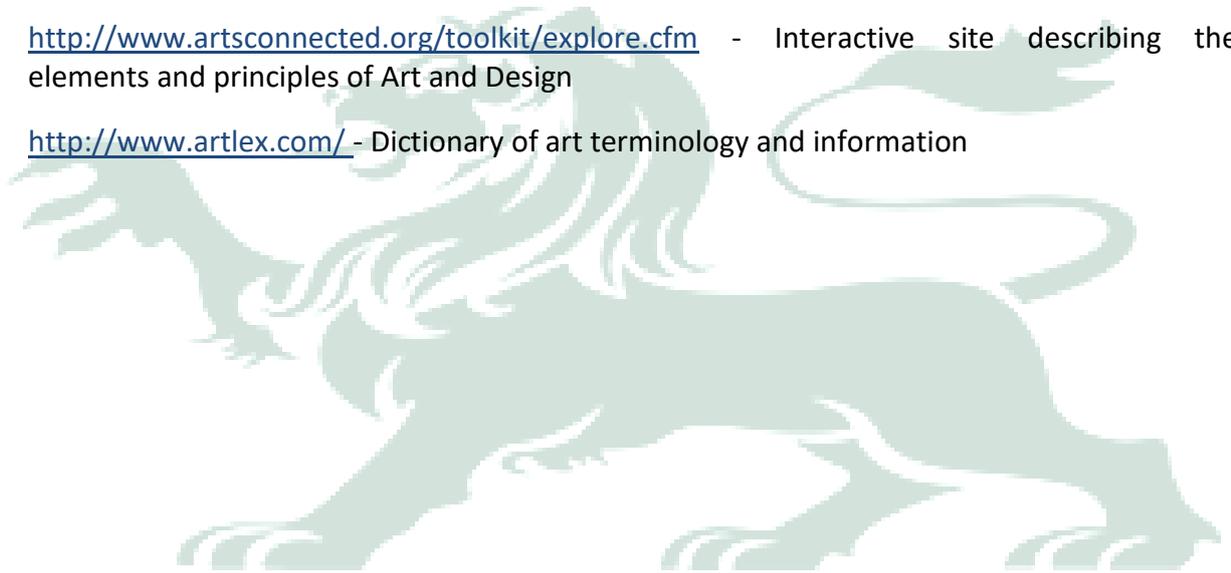
The department aims to develop fundamental technical skills within Art and Design as well as a creative awareness. As students move from year 7 through to year 9 they will be developing their work towards the level required for examination in GCSE.

Specific topic themes and project details may vary between classes within a year level depending on the teacher or available resources. If students or parents wish to know more details on what will be taught throughout the year please do not hesitate to consult the appropriate teacher for more information.

Internet Links

<http://www.artsconnected.org/toolkit/explore.cfm> - Interactive site describing the elements and principles of Art and Design

<http://www.artlex.com/> - Dictionary of art terminology and information



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Key Stage 3 Handbook

French

The acquisition of the French language creates a mindset in our pupils that allows them to see the world from many points of view, a critical ability in our globally hyper-connected world. All pupils benefit from a curriculum allowing them not only to master French but also to gain a more international perspective. They are exposed to French and its language patterns discovering and exploring simple language structures required for purposeful communication. Their comprehension increases when linguistic structures, along with an array of visuals, are used and reused in a spontaneous and natural way within the context of a theme.

Pupils are encouraged to practise the skills equally and gain confidence in speaking the target language in particular through role play situations.

They are formally assessed on their oral communication, listening, writing and reading skills. The Schemes of Work are mainly based on Expo1, 2 and 3 and they cover the following topics for the whole KS 3.

Year 7 - Course Book “Expo 1”

Term 1

- ♥ Meeting people, school objects, alphabet. Numbers to 20. Verb *avoir*, *âge*, birthday, saying the date.
- ♥ In class-talking about the classroom. The definite article, colours, adjectives, agreeing with nouns.
- ♥ Talking about family, possessive adjectives, pets, plurals. Describing yourself and others. Talking about their hair and eyes. Understanding plural adjective agreements.

