

Middle School Overview Information

All Middle School Subjects follows the Cambridge lower secondary Curriculum except for Study of Society and Environment (SOSE), Mandarin, Service as Action (SAA) and Personal Development (PD) which are integrated and modified subjects prepared by and for use only in Woodford International School.

Sections

1. Middle School Staffs & Responsibilities

| Subject | Year level | Teacher | No. of Periods per week (40 minutes/period) |
|---|------------|--------------------|---|
| Middle School Coordinator | Year 6-8 | Augustine Kafukese | |
| English | Year 6-8 | Salome Karibule | 6 |
| Mathematics | Year 6-8 | Wendy Hatika | 6 |
| Science | Year 6-8 | Augustine Kafukese | 6 |
| Study of Society and Environment | Year 6-8 | Shain Begum | 6 |
| ICT | Year 6-8 | Philip Luluku | 3 |
| PSPE | Year 6-8 | Gerald Oiaka | 2 |
| Art | Year 6-8 | Helen Luitolo Mani | 2 |
| Music | Year 6-8 | Alex Haro | 2 |
| Mandarin | Year 6-8 | Ianju Chen | 8 |
| PD (Personal Development) | Year 6A | Salome Karibule | 2 |
| | Year 6B | Wendy Hatika | 2 |
| | Year 7 | Randy Chite | 2 |
| | Year 8 | Shain Begum | 2 |
| Service As Action | Year 6-8 | Gerald Oiaka | 2 |

Homeroom

| Class | Teacher | Classroom |
|-----------------|-----------------|-----------|
| Year 6 A | Salome Karibule | A3 |
| Year 6 B | Wendy Hatika | A2 |
| Year 7 | Gerald Oiaka | B4 |
| Year 8 | Shain Begum | B2 |

2. Middle School Subjects Overview

English

Learners develop English skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. They will develop a first language competency in English.

Divided into three stages, the curriculum framework covers knowledge, skills and understanding in the three strands:

- Reading
- Writing
- Speaking and listening.

Mathematics

Mathematics explores five content areas:

- Number
- Geometry
- Measure
- Handling data
- Problem solving

Science

Children are naturally curious and science supports the development of a child's curiosity, helping them to investigate problems, learn more about the world around them and understand and use scientific explanations for a wide range of phenomena.

What will students learn?

Science covers four content areas:

- Scientific enquiry
- Biology
- Chemistry
- Physics.

Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work and recording and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge, including environmental awareness and history of science.

SOSE

The SOSE curriculum comprises of topics in history, geography, business, and environmental management. Topics covered in respective year levels are:

| Year level | Term | Topics |
|------------|------|--|
| 6 | 1 | <ul style="list-style-type: none">• Ancient Civilizations |
| | 2 | <ul style="list-style-type: none">• Sea and Coastal Change• Pacific People |
| | 3 | <ul style="list-style-type: none">• Weather and Climate• Fragile Environments |
| | 4 | <ul style="list-style-type: none">• Landforms and Landscapes |
| 7 | 1 | <ul style="list-style-type: none">• Civics & Citizen – Basic business & Economics• Civics & Citizen – Laws and Government |
| | 2 | <ul style="list-style-type: none">• WW1 and Inter-war years |
| | 3 | <ul style="list-style-type: none">• WWII – Europe and Asia-Pacific |
| | 4 | <ul style="list-style-type: none">• Water in the World• Biomes and Food Security |
| 8 | 1 | <ul style="list-style-type: none">• Magnitude 9.0 – Earth Science |
| | 2 | <ul style="list-style-type: none">• The Cold War (1945-1991) |
| | 3 | <ul style="list-style-type: none">• Population and Migration |
| | 4 | <ul style="list-style-type: none">• Degrees of Separation – (Civil Movements) |

ICT

Learners will learn to use ICT hardware and software safely, confidently and purposefully to communicate and handle information, and to support their problem-solving, recording and expressive work. They should be taught to reflect, discuss and consider the implications of using ICT hardware and software. Skills developed

