

# Subject overview booklet

Years 7-9

2025-26



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Dear Parents,

Welcome to our MYP Subject Overview Booklet for Years 7 to 9. This guide has been designed to give you a clear understanding of what your child will be learning across each subject this academic year. Inside, you will find course descriptions, units of study, and an overview of the assessment practices used throughout the Middle Years Programme.

We hope this resource helps you feel more connected to your child's learning journey. Should you have any subject-specific questions, please don't hesitate to contact the relevant Head of Department listed in the contact section. For any general curriculum queries for Years 7 to 9, you are also welcome to reach out to Ms Nadeem, our Assistant MYP Coordinator.

Warm regards,  
**Ms E Weeks**  
MYP Coordinator

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## Arabic A MYP 1-3

**Head of Department: Ms M Salama**

### Course description:

The MYP Arabic A programme provides students with a foundation in critical thinking, comprehensive reading and a continuation of increasingly sophisticated texts. These skills are explored through a variety of text types related to the Arabic A curriculum. Building on and developing critical thinking skills and inquiry skills, students will read, discuss and analyse challenging fiction and non-fiction texts, including a variety of Memoirs, Prose Fiction, Non-Fiction, Media and Poetry in relation to the Arabic Language.

### Units of Study:

Year 7 Units of study	Year 8 Units of study	Year 9 Units of study
1. Perfect Communities Arab Morals and Customs 2. Healthy Environment 3. Life and Technology	1. Against Bullying Family Values 2. The School of Life 3. Development of Technology	1. Rituals and Traditions Social 2. Relationships 3. Sustainable Environment 4. Artificial Intelligence

### Assessment:

Formative and summative assessments will concentrate on a balance between analytical writing, creative tasks, research skills, essay writing and representation.

Analysis will also be a focus as we dissect, interpret and explore how authors and creators use figurative language, character and themes to effectively explore the full spectrum of global contexts as proscribed by IB.

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

**Criterion A-** Analyzing **Criterion B-** Organizing **Criterion C-** Producing text **Criterion D –** Using language

Assessments will require students to:

Outline purpose, audience and context of a text (through increasingly complex literary and non-literary text types).

Understand authorial choices and overall effects and make inferences from pieces of writing.

Recognise, analyse and evaluate poetic conventions.

Use new vocabulary and grammatical constructions and a range of literary and rhetorical devices.

Summarise skills to reflect on intention and plot/character development.

Each assessment criteria will be assessed summatively at least twice over the academic year. A range of formative tasks will help students prepare for their summative assessments.



## English MYP 1-3

**Head of Department: Mr D Matthews**

### Course description:

The MYP Language and Literature programme equips students with a strong foundation in critical thinking, close reading, and the ability to engage with increasingly sophisticated texts. Building on the inquiry-based learning of the PYP, students will explore a range of complex fiction and non-fiction works, including drama, novels, media texts, non-fiction, and poetry. Students develop essential communication skills across multiple modes: listening, speaking, reading, writing, viewing, and presenting. Units are designed to encourage both analytical and creative thinking, allowing students to approach literary and non-literary texts with depth, confidence, and personal insight.

In addition, explicit language skills development is embedded throughout the curriculum to support vocabulary acquisition, grammar accuracy, and reading comprehension. Targeted reading and language activities are aligned with data from the GL Progress Tests and NGRT (New Group Reading Test), ensuring that students build the core skills necessary for academic success across the curriculum. These areas of focus are regularly revisited through regular assessment, reflection opportunities, and personalised instruction.