Term 2

- ♥ Talking about where people live, using *je* and *tu* and forms of the verb *habiter*.
- ♥ Describing your home, bedroom and what you do in the evening. Telling the time, using the pronouns *ils* and *ells*.
- ♥ Asking about places in a town. Using *est ce qu'il y a?* Asking directions. Understanding the difference between *tu* and *vous*, expressing opinions and ordering drinks and snacks.

Term 3

- ♥ Talking about what you do in the morning. Using reflexive verbs.
- ♥ School subjects, giving opinions and reasons. Talking about your timetable. Talking about what you do after school. The verb *faire*.
- ♥ Talking about sports and games, playing an instrument, using *jouer de* and *jouer a*.



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- ♥ Saying what you like to do, using *aimer* plus the infinitive.
- ♥ Going on holiday, using *aller* plus the infinitive.

Year 8 - Course Book “Expo 2”

Term 1

- ♥ Talking about self, family, jobs, and where people live; describing the weather; finding a pen pal; using French idioms;
- ♥ Talking about activities , sports , and leisure; French television, Christmas in France
- ♥ Using pronouns *je, tu, il, elle, and on*; using masculine and feminine nouns, using *depuis*
- ♥ Using *j'aime + infinitive, je joue and je fais*; using the pronoun *nous*; the perfect tense with er verbs

Term 2

- ♥ Making and receiving invitations; talking about clothes; talking about the weekend
- ♥ Talking about food likes and dislikes; preparing for a party; dining out; French culinary culture
- ♥ Using *vouloir, pouvoir, devoir*; using *aller* in the perfect tense; adjectives and comparatives
- ♥ Using *de + definite article*; using *il faut*

Term 3

- ♥ Naming countries and languages; planning and describing holidays, past and future; French Revolution
- ♥ Talking about friends, money, technology; planning for the future; youth clubs, jokes
- ♥ Using prepositions *a* and *en*; asking questions and giving opinions
- ♥ Using *ne ... jamais, je vais +infinitive, je voudrais + infinitive*; adjectives

Year 9 - Course Book “Expo 3”

Term 1

- ♥ Talking about what you watch on TV and the cinema
- ♥ Describing yourself and others
- ♥ Using the near future tense with *aller*



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- ♥ Using the verbs *avoir* and *être*
- ♥ Modal verbs: *pouvoir, vouloir, devoir*

Term 2

- ♥ Talking about illness and healthy living
- ♥ Using expressions with *avoir mal* and *être*
- ♥ Using negatives
- ♥ Using imperatives
- ♥ Using *son, sa, ses*

Term 3

- ♥ Learning about travel and a region of France
- ♥ Young people and work
- ♥ Tackling world issues
- ♥ The pronoun *y*
- ♥ Using *Je voudrais...*
- ♥ Using singular reflexive verbs
- ♥ Using *on peut* + infinitive

Pupils are expected to be able to do the following:

- ♥ Comprehend high-frequency vocabulary in slow, clear speech and other simple texts.
- ♥ Recognize the relationship between pronunciation.
- ♥ Identify key information in slow, clear speech and other simple texts.
- ♥ Respond appropriately to simple commands and instructions.
- ♥ Begin to use strategies to increase understanding.
- ♥ Seek clarification of meaning using common statements and questions.
- ♥ Participate, with support, in simple interactions about everyday situations.
- ♥ Ask and answer simple questions in context.
- ♥ Describe themselves and their interests.
- ♥ Provide simple descriptions.



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What can parents do to enhance learning:

- ♥ Ask pupils daily what they have learned. The best way to learn a skill is to explain it to someone else.
- ♥ Encourage daily revision of 10 to 15 minutes on items such as new unit vocabulary and previous vocabulary lists, and verb conjugations; this can be done at odd times such as in the car on the way to and from school, while waiting for an appointment, etc.

