



Grade 6

Information booklet

Cambridge Lower Secondary Programme



The Seven Changes in Grade 6

1. Your own locker!
2. Late lunch
3. Ten teachers
4. French
5. Grades
6. Textbooks
7. More responsibility...

Grade 6 - 8: Lower Secondary School

CURRICULUM GRADES 6-7-8	
Subject	# periods
English (1 st or 2 nd language)	6
German (1 st or 2 nd language)	5
Mathematics	5
French (foreign language)	4
Science	4
Social studies	4
Physical education (PE)	3
Visual arts	2
Information and communication technology (ICT)	2
Music	2
Personal, social and health education (PSHE)	2
Pastoral lesson OR assembly	1
TOTAL	40

Lower Secondary School consists of grade 6, grade 7 and grade 8. Lower secondary is a clearly distinct part of the secondary school with its own curriculum. All students follow the same curriculum and the subjects are all continuous three-year courses running from grade 6 to grade 8.

The lower secondary curriculum modelled on the British Key Stage 3 for students aged 11-14. For German, the curriculum is modelled on the Saxony state curriculum.

At the end of grade 8 we are entitled to make use of Checkpoint tests from the Cambridge Lower Secondary curriculum (which is equivalent to KS3) in English, Mathematics and Science.

Compared to primary school, the major difference is the disappearance of the classroom teacher as the central figure. In lower secondary, all subjects are taught by specialist teachers but the homeroom teacher still has a special position.

Every class has a homeroom teacher whom they meet every day from 8.20 – 8.30 h. The homeroom teacher has one more “pastoral” period with the students and teaches the class typically one or two subjects. This means that the students are likely to see their homeroom teacher several times a day.

Students in the age range 11-14 are ready for more specialist subject instruction but they are also still very much in the process of developing their physical and social skills. The lower secondary timetable allows for this. The start of secondary school, for many students, is a turning point in starting to think about their relationships with others and about the way they feel about themselves. We want school to be a safe place for all students to explore their identity and to “become themselves”.

Timetable

Students follow a timetable of 40 x 45 minutes of instruction per week. The school day runs from 8.20 – 15.45 h.

08.20	08.30	09.15	10.00		11.05	11.50	12.35		14.15	15.00
–	–	–	–		–	–	–		–	–
08.30	09.15	10.00	10.45		11.50	12.35	13.20		15.00	15.45
Homeroom	P1	P1	P3	break	P4	P5	P6	lunch	P8	P9

Homework

Students have more homework, need to plan their work more carefully. There is no more Hort. Parents are still involved - but at a greater distance.

In order to help students with their homework every student is issued with a Student Planner. Parents are asked to sign the planner every weekend. Teachers will use the planner to send messages home.

In order to spread the workload for students we use a homework timetable. Generally students would get three homework assignments per day, taking up to 30 minutes each to complete. The current homework timetable for grade 6 is as follows:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6MJ	French 20 min.	Math	French	Art	English
25-30 min	German	Music	English	Math	Math
per subject	Geography	History	Science	German	PSHE
	English 20 min.		PE		

In grade 6 there is no specific end-of-year assessment. The regular timetable, with regular homework and up to 2 tests per day, runs until the end of the year without interruption. The final test of the year is a test like any other one and counts towards the second semester as a single test.

Grading scales in grade 6-8

The grading scale needs to reflect the wide range of ability that international schools need to cater for. The best students may score up to ten times as many points as the weakest students on any assessment.

In most subjects, the nature of the assessment is such that 100% attainment scores are extremely rare. The minimum passing percentage in most subjects is 50%.

The following grading scale is used by all subjects except the languages.

Grade	Percentage	Grade descriptor
A*	90	Excellent
A	80	Excellent
B	70	Very good
C	60	Good
D	50	Satisfactory
E	40	Mediocre
F	30	Poor
G	20	Very poor
U	0	Ungraded

The grading scales used by English:

grade	percentage
A*	95
A	85
B	70
C	55
D	40
E	25
F	10
G	5
U	0

The grading scale used by German and French:

grade	percentage
A*	97
A	93
A-	90
B+	87
B	84
B-	80
C+	77
C	74
C-	70
D+	67
D	64
D-	60
E+	57
E	54
E-	50
F	40
G	15
U	0

On the following pages we present current year overviews for grade 6.

