



أكاديمية جيمس ولينغتون - شارع الخيل
GEMS Wellington Academy
AL KHAL

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KEY STAGE 3



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ARABIC A CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, Arabic A at WEK...

Most of the resources used are based on specifications made by the UAE Ministry of Education. We will adopt a range of National Curriculum strategies and approaches in the delivery of Arabic language teaching.

Reading: Learners show good knowledge of the stems (roots) of words, show abilities to specify the ideas and evidence the points of view in texts and connect them. They read old and modern poetic texts and prose works include short stories, plays, and novels differentiate in their contents and the issues discussed, as well as write about them texts to show their ability to analyze such artistic texts and explain the ideas contain therein. In addition they link them with other literary works which are read by them to reflect their cognitive and literary wealth that suit their abilities and standard.

Writing: Learners write clear and coherent essays to show their awareness and thought for the purpose of writing and the readership. The essays shall include introduction, supporting evidence, logical conclusions, and the learners develop their ability through the stages and strategies of writing.

Speaking: chooses strategies proper to develop the introduction, close (conclusion) by using literary quotation, stories, proverbs. Uses visual methods, graphs, and electronic means to support the accuracy of his presentation

Listening: The learners listen to the audible texts and show understanding, distinguish and analyze the ideas, extract values and principles, evaluate the texts according to objective standards, and adhere to the etiquette of listening.



ARABIC A CURRICULUM: YEAR 7 CONTINUED

KEY STAGE 3

TERM 1 - TOPICS / KEY CONTENT

البلاغة: التشبيه تام الأركان
النحو: الفعل الصحيح وأنواعه/ الفعل المعتل وأنواعه/المبني
للمعلوم والمبني للمجهول/الكشف في المعجم
قراءة أدبية وتحليل:
شعر: إشراقه ووطن
قصة: قصة حسون الحواري
مقال: مقال برج خليفة

الاستماع والتحدث: قصر الحصن
الكتابة: كتابة قصة قصيرة
الإملاء: الألف اللينة في نهاية الأسماء الثلاثية

TERM 2 - TOPICS / KEY CONTENT

شعر: من ذكريات شاعر
بلاغة: الأغراض البلاغية للأسلوب الخبري
قصة: قلب أمي
نحو: المفعول فيه
نص معلوماتي (مع والدي
نحو:أحوال العدد والمعدود
الاستماع: الليرة الذهبية
كتابة قصة قصيرة
، التحدّث (مسؤوليتي تجاه عائلتي)،
الإملاء: الألف اللينة في آخر الأفعال الثلاثية

TERM 3 - TOPICS / KEY CONTENT

نص شعري: (أميرة الصحراء)، البلاغة: يحدد الطالب
الأغراض البلاغية للأسلوب الإنشائي، الاستفهام
مسرحية (الراعي الأمين)، قراءة (سيرة ذاتية)،
نحو: النعت والمنعوت، الاستماع: الكرسي المتحرك
التحدّث: تلوث البيئة
قصة مترجمة: ألف دلو من الماء
نحو (نصب الفعل المضارع
قصة من النمط التقليدي: الحماسة والتغلب
نحو: جزم الفعل المضارع

TERM 1 - 2 - 3 OVERARCHING KEY QUESTIONS

The class teacher to choose the appropriate key question bases on the text taking into account the MOE national document expectations. (Below are samples of related key questions)

- كيف يمكنك تحديد معاني المفردات التي لا تعرفها؟
- ما هي الطريقة الدقيقة للتمييز بين مفردات اللغة العربية والأجنبية في اللغة العربية؟
- لماذا علامات الترقيم مهمة؟ كيف يمكننا استخدامها في كتابتنا لزيادة الوضوح؟
- كيف يستخدم الكتاب اللغة لتقديم الشخصيات/المواضيع/الأفكار؟
- كيف يخلق الكتاب التشويق/التوتر؟ أو الغموض؟
- ما أثر الدلالات الإيحائية في النص؟
- كيف تتغير الشخصيات؟ ما الذي يجعلهم يتغيرون وهل الأفضل دائماً؟
- ما هي الأدلة التي قدمها الكاتب، وكذلك رؤيته العامة في الموضوع؟
- كيف أثرت الأسباب على النتائج في النصوص وما مدى موضوعيتها وتماسكها؟
- كيف يستخدم الكتاب والشعراء اللغة والبنية والشكل لتقديم شخصيات- أحداث- عاطفة- إقناع- ... في نصوصهم؟
- ما الذي يجعل المقدمة والخاتمة وفقرات العرض ناجحة؟
- ما الذي يجعل كتابتك الوصفية، السردية، والإقناعية ناجحة؟
- كيف يمكننا استخدام اللغة المجازية لجعل كتابتنا أكثر إثارة للاهتمام؟
- كيف يمكننا إضافة وصف مثير للاهتمام؟
- ما أهمية مرحلة التصميم والتحرير؟
- ما هو شعور الكاتب وكيف نعرف ذلك؟
- ما هي أوجه التشابه والاختلاف بين نصين؟
- كيف يمكننا تكييف كتابتنا لجمهور وأغراض مختلفة؟
- كيف يستخدم الشاعر/ الكاتب اللغة والبنية والشكل لتقديم أفكاره ومشاعره ولإنشاء التأثيرات؟
- كيف تؤثر اختياراتنا (المعجمية- الدلالية -البلاغية) على الطريقة التي نقدم بها الأفكار؟
- ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟
- ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصاً عن تجاربهم؟
- كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟



ARABIC A CURRICULUM: YEAR 7 CONTINUED

KEY STAGE 3

Assessment Overview and Format:

Formative assessments include regular and on-going listening, oral presentations, composition, projects and diagnostic assessments.

Summative Assessments include unit tests, mid/year and end of year exams during the school's Key Assessment cycle.

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS. HW will be shared with students on go4school. Students will be given a weekly HW assignment as well as extension activities.

Encourage your child to read Arabic books, stories and watch different documentaries in Arabic, then discuss it with them, free reading will be followed by the teacher weekly.





ARABIC B CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, Arabic B at WEK...

TERM 1 - TOPICS / KEY CONTENT

First week revision for the following topics:

- Diagnostic test for new students.
- Greetings and classroom rules
- Revision of alphabet
- "What do you want to know about me?" Conversation
- Colors, days of the week, months and numbers
- Seasons and weather every day: How is the weather today?

New topic:

1. Holidays, tourism and travelling.

Creative writing in the end of each topic.

TERM 1 - OVERARCHING KEY QUESTIONS

Term 1 - Overarching Key Questions

- How can I stay warm?
- What should I do to enjoy all weathers?
- How will I pay?
- What should I wear to school?
- How do I spend my weekend?
- What is my dream holiday?

TERM 2 - TOPICS / KEY CONTENT

2. Seasons, weather, clothes and shopping.
3. Adventures

Creative writing in the end of each topic.

TERM 2 - OVERARCHING KEY QUESTIONS

- What are the touristic places in France?
- Why do I prefer UAE more than France? or Why do I prefer France more than UAE?

TERM 3 - TOPICS / KEY CONTENT

4. Travelling: Booking a Flight Ticket and Steps in the Airport
5. In the Hotel.

Creative writing in the end of each topic.

TERM 3 - OVERARCHING KEY QUESTIONS

- How do I book my flight?
- What do I do at the airport?
- How do I book a room in the hotel?
- How was your trip?

Assessment Overview and Format:

- End of Chapter assessment. (x1)
- End of Term assessment including all topics taught. (x3)

Links for Home Learning/Extension Resources:

Go4school weekly assigned homework.



ART CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, Art at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Fruits Experimentation in drawing mediums and methods. The project is based on the theme of Fruit to drive design/creative thinking and analysis. Students will be creating their own fruit drawings.</p>	<ul style="list-style-type: none"> • What is art? • What forms can art take? • Where and when is it used?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Islamic Art Mosques and Islamic patterns will be the main areas we will be exploring in this project.</p> <p>Students will learn to work with acrylics, oil pastel and print making methods in this final project.</p> <p>Students will be offered the opportunity to bring in and work on their own canvas if they prefer or use the school cartridge paper for this project.</p>	<ul style="list-style-type: none"> • How are Islamic patterns created? • How can we create our own patterns? • What is important in Islamic art? • What is the difference in using acrylics to water colours? • What does mark making mean? • What makes a good drawing? • How can we create a pattern map?
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Journey A project in which students will explore the work of David Hockney. Students will be looking at mark making and colour mixing in this project. Watercolour will be the main medium explored.</p> <p>Recreating a journey will be the base of the project. Students will take photographs of a journey they make, using those images we will create a painting the represent what they see, and how it makes them feel.</p>	<ul style="list-style-type: none"> • What does mark making mean? • What makes a good drawing? • How can we create a pattern map?
<p>Assessment Overview and Format: The assessment in art is based on the knowledge and understanding of the skills learnt. The final outcome is the assessment piece that is marked.</p> <p>There is a baseline assessment in Art. There are no key assessments in Art.</p>	<p>Links for Home Learning/Extension Resources: All home learning is put onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students prepare for the style of homework if the subject is taken at GCSE.</p> <p>On occasions, this can be related to research for a topic, analysis of an art piece or a skill building exercise.</p>



COMPUTING CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, Computing at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>The Bigger Picture</p> <ul style="list-style-type: none"> • Internet Safety and Cyber Bullying • Intellectual Property and Fair Use • Scams & Identity Theft • Social media <p>Modelling Data - Excel</p> <ul style="list-style-type: none"> • Use cell references • Use the autofill tool • Format data • Create formulas for add, subtract, divide, and multiply • Create functions for SUM, COUNTA, AVERAGE, MIN, MAX, and COUNTIF • Sort and filter data • Create graphs • Use conditional formatting 	<ul style="list-style-type: none"> • Is the internet safer to buy something than a store? • When is the right age to talk to strangers on a chat room? • How do you prevent cyber bullying? What are the impacts of cyber bullying? • How can an excel spreadsheet be so useful to everyday life? • Is excel really just one big advanced calculator? • What are the pros and cons of primary & secondary data, and how does excel help visualize this?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Networks</p> <ul style="list-style-type: none"> • Computer networks and protocols • Networking hardware • Wired and wireless networks • The internet 101 • Internet services • The World Wide Web <p>Programming and problem solving - Scratch</p> <ul style="list-style-type: none"> • Sequencing • Variables • Selection • Iteration • Operators • Count-controlled iteration • Pattern Recognition 	<ul style="list-style-type: none"> • Is the internet the same as the world wide web? • How does my life work with the 'Internet of things' on a daily basis? • How does hardware work hand in hand with networking? • How are variables so simple, yet play such a big role in programming? • Can one wrong character really break my entire program? • What is the need for iteration? Can I relate this to real life?



COMPUTING CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 3 – TOPICS / KEY CONTENT

Programming and problem solving – Scratch continued

- Decomposition
- Subroutines
- Condition-controlled iteration
- Lists

Using social media

- Features of a word processor
- Licensing appropriate images
- credibility of sources
- Research and plan your blog
- Promoting your cause

TERM 3 – OVERARCHING KEY QUESTIONS

- Do I use decomposition in real life without even realizing?
- Creating a program is easier when decomposed right?
- Can social media be used to support a 'cause'?
- How powerful can social media really be?
- Can social media be used in the wrong way? What can the impact be?

Assessment Overview and Format:

Each unit contributes 20% towards the final grade (5 units).

Students are formally assessed in a end of topic assessment after the completion of each unit, throughout the year.

Alongside this, students are assessed on mini projects, key word assessments and flipped learning during class.

Links for Home Learning/Extension Resources:

Data

www.bbc.co.uk/education/guides/z26rcdm/revision

Hardware/Software & Memory

<https://www.bbc.co.uk/education/topics/zmpsgk7>

Digital Life

<https://www.youtube.com/watch?v=Cp1Jn4Q0j6E>

Programming

<https://studio.code.org/hoc/1>



DRAMA CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, Drama at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Improvisation and Comedy Students will complete an introductory improvisation unit where the focus will be on creating and sustaining interesting characters and narratives from a range of stimuli.</p> <p>Students will be looking at different forms of comedy and performance styles, developing skills such as timing and delivery, physical exaggeration, vocal range, accents, and reactions.</p>	<ul style="list-style-type: none"> • Can Drama skills help us in other areas of learning? • How do we communicate effectively? • How can we make people laugh? • How do my performance skills contribute to the humour in a scene?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Melodrama and Shakespeare Students will study the genre of Melodrama with a focus on the conventions including stock characters, exaggeration and music. They will create their own Melodrama script that adheres to the conventions, which they must perform to the class.</p> <p>Students will practically explore the play 'Hamlet'. This unit of work allows students to understand the complex themes, characters and character relationships within the play. Students will perform extracts from the play, experimenting with Shakespearian language.</p>	<ul style="list-style-type: none"> • What is the point in stock characters if we already know who they are? • What are performance conventions? • Is Shakespeare's work still relevant today?
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Imagineering and 'Hoodie' the play Students will look at the wider performing arts in the Imagineering unit of work. They will experiment with creating characters, set designs and other areas of stage production within this unit.</p> <p>The 'Hoodie' unit of work looks at a vignette style play and how students can use information from the text to inform their decisions about character interpretations and how to communicate key themes.</p> <p>Assessment will focus on clear consideration and execution of performance skills, techniques and forms appropriate to the given genre. There will also be written evaluations of performance work included.</p>	<ul style="list-style-type: none"> • Are the production team as important as the performers? • Why is it important that the people from different areas of the production have a good relationship? • How can the structure of a play help to keep the audience engaged? • By what means is a theme of a play communicated to its audience?

Assessment Overview and Format:

The assessment objectives focus on three areas: Creating, performing and responding to drama. Each assessment will include a practical performance and an evaluation/review of performance.

ENGLISH CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, English at WEK...

By the end of Key Stage 3, students are expected to know, apply and understand the matters, skills and processes specified below:

READING

Students should be taught to:

develop an appreciation and love of reading, and read increasingly challenging material independently through:

reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:

- English literature, both pre-1914 and contemporary, including prose, poetry and drama
- Shakespeare (two plays)
- seminal world literature

choosing and reading books independently for challenge, interest and enjoyment.

re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense.

read critically through:

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.

WRITING

Students should be taught to:

write accurately, fluently, effectively and at length for pleasure and information through:

writing for a wide range of purposes and audiences, including:

- well-structured formal expository and narrative essays
- stories, scripts, poetry and other imaginative writing
- notes and polished scripts for talks and presentations
- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters

ENGLISH CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

WRITING *continued*

summarising and organising material, and supporting ideas and arguments with any necessary factual detail

applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form

drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proof-read through:

- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in key stage 1 and 2 programmes of study for English.

GRAMMAR AND VOCABULARY

Students should be taught to:

consolidate and build on their knowledge of grammar and vocabulary through:

- extending and applying the grammatical knowledge set out in key stage 1 and 2 programmes of study to analyse more challenging texts
- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using Standard English confidently in their own writing and speech
- discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

SPOKEN ENGLISH

Students should be taught to:

- speak confidently and effectively, including through:
- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.



ENGLISH CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

In Year 7, the curriculum is designed in the following way to embrace the UK National Curriculum programmes of study:

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Adventure Stories Students will read and analyse extracts from a range of adventure stories, focusing on what makes an exciting story.</p> <p>Students will use these extracts as inspiration when producing their own adventures stories/ descriptions of characters and setting.</p> <p>Extracts studied are taken from the following:</p> <p>Treasure Island, The Hunger Games, The Hobbit, The Lion, the Witch and the Wardrobe, Percy Jackson and the Lightning Thief, and The Maze Runner.</p>	<ul style="list-style-type: none"> • What are the features of an adventure story and how can we use these to create our own stories? • When can pirates be trusted? • What would Katniss Everdeen do? • Which magical place would you most like to visit? • How is a hobbit hole different from a regular hole? • How do writers create effective settings? • How can we create believable adventure characters? • Why is punctuation important? How can we use it in our writing to increase clarity?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>The Novel Students will read a complete novel (some reading will be done in class whilst other parts will be set as home learning). The novel is decided by the class teacher based on the interests of the class. Although all classes will read different novels, they will all study aspects of the following:</p> <ul style="list-style-type: none"> • how writers use language to present characters and settings • how characters change as the novel progresses • the themes of the novel and how this may have influenced the writing • how to write PEE paragraphs when exploring novels. 	<p>Many Key Questions will be dependent on the novel being studied. Below are some more general key questions that students will always be asked about novels:</p> <ul style="list-style-type: none"> • What makes an effective opening of a novel? • How do writers use language to present characters/ themes/ ideas? • How do writers create tension or mystery? • How do characters change? What makes them change and is it always for the better? • What makes an effective PEE paragraph? How can we ensure we are writing in the PEE form?



ENGLISH CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Introduction to Poetry: Childhood and Growing Up

Students will study a collection of poems that are all about childhood and growing up.

Students will revise key poetic terminology (simile, metaphor etc.) whilst also looking at new techniques relating to the structure of poetry (enjambement, caesura).

Students will also study the features of descriptive writing and produce their own piece of writing, using the poems they have studied as their inspiration.

TERM 3 - OVERARCHING KEY QUESTIONS

How do poets use language and structure to present growing up?

- How did you feel about starting secondary school?
- How do you change as you grow up?
- What makes a good teacher?
- What is the best birthday you've ever had?
- Is it the older sibling's responsibility to look after their younger siblings?

Assessment Overview and Format:

Students will be assessed on each topic during the school's Key Assessment cycle. Each assessment will be assessed for either reading or writing and students will be told in advance which assessment objectives they are being assessed on.

Links for Home Learning/Extension Resources:

Each term, students will all be given a Home Learning Booklet with a task for them to complete each week. This booklet also contains Challenge tasks for students to complete if they wish.

The most effective way for students to further extend their English learning is by reading for pleasure as often as possible. Each Home Learning booklet has a list of books which link to the topic being studied to help students choose suitable books.



FRENCH CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, French at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - KEY GRAMMAR CONCEPTS
<p>Ma Vie: My life</p> <ul style="list-style-type: none"> Getting used to French pronunciation and introducing yourself Talking about your personality Talking about age, brothers and sisters Saying when your birthday is. Using numbers and the alphabet Physical descriptions Talking about your pets. <p>Project Zone: Christmas in France</p>	<ul style="list-style-type: none"> Introduction to pronunciation Silent letters Expressing simple opinions Definite articles Verb endings in 'l' form Making sentences using connectives Reading strategies - using patterns Adjective forms [singular and plural]
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - KEY GRAMMAR CONCEPTS
<p>Mon Collège: My School</p> <ul style="list-style-type: none"> Saying what subjects you study Giving opinions and reasons - agreeing and disagreeing Describing your timetable Describing your school day Talking about food you eat at break time Understanding details about schools. <p>Project Zone: Schools in other French speaking countries.</p>	<ul style="list-style-type: none"> Forming questions Expressing simple opinions The definite article with likes and dislikes Avoir in the present tense 'on' with avoir and être Using du, de la and des correctly Reading for gist
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - KEY GRAMMAR CONCEPTS
<p>Mes passetemps- My Free Time</p> <ul style="list-style-type: none"> Talking about computers and mobiles Talking about which sports you play Talking about activities you do Expressing opinions on what you like doing Describing what other people do. <p>Project Zone: Extreme Sports.</p>	<ul style="list-style-type: none"> Present tense Using er regular verbs Jouer a + sport Faire de + activity Expressing opinions Using adjectives correctly Possessive adjectives: son, sa, ses
<p>Assessment Overview and Format: There are three assessment points throughout the year.</p> <p>Summative assessment of Listening, Reading and Writing at the end of each module.</p> <p>Formative assessment of speaking through classwork and participation.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>www.linguascope.com</p> <p>www.languagesonline.org.uk</p>



GEOGRAPHY CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, Geography at WEK...

TERM 1 - TOPICS / KEY CONTENT

Mapping the world

This unit will introduce students to geography. Students will be able to distinguish the differences between Human, Physical and Environmental Geography. Students will have the opportunity to analyse and read maps, developing their map-work skills.

TERM 1 - OVERARCHING KEY QUESTIONS

Key Questions:

- Where are the world's continents and oceans?
- How do you describe the location of a place?
- How do you work out longitude and latitude
- How do you read grid references?
- How do you use map symbols
- How do you use direction to plot a route?

TERM 2 - TOPICS / KEY CONTENT

The place where we live/ Migration

This unit will examine settlements and issues which are faced by people living in urban environments.

Students will get the opportunity to produce a report on a local issue which impacts the place they live.

Students then examine the causes of migration around the world

TERM 2 - OVERARCHING KEY QUESTIONS

Key Questions:

- What is a settlement?
- What different types of settlement are there?
- How did the different settlement types develop?
- What are urban areas?
- Where are the main urban areas in a High-income country e.g. UK?
- What are the key characteristics of the urban areas in a HIC?
- What problems exist in urban areas?

Key Questions:

- What is migration?
- Why do people move?



GEOGRAPHY CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 3 – TOPICS / KEY CONTENT

Weather and Climate

- To acquire and be able to use a wide range of vocabulary relating to weather
- To understand the difference between weather and climate
- To understand how weather is measured
- To be able to draw and compare climate graphs
- To understand how to cope with extreme temperatures

Climate Change

- To understand the causes and effects of climate change
- To understand how the effects of climate change can be managed
- To understand the likely impacts and who will be affected
- Understand what are sustainable solutions

TERM 3 - OVERARCHING KEY QUESTIONS

- How can we describe the weather?
- How do we forecast the weather?
- Why is temperature important?
- How are clouds and rain formed?
- What is a climate graph?
- What is wind?
- Can Climate change?
- How are countries contributing to global warming?
- How do individuals cause the climate to change?
- How can we manage the effects?