Internet Links

<http://www.scoop.it/t/ks3-french>

<http://quizlet.com/subject/french/>

<http://mmecurrie.typepad.com/games/>

<http://www.zut.org.uk/index.html>

www.ecole-plus.com

www.carrefour.fr

www.monoprix.fr

www.airfrance.fr

www.sncf.com

www.fete-enfants.com

www.joyeuse-fete.com

www.education.fr

www.quid.fr

www.bbc.co.uk/languages

www.travlang.com/languages

<http://www.frenchteacher.com/Year7/8>

www.frenchteacher.net (free Resources)

<http://www.languagesresources.co.uk/FrenchIndex.html>

http://french.lovetoknow.com/Category:French_Vocabulary_and_Translations

<http://www.france-pub.com/french/french-test.html>

<http://www.ielanguages.com/exercises/frenchexercises.html>

<http://www.ielanguages.com/frenchlistening.html>

<http://www.bbc.co.uk/languages/french/guide/>



مدرسة المنتزة الإنجليزية
PARK HOUSE ENGLISH SCHOOL

PKH

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Key Stage 3 Handbook

Geography

At Key Stage Three, the National Curriculum of England and Wales broadly forms the basis of the curriculum. However, whilst some aspects of the NC are not covered other aspects will go beyond the NC requirements. This is to reflect the international nature of PHES and to prepare for IGCSE.

Aims

- ♥ Stimulate an interest in and a sense of wonder about places
- ♥ Make sense of a complex and dynamically changing world
- ♥ Investigate places at all scales, from the personal to the global
- ♥ Encourage questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future
- ♥ Think spatially, use maps, visual images and to obtain, present and analyse information
- ♥ Inspire pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet

Year 7

- ♥ Geographical Skills
- ♥ Plate Tectonics
- ♥ Sustainable Settlements and Qatar's World Cup
- ♥ River Processes and Landforms
- ♥ Flooding

Geography fieldtrip: Salwa Road and MIA Park

Year 8

- ♥ Resources
- ♥ Weather / Climate
- ♥ Ecosystems
- ♥ Coastal processes, landforms and management
- ♥ Geography of crime

Geography fieldtrip: Singing Sand Dunes



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Year 9

- ♥ Globalisation
- ♥ Tourism
- ♥ Development
- ♥ Ghana / Development Issues
- ♥ Coffee Break / Fair Trade

Geography fieldtrip: Souq Waqif, Corniche, and The Pearl

Internet Links

www.geography.learnontheinternet.co.uk

www.bbc.co.uk/education

www.coolgeography.co.uk

www.educationquizzes.com/ks3/geography

What can parents/students do to enhance learning at home

Engage your child in conversation about current affairs and news reports that are currently happening, such as natural disasters, tourism, environmental pollution, migration, energy, food supplies etc. Discuss topics and perhaps help them research them to improve their understanding. Encourage questions and curiosity about the world.



مدرسة المنتزة الانجليزية
PARK HOUSE ENGLISH SCHOOL

KS3

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History

Year 7

Unit One: The Romans

Pompeii archaeology; Romulus and Remus; The Roman Republic; Roman women; Roman towns and entertainment; Hannibal; Julius Caesar; The rise and fall of the Roman Empire.

Unit Two: William the Conqueror

The Norman Conquest; The Events of 1066; The story of the Battle of Hastings; Thinking through History; Controlling the land; Castle development; The Feudal System; The Domesday Book.

Unit Three: The Black Death

The causes of the Black Death; How Medieval people believed the disease was spread; The consequences of the Black Death; The Peasants' Revolt.

Year 8

Unit One: Voyages of Discovery

The Renaissance; Reasons for exploration; Christopher Columbus; Developments in ship building; Colonial influence in Qatar.

Unit Two: English Civil War

Causes of the English Civil War; Reasons Parliament won; Oliver Cromwell: Hero or Villain?; The Restoration of the Monarchy.

Unit Three: Black Peoples of the Americas

Africa in the 1500s; Reasons for the development of the trans-Atlantic slave trade; The Middle Passage; Slave auctions; Life on plantations; Abolition of the slave trade; The American Civil War.



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Year 9

Unit One: The First World War One

The causes of World War One; Recruitment; Life in the trenches; Reasons the Allies won; The Treaty of Versailles.