Learners should learn to:

•• use ICT hardware and software and develop knowledge of ICT

— use a variety of ICT hardware and software (which may include various kinds of computers and keyboards, as well as TV, DVD, video devices, music players and mobile/cell phones) to carry out a variety of functions in a range of contexts

— explore the use of computer systems and control technology in everyday life

— examine and discuss their experiences of ICT, and look at the use of ICT in the outside world

•• communicate using ICT

- begin to assemble text and images to communicate ideas in different forms using words, tables, pictures and sound
- create, redraft and present ideas using text manipulation, laying out text, checking for errors and correcting them
- use a paint or graphics package to present ideas
- recognise the need to communicate safely and responsibly
- handle information using ICT
 - explore and use a variety of methods to enter and store information onto a computer
 - classify information using ICT
 - store, retrieve and process information that has been stored in a pre-prepared database or spreadsheet
- program solutions to problems
 - understand that problems can be solved by working out a precise sequence of steps
 - recognise that computers are controlled by programs that are written by developers
 - create sequences of instructions (programs) to control a computer.

Art

Art & Design gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Students explore and push boundaries to become reflective, critical and decisive thinkers. They learn how to articulate personal responses to their experiences.

What will students learn?

Students develop creative skills that will help with many aspects of their future learning and development. They will:

- learn to see themselves as artists and become increasingly reflective and independent
- develop the skills needed to express creative ideas and to communicate visually
- understand their place and the place of others in a creative, innovative and interconnected world

PSPE

Physical education is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health and there is growing evidence that it improves academic performance across the curriculum. Establishing good patterns of exercise in lower secondary school provides learners with the foundation of an active and healthy lifestyle.

What will students learn?

This subject is about learning to move and moving to learn. Learners develop skills through a wide variety of age-appropriate physical activities, including games, team sports, gymnastics and dance. As individuals and team members, they will:

- increase confidence, moving with increasing control, fluency and variety
- improve their understanding of concepts, rules, tactics, strategies and compositional ideas
- participate in respectful and responsible ways, engaging appropriately and safely
- improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- develop transferable skills promoting physical, cognitive and social development and become independent, critical and reflective movers and thinkers.

Music

Music fosters creativity and builds confidence. It helps learners to express themselves and shows them the importance of communication as they learn to connect with other musicians and with audiences.

What will students learn?

Learners explore music as performers, composers and informed listeners. They make, understand and appreciate music from different cultures, times and places, helping them to develop leadership and collaboration skills as well as self-confidence.

Cambridge Lower Secondary Music learners:

- cultivate a joy of music through participating in meaningful and enjoyable experiences
- develop the knowledge, skills and attitudes necessary to contribute as musicians
- collaborate with others in purposeful and expressive ways through singing and playing instruments
- nurture their individual and collective creativity
- use their growing knowledge to explore and generate music that is unique, relevant and valuable.

Mandarin

Students are taught basic Mandarin where they learn the following:

- Tones.
- Greetings, numbers.
- Common words and sentences.
- Common songs and poems.
- Tradition: Lunar New Year, holidays, food, music, etc.
- Make short conversations.

Personal Development (PD)