English

Textbook title(s)

New Literacy Kit (Year 7)
Interactive Poetry(Section A)
Grammar in Use
Voculabury in Use
I Am David by Anne Holm
The Giver by Lois Lowry
The Cay by Theodore Taylor
The Tempest by William Shakespeare

ISBN number

0-19-832171-6
978-0-435761-81-3
Cambridge Univ. Press
Cambridge Univ. Press
10-0-15-205161-9
10-0-00-7263511
0-440-22912-X
0-8120-3603-4

General introduction

Students will build on the language and skills they acquired in Grade 5 English. Grade 6 English focuses on the study and appreciation of language and literature. The curriculum is based on the Cambridge Lower Secondary Curriculum. Through literature study and independent reading, in class and at home, the aim is to encourage a love of reading and literature. Students are placed in Grade 7 English based on their academic achievement and potential in Grade 6 English.

Grade 6 overview

Language lessons involve reading comprehension and directed writing tasks, regular grammar and vocabulary tasks, and creative writing. Emphasis is placed on the writing process, so that students learn how to plan, draft, redraft and proofread. Literature lessons, involve studying the literary genres: drama, poetry and prose. Students will read and create a range of text-types: informative, explanatory, descriptive, persuasive, analytical, imaginative, explorative, entertaining and literary. One period per week is dedicated to independent reading.

Language: New Literacy Kit, Year 7

Literature: (sequence of teaching may vary)

Poetry: Interactive Poetry (Section A)

Drama: The Tempest

Prose: I am David, The Giver, The Cay

Assessment

Students will be assessed on endeavour and attainment. Assessment of Attainment is criteria-based. This allows students to more fully understand their strengths and weaknesses, and to work towards achieving their goals in written and oral tasks. Assessment is weighted: Language 75%, Literature 25%.

Evaluation and Assessment Strategies:

Written Assignments

Oral Presentations (group and individual)

Homework

Participation

Tests/Quizzes

English as a Second Language (ESL)

Textbook title(s) or Series

Azar Grammar Series by Betty Azar
Grammar In Use by Raymond Murphy
Vocabulary In Use by Michael McCarthy & Felicity O'Dell
New Literacy Kit Year 7
Headway Series

ISBN number

Longman
Cambridge University Press

General introduction

ESL focuses on the acquisition and development of English for the beginner and intermediate ESL student. The aim is to build up students' language skills in all areas: speaking, writing, listening, and reading. Students receive a course of instruction that is both language-based (focusing on proficiency in English) and content-based (paralleling the topics taught in other subjects). The course encourages students to develop *confidence* and a *range of expression* in English; to build up *knowledge* of the language; and to gain the linguistic *skills* necessary to succeed.

Grade 6 overview

Language Focus: ESL lessons involve vocabulary and grammar practice, oral work, and reading/writing tasks. Emphasis is placed on *word* and *sentence* level language acquisition, particularly the English tense system. Building up vocabulary and developing good sentence structure are also key teaching areas. Additionally, students will receive explicit instruction in a range of *text types* (genres) such as information reports, personal response pieces, letters, recounts, descriptive and persuasive texts, and creative writing. Students use the writing process to plan, draft, redraft and proofread their writing. To develop an appreciation of literature, students will explore a class novel, and write and analyse poetry. Role plays and mini-dramas will build up oral language proficiency.

Content Focus: Examples of parallel content teaching in Grade 6 ESL include work related to Ancient Greece (History), Coastal areas and Ecosystems (Geography), and the Solar System (Science).

The teaching sequence of content topics and the language focus will be tailored to meet student needs each year.