Assessment Overview and Format:

Students will be assessed through a variety of classwork and home- learning activities. Final assessments during the Key assessments will include extended writing, problem solving, map drawing and investigation. These will be marked as per the whole school KS3 assessment policy.

Links for Home Learning/Extension Resources:

Due to the number of books available for this subject, we will not be working from one textbook or only from the textbook.

However the Foundations and Connections textbooks from the Key Geography series (by David Waugh), are useful reference books and these can be used in class. Students would benefit from having their own Atlas to use at school and at home. Although one can be borrowed in class.

An excellent digital resource is also the BBC Bitesize website – Key stage 3 Geography

HISTORY CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, History at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
History Skills	<ul style="list-style-type: none">• What is History like in Secondary School?• How do we count years? Is 50BC the same as 50AD?• Why is it important that we put things in order?• How do we tell if it is 'Fake News'?
The Norman Conquest	<ul style="list-style-type: none">• Who should be King?• What are Harold's biggest challenges?• Who had the better army?• How did William win the Battle of Hastings?

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
William the Conqueror control of the English	<ul style="list-style-type: none">• How did William keep control?• Did William the Conqueror organise England the same as Mr Douglas organises WEK?• Were Castles important?• How do you attack a castle?• Can you scare people into obeying you?• Are taxes a way to control people?
The Middle Ages/Medieval times <ul style="list-style-type: none">• Crusades• Medieval life• Black Death	<ul style="list-style-type: none">• Why did Christians want to take the Holy Lands?• What did Christians learn from the Muslims?• Who was the better leader: Richard the Lionheart or Saladin?• Could you survive in a Medieval town?• Could you survive in a Medieval village?• How did ¼ of Europe die within a few years?• Why was the Black Death so devastating?• Who will win the Medieval 'Game of Life'?



HISTORY CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>The Tudors</p> <ul style="list-style-type: none"> Henry VIII Edward VI 'Bloody' Mary Elizabeth 	<ul style="list-style-type: none"> Who were the Tudors? How did Henry get a divorce when divorce is not allowed? Was Henry a 'hero' or a 'tyrant'? Why was Henry's son so unlucky? Does 'Bloody' Mary deserve her name? How and why did Elizabeth control her image? Did Elizabeth solve the problems she faced? Why did Elizabeth not marry? Spanish Armada
<p>Assessment Overview and Format: 3 Key Assessments across the Year. Essays/assessment on topics throughout the year on The Battle of Hastings, William controlling the English, Thomas Becket and 'Bloody' Mary.</p>	<p>Links for Home Learning/Extension Resources: Students will have access to lesson on TEAMS, they will be able to use text books to support their learning and these links are also useful:</p> <p>https://www.bbc.com/bitesize/guides/zsjnb9q/revision/4 https://www.bbc.com/bitesize/guides/zsjnb9q/revision/6 https://www.bbc.com/bitesize/topics/zfphvcw https://www.bbc.com/bitesize/topics/zynp34j</p>



ISLAMIC A & B CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, Islamic A & B at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<ul style="list-style-type: none"> • The True Book • Surat As-Sajdah 1-12 • Recommendation by the Prophet (PBUH) • Noble Hadith • Volunteering an act of Worship and belonging. • Obligatory, Voluntary and disliked elements of Prayer • Life in Madinah after migration 	<ul style="list-style-type: none"> • How would you prove that Quran was not invented by the Prophet Muhammad PBUH? • What is the reason behind creating the heaven and earths in 6 days. • How would you apply the recommendations of Prophet PBUH mentioned in Hadith to real life situation? • What is the concept of volunteering work in Islam? • How does voluntary work impact the individual and society? • What are the elements of obligatory prayer? • How did Prophet PBUH establish brotherhood in Madinah? • How did Prophet's PBUH migration to Madinah help Islam grow and spread in Arabia?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<ul style="list-style-type: none"> • Mosque Manners • The Believer: Between Gratitude and Patience • The Right Way (Surat Al Mulk 1-14) • Few Signs of the Hour 	<ul style="list-style-type: none"> • What is the status of mosque in Islam? • What manners would you observe in a mosque? • What is the reason that the first thing built by the Prophet PBUH, was a mosque. • How would you console someone loses his relative in a car accident? • What should be the attitude of a believer in prosperity and adversity? • Do bad things happen to us because of our mistakes or is it just a test? • What could be the main reason for people to forget their number of Rak'ahs during their prayers? • Why sujood (prostration) is the nearest position to Allah? • How does Surah Al Mulk protect us from the punishment of grave? • Why didn't Allah make us aware of the exact time of the Day of Judgement? • How would you differentiate between minor and major signs of the Day of Judgement? • What would you do to succeed on the Day of Judgement?



ISLAMIC A & B CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

- The Greater Battle of Badr
- The Power of Allah, Glory be to Him
- Voluntary Fasting
- The Battle of Uhud
- My Environment is a Trust

TERM 3 - OVERARCHING KEY QUESTIONS

- What lesson do you learn from the battle of Badr?
- What impact did the battle of Badr have on Muslims and Quraysh?
- Why are the example of birds used to describe trust in Allah?
- What is difference between obligatory and voluntary fasting?
- How would you compare between battle of Badr and Uhud.
- What could be the reason behind Muslims' defeat in the battle of Uhud?
- How can I contribute to the wellbeing of the environment?
- What strategies would you suggest to protect the environment?

Assessment Overview and Format:

Students will have 3 key assessments throughout the year.

Students will be judged on the following criteria:

- Qur'an recitation
- Qur'an memorisation
- Written Assessment
- Home learning/note books

Links for Home Learning/Extension Resources:

- www.awqaf.gov.ae
- www.quranexplorer.com
- www.iacad.gov.ae
- www.quran.com
- www.islamreligion.com
- <http://harunyahya.com>
- <https://scholar.google.ae>
- <http://www.sultan.org>
- <https://sunnah.com>



MATHS CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, Maths at WEK...

Mathematics is an interconnected subject in which students need to be able to move fluently between representations of mathematical ideas.

The programme of study for key stage 3 is organised into apparently distinct domains, but students should build on key stage 2 and connections across mathematical ideas to develop **fluency, mathematical reasoning and competence in solving increasingly sophisticated problems**.

They should also apply their mathematical knowledge in science, geography, computing and other subjects. The expectation is that the majority of students will move through the programme of study at broadly the same pace. However, decisions about when to progress should always be based on the security of students' understanding and their readiness to progress. Students who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content in preparation for key stage 4. Those who are not sufficiently fluent will consolidate their understanding, including through additional practice, before moving on.

Curriculum Standards: By the end of key stage 3, students are expected to know, apply and understand the matters, skills and processes specified in the Pearson Edexcel iLowerSecondary Mathematics.

Working mathematically through the mathematics content, students should be taught to:

Develop fluency

1. consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots
2. select and use appropriate calculation strategies to solve increasingly complex problems
3. use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships substitute values in expressions, rearrange and simplify expressions, and solve equations
4. move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs
5. develop algebraic and graphical fluency, including understanding linear and simple quadratic functions
6. use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.

Reason mathematically

1. extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations
2. extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically
3. identify variables and express relations between variables algebraically and graphically
4. make and test conjectures about patterns and relationships; look for proofs or counter examples
5. begin to reason deductively in geometry, number and algebra, including using geometrical constructions
6. interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning
7. explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.

MATHS CURRICULUM: YEAR 7 CONTINUED

KEY STAGE 3

Solve problems

1. develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
2. develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics
3. begin to model situations mathematically and express the results using a range of formal mathematical representations
4. select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems.

In **Year 7**, the Mathematics curriculum at the Academy is divided into chapters each building on and interconnecting to each other as students are expected to solve more sophisticated problems.



YEAR 7 OVERVIEW

Unit 1: Statistics	1.1 Averages and range 1.2 More averages and range 1.3 Two-way tables and bar charts 1.4 More graphs and tables 1 1.5 More graphs and tables 2 UNIT 1 class assessment	Unit 5: Geometry	5.1 Working with angles 5.2 Triangles 5.3 Quadrilaterals 5.4 Construction UNIT 5 class assessment	Unit 8: Geometry	8.1 STEM: Metric measures 8.2 Perimeter 8.3 Area 8.4 3D solids 2nd Term assessment Units 1-8
Unit 2: Number	2.1 Rules of divisibility 2.2 Factors, multiples and primes 2.3 Positive and negative numbers 2.4 Squares and square roots 2.5 More powers and roots 2.6 Calculations UNIT 2 class assessment	Unit 6: Number	6.1 Place value and rounding 6.2 Ordering decimals 6.3 Adding and subtracting decimals 6.4 Multiplying decimals 6.5 Dividing decimals 6.6 Decimals, fractions and percentages 6.7 Calculating percentages UNIT 6 class assessment	Unit 9: Algebra	9.1 Sequences 9.2 The n th term 9.3 Pattern sequences 9.4 Coordinates and line segments 9.5 Graphs 9.6 Working with graphs UNIT 9 class assessment
Unit 3: Algebra	3.1 Simplifying algebraic expressions 3.2 Writing algebraic expressions 3.3 STEM: Using formulae 3.4 Writing formulae 3.5 Brackets and formulae UNIT 3 class assessment	Unit 7: Number	7.1 Writing ratios 7.2 Sharing in a given ratio 7.3 Proportion 7.4 Proportional reasoning 7.5 Using the unitary method UNIT 7 class assessment	Unit 10: Geometry	10.1 Congruency and enlargements 10.2 Reflection 10.3 Rotation 10.4 Translations and combined transformations 3rd Term assessment Units 1-10
Unit 4: Number	4.1 Working with fractions 4.2 Adding and subtracting fractions 4.3 Fractions, decimals and percentages 4.4 Multiplying by a fraction 4.5 Working with mixed numbers 1st Term assessment Units 1-4			Unit 11: Statistics	11.1 Comparing and calculating probabilities 11.2 More probability calculations UNIT 11 class assessment



MATHS CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

Assessment Overview

Students are assessed once each term. These assessments are used to identify any weaknesses so that both the teacher and student can plan further intervention. There are 3 Key assessments completed in Year 7 and the results of each are recorded in Go4schools.

At the end of term, all the Chapters taught will be assessed collectively within the more formal Key Assessment. The End of Year Key Assessment will include the assessment of all 17 Chapters.

GL Assessment

In the summer term, students will sit the GL test for Year 7 Mathematics. Students will prepare throughout the year for these through the content of the Chapters but also through the repetition of mental maths under short timed conditions.

Booklets for GLs have been created for students and will be amalgamated into their SOW.

The Mathematics Department at WEK promote the following useful websites :

Collins connect online textbook - Student personal login

<https://vle.mathswatch.co.uk> -

<https://corbettmaths.com/>

<https://www.piximaths.co.uk/>

<https://www.onmaths.com/>

Home learning

In Year 7, the vast majority of home learning is set via Mathswatch. This is communicated via Go4schools. Students are expected to show their working out and thought processes in their homework exercise book. There is an expectation of 75% success rate for each home learning task. The tasks are usually set over a two / three-week period so students need to use their time wisely and urged to do a little bit of maths each most evenings. The completion of home learning is recorded in Go4schools.



MORAL EDUCATION CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, Moral Education at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Empathy and Assuming Responsibility</p> <ul style="list-style-type: none"> • Respect Is the Basis of Good Treatment • Charity, Sympathy and Generosity • Recognizing Other's Points of View • Building Positive Relationships • Assuming Responsibility and Self-Esteem • Commit Myself to Helping Others <p>Equality and Justice As Fairness</p> <ul style="list-style-type: none"> • Aspects of Equality Among People • Distributive Justice • Standards of Distributive Justice 	<ul style="list-style-type: none"> • What does respect mean and how can we show respect to others? • How can I help others with self-esteem? • How can we apply equality and justice in our everyday lives? • How Is Fair Distribution Accomplished?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Physical Health and Diet</p> <ul style="list-style-type: none"> • Maintaining Good Physical Health • Maintaining Good Emotional Health • Diseases and Its Types • Disease Prevention <p>How the UAE Grew into the Diverse, Inclusive Community That It Is Today</p> <ul style="list-style-type: none"> • Museums in the UAE • Cultural Change • Conducting Research on the Objects Exhibited at the Museum • Preparing Objects to be Exhibited • Museum Opening Day 	<ul style="list-style-type: none"> • To What Degree Are You Having a Healthy Life? • What diseases can affect you in the future? • Who chooses items to go into a museum?



MORAL EDUCATION CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Respect and Tolerance in a Diverse Community</p> <ul style="list-style-type: none"> • Tolerance and Its Relationship to Diversity • I Express my Respect for the Diversity of the Community • Respecting the Diversity at School <p>Mental Health</p> <ul style="list-style-type: none"> • Mental Health and Mental Illness • The Shameful Look to Mental Illness • Reasons of the Deterioration of Mental Health and Its Impact on the Individual • Counselling and Accepting Support • Healthy Life Style, Mental Health 	<ul style="list-style-type: none"> • How Is Tolerance Clear in Society? • Why do I Show Tolerance and Respect? <ul style="list-style-type: none"> • What is mental health and how can it affect me and others around me? • Who can I speak with to cope with Mental Health issues?
<p>Assessment Overview and Format:</p> <p>Students will have summative assessment throughout the year. This may be in the form of key word tests or short essay style questions.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will need to prepare at home for their assessments and they can revise the Moral Education curriculum by using their notebook and class resources.</p>

MUSIC CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, Music at WEK...

At Key Stage 3 we now use the internationally recognised resource programme published by Musical Contexts (UK). This programme of study is introduced in the latter stages of the primary music curriculum and feeds cohesively into secondary learning. The programme is designed to encourage the Analytical, Creative and Performative elements of music so that all students of all abilities and experiences can excel to the best of their individual abilities throughout. The different modules build upon each other so that prior learning can be extrapolated to form the foundation of new learning experiences.

TERM 1 - TOPICS / KEY CONTENT

Building Bricks of Music

This module allows students the opportunity to engage in active music making and to cement their prior skills, knowledge and understanding in terms of performing, composing, listening & evaluating, and responding.

Students learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre/Sonority, Articulation and Silence and are introduced to Graphic Notation and Graphic Scores.

This module will develop a student's understanding of the Elements of Music and provide them with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music and beyond.

There is an opportunity for composing and evaluating in response to either Britten's Four Sea Interludes from Peter Grimes or Mussorgsky's Pictures at an Exhibition.

There is an opportunity for performing using Beethoven's Ode to Joy from his 9th Symphony.

TERM 1 - OVERARCHING KEY QUESTIONS

- How do we 'describe' the music we hear?
- How do the Elements of Music impact what we hear?
- How do composers employ the Elements of Music to create an emotional or psychological response from the listener, and how do different pieces of music make us feel?
- How do performers interpret the wishes of the composer?



MUSIC CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 1 - TOPICS / KEY CONTENT

Keyboard Skills

This module is all about effective keyboard performance technique including basic treble clef staff notation.

Students learn about keyboard instruments such as the Harpsichord, Celesta, Accordion, Organ, Clavichord, Piano (upright and grand) and Synthesisers before establishing the importance of correct playing position and posture and the importance of keyboard warm-ups.

Students move on to learn about using keyboard fingering for better playing skills, built through a range of exercises such as scales and simple right-hand melodies in the key of C Major.

Students explore the layout of the keyboard in terms of white and black keys and their note names; sharps and flats as enharmonic equivalents and explore how to "read music" in the form of simple melodies and melodies from popular songs from treble clef staff notation. They then move on to add a second part of basic chords with the left hand.

TERM 1 - OVERARCHING KEY QUESTIONS

- What is the layout of a keyboard instrument?
- What is the difference between the black and white notes?



MUSIC CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 2 - TOPICS / KEY CONTENT

I've Got Rhythm

A sense of pulse is a fundamental prerequisite of almost all musical activity. As such, it needs to be understood from the outset and then developed and strongly reinforced.

This module introduces (or reintroduces) the concept of pulse through a variety of experiences which include pulse games and other rhythmic activities, the creation of patterns - including ostinato and repetitive rhythmic textures - cyclic and polyrhythms, listening activities and the composition and performance of rhythm pieces.

Through composing and performing, students are introduced to rhythm grids and rhythm grid notation which is then extended to include single line rhythm notation using the note values of a semibreve, minim, crotchet, quaver and pair of quavers.

Accents are introduced as an articulation marking providing variety to a regular pulse along with how pulse patterns can be grouped into two, three and four-beat patterns forming a basis of time signatures, bars and bar lines and conducting patterns in 2/4, 3/4 and 4/4 times.

The characteristic 2/4 pulse pattern is explored in the genre of the March and the 3/4 pulse pattern in the Waltz. The module also introduces junk and body percussion.

Form and Structure

This module begins by establishing what is "Form and Structure" in music and why Form and Structure is important.

Through performing, composing, improvising and listening and appraising, students explore four different musical structures:

- Question and Answer
- Binary Form
- Ternary Form
- Rondo Form

Throughout the module, students listen to examples of music based on Binary, Ternary and Rondo Forms and emphasis is placed on revising G clef notation.

TERM 2 - OVERARCHING KEY QUESTIONS

- What is a musical pulse?
- What is rhythmic ensemble?
- What does rhythm add to a musical experience?



- What is Form and Structure in music?
- How has it developed over different musical epochs?



MUSIC CURRICULUM: YEAR 7 CONTINUED

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Sonority City

Students learn about the construction, sound production and timbres/sonorities of different orchestral instruments and the layout/grouping of a modern symphony orchestra.

Key to this module is an understanding of the words timbre and sonority (see Building Bricks of Music) and an awareness of the instruments of the orchestra.

This module involves a deeper investigation into the orchestral families through listening, exploring and performing.

Folk Music

This module investigates some of the different techniques of Musical Accompaniments through the exploration of Folk Songs. The concept of Harmony, relating specifically to Intervals, is reinforced through progressively more complex Musical Accompaniments from a simple Pedal (octave), Drone and Ostinato (fifth), to Chords as Triads, Broken Chords, Arpeggios and Alberti Bass patterns (root, third, fifth). The concept of Harmony is developed further in the exploration and addition of Counter Melodies (in fourths and fifths) in Folk Songs.

The module takes "The Wellerman" Sea Shanty as its case study where students sing and perform the melody and add different forms of Musical Accompaniment patterns and a Counter Melody using different intervals before creating their own Musical Arrangement.

During this module, students will develop their knowledge and understanding of Folk Music as a "traditional" musical genre, explore the musical instruments, timbres and sonorities commonly associated with Folk Music performance, the texture and basic form and structure of Folk Songs and further their knowledge of performing Chords in different patterns.

TERM 3 - OVERARCHING KEY QUESTIONS

- How are the different instruments of the orchestra constructed?
- How does ensemble music and performance fit together? Is it as easy as it looks or sounds?



- What is 'Folk Music'?
- How do we combine the different Elements of Music to create a successful accompaniment?



Assessment Overview and Format:

Students are assessed regularly across the three strands of **Analysis**, **Composition** and **Performance**. Assessments are undertaken at the end of each module, during class time, to wrap up the topic at hand.



PHYSICAL EDUCATION CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, Physical Education at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>1 x PE per week 1 x Swimming per week</p> <p>Sports covered: Boys - Football Girls - Football Boys & Girls - Athletics</p> <p>Theoretical aspects covered:</p> <ul style="list-style-type: none"> Major muscles Antagonistic pairs Warming up and cooling down 	<ul style="list-style-type: none"> Can you demonstrate the basic skills for the game with a competent level of accuracy, precision, control and fluency? Can you demonstrate the basic technique for some track and field activities with accurate timing and inconsistent accuracies? Can you name the major muscles of the body? Do you understand how muscles work in pairs to bring about movement? Do you know the 3 phases of a warm up and reasons why we warm up and cool down?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>1x PE per week 1 x Swimming per week</p> <p>Sports covered: Boys - Rugby Girls - Netball</p> <p>Boys - Cricket Girls - Rounders</p> <p>Theoretical aspects covered:</p> <ul style="list-style-type: none"> Fitness testing Components of fitness 	<ul style="list-style-type: none"> Can you demonstrate and perform confidently in a range of position specific skills for the game? What is fitness and how do we test it?



PHYSICAL EDUCATION CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>2 x PE per week</p> <p>Rotation of: Rock Climbing, Trampolining, Tennis</p> <p>Theoretical aspects covered:</p> <ul style="list-style-type: none"> • Introduction to methods of training 	<ul style="list-style-type: none"> • Can you create a short routine using basic shapes and disciplines? • Can you outwit your opponent? • Can you climb a level 4A climb confidently with fluency and control demonstrating good weight transference? • How can we improve different aspects of our fitness? • Are some methods better than others are for different sports performers?
<p>Assessment Overview and Format:</p> <p>Theoretical aspects - 10% of grade</p> <p>1 key assessment each term with a 45 minutes written exam on the theoretical aspects learnt through practical PE lessons.</p> <p>PE - 90% of grade</p> <p>Students graded across all sports played during the year and top 3 sports give an average mastery grade.</p> <p>Swimming</p> <p>Swim level graded against the Swim England Criteria.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://www.bbc.com/bitesize/subjects/znyb4wx</p>



SOCIAL STUDIES: YEAR 7

KEY STAGE 3

In Year 7, Social Studies at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>History Unit</p> <p>History of the UAE Ancient Civilisations Ancient Egypt Ancient Figures Introduction to the History of the UAE</p> <p>National Education Introduction to the UAE UAE heritage and culture Emirates and Sheikhs of the UAE Biographies of Sheikh Zayed bin Khalifa</p>	<ul style="list-style-type: none"> • 1.1.1.6 - What is meant by civilisation? • What key civilisations existed in this part of the world and can you locate them? • What were their achievements? • Looking at Egypt, what key factor aided settlement & the development of farming which aided civilisation? • Can you explain how? • What were the effects on the Emirates of communication with its neighbours then? • Look at the region today can you name some key conflicts? (Note: Students are not to discuss Qatar.) • How would you find out about modern historical conflicts? • Can you find links between events of today and those of the past? • 1.3.1.2 - Can you take what you understand about Emirati culture and link it to practice of holding good morals and principles (either material or moral). • What do you know about UAE culture? • Can you distinguish between UAE material and non-material heritage? • Can you examine the biography of Sheikh Zayed bin Khalifa I? • What achievements did he make in: <ul style="list-style-type: none"> • Developing the UAE & establishing the Union? • Securing the welfare of the people?



