

Curriculum Policy (Whole School)

Last Reviewed Date: 20th June 2026

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Next Review Date: 20th June 2027

Executive Summary

The NISL Curriculum Policy provides the shared educational and operational framework through which Newton International School Lagoon designs, delivers, evaluates and develops its curriculum. It is rooted in a simple belief: pupils flourish when they experience a curriculum that is ambitious, coherent, inclusive, safe, culturally responsive and rich in opportunities to think, participate and contribute.

The curriculum is therefore understood not simply as a timetable or collection of subjects, but as the entire planned learning experience of the school. Academic knowledge, character development, wellbeing, safeguarding, positive relationships and preparation for future life are viewed as deeply interconnected rather than separate aspects of provision.

The policy establishes a common language and shared expectations for curriculum intent, implementation and impact across all phases. It combines high academic expectations with appropriate support, recognising that excellence and inclusion, challenge and wellbeing, knowledge and character are complementary rather than competing principles.

Throughout this policy, wellbeing serves as a golden thread, safeguarding establishes the conditions for safe participation, character development shapes how learning is approached, and human flourishing remains the intended outcome.

PART I — FOUNDATIONS

1. Purpose and Scope

At NISL, we believe that every pupil is entitled to a broad, balanced, ambitious and purposeful curriculum that enables them to acquire powerful knowledge, develop disciplinary skills, build character and increasingly take responsibility for their own learning. This policy sets out the principles, structures and responsibilities through which that entitlement is secured from EYFS to Key Stage 5.

The policy applies to all teaching staff, leaders and adults who contribute to planned learning. It should be read as the whole-school foundation for phase curriculum maps, subject schemes of work, assessment, teaching and learning, enrichment and wider pupil-development provision.

2. Foundational Vision — Why the Curriculum Exists

Newton International School Lagoon exists to provide an education that develops the whole person. Alongside academic excellence, the school seeks to nurture curiosity, character, wellbeing, responsibility, compassion, resilience and practical wisdom so that pupils are equipped to flourish within school and beyond it.

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The curriculum therefore seeks to create learners who are knowledgeable and articulate; curious and reflective; increasingly independent and self-regulated; respectful of others; confident in asking questions and taking appropriate academic risks; and able to apply learning purposefully in unfamiliar contexts.

Excellent learning and strong character are deeply connected. The ultimate aim is not simply curriculum coverage or examination success, but the development of pupils who can think well, act responsibly, contribute positively and continue learning throughout their lives.

3. Cultural and Contextual Foundations

NISL operates within the cultural, legal and ethical context of the State of Qatar and the inclusive environment of an international school community. Curriculum design is therefore rooted in respect for Qatari identity, Arabic language, Islamic values, national requirements, safeguarding responsibilities and international mindedness.

The school serves pupils with differing backgrounds, languages, experiences, starting points and developmental needs. The curriculum therefore combines high expectations with strong pastoral and academic support, recognising that pupils flourish best in environments characterised by consistency, belonging, encouragement, emotional safety and purposeful challenge.

PART II — CURRICULUM INTENT

4. Curriculum Principles

The NISL curriculum is designed around the following interconnected principles:

Principle	What this means at NISL
Ambition and Excellence	All pupils encounter appropriately challenging learning and are supported towards strong academic outcomes.
Knowledge and Understanding	Curriculum sequences build secure subject knowledge, vocabulary and conceptual understanding over time.
Character and Agency	Learning develops responsibility, resilience, honesty, reflection, service, leadership and increasingly independent judgement.
Wellbeing and Belonging	Pupils learn in environments where they feel safe, known, valued, supported and able to participate.
Inclusion and Equity	Barriers to learning are identified early and appropriate adaptation enables pupils, including those with AESN and EAL, to access ambitious learning.
Culture and Identity	Learning respects the context of Qatar, develops understanding of local heritage and values, and supports international mindedness.
Coherence and Progression	Knowledge and skills are deliberately sequenced within and between phases so that new learning builds on secure foundations.
Breadth and Enrichment	Academic study is complemented by the arts, physical education, technology, character, wellbeing, leadership, service and wider experiences.