### Units of Study:

Year 7 Units of study	Year 8 Units of study	Year 9 Units of study
1. This is Me! (Nonfiction) 2. Fairy Tales and Short Stories (Prose) 3. Our Planet is on the Brink (Poetry) 4. Imagination and the Digital World (Media) 5. The Persona Defines the Character (Drama)	1. Media and the Power of Advertising (Nonfiction) 2. It All Depends on Point of View (Prose) 3. Creating Images with Words (Poetry) 4. Language and Film (Media) 5. Characterise people by their actions and you will never be fooled by their words (Drama)	1. Travel in the 21st Century (Nonfiction) 2. The most courageous act is to think for yourself. Aloud. (Prose) 3. Powerful Protest (Poetry) 4. Stories without Borders (Prose and Media) 5. All the World's a Stage (Drama)

### Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

**Criterion A** – Analysing **Criterion B** -Organizing **Criterion C** - Producing Text **Criterion D** – Using language

Assessments will cover a variety of written mediums such as news articles, reports, diary entries and essays. Students will also be required to demonstrate their communication skills through presentations, debates and group work. They will be expected to work collaboratively as well as independently as they explore each unit through a series of inquiry-based questions. Summative assessments will concentrate on a balance between analytical writing, creative tasks, research skills, essay writing and representation. Analysis will also be a focus as we dissect, interpret and explore how authors and creators use figurative language, character and themes to effectively explore the full spectrum of Global Contexts as prescribed by the IB.

## Language Acquisition (Spanish/French) MYP 1-3

**Head of Department: Mr Hernández**

### Course description:

From years 7 to 9, students will develop their knowledge and understanding of the cultures and ways of living of the Spanish/French speakers. Students will also develop listening, reading, writing and speaking skills in Spanish or French in order to prepare them for their exam years. Students will complete phase one by the end of year 7 and up to phase four by the end of year 9. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

### Units of Study:

Year 7 Units of study	Year 8 Units of study	Year 9 Units of study
<ol style="list-style-type: none"><li>1. Who and what defines me and my family?</li><li>2. How does the place where we live define us?</li><li>3. What type of activities do we do to be happy?</li><li>4. Could the school be my second home?</li><li>5. Do festivals represent our culture?</li><li>6. Project</li></ol>	<ol style="list-style-type: none"><li>1. What defines my identity?</li><li>2. Do new cities and urbanization show progress ?</li><li>3. How essential are the things we buy?</li><li>4. How was information found before the internet?</li><li>5. Do we lead a healthy life?</li><li>6. Project</li></ol>	<ol style="list-style-type: none"><li>1. How do we make relationships?</li><li>2. How do we take care of ourselves?</li><li>3. How would the world be without the internet?</li><li>4. Do we only learn in school?</li><li>5. Are we responsible tourists?</li><li>6. Project</li></ol>

### Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

**Criterion A** – Listening   **Criterion B** – Reading   **Criterion C** - Speaking   **Criterion D** – Writing

Assessments will cover a variety of multimodal texts and audios such as news articles, podcasts, movies, emails, blogs, reports, diary entries and essays. Students will also be required to demonstrate their communication skills through presentations, picture descriptions, debates and group work. They will be expected to work collaboratively as well as independently as they explore each topic through a series of investigative questions. Each assessment criterion will be assessed at least twice over the academic year.

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning.



## Arabic B MYP 1-3

Head of Department: Ms H Kamel

### Course description:

The Arabic B Course is designed to enable students to comprehend spoken Arabic, presented in a range of audio and video sources. Students will be able to comprehend written Arabic through a variety of texts. They will develop their communication skills by interacting on a range of topics of personal, local and global interest and significance.