Unit Two: The Twentieth Century World

The Russian Revolution; America in the 1920s; Rise of Hitler & Nazi Germany; Appeasement; World War Two; The Cold War.

Unit Three: Civil Rights in America

Life for Black people in America following the end of slavery; the emergence of the Civil Rights movement; The Montgomery Bus Boycott; The Little Rock Nine; The March on Washington; The Freedom Rides; Martin Luther King; Malcolm X; Black Power

Internet Links

www.schoolhistory.co.uk

www.johndclare.net

www.thinkinghistory.co.uk

www.historylearningsite.co.uk

www.bbc.co.uk/schools/gcsebitesizehistory

www.learningcurve.gov.uk

www.learnhistory.org.uk

www.spartacus.schoolnet.co.uk

What can parents/students do to enhance learning at home?

Students should consolidate the work that has been covered in each lesson at the end of the day by reading over their notes at home and checking their understanding.

Further reading of either library books or through the links to the internet.



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Information & Communications Technology

Year 7

- Presentations - PowerPoint about themselves
- Image Manipulation - Using Fireworks to edit pictures
- Animation - Using Fireworks to create an animation
- Databases - Creating queries in Access
- Programming - Creating simple programs to control Microbits
- Spreadsheets - Using simple formula in Excel
- Kodu - Creating games with block programming
- E-Book - Using PowerPoint to create a story
- Comic Life - Creating a comic about E-Safety
- Scratch - Using programming blocks to create games and animations

At the end of the year the students will complete a project which will require them to use the skills learnt throughout the year.

Year 8

- Presentations - Using PowerPoint to create a presentation about the Jazz Bar
- Photo Editing - Using Photoshop to manipulate pictures
- Spreadsheets - Using formula in Excel
- Word Processing - Using Word to format a document
- Apps - Creating android apps in App Inventor
- CS Theory - Binary and Computer Systems
- Programming - Introduction to Python programming language



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- Video Editing - Creating a video about E-Safety
- Databases - Creating queries and reports in Access
- Control - Using flowcharts in Flowol to control a system
- Scratch - Using programming blocks to create games and animations

At the end of the year the students will complete a project which will require them to use the skills learnt throughout the year.

Year 9

- Presentations - Creating a PowerPoint about Games Consoles
- Spreadsheets - Using formulas in Excel
- HTML - Creating a website using HTML code
- CS Theory - Binary, Hexadecimal and Hardware
- Algorithms - Problem solving in Pseudocode
- Programming - Writing programs in Python
- Databases - Creating queries and reports in Access

Students will undertake 2 exams. One based on the Computer Science topics CS Theory, Programming and Algorithms. A practical exam to test their presentation, spreadsheet and database skills



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What can parents/students do to enhance learning at home?

Students should regularly practice their skills learnt in class. Having them demonstrate their skills to their parents

Internet Links

Office 365 - <https://www.office.com/>

BBC Bitesize Computer Science - <http://www.bbc.co.uk/education/subjects/zvc9q6f>

BBC Bitesize ICT - <http://www.bbc.co.uk/education/subjects/z8mtsbk>

Code Academy - <https://www.codecademy.com/>

Scratch - <https://scratch.mit.edu/>

App Inventor - <http://appinventor.mit.edu/explore/front.html>



مدرسة المنتزة الانجليزية
PARK HOUSE ENGLISH SCHOOL

PKHS

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Key Stage 3 Handbook

خطة الفصل الدراسي الأول لمادة التربية الإسلامية للعام الأكاديمي 17-18

الصف السابع

| الموضوع | الإعلانات |
|--|--------------|
| أحكام الميم الساكنة /المزمل من (1-11) | الفصل الأول |
| صفات المؤمنين | |
| فضل صلاة الجماعة | |
| التوحيد | |
| الغسل | |
| أبو البشر آدم | |
| امتحان نهاية الفصل الأول | |
| المسح على الخفين | |
| تلاوة القرآن الكريم | |
| أحكام الميم والنون المشددين/ سورة الجن | الفصل الثاني |
| من دلائل قورد الله فردمته | |
| فضل صلة الرحم | |
| النهي عن الغضب | |
| صلاة العيدين | |
| الشجاعة | |
| امتحان نهلي الفصل الثاني | |
| حقيقة الموت | |
| غزوة بني قريظة | |