5. Intended Outcomes

Through the curriculum, NISL seeks to develop pupils who:

- achieve strong academic standards and qualifications relative to their starting points and potential;
- develop secure and increasingly sophisticated knowledge within subject disciplines;
- read, write, speak and reason with confidence, accuracy and appropriate subject vocabulary;
- ask thoughtful questions, think critically, solve problems and transfer learning between contexts;

- demonstrate resilience, self-regulation, responsibility and the capacity to learn from mistakes;
- understand their strengths, identify areas for development and respond constructively to feedback;
- develop healthy relationships, respect the dignity and rights of others and contribute positively to the school community;
- understand the social, cultural, environmental and economic world in which they live, including the context of Qatar;
- make safe, informed and responsible choices, including in digital and online environments;
- are prepared for a successful transition to the next phase of education, employment and adult life.

PART III — CURRICULUM IMPLEMENTATION

6. The Curriculum as the Entire Planned Learning Experience

At NISL, the curriculum is understood in its widest sense as the entire planned learning experience. It includes formal lessons, routines, assemblies, tutor provision, character and wellbeing education, enrichment, trips, leadership, service, extracurricular activity and the relationships through which pupils experience school life.

Subject-based learning remains central. Schemes of work and curriculum maps should identify what pupils need to know, understand and be able to do; how this learning is sequenced; how prior knowledge is revisited; and how teachers will identify whether pupils have learned and can apply the intended curriculum.

7. Teaching, Learning and Curriculum Enactment

Curriculum quality depends upon how intended learning is enacted in classrooms. Staff are expected to create calm, purposeful and intellectually engaging environments through strong subject knowledge, clear explanations, modelling, questioning, guided practice, purposeful independent practice and responsive assessment.

Adults shape curriculum culture through every interaction. They are therefore expected to model curiosity, respectful communication, academic integrity, emotional self-regulation and high expectations. Challenge should be accompanied by appropriate scaffolding so that pupils experience success without lowering the ambition of the curriculum.

Mistakes are treated as part of learning. Feedback, reflection and re-teaching should help pupils understand misconceptions, strengthen knowledge and develop increasing independence over time.

8. Literacy, Oracy, Numeracy and Vocabulary

Literacy, oracy, numeracy and subject-specific vocabulary are shared curriculum responsibilities. Teachers should explicitly teach the language, reading, writing, speaking, listening and quantitative demands that enable pupils to participate successfully within their disciplines.

Reading is promoted both as an essential tool for learning and as a source of knowledge, imagination and enjoyment. Pupils should encounter increasingly ambitious texts and be supported to communicate ideas clearly, accurately and confidently for different audiences and purposes.

9. Inclusion, AESN and EAL

NISL recognises that equal entitlement does not require identical provision. Teachers maintain ambitious curriculum goals while making appropriate adaptations to instruction, resources, language, pacing, grouping and assessment so that pupils can access learning successfully.

Where a pupil has additional educational needs, disability, English as an additional language, a temporary barrier to learning or other identified need, staff should work collaboratively with relevant leaders and specialists. Support should be proportionate, reviewed and designed to strengthen participation and increasing independence rather than create unnecessary dependency.

Curriculum decisions should remain professionally curious and anti-discriminatory. Staff should avoid assumptions based on language, culture, disability, prior attainment or background and should consider the individual pupil, the learning demand and the evidence available.

10. Wellbeing, Character and the Flourishing Framework

Wellbeing and curriculum are strategically aligned. Pupils are more able to engage with demanding learning when they feel safe, known, supported and connected. The curriculum therefore contributes intentionally to belonging, confidence, resilience, responsibility and positive relationships.

Character is caught, taught and sought through curriculum life. It is caught through the example of adults; taught through explicit opportunities for reflection, discussion and curriculum content; and sought when pupils lead, serve, collaborate, make choices and take increasing responsibility. Curriculum planning should identify authentic opportunities for pupils to practise the values and dispositions the school seeks to develop.