Assessment

Students are assessed on attainment and endeavour. The aim is to develop students' sense of positive progression as they acquire the language of English, and to pinpoint their strengths and areas for development. Assessment will focus on language development and response to literature.

Evaluation and Assessment Strategies:

Initial placement test	Diagnostic reading and grammar screenings
Written assignments	Oral presentations (group and individual)
Quizzes	Participation
Formal written exams	Reading comprehension tests

German as First Language

Textbook title(s)

Deutsch plus, Klasse 6, Cornelsen
Deutsch plus, Klasse 6, Arbeitsheft

ISBN number

978-3-06-100671-6
978-3-06-100672-3

General introduction

German First Language means German tuition according to the standards of Gymnasium und Ganztagschulen, following mainly the Saxonian Lehrplan and using textbooks acknowledged by the Kultusministerium in Dresden. Students who follow this class are fluent speakers but they are not necessarily of German nationality. The main emphasis in grade 6 is on reading and comprehension, followed by writing, reflection on grammar and spelling, then listening and speaking. Literature for young people is introduced by various techniques such as working at 'stations' or independent work according to compulsory and optional tasks in order to strengthen self-determined study, time- management and self-discipline. Introduction and/or strengthening of the following text types: reporting, describing people, objects and routes, letters – formal and informal -, magazine article (addressee focused) and various types of creative writing. The reflection on language focuses on the revision of groups of words, tenses, function of the verb as predicative, introduction of the active and passive voice and in spelling on capitalisation and vowel lengthening.

Grade 6 overview

Year topics: home and homelessness, heroes

1.unit sports and heroes

Write a radio text about one's sport, describe the sport heroes, what makes a hero

2.unit refugee (Kerr, *Als Hitler das rosa Kaninchen stahl*)

Project work in different 'stations' extracting information, writing fictional and non-fictional

3.unit temporary homes - hotels

Project from the idea and model to life in the hotel

4.unit Greek heroes (mythology)

Learn about Odysseus and his long journey

5.unit Heroes in fiction (Kästner, *Emil... oder Klassenzimmer* or Rodman Philbrick *Freak*)

Characterise fictional heroes

6.unit: homelessness (Härtling, *Krücke*)

Project work: compulsory and optional tasks

7.unit: Who am I? (poems)

Assessment

Class tests (essays, grammar, orthography)
presentations
project portfolios
quizzes
homework
oral contributions

German as a Foreign Language

Textbook title(s)

Schritt für Schritt
Wir

ISBN number

General introduction

German as a Foreign Language is course that addresses all four language skills: reading, writing, listening and speaking.

The aim of the course is to develop and built on the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form in an appropriate range of social contexts — work, home, leisure, education and training. The course also aims for skills such as intercultural understanding and to encourage positive attitudes towards language learning and towards speakers of foreign languages.

The aims of the course are to

- enable the student to use the language effectively as a means of practical communication in speech and in writing within a range of contexts,
- develop the ability to understand and respond to the language demands in transactional and social contacts,
- provide the students with a sound linguistic base necessary for further study, work and leisure,
- offer some insight into the nature of language,
- develop an appreciation of German literature.

Grade 6 overview

The student will be integrated in the course depending on his/ her language level in dependence on the Common European Framework of Reference.

The overall themes are:

Area A: Everyday activities

Home life and school: Daily routine;

Food, health and fitness: Eating and drinking, Health and fitness, Sports, Hobbies;

Area B: Personal and social life

Self, family and personal relationships: Self, family, pets, personal relationships, Wishes and dreams, House and home, Leisure, Entertainments, Invitations, Eating out;

Holidays and special occasions: Festivals and special occasions, Holidays, Getting around, Accommodation;

Area C: The world around us

Home town and local area: Home town and geographical surroundings, Shopping, Public services, Conflicts and solutions;
Natural and made environment: Natural environment, Weather, Finding the way;
People, places and customs: Meeting people, Places and customs, Travel and transport;

Area D: The world of work

Continuing education: Further education and training;
Careers and employment: Future career plans, Employment;
Language and communication in the work place: Communication, Language at work;

Area E: The international world

Tourism at home and abroad: Holiday travel and transport, Geographical surroundings, Weather;
Life in other countries and communities: Places and customs, Food and drink, Meeting people;
World events and issues: Issues according to available resources and individual interest, Media world and technology;

Assessment

As German is the language of their environment, students tend to become fairly confident in speaking but in order to establish the correct writing skills and ensure a solid knowledge of grammatical structures and rules, it is necessary to have regular assessment.