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خطة الفصل الدراسي الأول لمادة اللغة الإنجليزية للاسلامية للعام الأكاديمي 17-18

الصف الثامن

| ملاحظات | الموضوع |
|---------------------------|--|
| 9-1 حفظ والباقي تلاوة | احكام البلا / لانمة تقاطح (1-12) |
| | أدب المسلمورسوله الله عم م |
| | بيان حق المسلم على أخيه المسلم |
| | أسماء الله الحسنى وصفاته اللالا |
| | صلاة الجمعة |
| | قصة نبي الله شعيب |
| امتحا ذلهية الفصل الأول | |
| | المسح على اللجيرة |
| | الوفاء |
| الفصل الثاني | أحكام اللام وسورة الكهف |
| | التثبت من الأخبار |
| | حق الطريق |
| | القرآن الكريم |
| | الإيمان بالنى لصدى الله عليه وسلم ومحبته |
| | صلاة الاستسقاء |
| | غض البصر |
| امتحان نهائيةل فصل الثاني | |
| | قصة أصحاب الكهف |
| | صلاة التطوع |



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Key Stage 3 Handbook

خطة الفصل الدراسي الأول لمادة التريلا للاسلامية للعام الأكاديمي 17-18

الصف التاسع

| ملاحظات | الموضوع |
|---------------------------|------------------------------------|
| 1-2 حفظ ومن 3 الى 5 تلاوة | (2) احكام المدود/ سورة الطلاق (1-) |
| | المؤمنون كالبنيان المرصوص |
| | فضل حسن الخلق |
| | مظاهر خلق الله |
| | أحكام الزكاة |
| | الدعاء |
| | امتحان نهاية الفصل الأول |
| | غزوة تبوك |
| | الأموال التي تجب فيها الزكاة |
| بداية الفصل الثاني | أحكام المدود وسورة التغابن |
| | التجربة الرابعة |
| | البر والاثم |
| | عظم قدر النبي الله الله عليه وسلم |
| | زكاة الفطر |
| | وفاة النبي صلى الله عليه وسلم |
| | امتحان نهية الفصل الثاني |



مدرسة المنتزة الانجليزية
PARK HOUSE ENGLISH SCHOOL

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Park House English School

Key Stage 3 Handbook

Music

Year 7

- ♥ **Soundscape** – Telling a story and putting music to it.
- ♥ **Musical Elements** – Dynamics, timbre and meter.
- ♥ **Listening** – Identifying styles and genres through elements, instrumentation, mood.
- ♥ **World Wide and Genres/Styles** – Folk, History, composers, Jazz, Blues, Rock, Symphonic, Classical, Baroque, Romantic, Contemporary-academic.
- ♥ **Music Theory** – Simple reading and writing. Intervals.
- ♥ **Composition** – Score for multiple percussion instruments. Start exploring simple harmony and melody.
- ♥ **Electronic Music, Music Technology, Digital Audio** – Basic concepts. Introduction.
- ♥ **Performing** – Guitar and keyboard.

Year 8

- ♥ **Soundscape:** Telling a story and putting music to it.
- ♥ **Musical Elements:** Dynamics, timbre and meter. Difference between rhythm, tempo and meter.
- ♥ **Listening:** Identifying styles and genres through elements, instrumentation, mood.
- ♥ **World Wide and Genres/Styles:** Folk, History, composers, Jazz, Blues, Rock, Symphonic, Classical, Baroque, Romantic, Contemporary-academic.
- ♥ **Music Theory:** Reading and writing. Intervals. Introduction to scales and chords.
- ♥ **Composition:** Score for multiple percussion instruments. Start exploring simple harmony and melody.
- ♥ **Electronic Music, Music Technology, Digital Audio:** Basic concepts. Introduction.
- ♥ **Performing:** Guitar and keyboard.