Support and accountability are complementary. The school maintains high expectations while recognising that pupils may require different levels of guidance in order to access those expectations successfully.

PART IV — SAFEGUARDING THROUGH THE CURRICULUM

11. Safeguarding as a Curriculum Responsibility

Safeguarding is not separate from curriculum provision. A safe curriculum helps pupils develop the knowledge, language, confidence and trusted relationships required to recognise risk, seek help and make informed decisions. All curriculum delivery must therefore be consistent with the NISL Safeguarding and Child Protection Policy and the professional responsibilities set out within it.

Curriculum content and resources must be age-appropriate, culturally appropriate and considered for potential safeguarding implications. Where learning addresses sensitive issues, staff should plan carefully for pupil vulnerability, disclosure, emotional response and appropriate follow-up.

If curriculum activity gives rise to a safeguarding concern or disclosure, staff must follow the school safeguarding procedure without delay, including recording and escalating the concern through the school's designated safeguarding systems. Curriculum discussion must never become an informal substitute for safeguarding referral.

12. Online Safety, Digital Literacy and Generative AI

The curriculum develops pupils' capacity to use technology safely, respectfully, critically and purposefully. Online safety should be taught progressively and reinforced across relevant subjects rather than confined to isolated events.

Pupils should learn to evaluate online information, protect personal information, understand appropriate digital conduct and know how to seek help when they encounter harmful content or contact. Where Generative AI is used for learning, staff should explicitly address accuracy, bias, misinformation, privacy, academic integrity and the responsible use of generated content.

Digital tools must be used through school-approved systems and in accordance with safeguarding, acceptable-use and data-protection requirements.

13. Pupil Voice and Safe Participation

Pupil voice is an important source of curriculum evidence. Leaders and teachers should listen to pupils' experiences of learning, including whether they feel challenged, included, safe and able to access support. Pupil voice complements, but does not replace, professional judgement and evidence of learning.

Curriculum participation should respect pupil dignity. Staff should be attentive to pupils who may find particular topics, activities or modes of participation difficult and should respond sensitively while maintaining appropriate educational expectations.

PART V — PHASE CURRICULUM

14. EYFS — Foundations for Learning and Flourishing

The EYFS curriculum recognises the unique child and the importance of positive relationships, enabling environments and learning and development. Provision is play-rich, language-rich and responsive to children's developmental needs. Adults observe, interact, model, question and extend learning through purposeful experiences and carefully organised environments.

The seven areas of learning are Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World; and Expressive Arts and Design. These areas work together to build curiosity, relationships, communication, independence and readiness for future learning.

Early literacy and mathematics are developed through developmentally appropriate, systematic teaching and opportunities to apply learning within meaningful contexts. Arabic and Islamic Studies are provided in accordance with school and national arrangements.

15. Primary — Key Stages 1 and 2

The Primary curriculum is based on the National Curriculum in England and is contextualised for NISL and Qatar. It secures strong foundations in English, mathematics and science while maintaining breadth through humanities, computing, art and design, music, physical education, languages and national curriculum requirements including Arabic, Islamic Studies and Qatar History/Citizenship as applicable.

Across Key Stages 1 and 2, pupils move from early foundations towards increasingly secure disciplinary knowledge, fluent literacy and numeracy, greater independence and more sophisticated enquiry. Curriculum sequencing should make this progression visible and should prepare pupils successfully for specialist subject learning in the Middle School.

16. Middle School — Key Stage 3

Key Stage 3 provides a broad specialist curriculum that builds deliberately on Primary foundations and prepares pupils for later qualification pathways. English, mathematics, science, humanities, computing, physical education, art/design, languages and national subjects contribute to a coherent programme of academic, personal and cultural development.

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Teaching increasingly emphasises disciplinary thinking, subject vocabulary, independent study, extended reasoning and the capacity to make connections between prior and new learning. Curriculum and assessment should identify gaps early so that support can be provided before pupils enter examination pathways.