This can have the form of a variety of vocabulary tests or grammar exercises – announced in advance or not – or written assignments done at home which are marked.

Presentations, research work, library hours (diary writing), oral contributions in class as well as the quantity, quality and care of written work are part of the continued assessment.

Mathematics

Textbook title(s)

ST(P) Mathematics 1A

ISBN number

9780748705405

General introduction

Mathematics also receives 5 periods a week. The students are all taught together in this class. The scope and sequence of the Middle School Mathematics curriculum is almost identical to the Cambridge Lower Secondary programme: this ensures that our students are fully prepared for the IGCSE programme which follows in Grades 9 and 10.

Grade 6 overview

First Semester:

- Addition and subtraction of whole numbers
- Multiplication and division of whole numbers
- Addition and subtraction of fractions
- Multiplication and division of fractions
- Introduction to decimals
- Multiplication and division of decimals
- The use of metric units
- An introduction to geometry
- Symmetry

Second Semester

- Triangles and angles
- Factors and indices
- Area of simple shapes
- Parallel lines and related angles
- An introduction to co-ordinates
- Addition, subtraction, multiplication and division of Directed Numbers
- An introduction to Algebra
- Volume of simple shapes
- An introduction to Vectors
- Further Algebra
- An introduction to Statistics

The final unit on Statistics offers the opportunity for cross-curricular links with Information Technology.

Assessment

Homework accounts for 60% of the grade; Tests 20%; Critical Thinking 15% and Mental Maths Skills 5%.

French

Textbook title(s)

Tricolore 1

Encore Tricolore 1: Grammar in action

ISBN number

0-17-440271-6

978-0-7487-9496-6

General introduction

Grade 6 French is a foreign language beginner course taught to all students four lessons per week. It is set at the CEFR level A1.

The aim is to allow our students to get the necessary vocabulary and grammar, as well as a good pronunciation of French to express themselves orally and in writing, to understand spoken and written French. We also expose students to French culture (art, literature, history, geography, French-speaking countries, etc...) to make them curious, to wake in themselves one more interest for other cultures and in this way to encourage comprehension and tolerance for the Other.

Students who are native or fluent French speakers are encouraged to participate in class as language and culture assistants. Unfortunately there are too few students to be able to offer a first language French course.

Grade 6 overview

Unit 1: Bonjour!

- * meet, greet and say goodbye to a French-speaking person
- * understand simple classroom instruction
- * talk about objects in the classroom
- * use French numbers up to 20
- * introduction to masculine and feminine

Unit 2: J'habite ici.

- * say where you live and ask people where they live
- * use numbers up to 30
- * introduction to the plurals of nouns
- * use *à* or *en* to say 'in' for town and countries

Unit 3: Chez moi.

- * talk about your family and home
- * say where things are
- * talk about the days of the week
- * use possessive adjectives
- * use the verb 'être' (to be)
- * use numbers up to 70

Unit 4: Les animaux

- * talk about animals
- * describe animals and other things (including colour and size)
- * use the verb 'avoir' (to have)

- * learn how to ask question

Unit 5: Des fêtes et des festivals.

- * ask for and give the date
- * discuss important French events in the year.
- * talk about some clothes
- * use the plural form of nouns and adjectives

Unit 6: Qu'est-ce que tu fais?

- * talk about the weather and the seasons
- * talk about sport and leisure activities
- * use some regulars –er verbs
- * learn about French accents
- * use numbers 0-100

Unit 7: Une ville de France.