SOCIAL STUDIES: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 2 - TOPICS / KEY CONTENT

Geography Unit

Human and Physical features of the Arabian world
 Mapping of the Arabian Peninsula
 Interpreting graphs
 Key Physical features of Egypt
 Environmental challenges in the Arab World
 UAE values on sustainability and environment

TERM 2 - OVERARCHING KEY QUESTIONS

- **1.2.1.1** - What are the key physical and human features of ancient Asia or Africa?
- How can you use specialised maps, databases and graphs to interpret the population of ancient Africa or Asia?
- What do you think the key physical features of Egypt are?
- How do you believe they are likely to affect the life of the population?
- Does population impact on the environment (economic activities, cities)?
- **1.2.1.8** - How do you investigate the founders concern for the environment and the reputation he gained from this?
- Do you think Masdar provides a good example of the value the UAE places on sustainability and the environment?

TERM 3 - TOPICS / KEY CONTENT

Economics Unit

Introduction to Economics
 Key Economic government principles
 Investment and Economic growth
 Commodities and services
 The role of the government
 GDP
 Trade and Tourism

TERM 3 - OVERARCHING KEY QUESTIONS

- **1.4.1.1** - What does the word Economics mean?
- Can you identify key economic government principles and then explain them? (e.g. economic growth, low unemployment, balance of payments, low inflation)
- What is investment? (Stocks, shares, retirement)
- What is competition?
- Why are these important to economic growth? (Expansion of a countries wealth, greater opportunities for residents, growth, resources, technology, number of organisations)
- **1.4.1.8** - Why do we need commodities and what is the role of our government? (barelly, coffee, cotton all popular commodities)
- What does GDP stand for and what does it mean?
- Who makes economic decisions in a country?
- Can you investigate the ways economic wealth is achieved? (Savings, ownership, income, pensions, and wealth is a VALUE of ASSETS).



SOCIAL STUDIES: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Economics Unit

Introduction to Economics
Key Economic government principles
Investment and Economic growth
Commodities and services
The role of the government
GDP
Trade and Tourism

TERM 3 - OVERARCHING KEY QUESTIONS

- 3.1.1.1 - What is trade?
- What means of transporting goods do countries have, both natural and man-made?
- Why do countries want to trade with each other? (Scarcity of wealth)
- How does tourism promote economic growth?

Assessment Overview and Format:

At KS3 students are assessed according to the UAE Social studies framework:

Knowledge and Understanding 1.1.1

Literacy 2.1.1

Presentation and Communication 3.1.1

End of Term assessment including all topics taught. (x3)

Links for Home Learning/Extension Resources:

Students will have access to lesson on TEAMS.



SPANISH CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, Spanish at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - KEY GRAMMAR CONCEPTS
<p>Mi Vida: My life</p> <ul style="list-style-type: none"> Getting used to Spanish pronunciation and introducing yourself Talking about your personality Talking about age, brothers and sisters Saying when your birthday is. Using numbers and the alphabet Physical descriptions Talking about your pets. <p>Project Zone: Endangered animals /Christmas in Spain</p>	<ul style="list-style-type: none"> Introduction to pronunciation Expressing simple opinions Definite articles Verb endings in 'l' form Tener in present tense Making sentences using connectives Reading strategies - using patterns Adjective forms [singular and plural] Agreements
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - KEY GRAMMAR CONCEPTS
<p>Mi tiempo libre: My free time</p> <ul style="list-style-type: none"> Saying what you like to do Saying what you do in your spare time Talking about the weather Saying what sports you do Reading about someone's favourite things. <p>Project Zone: Describing a famous sportsman/sportswoman / Describe a photo</p>	<ul style="list-style-type: none"> High frequency words The infinitive Present tense AR verbs Hacer vs jugar Stem changing verbs Irregular verbs Expressing opinions Making writing more interesting



SPANISH CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - KEY GRAMMAR CONCEPTS
<p>Mi Insti: My School</p> <ul style="list-style-type: none"> Saying what subjects you study Expressing opinions about school subjects Describing your school Talking about break time Understanding details about schools <p>Project Zone: The right to education</p>	<ul style="list-style-type: none"> Me gusta vs me gustan We form of AR verbs Using el/la/los/las Using plural definite articles unos/unas Present tense of regular ER and IR verbs Using sequencers to extend writing
<p>Assessment Overview and Format:</p> <p>Three assessment points throughout the year.</p> <p>There will be a summative assessment of Listening, Reading and Writing at the end of each module.</p> <p>There will be a formative assessment of speaking through classwork and participation.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>www.linguascope.com</p> <p>www.languagesonline.org.uk</p> <p>Duolingo: This is a Spanish app for your mobile Phone / iPad to help support language acquisition.</p>



SCIENCE CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, Science at WEK...

TERM 1

CELLS

- State what a cell is
- Explain how to use a microscope to observe a cell
- Match cell components to their function
- Identify a similarity and a different between plant and animal cells
- Name some examples of specialized plant and animal cells
- Describe examples of specialized plants and animal cells
- Suggest the type of organism or tissue a cell comes from, based on its features.
- Name some substances that move into and out of cells
- Describe the process of diffusion
- Identify structure in an amoeba and a euglena
- Describe what a unicellular organism is
- Explain how unicellular organisms are adapted to carry out different functions

PARTICLES

- Describe simply what the particle model of matter is
- Explain the properties of different materials based on the arrangement and movement of their particles
- Describe the properties of solids, liquids, and gases using the particle model
- Explain the properties of solids, liquids and gases based on the arrangement and movement of their particles
- Describe simply how changes of temperature or state can be described in terms of particles transferring energy
- Recognize the state of a substance in relation to its melting and boiling point
- Explain changes in state in terms of changes in the energy of the particles
- Draw before and after diagrams to explain observations about change of state.
- Describe simply how changes of temperature or state can be described in terms of particles transferring energy
- Recognize the state of a substance in relation to its melting and boiling point.
- Explain changes of state in terms of changes to the energy of the particles
- Describe one difference between boiling and evaporation
- Explain changes of state in terms of changes to the energy of the particles
- Draw before and after diagrams of particles to explain observations about changes of state.
- Use the particle model to explain diffusion
- Draw before and after diagrams of particles to explain observations about diffusion
- Uses words to explain gas pressure simply
- Explain observations about gas pressure in terms of particles
- Draw before and after diagrams of particles to explain observations about gas pressure



TERM 1

FORCES

- State the unit of force
- Describe what is meant by an interaction pair
- Describe what happens when the resultant force of an object is not zero
- Use a force diagram to describe situations involving gravity that are in equilibrium
- State and use the formula for speed
- Describe the link between speed and journey time
- Describe how the speed of an object depends on the movement of the observer
- State what a straight line on a distance-time graph tells you about speed
- Calculate speed from a distance time graph
- Illustrate a journey with changing speed on a distance time graph and label changes in motion
- State the value of g on Earth and on the moon
- Describe the differences between mass and weight
- Describe how gravitational force varies with mass and distance
- Use the formula to calculate your weight on different planets and explain changes in weight
- Explain why objects stay in orbit

BODY SYSTEMS

- State examples of tissues organs and organ systems
- State the order of hierarchy of organisms in a multicellular organism
- Explain why multi cellular organisms need organ systems to keep their cells alive.
- Name the main parts of the skeleton
- List the functions of the skeleton
- Explain how the properties of bones link to their function in the body
- State where joints are found in the body
- Describe the structure and function of joints
- Explain how to measure the force exerted by different muscles
- State how antagonistic pairs of muscles create movement
- Describe the function of muscle groups and explain how antagonistic muscles cause movement
- Use a diagram to predict the result of a muscle contraction or relaxation
- Explain why some organs contain muscle tissue
- Describe the function of the gas exchange system
- Explain how parts of the gas exchange system are adapted to their function
- Explain why your breathing rate and volume can change
- Describe the process of inhaling and exhaling
- Explain what happens during breathing using the bell-jar model
- Explain how exercise, smoking and asthma affect the gas exchange system



SCIENCE CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 2

ELEMENTS

- Describe what an atom is
- Describe some differences between elements and compounds
- Use diagrams to represent atoms and molecules of elements and compounds
- State the properties of a pure substance
- Name four common substances that are mixtures
- Explain how to use melting temperatures to identify pure substances
- State what an element is
- Recall the chemical symbols of 16 elements
- Use observations from experiments to explain why a substance must be an element
- State what atoms are
- Represent atoms using particle diagrams
- State what a compound is
- Represent molecules, elements, mixtures and compounds using particle diagrams
- Use particle diagrams to classify a substance as an element, mixture or compound.
- Use particle diagrams to classify a molecule or an atom
- Name compounds using their chemical formulae
- Use chemical formulae to name the elements present and determine their relative proportions
- Represent atoms, molecules, elements, mixtures and compounds using particle diagrams.

WAVES - SOUND

- State the speed of sound and what it can and cannot travel through
- Describe how sound is produced and travels
- Explain observations where sound is transmitted
- Describe the link between amplitude and loudness
- Explain observations where sound is reflected or absorbed by different media
- Describe the amplitude of a wave from a diagram or oscilloscope picture
- Use drawings of waves to describe how sound waves change with volume
- Describe the link between frequency and wavelength
- Describe the frequency of a wave from a diagram from a diagram or oscilloscope picture
- Use drawings of waves to describe how sound waves change with pitch
- Name some parts of the ear
- Describe how the ear works
- Describe how your hearing can be damaged



SCIENCE CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 2

ECOSYSTEMS AND PROCESSES

- Recall how plants make glucose
- Describe how plants get the resources they need for photosynthesis
- Use the word equations to describe photosynthesis
- Describe the structure and function of the main components of a leaf
- Explain how a leaf is adapted for photosynthesis
- State the factors that affect the rate of photosynthesis
- Describe how to test a leaf for starch
- Show graphically how different factors affect the rate of photosynthesis
- State what fertilisers are used for
- Describe how a plant uses minerals for healthy growth
- Explain the role of nitrates in plant growth
- Use a word equation to describe aerobic respiration
- State the difference between aerobic and anaerobic respiration
- Use a word equation to describe anaerobic respiration
- Explain why specific activities involve aerobic or anaerobic respiration
- State the word equation for fermentation
- Describe how bread, beer and wine are made State what food chains and food webs are
- Describe what food chains and food webs show
- Combine food chains to form a food web
- State factors that affect the population of a species
- Explain how toxic materials can accumulate in a food web and effect on different populations
- Explain the importance of insect pollinators to food supplies
- State what is meant by ecosystem, community, habitat, environment, and niche
- Describe how different organisms co-exists within an ecosystem
- List some resources that plants and animals compete for
- Describe the interaction between predator and prey populations



TERM 3

REACTIONS

- Describe what happens in atoms in a chemical reaction
- Describe the characteristics of chemical reactions
- Explain why chemical reactions are useful
- Compare chemical reactions to physical changes
- Identify reactions and products in word equations
- Write word equations to represent chemical reactions
- Predict products of combustion reactions
- Categorise oxidation reactions as useful or not
- Identify decomposition reactions from word equations
- Use patterns to predict products of decomposition
- Explain conservation of mass in chemical reactions
- Calculate mass of reactants and products
- Describe characteristics of exo and endo thermic changes
- Classify changes as exo or endo

LIGHT

- Describe what happens when a light ray meets a different medium
- State the speed of light
- Use ray diagrams of eclipses to describe what is seen by observers in different places
- Describe how light is reflected from a mirror
- Describe how images are formed in a plane mirror
- Use ray diagrams to show how light reflects and forms images
- Describe what happens when light enters a medium
- Use a ray-diagram model to describe how light passes through lenses and transparent materials
- Construct a ray diagram to show how light refracts
- Name parts of the eye
- Use ray diagrams to describe how light passes through the lens in your eye
- Describe how lenses may be used to correct vision
- State the difference between different colours in terms of frequency
- Use the ray model to describe how objects appear different colours and how light is refracted through a prism
- Explain observations where coloured lights are mixed or objects are viewed in different lights



TERM 3

ACIDS AND
ALKALIS

- Recall the hazards of acids and alkalis and how to handle them safely
- Describe the differences between concentrated and dilute solutions of an acid
- Compare the properties of acids and alkalis
- Identify acids and alkalis and neutral solutions on the pH scale
- Identify the best indicator to distinguish between solutions of different pH
- Use data and observations to determine the pH of a solution
- Describe what factors affect the pH of a solution
- Name three strong acids and two weak acids
- Use data and observations to determine the pH of a solution and explain what this shows.
- State what products are formed in the reaction between an acid and alkali
- Explain how neutralisation reactions are used in different situations
- Describe a method for making a neutral solution from an acid and an alkali
- State what products are formed in the reaction between an acid and a base
- Chose the salts that form when acids react with metals or bases

SPACE

- Describe the objects that you can see in the night sky
- Describe the structure of the Universe
- Explain the choice of particular units for measuring distances
- Describe the model of the Solar System
- Explain why we see objects in the Solar System and why they appear to move as they do.
- State what phenomena the Solar System model can be used to explain
- Explain why places on the Earth experience different daylight hours and seasons
- Name some phases of the Moon
- Describe the appearance of the Moon and planets from diagrams
- Explain why you see phases of the Moon.

PROJECT

- Students will develop their own investigations to showcase the skills they have built on during the year.



SCIENCE CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

Assessment Overview and Format:

For each topic, students will complete.

- Spelling test on key words
- Assessed homework task
- Assessed practical task
- End of unit Educake quiz.

Key Assessments will assess all content to the date of the assessment.

Key Assessment 1-3 - 60 minutes

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS.
Educake for quizzes www.educake.co.uk (students have log ins)

BBC Bitesize

<https://www.bbc.com/bitesize/subjects/zng4d2p>

AQA KS3

<https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus>

UK National Curriculum standards

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf



TECHNOLOGY CURRICULUM: YEAR 7

KEY STAGE 3

In Year 7, Technology at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - THEORY AND SKILLS
<p>Textiles iPad Cover</p> <p>During this term, students will be challenged to design and make a functioning cover for their iPad/device; the cover will be made using a range of textile materials.</p> <p>Students will be introduced to safety within the textiles studio and will be taught how to use the machinery and tools to industry standards. Students will design a range of different iPad covers taking into consideration their persona device size constrains and material selection. Once they have manufactured their personal iPad Covers they will test and evaluate their work against their original specification.</p>	<p>Students will develop a range of theory skills including:</p> <ul style="list-style-type: none"> • The origin of fabrics • The use of textiles/fabrics in everyday items and clothing • How a sewing machine works • Designing skills • Evaluative skills <p>Students will develop a range of manufacturing skills including:</p> <ul style="list-style-type: none"> • Measuring and cutting accurately • Tessellating, maximizing the area of pattern fabric • How to use a sewing machine • How to use hand sewing techniques • The effective applique
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - THEORY AND SKILLS
<p>Food Preparation and Nutrition</p> <p>Students will be introduced to safety within the kitchen and will be taught techniques used in restaurants around the world. Students will design a range of different dishes taking into consideration, dietary requirements, taste and function of ingredients as well as the overall aesthetics of the dish. Once they have prepared their dish they will be responsible for cleaning their workspace and washing each item they have used, ensuring that they are free from bacteria, allowing all students following on from them to have safe and bacteria free utensils and cooking apparatus.</p>	<p>Students will develop a range of theory skills including:</p> <ul style="list-style-type: none"> • The origin of a range of foods, including herbs and spices. • Food hygiene • How to operate the oven • Evaluative skills <p>Students will develop a range of manufacturing skills including:</p> <ul style="list-style-type: none"> • Weighing and measuring out food • Knife skills • How to use an oven • How to correctly use the hob • Time management



TECHNOLOGY CURRICULUM: YEAR 7 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Product Design - Picture Frame

During this term, students will be challenged to design and make a working picture frame, which will be made from wood and plastic.

Students will be introduced to workshop safety and will be taught how to use the machinery and tools to industry standards. Students will design a range of picture frames taking into consideration their target market. Once they have manufactured their personal picture frames they will test and evaluate their work against their original specification.

TERM 3 - THEORY AND SKILLS

Students will develop a range of theory skills including:

- The origin of woods
- The origin of plastics
- Designing skills
- CAD Skills
- Evaluative skills

Students will develop a range of manufacturing skills including:

- Measuring and cutting accurately
- How to cut using a tenon saw
- How to use a pillar drill
- How to use the laser cutter
- The effective use of adhesives
- The correct methods of applying a finish

Assessment Overview and Format:

In Design Technology assess using the same format as in GCSE in which students are assessed on the following:

- Research skills
- Design and Development skills
- Practical
- Testing and Evaluative Skills

Students will also participate in Three Key Assessments throughout the year. In Key Assessment 1 and 2, students will be assessed based on the current subject area focus. Key Assessment 3 will test students' knowledge across all three-subject areas.

Links for Home Learning/Extension Resources:

All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students prepare for the style of homework if the subject is taken at GCSE.

On occasions, this can be related to research for a topic, analysis of a design work piece or a skill building exercise.



ARABIC A CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, Arabic A at WEK...

Most of the resources used are based on specifications made by the UAE Ministry of Education. We will adopt a range of National Curriculum strategies and approaches in the delivery of Arabic language teaching.

Reading: Learners show good knowledge of the roots of the words and use the lexicon to achieve high level of understanding and assimilation. Learners read fiction and non-fiction texts, old and modern poetic texts and prose works including short stories, plays, and novels which are differentiated in their contents and the issues discussed, as well as writing about the texts to show their ability to analyze such artistic texts. In addition linking them with other literary works which are read by them. Analysis of texts which are based on presenting assumption, opinion, or point of view and providing the supporting evidences. Moreover, determining the type of evidence (statistics, figures, logical evidences, experiments, situations, emotional evidence).

Writing: Learners write clear and coherent essays to show their awareness and thought for the purpose of writing and the readership. The essays shall include introduction, supporting evidence, logical conclusions, and the learners will develop their ability through the stages and strategies of writing. (Description, narrative, argument, literary response and letters.)

Speaking: Learners use the paralleled elements of the language including: tuning, accent, gesture, and allusion, as well as participating effectively in official presentations such as speeches, public discussions, and debates. They will use conversation skill for various purposes as asking questions, exchanging information, re-formatting audible texts, narration of a story, or providing different presentations. Supported by the opinions by proofs and visual meaning and using the proper techniques.

Listening: Learners listen to the audible texts and show understanding, distinguish and analyze the ideas, extract values and principles. They evaluate the texts according to objective standards, and adhere to the etiquette of listening. They will understand the order of ideas and incidents in the audible text. Interacts with the speaker and listens to his talking.) with the none-oral messages (the gestures).

TERM 1 - TOPICS / KEY CONTENT

نص شعري: من تجارب الحياة
النحو: الجامد والمشتق
نص احترام النظام
النحو (المضاف إليه
قراءة معلوماتية: سعادة من نوع آخر
النحو المضاف والمضاف إليه
(ا نص شعري قصيدة يوم الشهيد
نص نثري: حديث النخيل
النحو: الفعل المجرد والفعل المزيد

TERM 2 - TOPICS / KEY CONTENT

قصة قصيرة (حديث النخيل)، مقالة بين نصين (رحلة
القطار) و(رائحة الأرض)، كتابة (تلخيص القصة)،
نحو (الفعل المجرد)، نص معلوماتي (هكذا يكون
التحذي)، كتابة (مقال معلوماتي)، نحو (الفعل
المجرد والفعل المزيد)، الاستماع (أم الإنسانية)،
الإلقاء (كتابة الكلمات التي فيها حروف تكتب ولا
تنطق).

TERM 3 - TOPICS / KEY CONTENT

نص شعري من العصر الحديث (قصيدة الشمس) و
قصيدة (الشمس من العصر القديم) على الطالب أن
يقارن بين النصين من حيث المعجم واللغة والأسلوب
مظهراً فهمه وتحليله للفروقات، كتابة (مقال يظهر
فيه الإعجاز الإلهي في خلق الشمس وأهميتها في الحياة
على الأرض، البلاغة (التشبيه المفضل) يستخدمه
الطالب في جمل من إنشائه، قراءة قصة (العجوز
والقلعة)، نحو (مصادر الفعل الثلاثي)، نص
معلوماتي (الأمن المائي العربي)، نحو (مصادر الأفعال
الرباعية).