17. Upper School — Key Stages 4 and 5

At Key Stage 4, the curriculum combines a secure academic core with option choices that enable pupils to develop appropriate specialisms and recognised qualifications. Guidance around options should be clear, equitable and informed by pupils’ strengths, aspirations and future pathways.

At Key Stage 5, programmes of study deepen disciplinary knowledge and increasingly require independent reading, research, organisation and self-regulation. Supervised and independent study, tutorial provision, careers guidance and wider personal development should prepare pupils for university, employment and adult life.

Qualification specifications, examination-board requirements and current timetable structures are maintained through phase and departmental curriculum documentation. These operational details may be updated without altering the foundational principles of this policy, provided changes remain consistent with school and national requirements.

18. National and Local Curriculum Requirements

Arabic, Islamic Studies, Qatar History and Citizenship are delivered in accordance with the school’s approved arrangements and applicable national requirements. Provision should promote knowledge and respect for the history, culture, language, identity and values of the State of Qatar while enabling pupils to participate thoughtfully within an international community.

PART VI — ASSESSMENT, PROGRESSION AND SUPPORT

19. Assessment as Part of Curriculum

Assessment is used to understand what pupils know, remember, understand and can do. It should inform teaching, identify misconceptions, support responsive intervention and help leaders evaluate whether the intended curriculum is being learned.

Teachers use an appropriate combination of formative and summative assessment. Assessment should be purposeful and proportionate: it is not an end in itself. Its value lies in the quality of the information it provides and the action taken as a result.

Assessment arrangements are set out in the NISL Assessment Policy and relevant phase procedures. Curriculum and assessment should remain aligned so that pupils are assessed on what they have had a reasonable opportunity to learn.

20. Graduated Curriculum Support

Where pupils struggle to access the intended curriculum, the school uses a graduated response:

Level	Curriculum response
Universal	High-quality teaching, clear routines, explicit instruction, vocabulary support, modelling, checking for understanding and appropriate classroom adaptation.
Responsive	Short-term re-teaching, targeted practice, additional explanation, mentoring, parent communication or focused academic support.

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Targeted	Structured intervention, agreed targets, AESN/EAL support, specialist guidance and planned review.
Intensive / Individualised	Highly individualised support, senior oversight and collaboration with relevant specialists or external agencies where appropriate.

The purpose of additional support is to strengthen access, participation and successful progression towards the intended curriculum. Intervention should be reviewed for impact and adjusted where necessary.

PART VII — LEADERSHIP, MONITORING AND QUALITY ASSURANCE

21. Roles and Responsibilities

Role	Core responsibility
Principal	Holds overall responsibility for ensuring that curriculum provision is coherent, compliant, appropriately resourced and consistent with the school's aims.
Deputy Principal / Heads of School	Provide strategic oversight, ensure phase coherence and evaluate curriculum quality, standards, inclusion and pupil outcomes.
Academic Leaders / Heads of Department / Subject Leaders	Design and sequence curriculum, support subject expertise, assure schemes of work and assessment, monitor implementation and lead improvement.
AESN, EAL, Safeguarding and Pastoral Leaders	Advise on access, vulnerability, wellbeing and safe curriculum participation, and support coordinated responses where barriers emerge.
Teachers	Know and enact the intended curriculum, maintain high expectations, adapt appropriately, assess learning and contribute to curriculum review.
Pupils	Engage actively, follow agreed routines, reflect on learning, seek support when needed and contribute responsibly to the learning community.

22. Curriculum Monitoring and Evaluation

Curriculum provision is reviewed systematically rather than only at the point of annual policy review. Leaders draw on multiple sources of evidence so that evaluation reflects both curriculum intent and pupils' lived experience of implementation.

- curriculum maps, schemes of work and sequencing documentation;
- lesson visits, learning walks and professional dialogue;
- pupil work and evidence of standards over time;
- assessment information and patterns of progress or underachievement;
- pupil voice, parent feedback and staff reflection;
- inclusion, attendance, wellbeing and safeguarding information where relevant to curriculum access;
- departmental and phase review, moderation and standardisation;
- examination and external assessment outcomes;
- transition evidence between phases and destinations after Key Stage 5.