- * talk about place in a town
- * ask for, understand and give directions
- * use the prepositions *au, à la, à l', aux* (at, to)
- * use the verb *Aller* (to go)

Unit 8: Une journée scolaire.

- * learn and talk about time
- * talk about school subjects
- * use possessive adjectives
- * learn some reflexive verbs

Unit 9 : Mmm- c'est bon ça!

- * talk about food, drink and meals.
- * use the partitive articles
- * use the negative, *ne ... pas* (not)

Unit 10: Amuse-toi bien!

- * talk about leisure activities
- * use the verb 'faire' (to do, to make)
- * use a verb and a infinitive

Assessment

As French is taught as the second or third language during four lessons per week and our students have few or no possibilities to communicate in French outside these periods, it is necessary and very important to establish regular assessment of the learned knowledge. It is a reason why a test is given after each unit seen in class. Those tests cover the four following components: Speaking, Reading, Listening and Writing. We also have mini-quiz (vocabulary or grammar tests) throughout the year. Weights: tests 80%, mini-quizzes 20%.

Science

Textbook title(s)
Framework 7

ISBN number
0-19-914806-6

General introduction

Science is a subject that combines biology, chemistry and physics, plus some earth science and some astronomy.

It is increasingly important that pupils understand how scientific theories are developed, tested, and often replaced by a theory which is judged by scientists to be a more accurate explanation. Framework Science ensures that there are many opportunities throughout the scheme of work for pupils to learn how scientists have developed theories and challenged the theories of others.

Grades 6-8 cover the Cambridge Lower Secondary curriculum for Science, enriched with some further topics that are not on the CLS syllabus (such as astronomy).

Every year we try to have at least

- one project
- one planned practical investigation
- one unit with an ICT focus

Every unit has at least one student task with an explicit language focus.

Grade 6 overview

Biology	Chemistry	Physics
Cells	Acids and Alkalis	Energy resources
Reproduction	Simple chemical reactions	Electrical circuits
Science Across The World Project: "Biodiversity around us"	Particle model of solids, liquids and gases	Forces and their effects
	Solutions	The solar system and beyond

Assessment

There is a test at the end of each unit. These tests will count for 60% of the achievement grade. The other 40% of the achievement grade is determined by homework, quizzes and lab work.

Social Studies

Textbook title(s)	ISBN number
<u><i>Oxford Geography Programme 1 and 2</i></u>	9780199113496 and 0199134502
<u><i>Oxford International Students Atlas</i></u>	197819832579
<u><i>Oxford International Student Atlas Skills workbook</i></u>	978019832579
<u><i>A Young Citizens Guide to the European Union</i></u>	0750247113
<u><i>What is History I</i></u>	0719579619
<u><i>The Ancient Greeks</i></u>	0431077932
<u><i>The Roman World</i></u>	9780521406086
<u><i>Write your own Roman Story</i></u>	0719577179
<u><i>The Aztec Empire</i></u>	0431142483

General introduction

Social Studies includes four periods a week, two of which are dedicated to History and two to Geography. The disciplines are taught separately but contain an extensive degree of cross over. Our aims are to stimulate an interest in both subject areas and teach students the relevant skills required. A wide variety of global political, economic and religious periods and communities are studied in order to give students a broad understanding of international historical and geographical issues.

Geography

The Geography course aims to introduce students to a variety of geographical skills such as direction and map reading and to facilitate wider locational knowledge and an understanding of the processes, landforms and threats to our planet.

The aim is to introduce students to themes of physical, human and economic geography and to furthering knowledge and understanding of global issues and an interest in the world.

History

The History course aims to introduce students to Ancient Civilisations in Europe and the Americas. Students will be introduced to historical skills such as chronology, causation and the analysis of sources of evidence through a study of the Ancient Greeks, Romans and Aztecs. During the study of the Romans students will combine the acquisition of historical knowledge with literacy skills in a new approach to History and Literacy that allows students to write their own historical fiction based on authentic sources of evidence from the Roman world.