### Units of Study:

Year 7 Units of Study	Year 8 Units of Study	Year 9 Units of Study
<p>1. Family: For example; discussing family members, family activities and family plans.</p> <p>2. Homes: For example; discussing types of homes, rooms and furniture, home responsibilities, directions and transportation.</p> <p>3. School: For example, discussing school subjects, time and timetable, daily routine and hobbies.</p> <p>4. Shopping: For example, discussing shopping for food and drink – shopping for clothes</p>	<p>1. Hobbies: For example; discussing types of hobbies, family members' and friends' favourite hobbies and hobbies of celebrities.</p> <p>2. Places Around Us: For example; discussing places around home, landmarks and giving directions.</p> <p>3. Travel and Tourism: For example; discussing means of transportation, famous landmarks in Dubai and Abu Dhabi and famous landmarks around the world.</p> <p>4. Work and Professions: For example; discussing types of work, places of work, work experience and life experiences.</p>	<p>1. Weather: For example; discussing seasons, states of weather, states of nature, clothes and weather and activities and weather.</p> <p>2. Media: For example; discussing types of media, types of films and programmes, social media and the advantages and disadvantages of TV and internet.</p> <p>3. Technology: For example; discussing the use of technology and the advantages and disadvantages of technology.</p> <p>4. Occasions and Celebrations: For example; discussing special occasions, family celebrations, feasts, birthdays, local occasions, UAE National Day, clothes and occasions.</p>

### Assessment:

The students will be assessed in the following criterion:

**Criterion A** - Listening **Criterion B** - Reading **Criterion C** - Speaking **Criterion D** - Writing

Each criterion will be assessed formatively throughout the year and summatively twice during the year through a range of speaking, listening, reading and writing activities.

### Mathematics MYP 1-3

Head of Department: Mr. A McIntosh

### Course Description:

The MYP Mathematics framework encompasses Number, Algebra, Geometry and Trigonometry, Statistics and Probability. MYP Mathematics is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students will see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations. At the end of MYP 3, students are given the opportunity to opt for their choice of Mathematics course - Standard or Extended Mathematics based on their ability and attainment.

### Units of Study:

Year 7 Units of study	Year 8 Units of study	Year 9 Units of study
<b>1. Numerical Reasoning</b> For example; Representing numbers, Number systems, Powers, Indices and Roots <b>2. Abstract Reasoning</b> For example; Algebraic expressions and equations, and simple linear equations. <b>3. Spatial Reasoning</b> For example; Geometric constructions, Angles formed by parallel lines and Angles in Triangles. <b>4. Reasoning with Data</b> For example; analysing graphs, reading, interpreting and drawing conclusions from primary and secondary sources of data.	<b>1. Numerical Reasoning</b> For example; Integers, Time zones, clocks and timetables. <b>2. Abstract Reasoning</b> For example; Linear equations and inequalities, Flowcharts and simple algorithms <b>3. Spatial Reasoning</b> For example; Space of Polygons, Circles, and Prisms (including nets). <b>4. Reasoning with Data</b> For example; Data collection and generation and Stem and Leaf diagrams.	<b>1. Numerical Reasoning</b> For example; Rational and Irrational numbers including Number system and notations. <b>2. Abstract Reasoning</b> For example; Linear relationships, and Parallel and Perpendicular lines. <b>3. Spatial Reasoning</b> For example; Metric Conversions, Space in 3D shapes and Geometric transformations of shapes. <b>4. Reasoning with Data</b> For example; Population Sampling and Bivariate data.

### Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

**Criterion A** - Knowing and understanding

**Criterion B** - Investigating patterns

**Criterion C** – Communicating

**Criterion D** - Applying mathematics in real-life contexts

Assessment tasks promote both inquiry and application, helping students to develop problem solving techniques that transcend the discipline and are useful in the world outside school. Criterion A tasks assess students' knowledge and understanding of mathematics, whereas Criterion C tasks assess student's ability to move confidently between different forms of mathematical representation. Students will also be required to demonstrate their communication skills through presentations, projects and group work. The Criterion D tasks assess students' ability to apply mathematics in a real-life context. Investigative skills in mathematics will be assessed through Criterion B tasks. Each assessment criterion will be assessed at least twice over the academic year.



## **Science MYP 1-3**

**Head of Department: Dr Rania ElGeoshy**

### **Course description:**

The MYP Science course will introduce several topics from each of the main disciplines: Biology, Chemistry and Physics; in order to begin laying the foundation for future in-depth studies within the IB Diploma Programme. Students will explore scientific language, learn through inquiry, and develop critical thinking skills that build an awareness of the benefits and limitations of science through real-life contexts and practical activities.