TERM 1 - 2 - 3 OVERARCHING KEY QUESTIONS

The class teacher to choose the appropriate key question bases on the text considering the MOE national document expectations. (Below are samples of related key questions)

- ما هي الطريقة الدقيقة للتمييز بين مفردات اللغة العربية والأجنبية في اللغة العربية؟
- لماذا علامات الترقيم مهمة؟ كيف يمكننا استخدامها في كتابتنا لزيادة الوضوح؟
- كيف يستخدم الكتاب اللغة لتقديم الشخصيات/المواضيع/الأفكار؟
- كيف يخلق الكتاب التشويق/التوتر؟ أو الغموض؟
- ما أثر الدلالات الإيحائية في النص؟
- كيف تتغير الشخصيات؟ ما الذي يجعلهم يتغيرون وهل الأفضل دائماً؟
- ما هي الأدلة التي قدمها الكاتب، وكذلك رؤيته العامة في الموضوع؟
- كيف أثرت الأسباب على النتائج في النصوص وما مدى موضوعيتها وتماسكها؟
- كيف يستخدم الكتاب والشعراء اللغة والبنية والشكل لتقديم شخصيات- أحداث- عاطفة- إقناع- ... في نصوصهم؟
- ما الذي يجعل المقدمة والخاتمة وفقرات العرض ناجحة؟
- ما الذي يجعل كتابتك الوصفية، السردية، والإقناعية ناجحة؟
- كيف يمكننا استخدام اللغة المجازية لجعل كتابتنا أكثر إثارة للاهتمام؟
- كيف يمكننا إضافة وصف مثير للاهتمام؟
- ما أهمية مرحلة التصميم والتحرير؟
- ما هو شعور الكاتب وكيف نعرف ذلك؟
- ما هي أوجه التشابه والاختلاف بين نصين؟
- كيف يمكننا تكييف كتابتنا لجمهور وأغراض مختلفة؟
- كيف يستخدم الشاعر/ الكاتب اللغة والبنية والشكل لتقديم أفكاره ومشاعره ولإنشاء التأثيرات؟
- كيف تؤثر اختياراتنا (المعجمية- الدلالية -البلاغية) على الطريقة التي نقدم بها الأفكار؟
- ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟
- ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصاً عن تجاربهم؟
- كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات



ARABIC A CURRICULUM: YEAR 8 CONTINUED

KEY STAGE 3

Assessment Overview and Format:

Formative assessments include regular and on-going listening, oral presentations, composition, projects and diagnostic assessments.

Summative Assessments include unit tests, mid/year and end of year exams during the school's Key Assessment cycle.

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS. HW will be shared with students on go4school. Students will be given a weekly HW assignment as well as extension activities.

Encourage your child to read Arabic books, stories and watch different documentaries in Arabic, then discuss it with them, free reading will be followed by the teacher weekly.



ARABIC B CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, Arabic B at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>First week revision for the following topics:</p> <ul style="list-style-type: none"> • Diagnostic test for new students • Greetings and classroom rules • Revision of alphabet • "What do you want to know about me?" Conversation • Colors, days of the week, months and numbers • Seasons and weather every day: How is the weather today? <ol style="list-style-type: none"> 1. How did I spend my Dream Trip: Holiday, country, what did I do? Use ordinal numbers 2. What do I know about the UAE? <p>Creative writing in the end of term.</p>	<ul style="list-style-type: none"> • What is your plan for the summer? • How was your trip? • What can I change about the trip? • What are the touristic places in the UAE? • What are the three capitals in the UAE?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>3-UAE between the past, Present and future 4-Famous celebrities</p> <p>Creative writing in the end of term.</p>	<ul style="list-style-type: none"> • How was the UAE in the past? • How do I see the UAE between the past and the present? • What are the characteristics and achievements of Sheikh Mohammed? • What are the characteristics and achievements of Sheikh Zayed?
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>5-My family and how do I spend the time? 6-Jobs and preparing CV</p> <p>Creative writing in the end of term.</p>	<ul style="list-style-type: none"> • How is your relationship with your family members? • How do I spend my time with my family? • What does your family do? • What do you want to be in the future? • How can I prepare a good CV? • What is my dream Job?
<p>Assessment Overview and Format:</p> <ul style="list-style-type: none"> • End of Chapter assessment (x1) • End of Term assessment including all topics taught (x3) 	<p>Links for Home Learning/Extension Resources: Go4school weekly assigned homework</p>



ART CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, Art at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Pop Art Students will be introduced to the Pop Art movement and the work of Andy Warhol. The theme for the project will be portraits and students will create a final self-portrait in the style of Pop Art. The Journey to the final outcome will include learning skills such as observational drawing, tracing, colour theory and colour mixing.</p>	<ul style="list-style-type: none"> • What is pop art? • What change did pop art style bring to the Art world? • What is this style mostly used for? • What is colour theory and how can it help us choose colours? • What is a colour wheel and why is used? • Why is important to paint accurately?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>1 Point and 2 Point perspective drawing Students will be learning about technical drawing this term and learn skills in both 1 and 2 point perspective.</p> <p>Once students have learnt the basic skills they will do 2 mini projects to embed their learning in this area.</p> <p>Book Cover In the second half of this term, students will start the project on book covers. This is a project in which they will choose a book to recreate a cover. This will involve careful image selection, lettering style and analysis.</p>	<ul style="list-style-type: none"> • What is 1 point perspective? Where and when is it used? • What is 2 point perspective? When and where is it used? • What difference does learning perspective drawing make to creating art work? • Should you judge a book by its cover? • Why is a book cover important? • What makes a good book cover design? • What is Typography and why is it important?
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Printing Methods For the final project students will explore printing methods which will include block printing, lino printing and mono printing as well as lot more.</p> <p>The final outcome will be a lino print as a repeat pattern which will then be digitally edited.</p>	<ul style="list-style-type: none"> • What is printing? • What is the difference between painting and printing? • What are prints used for? • How many types of printing methods are there? • Can printing be a specialism?

Assessment Overview and Format:

The assessment in art is based on the knowledge and understanding of the skills learnt. The final outcome is the assessment piece that is marked.

There is a baseline assessment in Art.
 There are no key assessments in Art.

Links for Home Learning/Extension Resources:

All home learning is put onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students prepare for the style of homework if the subject is taken at GCSE.

On occasions, this can be related to research for a topic, analysis of an art piece or a skill building exercise.



COMPUTING CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, Computing at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Computing system</p> <ul style="list-style-type: none"> To understand and apply the fundamental principles and concepts of computer science, including the following: <ul style="list-style-type: none"> Abstraction Logic Algorithms Data representation To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems <p>Mobile app development</p> <ul style="list-style-type: none"> App designing Decomposition Event handling Sequencing Variables Selection Operators 	<ul style="list-style-type: none"> Is a program simply a set of instructions? How do hardware components work together to execute programs? What is the difference between hardware and software? What is the difference between an input device and an output device? <ul style="list-style-type: none"> How can I identify when a problem needs to be broken down? Do events can control the flow of a program? Can I now Identify and fix common coding errors?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Representations</p> <ul style="list-style-type: none"> List examples of representations Provide examples of how different representations are appropriate for different tasks Measure the length of a representation as the number of symbols that it contains Provide examples of how symbols are carried on physical media Binary Denary Converting a decimal number to binary & vice versa <p>Media vector graphics</p> <ul style="list-style-type: none"> Shapes in vector graphics Path operations .svg file Image rendering Advantages & disadvantages of vector media graphics 	<ul style="list-style-type: none"> Can binary be used to represent text as well as numbers? Is binary the CPU's language? Are natural numbers represented as sequences of binary digits? <ul style="list-style-type: none"> Where can vector media graphics be useless? What are vector media graphics? Can I create my own media vector graphics with ease? How can shapes help me understand vectors?



COMPUTING CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Programming

- Algorithms
- Python
- Programs
- Syntax Errors
- Statements
- Logical expressions
- Integers
- Iteration

TERM 3 - OVERARCHING KEY QUESTIONS

- Is a program complicated to create?
- Can one incorrect character disable an entire program?
- Why have I always thought python is complicated?
- Do I incorporate algorithms in my everyday life without even thinking about it?

Assessment Overview and Format:

Each unit contributes 20% towards the final grade (5 units)

Students are formally assessed in a end of topic assessment after the completion of each unit, throughout the year.

Alongside this, students are assessed on mini projects, key word assessments and flipped learning during class.

Links for Home Learning/Extension Resources:

Data
www.bbc.co.uk/education/guides/z26rcdm/revision
Hardware/Software & Memory
<https://www.bbc.co.uk/education/topics/zmpsgk7>
Digital Life
<https://www.youtube.com/watch?v=Cp1Jn4Q0j6E>
Programming
<https://studio.code.org/hoc/1>



DRAMA CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, Drama at WEK...

TERM 1 - TOPICS / KEY CONTENT

'Mugged' the play and 'Commedia Del Arte'

Students will explore the play 'Mugged', looking at the themes, issues, characters and relationships within it.

They will perform extracts from the play, including their own off text improvisation, and focus on characterisation skills and creating tension.

In the Commedia Del Arte unit of work, students will explore the themes, characterisation, narratives and physicality within the genre of Commedia Del Arte.

TERM 1 - OVERARCHING KEY QUESTIONS

- How can we build tension in a scene?
- How do my decisions as an actor affect the audience's impression of my character?
- How can I create a three-dimensional character?
- What performance skills can give us a distinctive and recognisable character?
- Are stereotypical characters still relevant in theatre or film?

TERM 2 - TOPICS / KEY CONTENT

Mini Theatre Company and Acting for Screen

The Mini Theatre Company unit of work not only allows students to devise their own performance but also gives the opportunity to look at performing arts as a business; working within a budget, promotional aspects, assigning roles and selecting target audiences etc.

The 'Acting for Screen' unit gives students an insight into working in the television industry and highlights the differences in performance skills when acting for camera rather than being on stage.

TERM 2 - OVERARCHING KEY QUESTIONS

- How can we make our performance relatable to our target audience?
- How can we make our theatre company successful?
- How do the key roles in a theatre production compare to those on a television shoot?
- How do performance skills for television differ from those required on stage?



DRAMA CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Stage Combat and Devising

The 'Stage Combat' unit looks at how actors create convincing non-contact stage fights in theatrical performances. Students learn about positioning, timing, reactions, fight techniques, and establishing a believable argument.

In the devising unit of work students will discover different methods used by professional theatre companies to create theatre. They will devise from a range of stimuli throughout the unit, creating interesting narratives and characters.

TERM 3 - OVERARCHING KEY QUESTIONS

- Can we create tension with dialogue alone?
- How can a stage fight be believable if there is no contact between the actors?

- How can we make our performances engaging?
- How can we use prior knowledge from different schemes of work to help inform our own creative decisions.

Assessment Overview and Format:

Students will be assessed in the three areas of creating, performing and responding to drama. Each assessment will be a practical performance followed by a review/evaluation of their own work and that of others.

Links for Home Learning/Extension Resources:

<https://www.bbc.co.uk/bitesize/subjects/zcfb87h>



ENGLISH CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, English at WEK...

By the end of Key Stage 3, students are expected to know, apply and understand the matters, skills and processes specified below:

READING

Students should be taught to:

develop an appreciation and love of reading, and read increasingly challenging material independently through:

reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:

- English literature, both pre-1914 and contemporary, including prose, poetry and drama
- Shakespeare (two plays)
- seminal world literature

choosing and reading books independently for challenge, interest and enjoyment.

re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense.

read critically through:

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.



ENGLISH CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

WRITING

Students should be taught to:

write accurately, fluently, effectively and at length for pleasure and information through:

writing for a wide range of purposes and audiences, including:

- well-structured formal expository and narrative essays
- stories, scripts, poetry and other imaginative writing
- notes and polished scripts for talks and presentations
- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters

summarising and organising material, and supporting ideas and arguments with any necessary factual detail applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proof-read through:

- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in key stage 1 and 2 programmes of study for English.

GRAMMAR AND VOCABULARY

Students should be taught to:

consolidate and build on their knowledge of grammar and vocabulary through:

- extending and applying the grammatical knowledge set out in key stage 1 and 2 programmes of study to analyse more challenging texts
- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using Standard English confidently in their own writing and speech
- discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

SPOKEN ENGLISH

Students should be taught to:

- speak confidently and effectively, including through:
- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.



ENGLISH CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

In **Year 8**, the curriculum is designed in the following way to embrace the UK National Curriculum programmes of study:

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Strange Lands</p> <p>Students will read and explore a range of fiction and non-fiction texts which are all centered around exploring strange places.</p> <p>Students will analyse how writers use language and structure to present these places.</p> <p>Students will use these extracts as inspiration to produce their own pieces of descriptive and transactional writing.</p> <p>Students will study extracts from the following texts: The Amber Spyglass, Inca Land, Journey to the Centre of the Earth, Heart of Darkness and diary entries from polar explorers.</p>	<ul style="list-style-type: none"> • How do writers use language and structure to create effective settings? • What makes a place strange? • How can we create our own animal? • What would it feel like to discover a new place? • Why should everyone visit the centre of the world? • Why do writers vary their sentence lengths? • What might befall jungle explorers?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>The Novel</p> <p>Students will read a complete novel (some reading will be done in class whilst other parts will be set as home learning). The novel is decided by the class teacher based on the interests of the class. Although the novel will vary from class to class, all students will study characterisation and themes of the novel as well as analysing how writers use language and structure to create effects.</p>	<ul style="list-style-type: none"> • Many Key Questions will be dependent on the novel being studied. Below are some more general key questions that students will always be asked about novels: • What makes an effective opening of a novel? • How do writers use language to present characters/ themes/ ideas? • How do writers create tension or mystery? • How do characters change? What makes them change and is it always for the better? • What makes an effective PEE paragraph? How can we ensure we are writing in the PEE form?



ENGLISH CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

The Poetry of Wilfred Owen

Students will learn about the life and works of prolific World War One poet, Wilfred Owen. They will study how Owen uses language and structure to present the war, as well as looking at how historical events affected his writing.

The poems students will study include: Dulce et Decorum Est, Anthem for Doomed Youth, Exposure, and Futility.

Students will also learn about how to write exploratory and analytical responses to poetry texts, linking their ideas to relevant contextual information.

TERM 3 - OVERARCHING KEY QUESTIONS

- How does Owen use language and structure to present World War One?
- What happened to Wilfred Owen and how might this have influenced his writing?
- Why do people sign up to fight in wars?
- How might gas and trench warfare have affected soldiers?
- Why did Wilfred Owen dislike Jessie Pope?
- Who influenced Owen's writing and how can we tell this?

Assessment Overview and Format:

Students will be formally assessed at the end of each unit as part of the school's Key Assessment cycle. Students will also be informally assessed through work in their books throughout the whole year.

Every assessment will either be assessed for reading or writing and students will always be told which assessment objectives they are being marked against.

Links for Home Learning/Extension Resources:

Students will be given a Home Learning booklet for each topic. This includes a mandatory task for each week as well as extension activities for students.

Students should also aim to be reading in their free time as much as possible. All students are provided with a list of recommended titles to help them pick suitable books.

FRENCH CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, French at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - KEY GRAMMAR CONCEPTS
<p>La nourriture: Food</p> <ul style="list-style-type: none"> Saying what foods you like and dislike Describing mealtimes Using negatives Telling the time Ordering a meal Discussing what to buy for a party Describing a party that you went to <p>Project Zone: Designing an invitation for a party</p>	<ul style="list-style-type: none"> Manger and boire in present tense Negatives Asking questions Le, le and les Du, de la and des Il est + numbers Using the past and present tense together Je voudrais + infinitive

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - KEY GRAMMAR CONCEPTS
<p>T'es branché: You are cool!</p> <ul style="list-style-type: none"> Talking about television programmes Talking about films Talking about reading and types of books Talking about what you do on the Internet What did you do yesterday evening? <p>Project Zone: Charlie and the Chocolate Factory</p>	<ul style="list-style-type: none"> Present tense of er verbs Ne ... pas and ne... jamais Present tense of avoir and être Using je suis fan de Expressing opinions Present tense of aller and faire Time expressions

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - KEY GRAMMAR CONCEPTS
<p>Paris, je t'adore: Paris I love you!</p> <ul style="list-style-type: none"> Saying what you did in Paris Saying when you did things Understanding information about a tourist attraction Saying where you went and how you got there Talking about things you've done and things you usually do <p>Project Zone: A trip to a French speaking country</p>	<ul style="list-style-type: none"> Avoir in the present tense The perfect tense regular verbs C'était + adjectives The perfect tense with être Agreements Making sentences negative

<p>Assessment Overview and Format: There are three assessment points throughout the year. Three Key Assessments.</p> <p>Summative assessment of Listening, Reading and Writing at the end of each module.</p> <p>Formative assessment of speaking through classwork and participation.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>www.linguascope.com</p> <p>www.languagesonline.org.uk</p>
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GEOGRAPHY CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, Geography at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Tectonic Hazards This term students will be studying plate tectonics. Firstly, they will learn about Volcanoes and how they form, erupt and their effects. Secondly, they will learn about predicting and preparing for earthquakes, how they form and their damage. Lastly, students will learn about Tsunamis, how they form, their damage and recovery. For each tectonic hazard, students will be learning a case study from either a richer or a poorer country. Students will also be researching recent plate tectonic activity.</p> <p>Sustainable Food Map and evaluate the different effects on people To evaluate whether the issue arise due to social, economic or environmental reasons To evaluate how sustainable is the food we eat To understand how food miles, packaging and energy can contribute to sustainable food choices To understand how our shopping habits can impact others To investigate Fair trade To evaluate solutions to our global food crisis</p>	<ul style="list-style-type: none"> • What are the key words associated with natural disasters? • What causes earthquakes, tsunamis and volcanic eruptions? • What are the effects of earthquakes, tsunamis and volcanic eruptions? • How can people protect themselves from earthquakes? • Why do natural disasters cause more deaths and damage in LICs than MICs • How do I describe distribution on a map? • How can we respond to a tsunami? • What are the patterns of global food consumption? • Investigating reasons for an unbalanced diet • How can spiraling food costs impact our choices? • What impacts the sustainability of the food we eat? • How do my food choices affect the lives of others? • What are the solutions to the food crisis?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Trading Places - Industry We will be looking at industry and the factors which determine where</p> <p>Particular industries locate. Students will investigate whether particular industries can be beneficial or harmful for local people.</p>	<ul style="list-style-type: none"> • How can different types of employment be classified? • How has the employment structure of rich world countries changed over time? • What is an NIC? • How has the employment structure of NICs changed over time? • What is a MNC? • Why do MNC locate in NICs? • What impacts do MNCs have on NICs? • Study of a tertiary industry - why is Westfield located in Stratford, Newham?



GEOGRAPHY CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Trading places - Trade and development

Students will examine the differences in trade between Higher and Lower income countries and how this can affect development. They will consider sustainable solutions to overcoming these inequalities.

Hot deserts

Students will examine the location and features of hot desert environments, including adaptations to people and the environment

TERM 3 - OVERARCHING KEY QUESTIONS

- To learn key Geographical terms and their application
- To recognise similarities and differences in living standards between and LEDC and MEDC
- To carry out a simulation task
- To understand how development can be measured
- To understand how trade affects wealth in MEDCS and LEDCs
- To understand the difficulties that LEDCs face when trying to become more economically developed
- Where are hot deserts located?
- Climate graph of a hot desert
- Weathering and desert landforms
- Plant adaptations
- Animal adaptations
- Human risks and challenges

Assessment Overview and Format:

Students will be assessed through a variety of classwork and home-learning activities. Final assessments during the Key Assessments, will include extended writing, problem solving, map drawing and investigation. These will be marked as per the whole school KS3 assessment policy.

Links for Home Learning/Extension Resources:

Due to the number of books available for this subject, we will not be working from one textbook or only from the textbook.

However the Key Geography series (by David Waugh), are useful reference books and these can be used in class. Students would benefit from having their own Atlas to use at school and at home. Although one can be borrowed in class.

An excellent digital resource is also the BBC Bitesize website - Key stage 3 Geography



HISTORY CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, History at WEK...

TERM 1 - TOPICS / KEY CONTENT

Slavery

British Empire

TERM 1 - OVERARCHING KEY QUESTIONS

- How did sugar make slavery happen?
- How did slavery make Britain rich?
- Why were people treated like cargo?
- How were humans sold like animals?
- What was life like on the plantations?
- Could you escape slavery?
- Why did white people suddenly get so moral?

- What is so good about building an empire?
- Was it an Empire to be proud of?
- Why did the British scramble for Africa?
- Was Cecil Rhodes a hero or a racist?
- How did the British change India?
- Was the Empire a good thing or a bad thing?

TERM 2 - TOPICS / KEY CONTENT

Industrial Revolution

TERM 2 - OVERARCHING KEY QUESTIONS

- What was the Industrial Revolution?
- Which factor was the most important in creating the Industrial Revolution?
- Why did the population explode between 1750-1900?
- What was the greatest invention of the Industrial Revolution?
- How easy was it being a child in the Industrial Revolution?
- How bad were conditions in the mills?
- Why did disease spread so rapidly?



HISTORY CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Jack the Ripper

Introduction to 20th Century History
 Suffragettes

TERM 3 - OVERARCHING KEY QUESTIONS

- What was London like in 1888?
 - What did Jack the Ripper look like?
 - Who were Jack the Ripper's victims?
 - Which of these suspects fits the descriptions best?
 - Who was Jack the Ripper?
-
- What were the key events of the 20th century?
 - Why did women want the right to vote?
 - What were the reactions to the suffragettes?
 - Did Emily Davison intend to kill herself?
 - Was WW1 good for women's rights to vote?
 - Was it WW1 or the Suffragettes that got women the vote?

Assessment Overview and Format:

There are 3 Key Assessments across the Year

Essays / assessment on topics throughout the year on the conditions on slave ships, the impact of slavery, whether the British Empire was a good thing or not, the conditions in the mills and the identity of Jack the Ripper.

Links for Home Learning/Extension Resources:

Students will have access to lessons on TEAMS, they will be able to use text books to support their learning and these links are also useful:

- <https://www.bbc.com/bitesize/topics/z2qj6sg>
- <https://www.bbc.com/bitesize/guides/zf7fr82/revision/1>
- <https://www.bbc.com/bitesize/topics/zm7qtfr>
- https://www.bbc.co.uk/history/historic_figures/ripper_jack_the.shtml



ISLAMIC A & B CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, Islamic A & B at WEK...