Grade 6 overview

Semeter 1 Aug – Jan

Geography

Map Skills: Scale, Direction, Latitude and Longitude, Grid references and Map projections

Oceans, Seas and Coasts.

History

Skills, Primary and Secondary sources of evidence, chronology and timelines,

The Ancient Greeks

Semester 2 Jan – June

Geography
Europe and The European Union
National Parks
Ecosystems
The Environment and Us

History
The Roman World
Write your own Roman Story
The Aztecs

Assessment

Students are assessed using a variety of techniques from class participation and discussion, oral presentations, short response questions and extended writing, source work analysis, project work, posters and model making. Student's work is assessed throughout the two semesters with end of unit tests for each unit studied.

The combination of units for History and Geography throughout the year provides important evidence upon which to make judgements about each pupil's achievement level against grade descriptors for each subject which is then combined into a Social Studies grade.

Physical Education

General introduction

The development of physical skills and self confidence is important for the 11-14 year old age range. In lower secondary, all students will receive one double and one single period of Physical Education per week, slightly more than higher up the school.

As a coeducational school we believe in the value of teaching boys and girls together and this includes physical education. However, we are aware of research that says that it might occasionally be better for the boys and the girls to receive separate instruction. Boys and girls are usually taught together but when it seems more appropriate to teach the boys and girls separately for particular units, we do so.

Physical Education will focus on increasing the students' knowledge and understanding of the principles behind good health and physical fitness, and with participating in a range of physical activities. These have all been designed to satisfy the needs, interests and abilities of individual children. As such it will develop a wide range of physical, learning, personal and social skills.

Grade 6 overview

Athletics	Frisbee
Badminton	Gymnastics
Basketball	Hockey
Boxercise / Kickboxercise	Strike & Field
Dance	Tag Rugby
Fitness (Health Related Exercise)	Volleyball
Football	

Assessment

The student's individual progress is carefully monitored and an attainment level is made following the different modules of work. They will be assessed in the following:

- Effort and Enthusiasm
- Knowledge and Understanding
- Skills Development
- Sportsmanship / Co - operation

The overall attainment grade is produced by continual assessment of the pupils using practical, verbal and visual tasks throughout each module and a final end of unit task. All assessments will be based on teacher, self and peer evaluation / assessments.

Visual Arts

Textbook title(s)

Art Matters 11-14

ISBN number

0-435-81204-1

General introduction

The work in Grade 6 is built around the building blocks of visual literacy by looking at elements such as tone, form, line, shape, pattern, texture, etc. During the year, meaningful exercises will be linked to more creative work, while giving the pupils an all-round taste of various techniques and media, both in 2D and 3D. References are dovetailed from the works of art, both eastern and western, so that pupils are quickly got into the habit of looking at the work of other artists and cultures as a comparison and 'tutor' for technique.

Pupils receive one double lesson per week of Art.

By the end of Grade 6, pupils should be able to:

- Recognize and render form and structure
- Appreciate space and spatial relationships in two and three dimensions and understand space in terms of pictorial organization
- Use chosen media competently, showing clarity of intention and be able to explore surface qualities
- Handle tone and/or color in a controlled and intentioned manner

Grade 6 overview

Each semester pupils will work on approximately two main projects. Each will be explored with a series of exercises that will lead to the creation of at least one a main piece. The following topics and subtopics will be covered over the two semesters:

First Semester

Line and Linear Drawing

Pictograms

Cave Art

Paul Klee and Vincent Van Gogh

Mark-making

Tone and Form

Shading with pencils

Georges Seurat

Crayon drawing

Second Semester

Color

Color wheel

Edvard Munch

Watercolors

Gouache colors

Eyes and Ears

Facial features/ Proportion

M.C. Escher

Egyptian Art

Clay sculpture

Paper Sculpture (Time permitting)

Low relief sculpture

Profile of face

Picasso's sheet-metal sculptural heads

Assessment

Weekly sketchbook assignments / quizzes: 50%

Final Projects / tests: 50%

Information and Communication Technology (ICT)

Textbook title(s)

Framework Solutions (Nelson Thornes)

ISBN number

0748780874

General introduction

The curriculum follows Key Stage 3 (KS3) of the National Curriculum in the UK.