### **Units of Study:**

<b>Year 7 Units of study</b>	<b>Year 8 Units of study</b>	<b>Year 9 Units of study</b>
1. What do scientists do?	1. Who are we?	1. Energy
2. What changes?	2. How do we map matter?	2. How do our bodies work?
3. How do living things work?	3. How does our planet work?	3. How do humans impact the natural world?
4. What makes change happen?	4. Where are we now and where might we be going?	4. What should I eat?
5. How can we study the living worlds?	5. What does a wave tell us?	5. How do we put electricity and magnetism to work?
6. Where do we fit into the world?		6. Plants and photosynthesis

### **Assessment:**

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

**Criterion A** – Knowledge and Understanding

**Criterion B** - Inquiring and designing

**Criterion C** - Processing and evaluating

**Criterion D** – Reflecting on the impacts of science

Assessments will cover a variety of written mediums such as news articles, lab reports and essays. Students will also be required to demonstrate their communication skills through presentations, debates and group work. They will be expected to work collaboratively as well as independently as they explore each topic through a series of laboratory investigations. To think critically is an essential skill for scientists and students will be assessed on their ability to analyse sources of information such as data, graphs, experimental findings and documentary clips to determine their validity and usefulness to their investigations. Each assessment criterion will be assessed at least twice over the academic year.

### Geography MYP 1-3

**Head of Department: Mr M Pike**

#### Course description:

From years 7 to 9 students will develop their knowledge, understanding and skills in Geography in order to prepare them for their exam years. Students will complete phase one by the end of year 7 and phase two by the end of year 9. They will explore a variety of human and physical issues and events; develop their map, graph and source analysis and solve problems to become better local and global citizens. We encourage the use of technology with our students, they will use GIS (Global Information Systems) in many different contexts and explore online tools such as ARC GIS, ESRI and Google Earth to help them investigate the world around them.

#### Units of Study:

Year 7 Units of study	Year 8 Units of study	Year 9 Units of study
1. IDU: The UAE - Where we live 2. Weather and Climate 3. Map skills 4. Energy	1. Globalisation 2. Ecosystems: The importance of natural environments to individuals and Societies 3. The Interactions between People and the Coast 4. Climate Change: Causes, consequences and management	1. Population: Process, Change and Management. 2. Vulnerability and natural hazards 3. Global tourism 4. Urbanisation

#### Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

**Criterion A** – Knowledge and Understanding

**Criterion B** – Investigating

**Criterion C** - Communication

**Criterion D** – Critical Thinking

Assessments will cover a variety of written mediums such as news articles, reports, diary entries and essays. Students will also be required to demonstrate their communication skills through presentations, debates and group work. They will be expected to work collaboratively as well as independently as they explore each topic through a series of investigative questions. To think critically is an essential skill for geographers and students will be assessed on their ability to analyse sources of information such as maps, graphs, cartoons and documentary clips to determine their validity and usefulness to their investigations. Students will experience a number of formative activities to develop their skills. Each assessment criterion will be assessed at least twice summatively over the academic year.

### History MYP 1-3

**Head of Department: Mr M Pike**

#### Course description:

Studying the diversity of human experience helps us appreciate cultures, ideas, and traditions that are not our own – and to recognize them as meaningful products of specific times and places. Throughout years 7 to 9; students will develop their knowledge, understanding and skills in History in order to prepare them for their exam years and also to gain a global understanding of the world they live in. Students will complete phase one by the end of year 7 and phase two by the end of year 9. Students will explore the changes that have occurred in the world since ancient times and develop their critical thinking skills through primary and secondary source analysis. We encourage the use of technology with our students, they will use Google Classroom, Google forms, Kahoot, Class Kicks and Blooket.