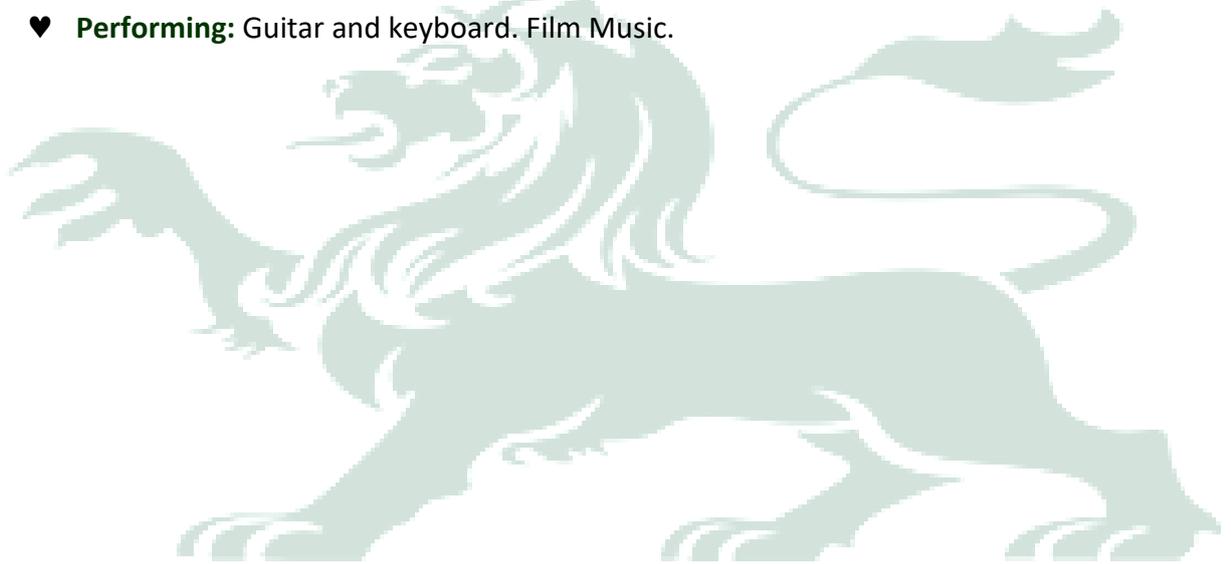


Park House English School

Key Stage 3 Handbook

Year 9

- ♥ **Soundscape:** Telling a story, writing a poem and putting music to it. Musicalizing.
- ♥ **Musical Elements:** Dynamics, timbre and meter.
- ♥ **Listening:** Identifying styles and genres through elements, instrumentation, mood. Understand the role of instruments within different genres.
- ♥ **World Wide and Genres/Styles:** Folk, History, composers, Jazz, Blues, Rock, Symphonic, Classical, Baroque, Romantic, Contemporary-academic. Film Music.
- ♥ **Music Theory:** Reading and writing. Intervals. Scales and chords.
- ♥ **Composition:** Score for multiple percussion instruments. Start exploring simple harmony and melody. Film Music.
- ♥ **Electronic Music, Music Technology, Digital Audio:** Basic concepts. Introduction.
- ♥ **Performing:** Guitar and keyboard. Film Music.



Park House English School

Key Stage 3 Handbook

Physical Education

At KS3 all students will learn the following disciplines:

- ♥ Volleyball
- ♥ Basketball
- ♥ Rounders (Girls)
- ♥ Touch Rugby (Boys)
- ♥ Netball (Girls)
- ♥ Cricket (Boys)
- ♥ Athletics
- ♥ Football
- ♥ Swimming
- ♥ Health related fitness
- ♥ Badminton

Internet Links

www.bbc.co.uk/sports

www.teachpe.co.uk

bbc.co.uk/sport2/hi/academy



مدرسة المنتزة الانجليزية
PARK HOUSE ENGLISH SCHOOL

KS3

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Principal: Mr. John Smith
Head of Secondary: Mr. Graham Braben
Key Stage 3 Leader: Mrs. Elspeth Standen



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