



**Newton British Academy
Barwa City**

Secondary Curriculum Policy

Policy Date: June 2021 – June 2024

Review Date: June 2022

**“An international community of learners striving for
excellence and celebrating success”**

Secondary Curriculum Policy

Aims and Principles

The main values and purposes of the curriculum are aligned to the type of education in which The Newton Group believes and which we seek to provide. This includes a holistic environment in which young people are safe, secure, cared for and happy; and are nurtured to develop into articulate, confident and well-qualified citizens of the world. At Newton British Academy we aim to provide a curriculum which promotes children becoming curious thinkers with a love of learning and who can demonstrate independent thought. The curriculum and its implementation should foster an environment in which questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged.

This Curriculum Policy should be considered within the overall Aims and Values of the School, which are at the core of its objectives.

Our curriculum is designed to allow each student to:

- achieve the best possible academic qualifications and standards; whatever their ability.
- ensure high levels of engagement, enjoyment and personal development.

We aim to achieve an appropriate balance between the provision of familiar experiences and activities and the presentation of new challenges. Through our curriculum, we strive to develop students who:

- are introduced to the essential knowledge, skills of subject disciplines and who are able to develop specialisms according to their aptitude.
- acquire an understanding of the social, economic, environmental and political aspects of the world and the interdependence of individuals, groups and nations.
- are able to link areas of knowledge and transfer skills from one area to another.
- are resourceful and able to solve problems using the knowledge and skills they have gained.
- build up the necessary knowledge and understanding to develop for themselves an active and healthy lifestyle.
- are reflective learners who understand their strengths and how they can be used; who can identify areas for development and recognise what to do in order to make progress.
- can show resilience in their learning, persevering even when tasks are challenging and knowing how to access help when needed.
- can work effectively in a team but also concentrate for long periods of time alone and manage distractions effectively.
- are increasingly independent, able to demonstrate initiative and self-organisation.

Relationship to other policies

The school policy on the curriculum should be read in conjunction with the following school policies and procedures:

- Teaching and Learning
- Admissions
- Assessment
- Homework
- SEN
- EAL
- Subject Policies
- Extra-Curricular Activities
- Student Support Programmes

Curriculum Delivery

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons and events, routines, and learning that take place outside the classroom. Although the majority of the students' formal learning experiences will be through subject-based lessons, the curriculum is also planned and delivered to address a number of cross-curricular dimensions.

English across the Curriculum

We aim for all of our students to become literate and articulate communicators. We do recognise the importance of speaking and listening within the context of the number of children who are non-mother tongue English speakers. In all subjects, pupils should be taught to express themselves correctly and appropriately on paper and orally, and to read accurately and with understanding.

In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms.

In speaking, pupils should be taught to use language precisely and cogently.

Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively.

In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument; to be able to summarise, synthesise and adapt what they learn from their reading.

They should be taught specific strategies to aid revision, including how to retain information over the long-term for deep understanding.

Health and Safety

All subjects have a duty to ensure appropriate compliance with Health and Safety guidelines, but specific responsibilities lie with science, design and technology, information and communication

technology, art and design, and physical education. When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- about hazards, risks and risk control.
- to recognise hazards, assess consequent risks and take steps to control those risks to themselves and others.
- to use information to assess the immediate and cumulative risks in any situation.
- to manage their environment to ensure the Health and Safety of themselves and others.
- to explain the steps they take to control risks.

Academic Support

In order to ensure every child achieves their personal best, and is fully engaged in their learning, we offer a high level of support within the curriculum, depending on the needs of each individual. This happens in a number of different ways.

Monitoring

Responsibility for the effective implementation of the policy lies with the Principal who delegates to the Heads of Schools, Heads of Department. Individual class and subject teachers also have a key role to play. The policy is supported by schemes of work – Long Term Plans developed by individual departments.

The curriculum provision is reviewed annually at SMT and through Heads of Department meetings, as well as discussed at various academic forums.

The Secondary Curriculum

- **Key Stage 3** consists of Year 7, Year 8 and Year 9 – all subjects are compulsory
- **Key Stage 4** consists of Year 10 and Year 11 – English and Mathematics, PE, Islamic or Citizenship are compulsory. Students choose 7 other subjects as options.
- **Key Stage 5** consists of Year 12 (AS Level). Students choose 4 AS level subjects as options; Islamic or Citizenship are compulsory.

The curriculum followed throughout the Secondary School is based upon the English National Curriculum of England; with each subject curriculum being drawn from the British National Strategy.

Each individual curriculum is then evaluated as to its appropriateness and importance to the school community that we have and balanced with the needs of the Ministry of Education.