Year 7 Units of study	Year 8 Units of study	Year 9 Units of study
1. IDU: The UAE - Where we Live 2. What can we learn from Ancient Civilisations? 3. What was life like in the Middle Ages? 4. Can individuals make a difference in shaping the world?	1. What are the significant innovations in science and technology from the prehistoric era to the 21st Century? 2. What were the causes and consequences of Revolutions? 3. Why do nations go to war?	1. What are the important innovations in medical knowledge and public health from the prehistoric era to the 20th Century? 2. How were societies governed? 3. What were the causes and consequences of WW2?

#### Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

**Criterion A** – Knowing and Understanding

**Criterion B** - Investigating

**Criterion C** - Communication

**Criterion D** – Thinking Critically

Students will be assessed through multiple choice questions, question and answers, diary entries and essays. Students will also be required to demonstrate their communication skills through presentations, debates and group work. The use of primary sources is vital to Historians. Students will need to analyse primary sources such as books, newspapers, interviews, speeches, artifacts, and documentary clips. Each assessment criterion will be assessed at least twice over the academic year.



### Physical Health Education MYP 1-3

Head of Department: Mr Robert James Cross

#### Course description:

Physical and Health Education in the MYP supports the overall development of young people by promoting learning experiences that encourage personal growth, success, and achievement. Through active participation in a broad and balanced programme, students develop physical skills such as coordination, control, and body awareness. They engage in purposeful activities that promote problem-solving, teamwork, and effective communication. The programme also helps students recognize the value of maintaining a healthy lifestyle and encourages enjoyment through a variety of physical activities and settings. These early years lay the foundation for making informed, active, and healthy life choices.

#### Units of Study:

Year 7 Units of study and learning	Year 8 Units of study and learning	Year 9 Units of study and learning
Focus on introduction to key performance skills and basic gameplay	Focus on developing basic and complex skills within gameplay	Focus on developing leadership gameplay and team strategies
<ol style="list-style-type: none"><li>1. Health and fitness: baseline testing, components of fitness, development plan</li><li>2. Invasion games: basketball, football &amp; netball, handball</li><li>3. Aesthetic activities: parkour, gymnastics &amp; dance</li><li>4. Athletics: 60m, high jump, long jump, shot putt, javelin, relay, 400m</li><li>5. Striking and fielding games: rounders, cricket &amp; softball</li><li>6. Net and wall games: volleyball, badminton &amp; table tennis</li><li>7. Swimming activities: swimming, water polo &amp; lifesaving</li></ol>		

#### Assessment:

##### **Criterion A: Knowing and Understanding**

Students demonstrate their understanding of health and physical education concepts. They learn to explain how the body works during physical activity, understand the benefits of a healthy lifestyle, and apply key terms correctly. Students are assessed on their ability to use this knowledge to explain choices, strategies, and outcomes in various physical activities and health-related tasks.

##### **Criterion B: Planning for Performance**

Students focus their ability to set goals and create plans to improve their performance. They learn to observe and assess their own and others' abilities, then develop strategies for improvement. Students demonstrate how well they can organize and communicate their ideas for training, skill development, or healthy living, showing an understanding of how to plan for success.

##### **Criterion C: Applying and Performing**

Students are assessed on their practical abilities in different physical activities. This includes the use of correct techniques, movement skills, and physical effort. Students show how well they can apply what they've learned in real-time situations—whether in games, performances, or individual tasks—demonstrating control, coordination, and focus during activity.

##### **Criterion D: Reflecting and Improving Performance**

Students reflect about their own learning and performance. They reflect on what they did well, what they found challenging, and how they can improve in the future. Students are encouraged to set personal goals, consider feedback, and show growth in their understanding of physical and health education through self-assessment and reflection.

### Design MYP 1-3

Head of Department: Ms. Sairah Shaukat

### Course description:

In MYP 1-3, Students will study both Design and Food and Nutrition. Both courses require the use of the design cycle as a tool to structure an inquiry. Students will be asked to identify and analyse problems; develop and create feasible solutions and test and evaluate their approaches. A solution can be a model, prototype, product or system independently created and developed by students. All students should become actively involved in the whole design process rather than on the final product/solution.