Monitoring should lead to action. Where evaluation identifies inconsistency, gaps in progression, barriers to access or concerns about implementation, leaders should agree proportionate improvement actions, identify responsibility and review impact.

23. Professional Learning and Curriculum Development

Curriculum improvement depends upon knowledgeable staff. Professional learning should therefore strengthen subject expertise, curriculum thinking, pedagogy, assessment, inclusion and safeguarding. Leaders

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should create opportunities for collaborative planning, moderation, professional reading, coaching and disciplined evaluation of practice.

Curriculum change should be purposeful rather than reactive. Significant changes should be informed by evidence, the needs of NISL pupils, national and qualification requirements, workload implications and the school's wider strategic priorities.

PART VIII — POLICY ALIGNMENT

24. One Foundation, Many Expressions

The NISL Flourishing Framework provides the cultural foundation for the school's policies, systems and practices. The Curriculum Policy is one operational expression of that foundation: it translates the commitments to character, wellbeing, belonging, responsibility, high expectations and human flourishing into the design and experience of learning.

The Safeguarding and Child Protection Policy establishes the protective responsibilities that underpin curriculum participation. Curriculum, safeguarding, pastoral care, inclusion, assessment, teaching and character education should therefore work together rather than operate as separate systems.

25. Review and Accountability

The policy will be reviewed at least annually and earlier where changes to curriculum requirements, safeguarding expectations, national guidance or school priorities make this necessary. The review should consider not only whether procedures remain current, but whether the curriculum continues to create the conditions in which pupils can learn successfully and flourish.

Appendix A — Core Curriculum Architecture

Phase	Curriculum architecture
EYFS	Seven areas of learning within a play-rich, language-rich and developmentally responsive curriculum, alongside Arabic and Islamic Studies arrangements.
KS1–KS2	National Curriculum in England, contextualised for NISL and Qatar, with English, mathematics, science, humanities, computing, arts, PE, languages and national subjects.
KS3	Broad specialist curriculum developing disciplinary knowledge and preparing pupils for qualification pathways.
KS4	Academic core plus guided option pathways and recognised qualifications, with continued personal development, PE and national requirements.
KS5	Advanced subject specialisation, independent study, tutorial/personal development, careers and preparation for higher education and employment.

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Appendix B - Standardised Timetable Structure:

Key Stage 1

Key Stage 2

SUBJECT	TIME	LESSONS
English	8h20	10
Mathematics	5h	6
Science	1h40	2
Geography & History	50m	1
History of Qatar	50m	1
Art	50m	1
Character Education	50m	1
Library / Values	50m	1
Assembly	50m	1
SPECIALIST SUBJECTS		
ICT	50m	1
P.E.	50m	1
P4C	50m	1
Music	50m	1
Islamic Studies	1h40m	2
Arabic	4h10	5
Total	29h10m	35
SUBJECT	TIME	LESSONS
English	7h30m	9
Mathematics	4h10m	5

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Science	1h40	2
Geography	50m	1
History	50m	1
History of Qatar	1h40m	1
Art & DT	50m	1
P4C	50m	1
Character Education	50m	1
Library/Values	50m	1
Assembly	50m	1
SPECIALIST SUBJECTS		
ICT	50m	1
P.E.	50m	1
Music	50m	1
French	50m	1
Islamic Studies	1h40m	2
Arabic	4h10m	5
Total	29h10m	35

Key Stage 3

Subject	Time	Lessons
English	4h10m	5
Mathematics	4h10m	5
ICT	1h40m	3
Science	3h20m	4
Arabic	3h20m	4

Key Stage 4

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French	1h40m	2
Art	50m	1
DT	50m	1
P.E.	1h40m	2
History	1h40m	2
Geography	1h40m	2
PHSE	50m	1
Islamic Stud/Cit	1h40m	2
History of Qatar	50m	1
Tutor Period	50m	1
TOTAL	29h10m	35