The KS4 and KS5 curriculum is essentially drawn from this same curriculum and the examination boards we use, Edexcel and Cambridge (CIE) are both respected British Examination boards. The IGCSE share international renown as one of the best middle level examinations in the world. Subjects taught in each Key Stage are indicated on the table below.

| | | |
|--------------------|--------------------|--------------------|
| Key Stage 3 | Key Stage 4 | Key Stage 5 |
|--------------------|--------------------|--------------------|

| | | |
|------------------|--------------------|--------------------|
| Arabic | Arabic 1 | Arabic |
| Art | Arabic 2 | Art |
| DT | Art | Biology |
| English | Biology | Business Studies |
| French | Business Studies | Chemistry |
| Geography | Chemistry | Computer Science |
| History | Citizenship | DT |
| History of Qatar | Computer Science | English |
| ICT | Core PE | Environmental |
| Mathematics | DT | General Paper |
| PE | Economics | Geography |
| Science | English | IT |
| Islamic Studies | Environmental | Mathematics |
| Citizenship | French | Physics |
| | Geography | Travel and Tourism |
| | Global Citizenship | |
| | History | |
| | ICT | |
| | GCSE PE / Core PE | |
| | Islamic Studies | |
| | Mathematics | |
| | Physics | |
| | Travel and Tourism | |

Standardised Timetable Structure: Key Stage 3

| Subject | Time | Lessons |
|-------------------------------|---------------|-----------|
| English | 4h10m | 5 |
| Mathematics | 4h10m | 5 |
| Arabic | 4h10m | 5 |
| Science | 3h20m | 4 |
| ICT | 2h30m | 3 |
| French | 1h40m | 2 |
| Art | 50m | 1 |
| DT | 50m | 1 |
| History | 1h40m | 2 |
| Geography | 1h40m | 2 |
| Islamic Studies / Citizenship | 1h40m | 2 |
| P.E. | 50m | 1 |
| History of Qatar | 50m | 1 |
| Tutor Period | 50m | 1 |
| TOTAL | 29h10m | 35 |

Standardised Timetable Structure: Key Stage 4

| 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 Studies / Citizenship | 1h40m | 2 |
| Tutor Period | 50m | 1 |
| TOTAL | 29h10m | 35 |
| Standardised Timetable Structure: Key Stage 5 | | |
| Subject | Time | Lessons |
| Option 1 | 6h40m | 8 |
| Option 2 | 6h40m | 8 |
| Option 3 | 6h40m | 8 |
| Option 4 | 6h40m | 8 |
| Islamic Studies / Citizenship | 1h40m | 2 |
| Tutor Period | 50m | 1 |
| TOTAL | 29h10m | 35 |

Examination Board / Code and grading system.

English Department

| | Exam board | Exam code | Grading |
|------------------------------|-----------------------------|-----------|------------------|
| Year 7 English | British National Curriculum | | Newton 9-1 Scale |
| Year 8 English | British National Curriculum | | Newton 9-1 Scale |
| Year 9 English | British National Curriculum | | Newton 9-1 Scale |
| Year 10 & 11 Second Language | Cambridge | O991 | 9-1 |
| Year 10 & 11 First Language | Cambridge | O990 | 9-1 |
| Year 10 & 11 Literature | Edexcel | 4ET1 | 9-1 |
| Year 12 AS Language | Cambridge | 9093 | A - U |
| Year 12 General Paper | Cambridge | 8021 | A - U |

Mathematics Department

| | Exam board | Exam code | Grading |
|-------------------------|-----------------------------|---------------------------|------------------|
| Year 7 Mathematics | British National Curriculum | | Newton 9-1 Scale |
| Year 8 Mathematics | British National Curriculum | | Newton 9-1 Scale |
| Year 9 Mathematics | British National Curriculum | | Newton 9-1 Scale |
| Year 10 & 11 Higher | Edexcel | 4MA1 | 9-1 |
| Year 10 & 11 Foundation | Edexcel | 4MA1 | 9-1 |
| Year 12 Mathematics | Edexcel | WMA11, 12 & WST01 - Stats | A - U |

Science Department

| | Exam board | Exam code | Grading |
|-----------------------------------|-----------------------------|-----------------|------------------|
| Year 7 Science | British National Curriculum | | Newton 9-1 Scale |
| Year 8 Science | British National Curriculum | | Newton 9-1 Scale |
| Year 9 Science | British National Curriculum | | Newton 9-1 Scale |
| Year 10 & 11 Biology | Edexcel | 4BI1 1B | 9 - 1 Scale |
| Year 10 & 11 Chemistry | Edexcel | 4CH1 1C | 9 - 1 Scale |
| Year 10 & 11 Physics | Edexcel | 4PH1 1P | 9 - 1 Scale |
| Year 10 & 11 Single Award Science | Edexcel | 4SSO 1B, 1C, 1P | 9 - 1 Scale |
| Year 12 Biology | Edexcel | WBI 11,12,13 | 9 - 1 Scale |
| Year 12 Chemistry | Edexcel | WCH 11, 12,13 | 9 - 1 Scale |
| Year 12 Physics | Edexcel | WPH 11, 12, 13 | 9 - 1 Scale |