| T E R M 1 | Middle School Personal Development Programme | | | |
|----------------------------------|---|---|---|---|
| | Week | Year 6 Who am I | Year 7 Having a positive sense of self and healthy relationships | Year 8 Who am I in the community |
| | 1 | School's Mission, Vision and Values | School's Mission, Vision and Values | School's Mission, Vision and Values |
| | 2 | Responsible Behaviour | Responsible Behaviour | Responsible Behaviour |
| | 3 | Personal Goals setting | Personal Goal setting | Personal Goal setting |
| | 4 | Being a "first class" class | Me and my family | Different types of relationships |
| | 5 | Time Management | Dealing with parents | Boy- girl relationships |
| | 6 | | My support network | |
| | 7 | Homework/Study Habits | | My rights and responsibility |
| | 8 | | | |
| | 9 | Effective Learning | | Emotional Health |
| 10 | Personal goals evaluation and resetting | Personal goals evaluation and resetting | Personal goals evaluation and resetting | |
| T E R M 2 | Week | Year 6 | Year 7 | Year 8 |
| | 1 | My identity | Smoking/alcohol/ betelnut | Bullying |
| | 2 | Self-awareness | | Internet safety |
| | 3 | Interpersonal Skills | Different types of drugs | |
| | 4 | | | Safe on the streets |
| | 5 | Friendship | Students at risk | |
| | 6 | | | Support network |
| | 7 | Bullying | Internet safety | |
| | 8 | | | |
| 9 | Personal goals evaluation and resetting | Personal goals evaluation and resetting | Personal goals evaluation and resetting | |

| | | | | |
|----------------------------------|---|---|---|--|
| T E R M 3 | Week | Year 6 | Year 7 | Year 8 |
| | 1 | Brain and body development | Friendship | How to be a successful person |
| | 2 | Keep myself clean | Personal identity and self-esteem | |
| | 3 | Healthy routines (food and exercise) | How our feeling change | Career interest |
| | 4 | | | |
| | 5 | Basic First aid | The school is a community | Leadership Styles |
| | 6 | | | |
| | 7 | | | |
| | 8 | | | |
| 9 | Personal goals evaluation and resetting | Personal goals evaluation and resetting | Personal goals evaluation and resetting | |
| T E R M 4 | Week | Year 6 | Year 7 | Year 8 |
| | 1 | My role models | Peer pressure | Being a good citizen |
| | 2 | | | |
| | 3 | Pocket Money | The power of advertising | Respect and value others |
| | 4 | How to be safe | | |
| | 5 | | Self-reflection and self-monitoring | People with disabilities |
| | 6 | | | |
| | 7 | | | Advocate for causes and issues that are meaningful |
| | 8 | | | |
| | 9 | Personal goals evaluation | Personal goals evaluation | Personal goals evaluation |
| 10 | | | | |

SAA

The Service as Action subject is a community service program. Its purpose is to develop students' skills on the following:

- Empathy (doing for others)
- Community service (Giving back to the community)
- Experiential learning
- Life skills
- Communication
- Confidence
- Inter-personal relationship
- Teamwork

In Service as Action, students in each year level go into groups and propose a project targeting community service for a period of time (usually one term). Each will choose a teacher or senior student as a mentor in their project.

3. Middle School Assessment Overview

| Subjects | Assessment weighting %/100 |
|---|---|
| English Math Science SOSE ICT | 60% Internal Course Work 40% End Semester Exam |
| Art Music PSPE Mandarin | 100% Internal Course Work |

4. Middle School STEM

The Middle STEM Program is project oriented. Students will be allocated in small groups of 3 or 4 students in a class and choose a project on science, technology, engineering, and mathematics or integral. Each group then have 10 weeks to work on their project to produce a tangible or intangible product or service that is Specific, Measurable, Achievable, Realistic, and Time-oriented (SMART).

All projects are the showcased on the STEM Exhibition day on Friday Week 4 Term 2.



5. 2020 Middle School Timetables

[Year 6A](#)

[Year 6B](#)

[Year 7](#)

[Year 8](#)

6. Homework Schedule

Homework for the four (4) core subjects: English, Math, Science, and Study of Society and Environment (SOSE) are scheduled so each subject can only give one homework per week. This will avoid overload in student homework per week. Homework for the core subjects are also scheduled for Monday to Thursday to allow free weekends for students to do major assignments, study & revise, and personal chores.

2020 homework schedule

| Year level | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------|----------------|----------------|------------------|-----------------|---------------|
| Year 6A | Math | SOSE | English | Science | |
| Year 6B | English | Science | SOSE | Math | |
| Year 7 | English | SOSE | Math | Science | |
| Year 8 | Math | English | SOSE | Science | |