TERM 1 - TOPICS / KEY CONTENT

- Surah Qaf
- Resurrection and Raising up
- Evidence of the oneness of Allah
- Sunan Al Fitra
- Dry ablution
- Observing Allah
- Battle of the confederates

TERM 1 - OVERARCHING KEY QUESTIONS

- Why is it important to believe in the Day of Judgement?
- How believing in the Day of Judgement impact persons worldly life?
- What will happen if we do not believe in the Day of Judgement?
- How would you prove the oneness of Allah with evidence from Qur'an and Hadith?
- Can you explain the concept of Sunan Al Fitrah?
- How would you perform dry ablution?
- Why did Prophet PBUH emphasize on the concept of observing Allah?
- Can you analyse the causes of battle of confederates?

TERM 2 - TOPICS / KEY CONTENT

- Surat Ar Rahman
- Thinking in Islam
- The prayers of the traveler and of the sick
- Working is a worship act
- The Arab Islamic civilization

TERM 2 - OVERARCHING KEY QUESTIONS

- What are the blessings of Allah mentioned in Surah Ar Rahman?
- When was Surah Ar Rahman revealed?
- Can you justify the importance of thinking in Islam?
- Why prayers of the traveler and the sick are different from normal prayers?
- Do you agree with the concept of "working is a worship"? Give reason for your answer
- How would you prove the influence of Arab Islamic civilization on the world?



ISLAMIC A & B CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

- The reward of good deeds
- Voluntary prayers (Duha and Night)
- The clear conquest
- The problem of poverty in the Muslim world

TERM 3 - OVERARCHING KEY QUESTIONS

- What is the reward of good deeds?
- Can you explain voluntary prayers?
- How would you prove that the treaty of Hudaibiyyah was clear conquest in the history of Islam?
- What strategies would you suggest to eliminate poverty in the Muslim world?

Assessment Overview and Format:

Students will have 3 key assessments throughout the year.

Students will be judged on the following criteria:

- Qur'an recitation
- Qur'an memorisation
- Written Assessment
- Home learning/note books

Links for Home Learning/Extension Resources:

www.awqaf.gov.ae
www.quranexplorer.com
www.iacad.gov.ae
www.quran.com
www.islamreligion.com
<http://harunyahya.com>
<https://scholar.google.ae>
<http://www.sultan.org>
<https://sunnah.com>



MATHS CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, Maths at WEK...

Mathematics is an interconnected subject in which students need to be able to move fluently between representations of mathematical ideas.

The programme of study for key stage 3 is organised into apparently distinct domains, but students should build on key stage 2 and connections across mathematical ideas to develop **fluency, mathematical reasoning and competence in solving increasingly sophisticated problems**.

They should also apply their mathematical knowledge in science, geography, computing and other subjects. The expectation is that the majority of students will move through the programme of study at broadly the same pace. However, decisions about when to progress should always be based on the security of students' understanding and their readiness to progress. Students who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content in preparation for key stage 4. Those who are not sufficiently fluent will consolidate their understanding, including through additional practice, before moving on.

Curriculum Standards: By the end of key stage 3, students are expected to know, apply and understand the matters, skills and processes specified in the Pearson Edexcel iLowerSecondary Mathematics.

Working mathematically through the mathematics content, students should be taught to:

Develop fluency

1. consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots
2. select and use appropriate calculation strategies to solve increasingly complex problems
3. use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships substitute values in expressions, rearrange and simplify expressions, and solve equations
4. move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs
5. develop algebraic and graphical fluency, including understanding linear and simple quadratic functions
6. use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.

Reason mathematically

1. extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations
2. extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically
3. identify variables and express relations between variables algebraically and graphically
4. make and test conjectures about patterns and relationships; look for proofs or counter examples
5. begin to reason deductively in geometry, number and algebra, including using geometrical constructions
6. interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning
7. explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.

MATHS CURRICULUM: YEAR 8 CONTINUED

KEY STAGE 3

Solve problems

1. develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
2. develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics
3. begin to model situations mathematically and express the results using a range of formal mathematical representations
4. select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems.

In **Year 8**, the Mathematics curriculum at WEK is divided into chapters each building on and interconnecting to each other as students are expected to solve more sophisticated problems.



YEAR 8 OVERVIEW

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MATHS CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

Assessment Overview

Students are assessed informally in the classroom and via homeworks on an ongoing basis. Key assessments are conducted termly and are used to identify any weaknesses so that both the teacher and student can plan further intervention. There are **3 Chapter Tests** completed in Year 8 and the results of each are recorded in Go4schools.

At the end of term, all the Chapters taught will be assessed collectively within the more formal Key Assessment. The End of Year Key Assessment will include the assessment of all 11 Chapters.

GL Assessment

In the summer term, students will sit the GL test for Year 8 Mathematics. Students will prepare throughout the year for these through the content of the Chapters but also through the repetition of mental maths under short timed conditions.

Booklets for GLs have been created for students and will be amalgamated into their SOW.

The Mathematics Department at WEK promote the following useful websites:

Collins connect online textbook – Student personal login

<https://vle.mathswatch.co.uk>

<https://corbettmaths.com/>

<https://www.piximaths.co.uk/>

<https://www.onmaths.com/>

Home learning

In Year 7, the vast majority of home learning is set via Mathswatch. This is communicated via Go4schools. Students are expected to show their working out and thought processes in their homework exercise book. There is an expectation of 75% success rate for each home learning task. The tasks are usually set over a two / three-week period so students need to use their time wisely and urged to do a little bit of maths each most evenings. The completion of home learning is recorded in Go4schools.



MORAL EDUCATION CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, Moral Education at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Empathy and Assuming Responsibility</p> <ul style="list-style-type: none"> • Respect Is the Basis of Good Treatment • Charity, Sympathy, Generosity • Aspects of Equality Among People • Building Positive Relationships • Assuming Responsibility and Self-Esteem • Diseases and Community Responsibility <p>Individual Responsibilities and Duties and Moral Obligations</p> <ul style="list-style-type: none"> • Duties and Responsibilities of Parents Towards their Children • Duties and Responsibilities of Sons and Daughters • Moral Rules • The Moral Imperative Rules Governing Behavior 	<ul style="list-style-type: none"> • How can I treat others with respect? • How can I build positive relationships with those around me? • What is meant by Duties and Responsibilities?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Making Better Decisions</p> <ul style="list-style-type: none"> • Staying Safe at Home and Abroad • The Risk of Strangers • Ways to Act Upon Exposure to Chase • First Aid • Studying Crimes <p>Trade, Travel and Communications: The Status of the UAE in an Increasingly Globalised and Interconnected World That Is Deeply Affected by the Cultural Exchange</p> <ul style="list-style-type: none"> • Globalisation and the UAE • The Pros and Cons of Globalisation • The Individual in the Context of Globalization 	<ul style="list-style-type: none"> • How can I stay safe at home and abroad? • What first aid techniques can I learn to help others? • What Is Globalisation? • What Are the Factors That Contributed to the Development of Globalisation?



MORAL EDUCATION CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Human Needs</p> <ul style="list-style-type: none">• Necessities of Life• Basic Needs• Psychological Needs• The Needs of Self-Realization• Meeting Human Needs and Conflicts <p>Digital Challenge</p> <ul style="list-style-type: none">• Digital Sources and Sites• Electronic Privacy and Safety• Electronic Abuse• Intelligent Selection of Information• Manipulation of Individuals and Their Behaviors	<ul style="list-style-type: none">• How can I be healthy and happy in my everyday life? • How can I stay safe online?
<p>Assessment Overview and Format:</p> <p>Students will have summative assessment throughout the year. This may be in the form of keyword tests or short essay style questions.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will need to prepare at home for their assessments and they can revise the Moral Education curriculum by using their notebook and class resources.</p>

MUSIC CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, Music at WEK...

At Key Stage 3 we now use the internationally recognised resource programme published by Musical Contexts (UK).

This programme of study is introduced in the latter stages of the primary music curriculum and feeds cohesively into secondary learning. The programme is designed to encourage the Analytical, Creative and Performative elements of music so that all students of all abilities And experiences can excel to the best of their individual abilities throughout. The different modules build upon each other so that prior learning can be extrapolated to form the foundation of new learning experiences.

TERM 1 - TOPICS / KEY CONTENT

Hooks and Riffs

Hooks and Riffs explores music based on repeated musical patterns through the genres of Popular Music and Music from the Western Classical Tradition.

The module aims to combine the inter-related musical strands of:

- Performing: Playing and Singing
- Creating: Composing and Improvising
- Critical Engagement: Listening and Appraising

The music theory focus of this unit is on treble and bass clef symbols as an indication of pitch and musical repeat markings and symbols.

Off-Beat

This module begins by exploring the origins of Reggae music from Mento, Ska and Rock Steady and looks at the famous Reggae musician, Bob Marley, and his influence on a worldwide audience. It uses two Reggae songs as case studies to explore the musical features of the genre: Yellow Bird and Three Little Birds.

Students learn about the different textural elements that make up a Reggae song, and their harmonic language is extended and developed.

The module ends with students creating their own short set of lyrics using Jamaican speech-style on a specific subject e.g. Black Lives Matter, School etc. or by taking a well-known melody or song (of their choice) and researching the lyrics, chords etc. and creating a Reggae arrangement of it using the different textural layers explored during the unit.

TERM 1 - OVERARCHING KEY QUESTIONS

- How are contemporary styles linked to more old-fashioned styles?
- What skills have been learned so far that can be used here?



- How are music and politics/social issues linked?
- Has or can music bring about change or just awareness?



MUSIC CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 2 - TOPICS / KEY CONTENT

Variations

The module begins by exploring basic ways to vary an existing theme using the elements of music and simple musical devices. This is then developed by progressively exploring and using more complex variation techniques.

All that Jazz

This module develops student's understanding of the key musical features of Jazz and Blues, exploring chords, chord patterns and how improvisation is used within Jazz and Blues genres.

TERM 2 - OVERARCHING KEY QUESTIONS

- How can the Elements of Music be applied to shape and develop and original work?



- What social and political issues gave rise to the Jazz culture?
- How can the Elements of Music be applied to create an improvised performance?



TERM 3 - TOPICS / KEY CONTENT

All About The Bass

Bass Clef Reading and Notation forms the foundation of this module which explores a range of commonly used Bass Line Patterns within a variety of different types, styles, and genres of music from different times and places.

Students begin by exploring the various meanings of the term 'bass' before looking at the Bass Clef and the names of the notes in the lines, spaces and ledger lines on the Bass Stave. Instruments and voices which use the Bass Clef are referred to throughout the module.

Bass Line Riffs, as short, memorable, repeated Bass Line Patterns are explored as students realise and perform some famous Bass Line Riffs from Bass Clef Notation from the genres of Rap and/or Hip-Hop.

Students then explore Walking Bass Line Patterns in the genres of Jazz, Blues, Rhythm and Blues and Rock and Roll, constructing a Walking Bass Line using Chords I, IV and V using notes of the chords (root, third and fifth) and 'extra' Passing Notes, performing a Rock and Roll-style song constructed on a Walking Bass Line and using Bass Line Riffs.

TERM 3 - OVERARCHING KEY QUESTIONS

- Why is the Bass line so important to music?



TERM 3 - TOPICS / KEY CONTENT

The concept of prolonging a Bass Line chord by performing the notes separately, using Arpeggios, Broken Chords and Alberti Bass Line patterns, are explored through a range of music from different genres including Classical and Modern Solo Piano Music, Surf Rock, Popular Songs and Rock and Roll, all with short, structured performing, composing, and listening and appraising activities.

Finally, students explore "pedals", and how a Bass Line note can be sustained or repeated over a long period of time, as a pedal note, exploring their use in Baroque Music, Organ and Keyboard Toccatas, Jazz, Popular Song and Film Music.

Saharan Sounds

This module explores the main rhythmic musical features and devices used in African Music, particularly the African Drumming tradition of West Africa.

Students explore the different African Drum performance techniques and the effect this has on the timbre and sonority of the sounds produced. They then move on to perform and create, by composing and improvising simple rhythms and, using repetition, turn these into Cyclic Rhythms. These rhythms are then combined and overlapped to create Polyrhythms and a Polyrhythmic Texture: characteristic of much African Music.

Students explore the effect of Syncopation on rhythms, learning about its offbeat feel and emphasis on the weaker beats before exploring how Call and Response is used in African Music, again through creating, composing, performing and improvising their own Call and Response rhythms and the role of the Master Drummer.

Students explore African Musical Instruments and the different timbres and sonorities that these produce before combining their learning of Cyclic Rhythms, Polyrhythms, Syncopation and Call and Response into an African-inspired piece.

Assessment Overview and Format

Students are assessed regularly across the three strands of Analysis, Composition and Performance. Assessments are undertaken at the end of each module, during class time, to wrap up the topic at hand.

TERM 3 - OVERARCHING KEY QUESTIONS

- How does African traditional music relate to Western contemporary music?
- What social issues are associated with African music?





PHYSICAL EDUCATION CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, Physical Education at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>1x PE per week 1 x Swimming per week</p> <p>Sports covered: Boys – Football Girls – Football Boys & Girls – Athletics</p> <p>Theoretical aspects covered:</p> <ul style="list-style-type: none"> • Bones • Skeletal system • The skeletal system and its use in sport 	<ul style="list-style-type: none"> • Can you demonstrate a competent level of skills for the game with a competent level of accuracy, precision, control and fluency? • Can you demonstrate a good level of technique for some track and field activities with accurate timing and inconsistent accuracies? • Can you name the major bones of the body? • Why is the skeletal system so important?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>1 x PE per week 1 x Swimming per week</p> <p>Sports covered: Boys – Rugby Girls – Netball</p> <p>Boys – Cricket Girls – Rounders</p> <p>Theoretical aspects covered:</p> <ul style="list-style-type: none"> • Veins, arteries, capillaries • Short and long term effects of exercise on the CV system 	<ul style="list-style-type: none"> • Can you demonstrate and perform confidently in a range of position specific skills for the game? • Are sport and exercise really important for our cardio – respiratory systems?



PHYSICAL EDUCATION CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

2x PE per week

Rotation of:

Rock Climbing, Trampolining, Tennis

Theoretical aspects covered:

- Aerobic and anaerobic training zones

TERM 3 - OVERARCHING KEY QUESTIONS

- Can you create a short routine combining basic and more complex disciplines?
- Can you outwit your opponent?
- Can you climb a level 5C climb confidently with fluency and control demonstrating good weight transference?
- How do we know what training zone we are working?

Assessment Overview and Format:

Theoretical aspects - 10% of grade

1 key assessment each term with a 45-minute written exam on the theoretical aspects learnt through practical PE lessons.

PE - 90% of grade

Students graded across all sports played during the year and top 3 sports give an average mastery grade.

Swimming

Swim level graded against the Swim England Criteria

Links for Home Learning/Extension Resources:

<https://www.bbc.com/bitesize/subjects/znyb4wx>



SCIENCE CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, Science at WEK...

TERM 1

HEALTH AND LIFESTYLE

- Describe the components of a healthy diet and their functions in the body
- Compare the nutritional content of different foods or diets
- Describe the effects of deficiencies or excesses of different nutrients on a person health
- Describe how to test food for starch, lipids, sugar, protein
- Describe the positive result for each food test
- Recall how you get and use energy
- Describe some health issues caused by an unbalanced diet
- Calculate the energy requirement of different people
- State what happens during digestion
- Describe the structure of the main parts of the digestive system
- Describe how components of the digestive system are adapted to their function
- Describe the role of enzymes in digestion
- Describe the role of bacteria in digestion
- Describe all the events that take place in turning a meal into simple food molecules
- Describe the effects of tobacco smoke on health
- Explain the effects of tobacco smoke on health
- State what happens during aerobic respiration

THE PERIODIC TABLE

- State what the groups and periods of the Periodic Table tell you about the elements
- Use data to describe a trend in physical properties
- Use patterns in data for physical properties to estimate a missing value for an element
- State the properties and reactivity of Group 1 elements
- Use data and observations to describe trends and predict properties of Group 1 elements.
- Describe the reactions of any Group 1 element.
- State the properties and reactivity of Group 7 elements
- Use data and observations to describe trends and predict properties of Group 7 elements
- Describe the reactions of any Group 7 element.
- State the properties and reactivity of Group 0 elements
- Use data and observations to describe trends and predict properties of Group 0 elements
- Describe the reactions of any Group 0 element



SCIENCE CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 1

ELECTRICITY & MAGNETISM

- Use an analogy or model to explain potential difference
- Draw circuit diagrams and make circuits that measure potential difference
- Explain how potential difference affects the way components work
- Use a formula to calculate resistance
- Make circuits and describe what components with resistance do
- Explain how resistance affects the way components work
- Use a model or analogy to explain resistance
- Describe the potential difference across components in series and parallel circuits
- Make series and parallel circuits from circuit diagrams
- Describe what is meant by current
- Describe what happens to current in series and parallel circuits
- Describe what happens to current when you change components in a circuit
- Describe the properties of an electric field
- State how charged objects interact
- Describe what happens when charged objects are placed near to each other
- Use a sketch to describe how objects become charged up
- Describe how magnets interact
- Describe how magnetic field diagrams tell you about the direction and strength of a magnetic field
- Explain observations about navigation using the Earth's magnetic field
- Describe how to make an electromagnet
- Use a diagram to explain how to make an electromagnet and how to change its strength
- Describe how the strength of an electromagnet changes with distance.
- Explain why you choose an electromagnet rather than a permanent magnet for a purpose
- Describe how electric bells, circuit breakers, and loudspeakers work



TERM 1

REPRODUCTION

- State where a plants reproductive system is found
- Name some methods of pollination
- Identify the structures of a flower and link their structure to their function
- Describe the differences between wind pollinated and insect pollinated plants.
- State what seeds and fruit are
- State what is meant by fertilization
- Describe the process of germination
- State the ways seeds can be dispersed
- Describe how a seed is adapted to its method of dispersal
- Explain why seed dispersal is important to the survival of the parent plant and its offspring
- State the causes of variation in a species
- Explain whether characteristics are inherited or environmental
- State the two types of variation
- Describe the difference between continuous and discontinuous variation
- Represent variation within a species using graphs
- Describe how variation helps species to survive environmental changes,
- Explain how species are adapted to their environments
- Explain how organisms adapt to environmental changes
- List the changes that take place during puberty
- State the difference between adolescence and puberty
- Describe the main changes that take place during puberty
- Name the main structures in the male and female reproductive systems including gametes
- Describe the function of the main structures in the male and female reproductive systems
- Describe the structure and function of gametes
- State what is meant by fertilization
- Describe the process of fertilization
- Describe causes of low fertility in male and female reproductive systems
- State what is meant by gestation
- Describe what happens during gestation and birth
- Explain whether substances are passed between the mother and fetus
- State what the menstrual cycle is
- State the length of the menstrual cycle
- Describe the main stages of the menstrual cycle



SCIENCE CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 2

SEPARATING TECHNIQUES

- State the properties of a pure substance
- Name four common substances that are mixtures
- Explain how to use melting temperatures to identify pure substances
- Describe solutions using key words
- Explain how substances dissolve using the particle model
- Explain the meaning of solubility
- Use solubility curves to explain observations about solutions
- State why it is possible to separate mixtures
- State why filtration works to separate a particular mixture
- Choose when to use filtration to separate mixtures
- State why it is possible to separate mixtures
- State why evaporation works to separate a particular mixture
- State why distillation works to separate a particular mixture
- Choose the most suitable technique to separate a mixture of substances
- Describe how chromatography separates substances
- Use evidence from chromatography to identify unknown substances in mixtures

ENERGY

- State the unit of energy content of food
- Compare the energy values of food and fuels
- Compare the energy in food and fuels with the energy needed for different activities
- Describe the energy resources used to generate electricity
- Explain the advantages and disadvantages of different energy resources
- Describe how energy is transferred from an energy resource to an electrical device in the home
- Describe what you pay for when you pay your electricity bill
- Calculate the cost for home energy usage
- Compare the energy usage and cost of running different home devices
- Use a model of energy transfer between stores to describe how jobs get done.
- Describe how the energy of an object depends on its speed, temperature, height or whether it is stretched or compressed
- Show how energy is transferred between energy stores in a range of real life examples
- Describe what dissipation means
- Calculate the useful energy and the amount dissipated, given values of input and output energy
- Explain how energy is dissipated in a range of situations



TERM 2

WAVES LIGHT

- Describe what happens when a light ray meets a different medium
- State the speed of light
- Use ray diagrams of eclipses to describe what is seen by observers in different places
- Describe how light is reflected from a mirror
- Describe how images are formed in a plane mirror
- Use ray diagrams to show how light reflects and forms images
- Describe what happens when light enters a medium
- Use a ray-diagram model to describe how light passes through lenses and transparent materials
- Construct a ray diagram to show how light refracts
- Name parts of the eye
- Use ray diagrams to describe how light passes through the lens in your eye
- Describe how lenses may be used to correct vision
- State the difference between different colours in terms of frequency
- Use the ray model to describe how objects appear different colours and how light is refracted through a prism
- Explain observations where coloured lights are mixed or objects are viewed in different lights

ADAPTATIONS AND INHERITANCE

- Describe resources plants and animals compete for
- Describe how organisms are adapted to their environment
- Describe how organisms adapt to environmental change
- Describe how competition can lead to adaptation
- Describe how variation of species occurs
- Describe the difference between environmental and inherited variation
- Describe the difference between continuous and discontinuous variation
- Represent variation within a species using graphs
- Describe the theory of natural selection.
- Explain why species evolve over time
- Describe the processes of peer review
- Evaluate the evidence that Darwin used to develop his theory of natural selection
- State some factors that may lead to extinction
- Explain why a species has become extinct
- Explain how a lack of biodiversity can affect an ecosystem
- Describe what is meant by an endangered species
- Describe some techniques used to prevent extinction
- Describe how preserving biodiversity benefits humans
- Describe how characteristics are inherited
- Describe the relationship between DNA, genes and chromosomes
- Explain how a DNA mutation may affect an organisms and its future offspring
- Describe the structure of DNA
- Describe how scientist worked together to discover the structure of DNA
- Describe the difference between dominant and recessive alleles



SCIENCE CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 3

METAL REACTIONS

- Name three magnetic elements
- Name the only metal and only non-metal that are liquid at room temperature
- Identify an unknown element from its physical and chemical properties
- Name the substances formed when metals and non-metals react with oxygen
- Classify the substances formed when metals and non-metals react with oxygen
- Describe an oxidation reaction with a word equation and particle diagram
- State what is formed when metals react with acids
- Compare the reactions of different metals with dilute acids
- Describe a metal-acid reaction with a word equation and a particle diagram
- Name the substances formed when metals react with oxygen
- Compare the reactions of different metals with oxygen
- Describe an oxidation reaction with a word equation and a particle diagram
- State what the reactivity series is and what it shows
- Place an unfamiliar metal into the reactivity series based on information about its reactions with water
- Describe an oxidation, displacement or metal acid reaction with a word equation
- Place an unfamiliar metal into the reactivity series based on information about its reactions
- Describe properties of ceramics
- Explain why a substance has a particular property based on how it was formed
- Describe the structure of a polymer
- Represent polymers using particle diagrams
- Explain how polymer properties depend on their molecules

MOTION AND PRESSURE

- Calculate speed
- Describe relative motion
- Interpret distance-time graphs
- Calculate speed using distance-time graphs
- Sketch the forces acting on objects when there are contact forces acting
- Describe what happens when to a moving object when the resultant force acting on it is zero
- Explain what linear relationship means
- Describe how fluids exert a pressure in all directions
- Calculate fluid pressure
- Explain the behavior of object using ideas of pressure
- Describe how atmospheric pressure changes with height
- State how liquid pressure changes with depth
- Explain why some things float, and some things sink and how area affects up thrust
- Calculate pressure in liquids in a range of situations
- Describe what simple machines do
- Use a diagram to show how a lever works
- Compare the work needed to move objects different distances



SCIENCE CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 3

SPACE	<ul style="list-style-type: none"> Describe the objects that you can see in the night sky Describe the structure of the Universe Explain the choice of particular units for measuring distances Describe the model of the Solar System Explain why we see objects in the Solar System and why they appear to move as they do. State what phenomena the Solar System model can be used to explain Explain why places on the Earth experience different daylight hours and seasons Name some phases of the Moon Describe the appearance of the Moon and planets from diagrams Explain why you see phases of the Moon 	
THE EARTH	<ul style="list-style-type: none"> Name the three rock layers of the Earth Compare the layers of the Earth Describe how sedimentary rocks are formed Explain why a sedimentary rock has a particular property based on how it was formed Describe how igneous and metamorphic rocks are formed Explain why igneous and metamorphic rocks have particular properties based on how they were formed List the processes that interconvert sedimentary, igneous and metamorphic rocks Construct a labelled diagram to explain the processes of rock formation 	
GL PREP	Students will be provided with detailed preparation materials	
PROJECT	Students will develop their own investigations to showcase the skills they have built on during the year.	Independent variable, dependent variable, control variables, method, apparatus, conclusion, evaluation, analysis, prediction, hypothesis.