### Units of Study:

Design		
Year 7 Units of study	Year 8 Units of study	Year 9 Units of study
1. How might stickers help a good cause? 2. Creating a Parody Animation 3. Fitness & Nutrition Podcast	1. The Art of 3D Printing 2. Innovative Laser Cut bookmarks 3. Clean Water and Sanitation	1. 3D Key Chains 2. Formula 1 - Ethara 3. Interactive Graphics on Sustainable Cities and Communities
Food and Nutrition/Textiles		
Year 7 Units of Study	Year 8 Units of Study	Year 9 Units of Study
1. Healthy Eating 2. Food and Nutrition	1. Food Waste 2: Textiles Design	1. Culinary Journey 2. Designing an Innovative Restaurant

### Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

**Criterion A – Inquiring and Analysing** - Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem and suggest a possible design brief.

**Criterion B - Developing ideas** - Students write a detailed specification of the development of a solution which is then presented in planning, drawing diagrams and accurate sketches.

**Criterion C - Creating the solution** - Students plan the creation of the chosen solution, then follow the plan to create a prototype/solution sufficient for testing and evaluation.

**Criterion D – Evaluating** - Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. They identify areas where the solution could be improved and explain how their solution will impact on the client or selected target audience.

### Arts MYP 1-3

**Head of Department: Mr. Michel Ouimet**

#### Course description:

In the Arts courses; students will explore and understand the process of creating, performing and presenting artwork. These courses give students opportunities to function as artists and to develop as learners. They will learn to use the Arts to convey feelings, experiences and ideas about the world, while learning the value of reflection and evaluation as a means of developing their ideas, their skills and their work. These soft skills will prepare them for life outside of the classroom while also preparing them for a world where they may be required to be flexible, innovative and entrepreneurial. Students will study all 3 subject areas.

#### Units of Study:

Year 7 Units of study	Year 8 Units of study	Year 9 Units of study
<b>Music</b>  1. The Building Blocks – Intro to Music  2. Our World in Music  3. Looking at the Elements  <b>Theatre</b>  1. The Building Blocks – Intro to Theatre  2. Revolting Rhymes  3. Tableaux  <b>Visual Arts</b>  1. The Building Blocks – Intro to Visual Arts  2. Inside Out - Abstract Art	<b>Music</b>  1. Expanding Our Horizons  2. Protest Music  3. Music Technology  <b>Theatre</b>  1. Radio Drama  2. Melodrama  3. Monologues  <b>Visual Arts</b>  1. Art History  2. Ceramic Coral Reefs	<b>Music</b>  1. Film Music  2. Fusion  3. Computer and Video Music  <b>Theatre</b>  1. Theatre in Education  2. Physical Theatre  <b>Visual Arts</b>  1. Portraiture  2. Street Art

#### Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

**Criterion A** – Investigating

**Criterion B** – Developing

**Criterion C** – Creating/Performing

**Criterion D** – Evaluating

Assessments will cover a variety of practical and written tasks such as research, small group work, rehearsal and studio work, performances, and reflections. Students will also be required to demonstrate their communication and collaboration skills by working with other developing understanding of the power of multiple perspectives and the value of diversity. Students are encouraged to look at art in its various contexts, historical and present, and make connections with theory and practice. Through the various tasks, students will begin to work through the creative process and inquiry cycle.



### Islamic

**Head of Department: Mr M El Awadi**

### Course description:

Years 7 - 9 of the Islamic programme promotes intelligent debate and an understanding of Islam and the role of Muslims in the contemporary world. Students will have the opportunity to broaden, deepen, and enrich their understanding of Islam, based on authentic sources and comparative methods of study. They will develop their understanding of the position of the Qur'an in Islam.

Students will gain a general understanding of Islam and How to be a Muslim and an awareness of the History of Islam. Students will gain an appreciation of Islamic ethics and etiquette through a code of personal practice. The Course prepares students to contribute to both Muslim and multi-cultural environments and equips them to be lifelong learners.