Geography

| | Exam board | Exam code | Grading |
|-------------------------------|--|------------|------------------|
| Year 7 Geography | British National Curriculum | | Newton 9-1 Scale |
| Year 8 Geography | British National Curriculum | | Newton 9-1 Scale |
| Year 9 Geography | British National Curriculum | | Newton 9-1 Scale |
| Year 10 & 11 Geography | Edexcel | 4GE1 | 9-1 |
| Year 12 Geography | Cambridge | 9696 | A-E |
| History | | | |
| | Exam board | Exam code | Grading |
| Year 7 History | British National Curriculum | | Newton 9-1 Scale |
| Year 8 History | British National Curriculum | | Newton 9-1 Scale |
| Year 9 History | British National Curriculum | | Newton 9-1 Scale |
| Year 10 & 11 History | Edexcel | 4HI1 | 9-1 |
| Year 12 History | Edexcel | XHI01 | A-E |
| ICT / Computer Science | | | |
| | Exam board | Exam code | Grading |
| Year 7 ICT | British National Curriculum | | Newton 9-1 Scale |
| Year 8 ICT | British National Curriculum | | Newton 9-1 Scale |
| Year 9 ICT | British National Curriculum | | Newton 9-1 Scale |
| Year 10 & 11 ICT | Cambridge | 0983 | 9-1 |
| Year 10 & 11 Computer Science | Cambridge | 0984 | 9-1 |
| Year 12 IT | Cambridge | 9626 | A-E |
| Year 12 Computer Science | Cambridge | 9618 | A-E |
| Design and Technology | | | |
| | Exam board | Exam code | Grading |
| Year 7 DT | British National Curriculum | | Newton 9-1 Scale |
| Year 8 DT | British National Curriculum | | Newton 9-1 Scale |
| Year 9 DT | British National Curriculum | | Newton 9-1 Scale |
| Year 10 & 11 DT | Cambridge | Code: 0979 | 9 - 1 |
| Year 12 DT | The examination is in November and not in June | | |
| ART | | | |

| | Exam board | Exam code | Grading |
|-------------------------------|-----------------------------|------------|------------------|
| Year 7 ART | British National Curriculum | | Newton 9-1 Scale |
| Year 8 ART | British National Curriculum | | Newton 9-1 Scale |
| Year 9 ART | British National Curriculum | | Newton 9-1 Scale |
| Year 10 & 11 ART | Cambridge | Code: 0989 | 9 - 1 |
| Year 12 ART | Cambridge | 9479 | 9 - 1 |
| French | | | |
| | Exam board | Exam code | Grading |
| Year 8 French | British National Curriculum | | Newton 9-1 Scale |
| Year 8 French | British National Curriculum | | Newton 9-1 Scale |
| Year 9 French | British National Curriculum | | Newton 9-1 Scale |
| Year 10 & 11 French | Edexcel | 4FRO | 9-1 |
| Physical Education | | | |
| | Exam board | Exam code | Grading |
| Year 10 & 11 IGCSE PE | Edexcel | 1PE0 | 9-1 |
| Business Studies | | | |
| | Exam board | Exam code | Grading |
| Year 10 & 11 Business Studies | Edexcel | 4BS1 | 9-1 |
| Year 12 Business Studies | Edexcel | XBS11 | A - E |
| Economics | | | |
| | Exam board | Exam code | Grading |
| Year 10 Economics | Edexcel | 4EC1 | 9-1 |
| Environmental Management | | | |
| | Exam board | Exam code | Grading |
| Year 10 & 11 Environmental | Cambridge | 680 | A* - U |
| Year 12 Environmental | Cambridge | 8291 | A – E |
| Global Citizenship | | | |
| | Exam board | Exam code | Grading |

| | | | |
|---------------------------------|---------------------------|------------------|------------------|
| Year 10 & 11 Global Citizenship | Pearson | 4GL1 | 9-1 |
| Travel and Tourism | | | |
| | Exam board | Exam code | Grading |
| Year 10 & 11 Travel and Tourism | Cambridge | 471 | A* - U |
| Year 12 Travel and Tourism | Cambridge | 9395 | A - E |
| Qatar History in English | | | |
| | Exam board | Exam code | Grading |
| Year 7 Qatar History in English | Qatar National Curriculum | | Newton 9-1 Scale |
| Year 8 Qatar History in English | Qatar National Curriculum | | Newton 9-1 Scale |
| Year 9 Qatar History in English | Qatar National Curriculum | | Newton 9-1 Scale |
| Citizenship | | | |
| | Exam board | Exam code | Grading |
| Year 7 Citizenship | National Curriculum | | Newton 9-1 Scale |
| Year 8 Citizenship | National Curriculum | | Newton 9-1 Scale |
| Year 9 Citizenship | National Curriculum | | Newton 9-1 Scale |