Subject	Time	Lessons
English	4h10m	5
Mathematics	4h10m	5
Option 1	2h30m	3
Option 2	2h30m	3
Option 3	2h30m	3
Option 4	2h30m	3
Option 5	2h30m	3
Option 6	2h30m	3
Option 7	2h30m	3
P.E.	50m	1
Islamic Stud / Cit	1h40m	2
Tutor Period	50m	1
TOTAL	29h10m	35

Key Stage 5

Subject	Time	Lessons
Option 1	5h50m	7
Option 2	5h50m	7
Option 3	5h50m	7
Option 4	5h50m	7
Self-Study	2h30m	3
Islamic / Prof Stud	1h40m	2
PE	50m	1
Tutor Period	50m	1
TOTAL	29h10m	35

Appendix C - detail

EYFS Curriculum

The EYFS is all about play based learning. The classrooms are divided into child friendly areas (role play, construction/malleable, quiet/book and creative/art areas). The EYFS framework explains that a classroom should have access to various areas of learning. A stimulating and child orientated environment, where children have access to resources and a choice of what they would like to do. Practitioners may lead a short whole class input following small focus group sessions and free flow, with focus on observing all their children within small groups and individually in order to assess that child's individual learning needs. We use the 'Development Matters Statements' to help us assess the children according to their age and development.

The EYFS works on 4 basic principles, A Unique Child (each child has different learning needs, strengths and areas of improvement), Positive Relationships (looking at the relationships surrounding the child, eg: teacher, parents and peers), Enabling Environments (Children must be provided with stimulating environments) and Learning and Development.

Within Learning and Development there are seven different areas.

These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

- Communication and Language

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- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In Foundation 1 and 2 we follow the Rocket Phonics programme, building from pre phonics to a synthetic phonics system where children learn to sound out and blend letters and letter strings.

Mathematics in Foundation 1 and Foundation 2 involves the children learning about numbers, shape and measures. This is taught where children are able to explore their environment and apply mathematical learning to real life situations. PE, ICT, Library and Music are now timetabled as part of the children's weekly learning. In addition, pupils participate in Qatar Values, Character Education and Philosophy for Children (P4C) each week, supporting their personal, social and character development alongside the wider curriculum.

Daily Times	7am to 12.30pm
Arabic	1h30m in F1
	2 hours in F2
Islamic Studies	30 minutes

The Primary Curriculum

Key Stage 1 Curriculum

Key Stage 1 consists of Years 1 and 2. The courses for KS1 are designed to meet the requirements of the English National Curriculum (2014).

English

At Newton International School we follow the English Programmes of Study as set out in the National Curriculum in England (2014). In KS1 English, your child will develop skills in reading, writing, speaking and listening. They'll be introduced to a range of materials, including stories, poems and plays, non-fiction and information books and will start writing their own versions of familiar stories as well as pieces of non-fiction. By the end of KS1 they will be planning their work and writing longer pieces with a beginning, middle and end.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

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- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

It is essential that children are surrounded in a rich literary environment at both home and school. In KS1 your child will be sent home each week with a book to read, please ensure you take the time to listen to your child and discuss what they have read.

Mathematics

At Newton International School we follow the Mathematics Programme of Study as set out in the National Curriculum in England (2014).

The principal focus of mathematics teaching in KS1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Science

The principal focus of science teaching in KS1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They will be encouraged to be curious and ask questions about what they notice. They will be helped to develop their

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understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science will be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

The children will be studying the following topics in KS1:

Year 1: Plants; Animals including Humans; Everyday Materials; Seasonal Changes

Year 2: Living Things & Habitats; Plants; Animals including Humans; Uses of Everyday Materials

History

In KS1 pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils will be taught about:

- changes within living memory.
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Geography

In KS1 pupils should develop knowledge about the world, the United Kingdom and their locality (Qatar). They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils will be taught:

Locational knowledge

- To name and locate the world's seven continents and five oceans
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Human and physical geography
- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- To use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Computing at KS1

Computing is taught through specialist lessons in KS1. Children will take part in a computing lesson once a week. As well as this a number of opportunities for children to be using different technologies in the classroom to support other curriculum areas will occur each week.