Assessment Overview and Format:

For each topic, students will complete.

- Spelling test on key words
- Assessed homework task
- Assessed practical task
- End of unit Educake quiz

Key Assessments will assess all content to the date of the assessment.

Key Assessment 1-3 - 60 minutes

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS.

Educake for quizzes www.educake.co.uk (students have log ins)

BBC Bitesize

<https://www.bbc.com/bitesize/subjects/zng4d2p>

AQA KS3

<https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus>

UK National Curriculum standards

UK National Curriculum standards

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf



SOCIAL STUDIES CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, Social Studies at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Arabia before Islam Tribes of Arabia Prophet of Islam Rise of Islam Expansion of Islam Rashidun Caliphate The first four Caliphs Islamic Values in the UAE The Crusades</p> <p>National Education Social Responsibility The Founding Fathers National Security Roles of the Sheikhs</p>	<p>1.1.1.1 - What does nomadic mean?</p> <ul style="list-style-type: none"> How did the tribes of Arabia live, work and worship before the coming of Islam? Who is the Prophet Mohammad? How did Islam unite the Arab Tribes/peoples? What is meant by The Rashidun Caliphate? Who were the first 4 Caliphates of the Rashidun? <p>1.1.1.8 - Which Muslim Dynasty came after the Rashidun?</p> <ul style="list-style-type: none"> Can you identify its first leader? Who were their key leaders? Did they expand? What lands did they occupy? How were they governed? How did they rise and fall? Can you identify at least 3 key events from each Dynasty? Umayyads (Key leaders: Mu'awiya, Abd al Malik) Abbasids (Both eras)(Key Leaders: Harun al Rashid, Al Mu'tasim, Al Ma'mun) Mamluks (Key Leaders: Baybars) <p>2.1.1.5 - What were the Crusades?</p> <ul style="list-style-type: none"> How many were there? What did the Crusaders want and why? Who were the key/famous leaders? How/what routes did they take to Jerusalem? What successes did they have if any? <p>1.3.1.1 - What is social responsibility?</p> <ul style="list-style-type: none"> How can we promote social responsibility? How did the founding Fathers contribute to social life/ social responsibility? What is national Security? How do the authorities protect us? How can we support them? <p>1.3.1.10 - What is a biography?</p> <ul style="list-style-type: none"> Can you examine the key roles of the Sheikhs of Sharjah in establishing the Union?



SOCIAL STUDIES CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Geography Unit</p> <p>Settlement Patterns</p> <p>Urbanisation</p> <p>Migration</p> <p>Migration Patterns</p> <p>Populations</p> <p>Sustainability</p> <p>Environmental Practices in the UAE</p>	<p>1.2.1.1 - What is settlement?</p> <ul style="list-style-type: none">• Can you identify different patterns of settlement in geography?• What has driven humans to create cities/urbanised environments?• What is migration?• Are there any world migration patterns and can you illustrate them?• Can you describe their impact on a particular geographical area? <p>1.2.1.5 - What is population?</p> <ul style="list-style-type: none">• How do populations modify their lifestyles to keep pace with the environment (positive and negative) Focus on an Arab/Islamic country as an example.• What is sustainability?• Can you discuss the founder's environmental practices for achieving sustainability?• How is the UAE working towards sustainability today?



SOCIAL STUDIES CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Economics Unit Risk Taking and Ventures in Business Economic Systems Economic Development Founders of the UAE's effort to develop the economy Use of Technology and its effects on Economies</p>	<p>1.4.1.8 - What is meant by risk taking & ventures in business?</p> <ul style="list-style-type: none"> • What is motivation within small and medium enterprise? • Can you look at this in the context of the UAE/ Other countries? • How do 3 economic systems compare and contrast? • What economic systems are there? • Can you compare the different systems? • What is the effect of economic development on societies? • Can you explain the Founders of the UAEs efforts to develop the economy? • What changes in economics are due to development? <p>1.4.1.3 - Can you research the use of technology and its effects on economies?</p> <ul style="list-style-type: none"> • What is the importance of high tech? • How do you explain the role of technology in improving economies?
<p>Assessment Overview and Format: At KS3 students are assessed according to the UAE Social studies framework:</p> <p>Knowledge and Understanding 1.1.1</p> <p>Literacy 2.1.1</p> <p>Presentation and Communication 3.1.1</p> <p>End of Term assessment including all topics taught (x3)</p>	<p>Links for Home Learning/Extension Resources: Students will have access to lesson on TEAMS</p>



MFL CAROUSEL, SPANISH & FRENCH CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, MFL Carousel, Spanish & French at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - KEY GRAMMAR CONCEPTS
<p>Las Vacaciones: Holidays</p> <ul style="list-style-type: none"> Talking about a past holiday Saying what you did on holiday Describing what you did on the last day Saying what your holiday was like Expressing opinions <p>Project Zone: Presenting to an audience.</p>	<ul style="list-style-type: none"> Preterite of ir Preterite tense of regular verbs AR, ER, IR Spelling changes of sacar Making sentences negative Using sequences Extending writing with connectives and writing about others Preterite of ser Pronunciation of r and rr
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - KEY GRAMMAR CONCEPTS
<p>Paris, je t'adore: Paris I love you!</p> <ul style="list-style-type: none"> Saying what you did in Paris Saying when you did things Understanding information about a tourist attraction Saying where you went and how you got there Talking about things you've done and things you usually do <p>Project Zone: A trip to a French speaking country.</p>	<ul style="list-style-type: none"> Avoir in the present tense The perfect tense regular verbs C'était + adjectives The perfect tense with être Agreements Making sentences negative
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - KEY GRAMMAR CONCEPTS
<p>Todo sobre mi vida: All about my life</p> <ul style="list-style-type: none"> Saying what you use your phone for Saying what type of music you like Talking about TV Making comparisons Understanding a Spanish TV guide Learning about young people's lives <p>Project Zone: Message in a bottle / Learning about Hispanic singers - learning one of their songs.</p>	<ul style="list-style-type: none"> Present tense Speaking about others Me gusta + infinitive Conjugating verbs Comparisons Adjectival agreement Simple future tense Saying years - using high numbers
<p>Assessment Overview and Format: Three assessment points throughout the year.</p> <p>There will be a summative assessment of Listening, Reading and Writing at the end of each module.</p> <p>There will be a formative assessment of speaking through classwork and participation.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>www.linguascope.com</p> <p>www.languagesonline.org.uk</p>



TECHNOLOGY CURRICULUM: YEAR 8

KEY STAGE 3

In Year 8, Technology at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - THEORY AND SKILLS
<p>Cushion Covers</p> <p>During this term, students will be challenged to design and make a functioning cover Cushion cover.</p> <p>Students will be introduced to safety within the textiles studio and will be taught how to use the machinery and tools to industry standards. Students will design a range of different cushion covers taking into consideration their personal choice, constraints and material selection. Once they have manufactured their personal covers they will test and evaluate their work against their original specification.</p>	<p>Students will develop a range of theory skills including:</p> <ul style="list-style-type: none"> • The origin of fabrics • The use of textiles/fabrics in everyday items and clothing • How a sewing machine works • Designing skills • Evaluative skills <p>Students will develop a range of manufacturing skills including:</p> <ul style="list-style-type: none"> • Measuring and cutting accurately • Tessellating, maximizing the area of pattern fabric • How to use a sewing machine • How to use hand sewing techniques • Integrating Electronics in textiles
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - THEORY AND SKILLS
<p>Food Preparation and Nutrition</p> <p>Students will be introduced to safety within the kitchen and will be taught techniques used in restaurants around the world. Students will design a range of different dishes taking into consideration, dietary requirements, taste and function of ingredients as well as the overall aesthetics of the dish. Once they have prepared their dish they will be responsible for cleaning their workspace and washing each item they have used, ensuring that they are free from bacteria, allowing all students following on from them to have safe and bacteria free utensils and cooking apparatus.</p>	<p>Students will develop a range of theory skills including:</p> <ul style="list-style-type: none"> • The origin of a range of foods, including herbs and spices. • Food hygiene • How to operate the oven • Evaluative skills <p>Students will develop a range of manufacturing skills including:</p> <ul style="list-style-type: none"> • Weighing and measuring out food • Knife skills • How to use an oven • How to correctly use the hob • Time management



TECHNOLOGY CURRICULUM: YEAR 8 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Product Design – Night Light

During this term, students will be challenged to design and make a Night Light, which will be made from wood and plastic.

Students will be introduced to workshop safety and will be taught how to use the machinery and tools to industry standards. Students will design a range of Night light taking into consideration their target market. Once they have manufactured their personal night light they will test and evaluate their work against their original specification. They will also be introduced to electronics.

TERM 3 - THEORY AND SKILLS

Students will develop a range of theory skills including:

- The origin of woods
- The origin of plastics
- Designing skills
- CAD Skills
- Evaluative skills

Students will develop a range of manufacturing skills including:

- Measuring and cutting accurately
- How to cut using a tenon saw
- How to use a pillar drill
- How to use the laser cutter
- The effective use of adhesives
- The correct methods of applying a finish

Assessment Overview and Format:

In Design Technology assess using the same format as in GCSE in which students are assessed on the following:

- Research skills
- Design and Development skills
- Practical
- Testing and Evaluative skills

Students will also participate in Three Key Assessments throughout the year. In Key Assessment 1 and 2, students will be assessed based on the current subject area focus. Key Assessment 3 will test students' knowledge across all three-subject areas.

Links for Home Learning/Extension Resources:

All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students prepare for the style of homework if the subject is taken at GCSE.

On occasions, this can be related to research for a topic, analysis of a design work piece or a skill building exercise.



ARABIC A CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Arabic A at WEK...

Most of the resources used are based on specifications made by the UAE Ministry of Education. We will adopt a range of National Curriculum strategies and approaches in the delivery of Arabic language teaching.

Reading: Learners read fiction and non fiction texts, old and modern poetic texts and prose works including short stories, plays, and novels differentiated in their contents and the issues discussed. Learners write about texts to show their ability to analyze and explain the ideas contained therein. In addition they link them with other literary works which are read by them.

Writing: Learners write concentrated and coherent essays which reflect clear vision and good ability to present evidence and approach to the subject; moreover, the writing of the learners show their awareness about the recipient and the purpose for writing. The essays must contain introduction, supporting evidence and logical conclusions. In addition learners develop their ability through the stages and strategy of writing.

Speaking: Learners choose strategies that develop the introduction and close (conclusion) by using literary quotation, stories, proverbs. Visual methods such as graphs and electronic means support the accuracy of the presentation.

Listening: Learners listen to the audible texts and show understanding, distinguish and analyze the ideas, extract values and principles, evaluate the texts according to objective standards, and adhere to the etiquette of listening.

ARABIC A CURRICULUM: YEAR 9 CONTINUED

KEY STAGE 3

TERM 1 - TOPICS / KEY CONTENT

في القراءة: شريف لا تغضب
قصيدة غدوتك مولودا وعلتك يافعا
قصة الدرس الأخير لحدوده
أوقات الفراغ العقاد
عمود صحفي العرب تسببوا في غياب شمسهم
القطاع السياحي
قصتي المناورة ومفتش المدارس
الميزان الصرفي
التشبيه البليغ
اسم الفاعل
اسم المفعول
كتابة إقناعية ووصفية واستجابة أدبية وسيرة ذاتية
وتقديم ورقة بحثية وعروض شفوية

TERM 2 - TOPICS / KEY CONTENT

لن أبكي
الفراس الأسير
العباءة قصة
السعادة لا تضل طريقها
رحلة ابن بطوطة إلى الصين
هل ترى الحيوانات العالم
لكاريزما أقوى تأثيرا
مرض السكري
التمريض
اللغة العربية والتعليم الأجنبي
سيرة ذاتية
استجابة أدبية للقصيدة
كتابة مقالة
الأفعال التي تنصب مفعولين - التوكيد
الاستعارة

TERM 3 - TOPICS / KEY CONTENT

ذكرى جدتي
مملكة الفطريات
في حياة طفلة
اترك بصمة إنجازاتك
كيف أخدم وطني؟
المحميات الطبيعية في دولة الإمارات
ماذا تحب أن تكون؟
رسالة رسمية
استجابة أدبية
كتابة إقناعية
سيرة غيرية
الممنوع من الصرف
الاستعارة

TERM 1 - 2 - 3 OVERARCHING KEY QUESTIONS

The class teacher to choose the appropriate key question bases on the text taking into account the MOE national document expectations. (Below are samples of related key questions)

- ما هي الاستراتيجيات المستخدمة في وسائل الإعلام لتقديم المعلومات أو الإقناع أو التسلية أو نقل الثقافة، بما في ذلك الإعلانات؟
- كيف يمكنك تحديد المظاهر الخادعة التي استخدمت في الخطاب الشفهي؟
- كيف يمكنك تحديد معاني بعض المفردات في سياقاتها؟
- ما هي الطريقة الدقيقة للتمييز بين مفردات اللغة العربية والأجنبية في اللغة العربية؟
- ما هي الاختلافات الأساسية في بنية النصوص بين أنواع مختلفة من النصوص المعلوماتية (الكتب التعليمية، الصحف، الكتيبات) إلخ.
- ما هي الأدلة التي قدمها الكاتب، وكذلك رؤيته العامة في الموضوع؟
- كيف أثرت الأسباب على النتائج في النصوص وما مدى موضوعيتها وتماسكها؟
- كيف يقدم شكسبير التغييرات في شخصية ماكبث؟
- كيف يستخدم الكاتب والشعراء اللغة والبنية والشكل لتقديم شخصيات - أحداث - عاطفة - إقناع - ... في نصوصهم؟
- ما الذي يجعل المقدمة والخاتمة وفقرات العرض ناجحة؟
- ما الذي يجعل كتابتك الوصفية، السردية، والإقناعية ناجحة؟
- كيف يمكننا استخدام اللغة المجازية لجعل كتابتنا أكثر إثارة للاهتمام؟
- كيف يمكننا إضافة وصف مثير للاهتمام؟
- ما أهمية مرحلة التصميم والتحرير؟
- ما هو شعور الكاتب وكيف تعرف ذلك؟
- ما هي أوجه التشابه والاختلاف بين نصين؟
- كيف يمكننا تكييف كتابتنا لجمهور وأغراض مختلفة؟
- كيف يستخدم الشاعر/ الكاتب اللغة والبنية والشكل لتقديم أفكاره ومشاعره ولإثبات التأثيرات؟
- ما هي المواضيع / الأنماط الموجودة في النص الشعري؟
- كيف تؤثر اختياراتنا (المعجمية - الدلالية - البلاغية) على الطريقة التي نقدم بها الأفكار؟
- كيف يستخدم ... الأجهزة اللغوية لإثبات صوت شعري؟
- ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟
- ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصًا عن تجاربهم؟
- ما الذي يجعل النص فعالاً في الوصول إلى عرضه؟
- كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعاً؟
- كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟
- ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟
- ما هي السمات المميزة للجملة؟ وكيف يساهم اختلافها في تغيير المعنى؟
- ما هي القوالب اللغوية التي تجعل دعم المعنى وتقويه؟



ARABIC A CURRICULUM: YEAR 9 CONTINUED

KEY STAGE 3

Assessment Overview and Format:

Formative assessments include regular and on-going listening, oral presentations, composition, projects and diagnostic assessments.

Summative Assessments include unit tests, mid/year and end of year exams during the school's Key Assessment cycle.

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS. HW will be shared with students on go4school. Students will be given a weekly HW assignment as well as extension activities.

Encourage your child to read Arabic books, stories and watch different documentaries in Arabic, then discuss it with them, free reading will be followed by the teacher weekly.



ARABIC B CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Arabic B at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>First week revision for the following topics:</p> <ul style="list-style-type: none"> • Diagnostic test for new students. • Greetings and classroom rules • Revision of alphabet • "What do you want to know about me?" Conversation • Colors, days of the week, months and numbers • Seasons and weather every day: How is the weather today? <p>New topic:</p> <ol style="list-style-type: none"> 1. How do you spend your time in each season; prepare a weather forecast. 2. Jobs (places, verbs, adjectives, opinion, my family). Searching for jobs in advertisement. <p>Creative writing in the end of each topic.</p>	<ul style="list-style-type: none"> • How is the weather today? • What is my favorite season and why? • What do I do in every season? • What do I wear when it is? • What does your family do? • What do you want to be in the future?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>3-Preparing CV and conducting interview.</p> <p>4-My Values and my Role Model (Link to WEK Learner Profile) قيمتي وقصوتي</p> <p>Creative writing in the end of each topic.</p>	<ul style="list-style-type: none"> • How can I prepare a good CV? • What is my dream Job? • What are the values I need to follow in life? • Who is my role-module and why?
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>5-How do I look like?</p> <p>6-Describe my personality.</p> <p>Creative writing in the end of each topic.</p>	<ul style="list-style-type: none"> • How do I look like? • What does my teacher look like? • How can I compare between my family members? • What do I like about my father? • Who is my favorite celebrity and why?
<p>Assessment Overview and Format:</p> <ul style="list-style-type: none"> • End of Chapter assessment. (x1) • End of Term assessment including all topics taught (x3) 	<p>Links for Home Learning/Extension Resources: Go4school weekly assigned homework</p>



ART CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Art at WEK...

TERM 1 - TOPICS / KEY CONTENT

3D Still Life Confectionary

This is a still life project based on the theme of confectionary. Students will look at the work of Peter Anton's 3D food sculptures as their artist inspiration for this project. They will then independently select their own confectionary which they would like to use as their subject in this project.

Students will develop skills in observational drawing, photography and clay modeling to create their final outcome based on their chosen confectionary.

TERM 1 - OVERARCHING KEY QUESTIONS

- How can we use an artist's influence to create our own outcomes?
- How can we create something 3D from something 2D?
- How can we show form and texture within both a 2D and 3D piece of work?
- How does scale impact how the viewer perceives our work?

TERM 2 - TOPICS / KEY CONTENT

Natural Forms, Recycled Materials and Creative Fashion

In this project students will be using a natural form of their choice as the basis to create a fashion accessory.

Students will develop understanding of their chosen form's attributes through observational drawing, different mark making techniques covering the following formal elements; contour, tone, shape and line.

Students will then be using recycled materials in multiples to create a fashion accessory using and defining the attributes of their chosen natural form as a basis and influence.

TERM 2 - OVERARCHING KEY QUESTIONS

- How can you use recycled materials to create a fashion accessory?
- What is mark making?
- Which attributes from your natural form object can you use to create a unique final outcome?
- What makes creative fashion unique?



ART CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Traditional vs Digital Techniques

This is a project which teaches students how to combine traditional and digital techniques alongside looking at how Maths and Art are connected. They will be looking at Emily Carter as their artist influence.