### Units of Study:

Year 7 Units of study	Year 8 Units of study	Year 9 Units of study
<ol style="list-style-type: none"><li>1. Qur'an Topics</li><li>2. Islamic Morals and Customs</li><li>3. Healthy Environment</li><li>4. Qur'an Topics</li><li>5. Islamic Morals and Customs</li><li>6. Healthy Environment</li><li>7. Life and Manners</li></ol>	<ol style="list-style-type: none"><li>1. Surah Qaaf</li><li>2. Family Values</li><li>3. The Islamic Schools</li><li>4. Contemporary Issues and Identity (Qaḍāyā wa Huwīyyah)</li></ol>	<ol style="list-style-type: none"><li>1. Surah Yassin</li><li>2. Islamic Social Relationships</li><li>3. Sustainable Environment</li><li>4. Islamic Values</li></ol>

### Assessment:

Students will be assessed against the following Criterion:

**Criterion A-** Analysing **Criterion B-** Organizing **Criterion C-** Producing text **Criterion D-** Using language

Assessments in Islamic Education aim to measure students' understanding of the topics studied and their ability to apply Islamic concepts in their daily lives. The assessments are structured as follows:

**Qur'anic Topics:** Students are assessed on their understanding of the Surahs studied, including their ability to link Qur'anic concepts to Islamic values and behaviours such as honesty, trustworthiness, humility, and respect for others.

**Islamic Morals and Customs:** Students are expected to provide real-life examples from their own experiences or from the wider community that demonstrate their understanding of Islamic ethics and their ability to evaluate situations morally according to Islamic teachings.

**Healthy Environment:** This aspect connects Islamic teachings on cleanliness, environmental preservation, and the importance of health to practical student experiences. Assessments may include projects or presentations that promote environmental awareness from an Islamic perspective.

**Life and Manners:** This area focuses on student behaviour both inside and outside the classroom. It is assessed through real-life situations, class discussions, or written reflections on how students apply Islamic values in everyday scenarios.

Assessment tools include: written and oral quizzes, Individual and group presentations, Short research projects, Reflective writing and Practical activities and real-world application

These assessments aim to support students in becoming thoughtful individuals who apply what they learn, make ethical decisions, and contribute positively to their local and global communities.

## Global Perspectives (Non-Islamic option)

### Course Description

Non-Islamic students undertake an alternative curriculum during Islamic lessons. These are not MYP subjects however they do allow students to develop both their ATL skills and IB learner profile skills through a range of practical work, research tasks and independent projects.

Global Perspectives is a unique enrichment subject designed to engage students in meaningful, practical learning during designated non-academic periods. It is tailored for students not participating in Islamic Studies, and while not formally assessed as part of the MYP curriculum, it provides valuable opportunities to strengthen **ATL skills** (Approaches to Learning) and develop the **IB Learner Profile** traits.

### Benefits for Students

Builds confidence in expressing ideas and opinions  
Encourages curiosity about the world beyond the classroom  
Prepares students for future interdisciplinary studies  
Develops leadership and responsible citizenship

Global Perspectives empowers students to think critically, act compassionately, and become thoughtful global citizens by engaging in the following topics:

Year 7 units of study	Year 8 units of study	Year 9 units of study
1. Belief Systems	1. Sport and recreation	1. Tradition, culture and identity
2. Biodiversity and ecosystem loss	2. Employment	2. Transport and infrastructure
3. Climate change	3. Fuel and energy	3. Urbanisation
4. Conflict and peace	4. Humans and other species	4. Trade and Aid
5. Disease and health	5. Technology and economic divide	5. Family and demographic change
6. Education for all	6. Law and criminality	6. Water, food and agriculture

### Key Skill Development

Research and Inquiry  
Collaboration and Communication  
Reflection and Evaluation  
Creative Expression and Problem Solving