Pupils will be taught to:

- To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- To create and debug simple programs
- To use logical reasoning to predict the behaviour of simple programs
- To use technology purposefully to create, organise, store, manipulate and retrieve digital content
- To recognise common uses of information technology beyond school

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- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Art and Design at KS1

Art is taught through specialist lessons each week in KS1. Specialist teachers work closely with each year group to ensure the work completed in Art will enhance the subjects/topics being taught in class.

Pupils will be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music at KS1

At KS1 Music is taught in class in practical hands-on lessons.

Pupils will be taught:

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes
- To play tuned and un-tuned instruments musically
- To listen with concentration and understanding to a range of high-quality live and recorded music
- To experiment with, create, select and combine sounds using the inter-related dimensions of music.

Physical Education at KS1

Physical education is taught as a specialist subject, it is essential that children are in the correct PE clothing for their weekly lessons.

Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught:

- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

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- To participate in team games, developing simple tactics for attacking and defending
- To perform dances using simple movement patterns.

Key Stage 2 Curriculum

Key Stage 2 consists of Years 3 - 6 – often divided into Lower KS2 (Years 3 and 4) and Upper KS2 (Years 5 and 6). At Newton International School we follow the Programmes of Study as set out in the National Curriculum in England.

English

At Newton International School we follow the English Programmes of Study as set out in the National Curriculum in England (2014).

In KS2 children develop skills in speaking, listening, reading and writing. They learn to express themselves creatively and imaginatively and to communicate with others effectively. Children learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. Studying English helps children understand how language works by looking at its patterns and structure enabling them to adapt what they say and write in different situations.

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

It is essential that children are surrounded in a rich literary environment at both home and school. In KS2 your child will be sent home each week with a book to read, please ensure you take the time to listen to your child and discuss what they have read.

Mathematics

At Newton International School we follow the Mathematics Programme of Study as set out in the National Curriculum in England (2014).

Year 3 and Year 4 (Lower Key Stage 2)

The principal focus of mathematics teaching in LKS2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Year 5 and Year 6 (Upper Key Stage 2)

The principal focus of mathematics teaching in UKS2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Science

Year 3 and Year 4 (Lower Key Stage 2)

The principal focus of science teaching in LKS2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their

own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

Year 3 – Plants, Animals, Rocks, Light, Forces and Magnets

Year 4 – Living Things and their Habitat, Animals including Humans, States of Matter, Sound, Electricity

Year 5 and Year 6 (Upper Key Stage 2)

The principal focus of science teaching in UKS2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At UKS2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

Year 5 – Living Things and their Habitats, Animals including Humans, Properties of Materials, Earth and Space, Forces

Year 6 – Living Things and their Habitats, Animals including Humans, Adaptations and Inheritance, Light, Electricity

History

In KS2 pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Geography

In KS2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America and Middle East. This will include the location and

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characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils will be taught:

Locational knowledge

- To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

To describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Computing

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Computing is taught through specialist lessons in KS2. Children will take part in a computing lesson once a week. As well as this a number of opportunities for children to be using different technologies in the classroom to support other curriculum areas will occur each week.

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

French

All children from Year 3 to Year 6 will learn French. They will study different topics in French ranging from numbers and the alphabet, to being able to introduce themselves in French and talk about their families. French is taught by a native French speaker.

Art and Design

Art is taught through specialist lessons each week in KS2. Specialist teachers work closely with each year group to ensure the work completed in Art will enhance the subjects/topics being taught in class.

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

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Music

In KS2 Music is taught in class in practical hands on lessons.

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Physical Education

Physical education is taught as a specialist subject, it is essential that children are in the correct PE clothing for their weekly lessons.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Arabic, Islamic and Qatar History

The Arabic curriculum consists of three levels. Each level aims to help students acquire good speaking, listening and reading skills. Easy Arabic lessons help beginners build a gradual interest in developing practical linguistic skills in listening, speaking, reading and writing. All this aims to help the student be able to pronounce and speak Arabic more fluently.