Students will begin by developing their observational and secondary drawing skills under the subject of flowers and insects. In addition to this they will be developing their application of colour and tone within their drawing.

Students will be using Adobe Photoshop to produce a digital final outcome showing rotation, tessellation and symmetry.

TERM 3 - OVERARCHING KEY QUESTIONS

- How can you use directional lines to show tone and the form of an object?
- How does Emily Cater show rotation, symmetry and tessellation within her work?
- Can you see symmetry, rotation and tessellation within your insect and flower?
- What similarities does traditional and digital art have in common?
- What are the differences between traditional and digital art?
- te a mask?

Assessment Overview and Format:

The assessment in art is based on the knowledge and understanding of the skills learnt. The final outcome is the assessment piece that is marked just as it is at GCSE.

There is no exam paper for Art but just a final art project in Term 3.

Links for Home Learning/Extension Resources:

All home learning is put onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students prepare for the style of homework if the subject is taken at GCSE.

On occasions, this can be related to research for a topic, analysis of an art piece or a skill building exercise.



COMPUTING CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Computing at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Cyber-security</p> <ul style="list-style-type: none"> Techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. What is the value of our data to organizations? What they might use it for? Social engineering techniques used by cybercriminals Hacking DDoS attacks Malware Protection <p>Data Science</p> <ul style="list-style-type: none"> How to use data to investigate problems and make changes to the world Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends. Go through the steps of the investigative cycle to try to solve a problem in the school using data 	<ul style="list-style-type: none"> How can I protect myself? Where our vulnerabilities? Is it really as simple as that to get hacked? Why is my data so valuable? How does snapchat, Instagram, Facebook and twitter use my data? <ul style="list-style-type: none"> Is it easier for me to make decisions from data visualization? How did John Snow use data visualization to find the core reason Cholera was wiping people out in the 1800's?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Representations</p> <ul style="list-style-type: none"> Understanding pixels Understand pictures are just a string of bits Representation sizes Image manipulation Learn different tools which can help with image manipulation <p>Physical Computing</p> <ul style="list-style-type: none"> Micro:bit write, execute, and debug a Python program for the micro:bit Write programs that use the micro:bit's built-in input and output devices Write programs that communicate with other devices by sending and receiving messages wirelessly Decompose the functionality of a physical computing system into simpler features 	<ul style="list-style-type: none"> How is an image displayed using 1's and 0's? What is an image made up of? How many colours are there in reality? Why is compression necessary? <ul style="list-style-type: none"> Can I create a game using led lights on the micro-bit? <ul style="list-style-type: none"> Are my options limited on the micro-bit?



COMPUTING CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Python Programming

- Examples of Python to identify examples of Readable code (descriptive identifiers, white space, indentation and comments)
- Sequencing (user inputs and outputs)
- Selection (if/elif/else statements)
- Debugging problems
- Computation Thinking
- Decomposition & Abstraction
- Selection
- Iteration
- Pattern Recognition

TERM 3 - OVERARCHING KEY QUESTIONS

- Why is $1 + 1 = 10$?
- How did programming end World War 2?
- On Wall Street, why does the distance from the mainline server cost billions of dollars?

Assessment Overview and Format:

Each unit contributes 20% towards the final grade (5 units)

Students are formally assessed in a end of topic assessment after the completion of each unit, throughout the year.

Alongside this, students are assessed on mini projects, key word assessments and flipped learning during class.

Links for Home Learning/Extension Resources:

Binary/Denary

www.bbc.co.uk/education/guides/z26rcdm/revision

Hardware/Software & Memory Storage

<https://www.bbc.co.uk/education/topics/zmpsgk7>

Digital Life

<https://www.youtube.com/watch?v=Cp1Jn4Q0j6E>

RAM and ROM

<https://www.youtube.com/watch?v=CPOcSGgSxiQ&t=306s>

Python Programming

<https://www.youtube.com/watch?v=birJFJoCnco>



DRAMA CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Drama at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>PA Industry and Reality TV</p> <p>The 'Industry' unit is aimed at giving students an awareness of some of the job roles within the world of Performing Arts and Theatre. Each lesson explores a different skill set and possible career path that studying Drama can lead to.</p> <p>The 'Reality TV' unit looks at this particular genre of entertainment, its conventions and the types of contestants involved. Students create, develop and sustain a character throughout the unit and perform in both spontaneous and rehearsed improvisations of our mock reality show.</p>	<ul style="list-style-type: none"> • Does studying Drama only lead to a career in acting? • What skills does Drama develop that can be applied to other job roles? • How can an actor sustain and develop a character? • How does spontaneous improvisation aid an actor's journey of character development?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Verbatim Theatre and Theatre in Education</p> <p>The 'Verbatim Theatre' unit looks at the power of personal experience in theatre and how we can structure performance material from people's accounts. Students will use their own voices and experiences to create drama towards the end of the unit.</p> <p>Students will learn about the popular genre of Theatre in Education including forum theatre, audience participation, pop culture and satire. They will then decide on a topic/theme relevant to their target audience (possibly primary?), plan, rehearse and perform to a live audience of students.</p>	<ul style="list-style-type: none"> • Can non-fictional plays still be considered as theatre? • How can a personal experience be used to create a piece of drama? • What drama techniques engage a young audience? • How can performance material be structured to have an intended impact?



DRAMA CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Set Text Noughts and Crosses and Comedy Scripts

Students will practically explore the theatre adaptation of Malorie Blackman's Noughts and Crosses. They will complete extracts from the text, create and perform some off text improvisation and delve into the dystopian world of Sephy and Callum in this Brechtian tragedy.

In the comedy unit of work, students will look at comic timing, physical acting and characterisation as well as writing comedic pieces of their own.

TERM 3 - OVERARCHING KEY QUESTIONS

- How does the structure of a performance help engage the audience?
- How is having a minimal set an effective way of staging a performance?
- If something is predictable, can it still be funny?
- How can production elements such as music help to enhance a comedic piece?

Assessment Overview and Format:

Assessments will be in the form of a live practical performance followed by a review/evaluation of their own work and that of others.

For each assessment they will be assessed on performing, creating and responding to drama.

Links for Home Learning/Extension Resources:

<https://www.bbc.co.uk/bitesize/subjects/zcfb87h>



ENGLISH CURRICULUM: YEAR 9

KEY STAGE 3

In **Year 9**, English at WEK... the curriculum is designed in the following way to embrace the UK National Curriculum programmes of study:

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Crime and Punishment Students will read and analyse a range of 19th century texts centered around the theme of crime and punishment. This includes both fiction and non-fiction texts.</p> <p>Students will compare the similarities and differences about how crime is presented across a range of texts. They will also use these texts to produce their own pieces of non-fiction writing.</p> <p>Students will study extracts from Oliver Twist, The Picture of Dorian Gray, The Adventures of Sherlock Holmes, A Visit to Newgate and a series of newspaper articles about Jack the Ripper.</p>	<ul style="list-style-type: none"> • How do writers use language and structure to present crime and punishment? • What makes an effective piece of transactional writing? • Is the Artful Dodger a good friend to Oliver Twist? • To what extent is the picture of Dorian Gray symbolic of his soul? • Why were people so hysterically about the Jack the Ripper murders? • Why was Jack the Ripper never found? How might newspapers be at fault? • How was Dickens moved by his visits to jail?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Shakespeare: Macbeth Students will study the plot of the play Macbeth, analysing key scenes in its original language. They will focus on Shakespeare's characterisation of Macbeth and how his character changes as the play progresses. Students will also learn about attitudes towards witchcraft in Jacobean times and how this may have influenced Shakespeare's writing.</p> <p>They will revise how to write essays based on a whole text, ensuring that all students can craft and argument throughout a piece of extended analytical writing.</p>	<ul style="list-style-type: none"> • How does Shakespeare use language, structure and form to present the character of Macbeth? • How did Jacobean attitudes towards witches influence Shakespeare? • Why was it important that Shakespeare kept King James happy? • Who is more powerful Macbeth or Lady Macbeth? • Is Macbeth a fool to believe the witches? Did they ever lie to him? • What is Macbeth's hamartia and why?



ENGLISH CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Exploring Perspective: Inequality

In this GCSE transition unit, students will start to explore how writers present their perspectives. They will do this by reading a range of fiction and non-fiction texts around the theme of inequality. By engaging with these texts, students will develop their ability to engage with writers' perspectives and how different writers use methods to present their ideas.

Students will also begin to compare texts, thinking about how writers convey similar and different perspectives and ideas.

TERM 3 - OVERARCHING KEY QUESTIONS

- How do poets use language and structure to present their ideas and perspectives?
- How are the texts similar and different?
- What explicit and implicit meanings can we draw from each text?
- How does the writer present their ideas about inequality?

Assessment Overview and Format:

Students will be formally assessed on each topic during the school's Key Assessment cycle.

Throughout each topic, students will be given opportunities to produce extended pieces of work which will also be assessed and detail feedback given to help students prepare for their Key Assessment.

Links for Home Learning/Extension Resources:

Students will be given a Home Learning booklet which links to each topic. This will have a mandatory weekly task as well as extension activities. Further information about where students can find support/ challenge themselves is also included in these booklets.



FRENCH CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, French at WEK...

TERM 1 - TOPICS / KEY CONTENT

Bien dans sa peau: Healthy living

- Learning parts of the body
- Learning about sport
- Learning about healthy eating
- Making plans to get fit
- Describing levels of fitness

TERM 1 - KEY GRAMMAR CONCEPTS

- Using à + the definite article
- Using Il faut
- Jouer vs faire
- Using du, de la and des
- Using the near future tense
- Using 2 tenses together

TERM 2 - TOPICS / KEY CONTENT

À L'horizon: Jobs

- Talking about what you will do when you finish school
- The benefits of learning languages
- Talking about your job
- Describing your job
- Understanding other peoples jobs
- Talking about ambitions

TERM 2 - KEY GRAMMAR CONCEPTS

- Using je vais + infinitive
- Using on peut and looking at its formation
- Irregular verbs
- Asking questions
- The conditional tense
- Using masculine and feminine nouns
- Adjectival agreements

TERM 3 - TOPICS / KEY CONTENT

Ramadan - Cultural project

Special vacances - A memorable holiday

- Discussing holidays
- Adventure holidays
- Talking about what you take with you on holiday
- Describing holiday disasters
- Visiting a tourist attraction
- Understanding tourist information

TERM 3 - OVERARCHING KEY QUESTIONS

- Asking questions using question words
- Using je voudrais + infinitive
- Expressing opinions
- Using reflexive verbs
- Using perfect tense verbs
- Irregular past tense verbs
- Formation of etre

Assessment Overview and Format:

Three assessment points throughout the year

Summative assessment of Listening, Reading and Writing at the end of each module.

Formative assessment of speaking through classwork and participation.

Links for Home Learning/Extension Resources:

www.linguascope.com

www.languagesonline.org.uk

www.revisionworld.com



GEOGRAPHY CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Geography at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Tropical Rainforests Students will examine where rainforests occur, the natural features and unique biodiversity of these biomes. They will also examine the impacts of people using the rainforest, both positive and negative.</p> <p>Global Fashion Industry Why is fashion, produced by multinational companies in commodity chains?</p> <p>What are the impacts of fast fashion on people and the environment?</p> <p>What are the sustainable solutions?</p>	<ul style="list-style-type: none"> • Where are the Tropical Rainforests? • What is a Climate Graph? • What is the climate like in the rainforest? • What are the layers of the Rainforest? • How do animals of the Rainforest adapt? What is causing threatened species? • Tribes of the Rainforest • Using the Rainforest and Deforestation <ul style="list-style-type: none"> • Why are clothes important to us? • Where are our clothes made? • Why are our clothes made in NICs? • What is it like to work in a clothing factory in an LIC and NIC? • Is there a better way to produce clothes?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Rivers and Coasts Students will examine the features of a river basin and processes which take place to form river and coastal landforms. They will then explore how a coastal area can be protected and examine a range of measures.</p>	<ul style="list-style-type: none"> • What is a river basin? • River processes • Causes of flooding • Flood case study - impacts to people and the environment • Coastal processes - transportation and landforms caused by deposition. • Coastal processes - erosion and landforms • Coastal protection - decision making activity



GEOGRAPHY CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Disease and development

Students will examine how Geography links with disease, and it is a measure of how developed a country is.

Population

Students will examine what causes population density to vary and explore the impacts arising from over and under population.

TERM 3 - OVERARCHING KEY QUESTIONS

- Communicable and non-communicable disease
- Disease transmitters
- Development indicators
- Water borne disease – cholera, spread and containment.
- Malaria – are human or physical features more responsible for the spread?
- Why is there variation in population density?
- What has caused the population explosion?
- How does the demographic transition model show population change?
- What are the impacts of over and under population?
- Understanding population pyramids
- What are the impacts of an aging population?

Assessment Overview and Format:

Students will be assessed through a variety of classwork and home-learning activities. Final assessments during the Key Assessments, will include extended writing, problem solving, map drawing and investigation. These will be marked as per the whole school KS3 assessment policy.

Links for Home Learning/Extension Resources:

Due to the number of books available for this subject, we will not be working from one textbook or only from the textbook.

However the Key Geography series (by David Waugh), are useful reference books and these can be used in class.

Students would benefit from having their own Atlas to use at school and at home. Although one can be borrowed in class.

An excellent digital resource is also the BBC Bitesize website – Key stage 3 Geography



HISTORY CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, History at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>WW1</p> <p>The inter war years</p>	<ul style="list-style-type: none"> • What were the rivalries before 1914? • Does having a lot of mates make you safer in a fight? • How can pride lead you into a fight? • How can jealousy create tension? • How did one bullet cause 20 million deaths? • What sparked a 'Domino Effect' to war in 1914? • Why were the dangers of the trenches not just the bullets fired? • Why did people sign up for the horror of the trenches? • Were the lions really led by donkeys? • Was Haig guilty of crimes against his own soldiers? • Why did the war end? • Do you keep kicking a man when he is down? • Was the Treaty of Versailles fair?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>The Rise of Hitler</p> <p>The Wall Street Crash</p> <p>Appeasement</p>	<ul style="list-style-type: none"> • Who was Hitler? • Why did people vote for Hitler? • How did Hitler brainwash the youth of Germany? • Did Hitler deliver 'Bread and Jobs'? • Does being sexist make your country stronger? • How did the stock market crash in America make Germany vote for Hitler? • Could Hitler be controlled? • Was Appeasement foolish or pragmatic?



ISLAMIC A & B CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Islamic A & B at WEK...

TERM 1 - TOPICS / KEY CONTENT

- Surat Ya-sin
- (Honesty of the Prophet)
- (verse 1-12)
- Belief in divine decree and predestination
- Prayers for certain purposes
- Sincerity

TERM 1 - OVERARCHING KEY QUESTIONS

- When was Surah Yasin revealed?
- How would you prove the honesty of Prophet Muhammad PBUH with evidence from Qur'an and Hadith?
- Why should we believe in Divine decree?
- How believing in divine decree helps human being to face challenges in life.
- Can you explain the prayers that are offered for certain purposes?
- How praying for certain purposes helps Muslims to build confidence in Allah?
- What is sincerity from the Islamic point of view?
- What are the ways to demonstrate sincerity in real life situation?

TERM 2 - TOPICS / KEY CONTENT

- Surat Ya-sin (People of the city verses 13-19)
- The Holiest mosques (Hadith)
- Umrah rules
- Travel manners
- I am the best of you to my family

TERM 2 - OVERARCHING KEY QUESTIONS

- Why did Allah send messengers to the city mentioned in Surah Yasin?
- How did people of the city respond to the messengers of Allah?
- Which are the holiest mosques in the world according to the Hadith of Prophet PBUH?
- How would you differentiate between Umrah and Hajj?
- What are the actions prohibited during Umrah?
- How performing Umrah helps a Muslim to get closer to Allah?
- What are the manners of travelling in Islam?
- How would you prove that the Prophet Muhammad PBUH was best in taking care of his family?



ISLAMIC A & B CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

- Surat Ya-sin 4 (The power of Allah verse 33-54)
- I read the name of my Lord
- Oaths and vows
- Knowledge brings enlightenment and high status
- The battle of Hunayn

TERM 3 - OVERARCHING KEY QUESTIONS

- Can you interpret the verses of Surah Yasin 33-54?
- How would you describe the power of Allah in the light of Surah Yasin?
- Can you elaborate UAE's efforts in strengthening the culture of reading in society?
- What is oath and vow from the Islamic point of view?
- How would you justify the importance of fulfilling the vows?
- Can you distinguish between swearing that constitute an oath and swearing that does not?
- When did the battle of Hunayn take place?
- Can you analyse the causes of the battle of Hunayn?
- What is the reason Muslims got defeated initially in the battle of Hunayn?

Assessment Overview and Format:

Students will have 3 key assessments throughout the year.

Students will be judged on the following criteria:

- Qur'an recitation
- Qur'an memorisation
- Written Assessment
- Home learning/note books

Links for Home Learning/Extension Resources:

www.awqaf.gov.ae
www.quranexplorer.com
www.iacad.gov.ae
www.quran.com
www.islamreligion.com
<http://harunyahya.com>
<https://scholar.google.ae>
<http://www.sultan.org>
<https://sunnah.com>



MATHS CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Maths at WEK...

Key Stage 3 Mathematics Curriculum

Mathematics is an interconnected subject in which students need to be able to move fluently between representations of mathematical ideas.

The programme of study for key stage 3 is organised into apparently distinct domains, but students should build on key stage 2 and connections across mathematical ideas to develop **fluency, mathematical reasoning and competence in solving increasingly sophisticated problems**.

They should also apply their mathematical knowledge in science, geography, computing and other subjects. The expectation is that the majority of students will move through the programme of study at broadly the same pace. However, decisions about when to progress should always be based on the security of students' understanding and their readiness to progress. Students who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content in preparation for key stage 4. Those who are not sufficiently fluent will consolidate their understanding, including through additional practice, before moving on.

Curriculum Standards: By the end of key stage 3, students are expected to know, apply and understand the matters, skills and processes specified in the Pearson Edexcel iLowerSecondary Mathematics.

Working mathematically through the mathematics content, students should be taught to:

Develop fluency

1. consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots
2. select and use appropriate calculation strategies to solve increasingly complex problems
3. use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships substitute values in expressions, rearrange and simplify expressions, and solve equations
4. move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs
5. develop algebraic and graphical fluency, including understanding linear and simple quadratic functions
6. use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.

Reason mathematically

1. extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations
2. extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically
3. identify variables and express relations between variables algebraically and graphically
4. make and test conjectures about patterns and relationships; look for proofs or counter examples
5. begin to reason deductively in geometry, number and algebra, including using geometrical constructions
6. interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning
7. explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.

MATHS CURRICULUM: YEAR 9 CONTINUED

KEY STAGE 3

Solve problems

1. develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
2. develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics
3. begin to model situations mathematically and express the results using a range of formal mathematical representations
4. select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems.

In Year 9, the Mathematics curriculum at WEK is divided into chapters each building on and interconnecting to each other as students are expected to solve more sophisticated problems.

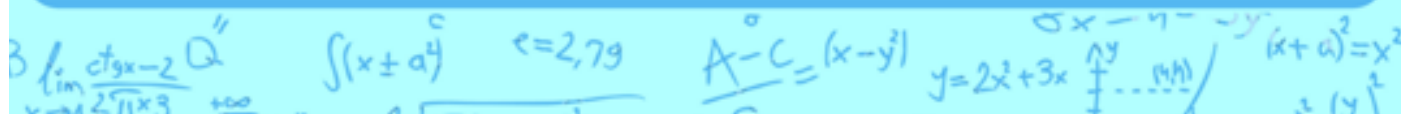


YEAR 9 OVERVIEW

Unit 1: Number	1.1 STEM: Powers of 10
	1.2 Calculating and estimating
	1.3 Indices
	1.4 Standard form
	1.5 STEM: Calculating with standard form
UNIT 1 class assessment	
Unit 2: Geometry	2.1 Surface area of prisms
	2.2 Volume of prisms
	2.3 Circumference of a circle
	2.4 Area of a circle
	2.5 Cylinders
	2.6 Pythagoras' theorem
UNIT 2 class assessment	
Unit 3: Algebra	3.1 Arithmetic and quadratic sequences
	3.2 Geometric sequences
	3.3 Expanding
	3.4 Factorising
	3.5 Solving quadratic equations
UNIT 3 class assessment	
Unit 4: Geometry	4.1 Constructing shapes
	4.2 Constructions 1
	4.3 Constructions 2
1st Termly class assessment units 1-4	

Unit 5: Algebra	5.1 Substitution
	5.2 Inequalities
	5.3 Using index laws
	5.4 Expressions, equations, identities and formulae
	5.5 Solving equations
	5.6 Changing the subject
UNIT 5 class assessment	
Unit 6: Statistics	6.1 STEM: Planning a survey
	6.2 Collecting data
	6.3 Calculating averages and range
	6.4 Displaying and analysing data
	UNIT 6 class assessment
Unit 7: Number	7.1 Direct proportion
	7.2 Solving problems using direct proportion
	7.3 Translations and enlargements
	7.4 Negative and fractional scale factors
	7.5 Percentage change
UNIT 7 class assessment	
Unit 8: Geometry	8.1 Maps and scales
	8.2 Bearings
	8.3 Scales and ratios
	8.4 Congruent and similar shapes
	8.5 Solving geometrical problems
2nd Termly class assessment units 1-8	

Unit 9: Number	9.1 Rates of change
	9.2 Density and pressure
	9.3 Upper and lower bounds
	UNIT 9 class assessment
Unit 10: Algebra	10.1 Drawing straight-line graphs
	10.2 Graphs of quadratic functions
	10.3 Simultaneous equations
	10.4 Using $y = mx + c$
	10.5 More simultaneous equations
	10.6 Graphs and simultaneous equations
UNIT 10 class assessment	
Unit 11: Geometry	11.1 The tangent ratio
	11.2 The sine ratio
	11.3 The cosine ratio
	11.4 Using trigonometry to find angles
3rd Termly class assessment units 1-11	
Unit 12: Statistics	12.1 Set notation and Venn diagrams
	12.2 Probability diagrams
	12.3 Tree diagrams
	12.4 Experimental and theoretical probabilities
UNIT 12 class assessment	





MATHS CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

Assessment Overview

Students are assessed once each term. These assessments are used to identify any weaknesses so that both the teacher and student can plan further intervention. There are 3 completed in Year 9 and the results of each are recorded in Go4schools.