Grade 6 overview

An introduction to the school network and the Internet is followed by pupils gaining an understanding of computer terms and producing edited documents using desktop publishing software. Clipart and graphics from the Internet are introduced into these documents. Pupils work with databases and gain an understanding of concepts of database theory. Spreadsheets are introduced and pupils are able to insert formula and produce simple graphs. Later pupils learn how to create multimedia presentations and have an opportunity to create Web pages. During the year various aspects of theory are introduced and pupils will produce a project on 'Everything you know about Computers and the High Street'.

Topics:

- Knowledge of the School System
- Internet Safety
- Desktop Publishing -Newspaper (*Key Skills Level 1)
- Hardware and Software
- Databases - Superheroes Database
- Spreadsheets - Sums/Sweets and Chocolate prices
- Presentation – Topic of choice.
- Web Page Design - Advertise a Book

Assessment

This is a skills-based course. There are no theory tests for ICT in grades 6-8 but students do get graded on the work they produce in class. There is no regular homework for ICT in grades 6-8 apart from the time students might need to catch up on their project work.

Music

Textbook title(s)

Opus 1

ISBN number

978-0-435812-30-0

General introduction

Music is offered two periods every week and aims to familiarize students with different forms of music as well as with musical notation and basic theory.

Grade 6 overview

1. What makes a good song?
 - Structure , lyrics, melody, chorus and verse, and riff.
 - A song from Oasis to practice the riff from
 - “West Side Story” Bernstein (The song “Somewhere”)
2. Latin Beat (Music of Latin America)
 - Rhythms in Andean Music
 - Brazilian music
 - Heitor Villa Lobos “The Little Train of the Caipira”
 - Theory: tones, semitones, rhythm, intervals of second, third, chords (major and minor)
3. Vivaldi
 - “The Mystery of the Ring” story and music of Antonio Vivaldi.
4. The Folk Tradition
 - British folk music
 - Scales and modes
 - Folk accompaniments (drones and chords)
5. Rhythms of the Nile
 - Egyptian Music
 - Call and response
 - Arabic scale
6. Medieval music
 - The Ostinato
 - Estampie
 - Parallel motion
 - Medieval instruments
 - Medieval church music
7. Impressionism
 - Claude Debussy and the whole tone scale
 - Impressionist effects
8. Mozart biography and activities

Assessment

The students have 8 to 10 homework assignments per semester about the topics. The students participate in activities that develop musicianship: singing, playing non-pitch percussion instruments and compose short pieces related to topics in the book. The students have two tests each semester.

Personal, Social and Health Education (PSHE)

Textbook title(s)

Personal and Social Education

ISBN number

0748730761

General introduction

PSHE, or personal, social and health education is taught for two lessons per week. The objective is to give students the opportunity to explore issues surrounding these three key areas in their development. Through group discussion and targeted exercises the students will follow a programme designed to prepare them for life in a multi-cultural society. The aims of the course include: developing mutual respect and support of others; raising awareness of the environment; taking responsibility for their behaviour and education; learning to assess and develop their potential.

PSHE is the signature subject of lower secondary, since it is only offered there. We offer PSHE in order to provide students with a necessary platform to discuss, think and learn about their identity, their relationships with others and their health. Citizenship themes are added in order to help students explore ways to contribute to their community and participate in society.

Grade 6, 7 and 8 deal with the same themes, but these are adapted to the development level of the students.

Some ESL students (the ones at beginner level English) receive additional English support during PSHE and Citizenship.

Grade 6 overview

Personal Management (social skills, group work, visitor preparation, listening to others)

Social awareness (fundraising, similarities and differences between individuals, care of the environment)

Health and Safety (healthy diet, smoking, exercise, self-protection)

Assessment

There is no assessment.