Features of an Arabic lesson:

- The build-up of linguistic skills to cater to different levels in Arabic
- Focus on reading and listening - this is very practical for beginners
- An increase of Arabic-language skills delivered in a fun and exciting way
- The ability of students to read properly is enhanced by starting with phonetic awareness and then reading aloud.
- Students' physical and mental abilities are expanded by doing text-level work or grammar-based book exercises such as:
 - o Providing word synonyms, antonyms and singular, dual and plural forms
 - o Comprehending over 80% of Arabic texts
 - o Building correctly structured and meaningful sentences and short paragraphs, while looking at picture prompts and discussing the lesson's subjects
 - o Forming basic Arabic sentences, then applying advanced structures to re-form those sentences and use them in daily life.
 - o Writing sentences related to lesson's subjects, then correcting mistakes by writing words phonetically.

Islamic and Qatar History

These lessons are taught by the Arabic department staff for fluent Arabic speakers. Non-Arabic speakers will receive instruction from their class teachers in Citizenship when Islamic is being taught and the Qatar History programme will be delivered to them in English.

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Key Stage 3 Curriculum

KS3 consists of Years 7 and 8. The courses for KS3 are designed to meet the requirements of the English National Curriculum and are all taught by specialist teachers.

English

At Newton International School we use the English Programmes of Study as set out in the National Curriculum in England (2014) to deliver the English programme. Each unit of work covers aspects of Speaking and Listening, Word, Sentence and Text-level work. Within the Word-level work children will look in depth at different spelling patterns and develop their handwriting skills. Sentence-level consists of grammar and punctuation work, while Text-level work looks in depth at how texts are constructed and teaches the pupils to write their own texts in these styles.

The English National Curriculum ensures all students are given the opportunity to work with different types of texts, both fiction and non-fiction.

Speaking and Listening is integrated into every aspect of school life. The students are always encouraged to speak in English. They have opportunities to perform in class assemblies to a wide audience, which also encourages listening skills.

A very important part of our English teaching is reading. The students read books in school during Guided Reading to increase their fluency and comprehension. These texts vary in difficulty so that the range of abilities in the class is covered.

Mathematics

At Newton International School we use the Mathematics Programmes of Study as set out in the National Curriculum in England (2014) to plan and implement our Mathematics programme. Mathematics lessons are carried out daily.

Assessment is on-going throughout the year. It involves the regular completion of practical and written tasks related to the units covered. Each week there is a Mental Mathematics test or a short check-up test, based on the unit studied.

Science

In Science students will experience an integrated programme through a variety of topics. Students will be taught science in our Science Laboratory. Students will learn about a wider range of living things,

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materials and phenomena. They will start to create links between ideas and apply their knowledge and understanding of scientific ideas to everyday things and their personal health. Students will have the opportunity to take part in a, ‘Science Week,’ in which they will have the chance to do lots of ‘hands on’ science activities.

Humanities

Geography and History are taught separately in Key Stage 3. They cover a variety of topics and focus on students using skills related to these different subjects in order to enhance their learning. There is a larger focus on self-study for these subjects than in the Primary phase.

Computer Studies

Each class visits the computer suite three times a week.

Here at NIS, we feel that it is very important for our students to be confident when using the computer. Students will have the opportunity to use multimedia packages to present their work and use a variety of programmes to broaden their knowledge base. Each year group follows a prescribed course, based on the National Curriculum. This subject is taught by a specialist teacher.

PE (Physical Education)

In PE the students acquire and develop skills in games and gymnastics. Understanding the need to be fit and healthy and developing skills in movement and coordination are the fundamentals of our PE programme. All students are required to take part for their own personal benefit and safety. PE is taught by specialist staff.

Art and Design Technology

In Art, students have the opportunity to study the work of artists and copy their artistic style. Topics are varied and incorporate different skills and forms of art. DT helps pupils to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society. Art & DT is taught by specialist staff.

French

All pupils will learn French. They will study different topics in French, ranging from being able to introduce themselves in French and talk about their families. French is taught by a French native speaker.

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