The End of Year Key Assessment will include the assessment of all 12 Chapters.

GL Assessment

In the summer term, students will sit the GL test for Year 9 Mathematics. Students will prepare throughout the year for these through the content of the Chapters but also through the repetition of mental maths under short timed conditions.

Booklets for GLs have been created for students and will be amalgamated into their SOW.

The Mathematics Department at WEK promote the following useful websites:

Collins connect online textbook – Student personal login

<https://vle.mathswatch.co.uk>

<https://corbettmaths.com/>

<https://www.piximaths.co.uk/>

<https://www.onmaths.com/>

Home Learning

In Year 9, the vast majority of home learning is set via Mathswatch. This is communicated via Go4schools. Students are expected to show their working out and thought processes in their homework exercise book. There is an expectation of 75% success rate for each home learning task. The tasks are usually set over a two / three-week period so students need to use their time wisely and urged to do a little bit of maths each most evenings. The completion of home learning is recorded in Go4schools.



MATHS CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3



MATHEMATICS
GCSE Curriculum Map



أكاديمية جيمس ولينغتون - شارع الخيل
GEMS Wellington Academy
AL KHAIL



A life long love of mathematics
 A-level Mathematics
 Level 3 Core Mathematics



Higher Edexcel
 Mathematics A
 GCSE



End of Key Stage 3





MATHS CURRICULUM: YEAR 9 *CONTINUED*

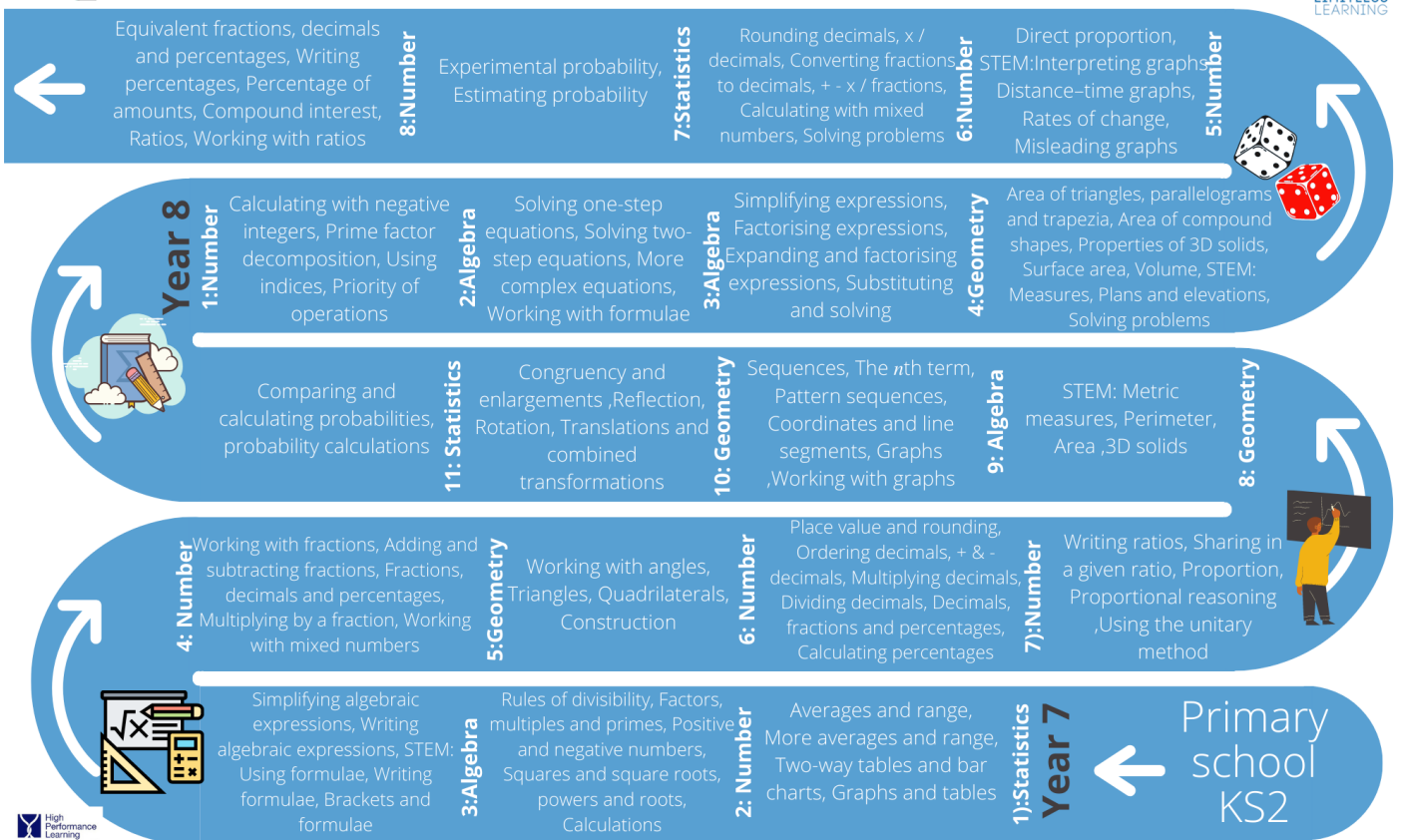
KEY STAGE 3



MATHEMATICS
 Phase 3 Curriculum Map



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MORAL EDUCATION CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Moral Education at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Moral Rules and Assuming Responsibility</p> <ul style="list-style-type: none"> Respect Is the Basis of Good Treatment Aspects of Equality Among People Moral Rules Establishing Positive Relationships Assuming Responsibility and Self-Esteem Diseases and Social Responsibility <p>Ethics in the Context of Communities</p> <ul style="list-style-type: none"> Definition of Community The Role of Our Communities The Form of our Communities Guaranteeing the Safety of Communities Communities and Social Groups in the UAE 	<ul style="list-style-type: none"> How can I respect others around me? How can I build positive relationships with others? <ul style="list-style-type: none"> What does community mean to me? How do communities and social groups in the UAE differ from my home country?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Respecting Diversity</p> <ul style="list-style-type: none"> Diverse Community The Concept of Equality in Society Diversity and the Media Fighting Prejudice and Discrimination <p>The Growth of Consultative Government in the UAE</p> <ul style="list-style-type: none"> The Council: The Traditional Method of Consultation Sheikh Zayed and the Beginnings of Federal National Council The Consultative Government in the UAE Traditional Components of the Government of Abu Dhabi Integrating the Traditional Idea of the Council with New Technology 	<ul style="list-style-type: none"> How is diversity shown in the media? <ul style="list-style-type: none"> What role has the government played in the growth of the UAE?



MORAL EDUCATION CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Ethics in the Context of Countries

- State and Government
- Laws
- Governments Between the Past and Present
- The Good Form of Government
- The Government in the UAE

Addressing Conflicts

- Internal Conflicts
- Management of Internal Conflicts
- External Conflicts
- Management of External Conflicts
- Vulnerable Social Groups Under Armed Conflicts

TERM 3 - OVERARCHING KEY QUESTIONS

- How can we pass a law?
- What is the difference between internal and external conflicts?

Assessment Overview and Format:

Students will have summative assessment throughout the year. This may be in the form of key word tests or short essay style questions.

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the Moral Education curriculum by using their notebook and class resources.

MUSIC CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Music at WEK...

At Key Stage 3 we now use the internationally recognised resource programme published by Musical Contexts (UK). This programme of study is introduced in the latter stages of the primary music curriculum and feeds cohesively into secondary learning. The programme is designed to encourage the Analytical, Creative and Performative elements of music so that all students of all abilities and experiences can excel to the best of their individual abilities throughout. The different modules build upon each other so that prior learning can be extrapolated to form the foundation of new learning experiences.

At Year 9 there is an increased focus on student-led learning where lesson content is derived from student ideas and input.

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Dance Music</p> <p>Dance music takes an explorative look into rhythm, chords and metre in a variety of different types, styles and genres of dance music. By exploring the characteristic musical features of dance music from different times and places, students will understand the important connection between the steps, movement and formation of the dance and how these are inter-related within musical features such as time, metre, rhythms and chords in the music.</p> <p>From simple marches in 2/4 time, to waltzes in 3/4 time, The Baroque Dance Suite to Latin Dance: The Tango, from Country and Western music that accompanies American Line Dance to Irish Folk Music used for the Irish Jig and Reel and modern improvised dance music such as Disco and Club Dance.</p> <p>The emphasis throughout the module is on the characteristic rhythms, time signatures and metre (simple and compound time) and use of chords (primary and seventh chords) in a range of dance music from different times and places.</p>	<ul style="list-style-type: none"> How does contemporary Dance Music relate to previous styles? How are the Elements of Music combined to create Dance Music? <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;"> التفكير ما وراء المعرفي META THINKING </div> <div style="text-align: center;"> الربط LINKING </div> <div style="text-align: center;"> التحليل ANALYSING </div> <div style="text-align: center;"> الإبداع CREATING </div> <div style="text-align: center;"> الإدراك REALISING </div> </div>

MUSIC CURRICULUM: YEAR 9 CONTINUED

KEY STAGE 3

TERM 1 - TOPICS / KEY CONTENT

Soundtracks

The module begins with an introduction into the purpose of film music and the decisions and challenges a composer of film music faces. Leitmotifs are an important aspect of film music and students explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations.

The focus of this module is on creating and composing, but there are also opportunities for students to critically engage with a range of film music through listening and appraising, together with some performing activities of famous film themes and leitmotifs.

The James Bond Film Music Project is one such task where students perform the James Bond Leitmotif and Themes before using these in a soundtrack composition for the newest James Bond film trailer.

TERM 1 - OVERARCHING KEY QUESTIONS

- What is the function on Film Music?
- How has film music changed/developed over the last 120 years?



TERM 2 - TOPICS / KEY CONTENT

Computer & Video Game Music

The module begins with an introduction into the purpose of The module begins by looking at Character Themes in computer and video game music before students move on to explore ways in which Character Themes can be developed and changed for different atmospheres and scenarios within computer and video games.

The characteristic musical features of much computer game music including jumping bass lines, staccato articulation, chromatic movement and syncopation are included as musical knowledge through composing and performing tasks.

Sound effects are then explored and students either create or perform a range of sound effects to match common actions and cues within games.

Finally, the module ends with students creating a musical score/soundtrack for a computer or video game, creating their own ground theme and sound effects which can be presented in a final "Dragon's Den" style presentation/assessment.

TERM 2 - OVERARCHING KEY QUESTIONS

- What are the differences and similarities between Film Music and Computer/Video Game music?
- How are the Elements of Music combined to create CVG Music?



MUSIC CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

TERM 2 - TOPICS / KEY CONTENT

New Directions

New Directions takes an in-depth exploration of two of the many various styles, movements and genres of twentieth century music: minimalism and expressionism.

In minimalism we focus on the compositional rhythmic and melodic devices and conventions of minimalist composers; in expressionism we explore serialist compositional techniques such as note/tone rows and hexachords.

Both aspects explore how composers develop compositions from small starting points (motifs/cells or note/tone rows) and how these can be extended, developed and varied using musical devices such as augmentation, diminution, retrograde, inversion and retrograde inversion.

Through exploring a wide range of music from the minimalist and expressionist styles, students learn about common trends in twentieth century music such as the use of different tonalities, chromaticism, dissonance and extremes of pitch and dynamics as well as how composers use unusual and experimental timbres, sonorities, sounds and instruments within their work, which students are encouraged to explore and use in their own performances, improvisations and compositions to get a feel of the style in which they are exploring.

TERM 2 - OVERARCHING KEY QUESTIONS

- How are contemporary styles linked to more old-fashioned styles?
- What skills have been learned so far that can be used here?



MUSIC CURRICULUM: YEAR 9 CONTINUED

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Samba

This module introduces the polyrhythmic style of Latin-American Samba and revises and revisits many key concepts concerning rhythm, beat and pulse from prior learning including features such as polyrhythms, cyclic rhythms, syncopation, ostinato and call and response.

The experience of performing together as an ensemble aims to give students the exhilaration and physical impact of ensemble percussion music.

The unit is based around a flexible class Samba piece where original melodic parts have been adapted and Samba percussion rhythms added to form various sub-sections which are learned over a series of lessons and added to as the module progresses. The Form and Structure of this arrangement follows the traditional layout of a piece of Samba including sections which feature call and response, syncopation and the opportunity for rhythmic improvisation within an overall structure.

During the unit, students learn about the timbres and sonorities of instruments within a Samba band, how Samba has influenced popular music and the effect that syncopation has on music.

TERM 3 - OVERARCHING KEY QUESTIONS

- How are the Elements of Music employed in Samba?
- Why has South American influenced music become so popular over the last 15-20 years?



MUSIC CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

What makes a good song?

This module consists of a series of short, structured, exploratory and investigatory activities into the genre of popular song in terms of the different structural, textural and elemental components.

The module focuses primarily on popular songs and students are given the opportunity to sing all the songs explored.

Students explore song structure and how a typical popular song is made up of different structural elements before exploring (or revisiting) primary (I, IV, V and V7) and secondary chords (VI), song textures and instruments, timbres and sonorities used to accompany popular songs.

Hooks are Riffs in popular songs are explored briefly and this provides a good foundation for the Hooks and Riffs module in Year 8 which looks at popular music in greater detail.

Through a series of performing and listening tasks, students use lead sheets of popular songs to perform parts from and to analyse musical features from which introduces them to this form of musical notation.

Through the exploration and analyses of popular songs, students are provided with valuable skills, knowledge and understanding to prepare them to create their own complete musical arrangement of a song which is covered in Year 9.

Assessment Overview and Format

Students are assessed regularly across the three strands of Analysis, Composition and Performance. Assessments are undertaken at the end of each module, during class time, to wrap up the topic at hand.

TERM 3 - OVERARCHING KEY QUESTIONS

- Why do we like some songs and not others?
- How do we combine the different Elements of Music for creative success?





PHYSICAL EDUCATION CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Physical Education at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>1x PE per week 1 x Swimming per week</p> <p>Sports covered: Boys - Football Girls - Football Boys & Girls - Athletics</p> <p>Theoretical aspects covered:</p> <ul style="list-style-type: none"> • Joints • Movement 	<ul style="list-style-type: none"> • Can you demonstrate the skills for the game with a competent level of accuracy, precision, control and fluency? • Can you demonstrate the correct technique for some track and field activities with accurate timing and inconsistent accuracies when performing in a competitive environment? • How would we move without joints?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>1x PE per week 1 x Swimming per week</p> <p>Sports covered: Boys - Rugby Girls - Netball</p> <p>Boys - Cricket Girls - Rounders</p> <p>Theoretical aspects covered:</p> <ul style="list-style-type: none"> • Muscle Fibers 	<ul style="list-style-type: none"> • Can you demonstrate and perform confidently in a range of position specific skills for the game? • Can you make accurate decisions when playing in a competitive game? • Are all muscles the same?



PHYSICAL EDUCATION CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>2x PE a week</p> <p>Rotation of: Rock Climbing, Trampolining, Tennis</p> <p>Theoretical aspects covered:</p> <ul style="list-style-type: none"> Planes and Axis 	<ul style="list-style-type: none"> Can you create a short routine using both basic and complex shapes and disciplines? Can you outwit your opponent? Can you climb a level 6 climb confidently with fluency and control demonstrating good weight transference? How do we move?
<p>Assessment Overview and Format:</p> <p>Theoretical aspects – 10% of grade 1 key assessment each term with a 45 minutes written exam on the theoretical aspects learnt through practical PE lessons.</p> <p>PE – 90% of grade Students graded across all sports played during the year and top 3 sports give an average mastery grade.</p> <p>Swimming Swim level graded against the Swim England Criteria.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://www.bbc.com/bitesize/subjects/znyb4wx</p>

SCIENCE CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Science at WEK...

	BIOLOGY	CHEMISTRY	PHYSICS
TERM 1	Unit 1 - Cells <ul style="list-style-type: none"> Animal and plant cell structure Cell specialization and differentiation Microscopy Cell division Transport in cells 	Unit 1 - Atomic structure <ul style="list-style-type: none"> Atoms elements and compounds Balancing equations The atomic model The periodic table 	Unit 1 - Energy changes <ul style="list-style-type: none"> Energy stores and systems Energy transfers Power Specific heat capacity Methods of heat transfer Insulation Energy resources Renewable and nonrenewable energies
TERM 2	Unit 2 - Organization <ul style="list-style-type: none"> Principles of organization Digestive system Blood and blood vessels Health issues and disease Plant tissues and organs 	Unit 9 - Atmospheric Chemistry <ul style="list-style-type: none"> Proportion of gases in the atmosphere Global warming and climate change Atmospheric pollutants 	Unit 2 Electricity - part 2 (Circuits covered later) <ul style="list-style-type: none"> Mains electricity Electrical power Electricity generation National grid Static electricity Fields Uses of electrostatics
TERM 3	Unit 3 - Infectious disease <ul style="list-style-type: none"> Communicable diseases The defense system Vaccination Plant diseases 	Unit 10 - Chemical resources <ul style="list-style-type: none"> Using resources and sustainable development Water treatments Life cycle assessment Alloys and other materials Fertilisers 	Unit 2 Electricity - part 1 <ul style="list-style-type: none"> Current and circuit symbols Series and parallel circuits Power and energy Resistance Resistors in use Sensing circuits
GL PREP	Students will be provided with detailed preparation materials		
WORKING SCIENTIFICALLY	1. Development of scientific thinking 2. Experimental skills and strategies 3. Analysis and evaluation 4. Scientific vocabulary, quantities, units, symbols and nomenclature		



SCIENCE CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

Assessment Overview and Format:

For each topic, students will complete.

- Spelling test on key words
- 6 mark extended writing pieces
- Assessed practical task (PAG)
- End of unit Educake quiz

Key Assessments will assess all content to the date of the assessment.

Key Assessment 1 to 3 - 60 minute assessment for each science

Past papers are available here with relevant mark schemes
<https://www.physicsandmathstutor.com/>

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS.

Educake for quizzes www.educake.co.uk (students have log ins)

BBC Bitesize

<https://www.bbc.co.uk/bitesize/levels/z98jmp3>

AQA GCSE

Biology - <https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Chemistry - <https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

Physics - <https://www.aqa.org.uk/subjects/science/gcse/physics-8463>



SOCIAL STUDIES CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Social Studies at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>History Unit</p> <p>History of the UAE Islamic dynasties of the Middle Ages Key leaders and key events of each dynasty The Crusades The conquest of the Mongols Umayyad and Abbasid cities in the Emirates</p> <p>National Education Social Responsibility The Founding Fathers National Security Roles of the Sheikhs</p>	<p>1.1.1.1 - What were the different Muslim Dynasties?</p> <ul style="list-style-type: none"> Who were their key leaders? Did they expand? What lands did they occupy? How were they governed? How did they rise and fall? Can you identify at least 3 key events from each Dynasty? Umayyads (Key leaders: Mu'awiya, Abd al Malik) Abbasids (Both eras)(Key Leaders: Harun al Rashid, Al Mu'tasim, Al Ma'mum) Mamluks (Key Leaders: Baybars) <p>1.1.1.7 - What were the Crusades?</p> <ul style="list-style-type: none"> How many were there? What did the Crusaders want and why? Who were the key/famous leaders? How/what routes did they take to Jerusalem? What successes did they have if any? Who were the Mongols? When did they invade the Islamic Countries? Who stopped their conquest and how? Can you research into any Umyyaad/ Abbasid cities in the Emirates? <p>1.3.1.1 - What is social responsibility?</p> <ul style="list-style-type: none"> How can we promote social responsibility? How did the founding Fathers contribute to social life/ social responsibility? What is national Security? How do the authorities protect us? How can we support them? <p>1.3.1.10 - What is a biography?</p> <ul style="list-style-type: none"> Can you examine the key roles of the Sheikhs of Sharjah in establishing the Union?



SOCIAL STUDIES CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Geography Unit Settlement Patterns Urbanisation Migration Migration Patterns Populations Sustainability Environmental Practices in the UAE</p>	<p>1.2.1.1 - What is settlement?</p> <ul style="list-style-type: none"> • Can you identify different patterns of settlement in geography? • What has driven humans to create cities/urbanised environments? • What is migration? • Are there any world migration patterns and can you illustrate them? • Can you describe their impact on a particular geographical area? <p>1.2.1.5 - What is population?</p> <ul style="list-style-type: none"> • How do populations modify their lifestyles to keep pace with the environment (positive and negative) Focus on an Arab/Islamic country as an example. • What is sustainability? • Can you discuss the founder's environmental practices for achieving sustainability? • How is the UAE working towards sustainability today?



SOCIAL STUDIES CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Economics Unit

Risk Taking and Ventures in Business
 Economic Systems
 Economic Development
 Founders of the UAE's effort to develop the economy
 Use of Technology and its effects on Economies

TERM 3 - OVERARCHING KEY QUESTIONS

- 1.4.1.8** - What is meant by risk taking & ventures in business?
- What is motivation within small and medium enterprise?
 - Can you look at this in the context of the UAE/ Other countries?
 - How do 3 economic systems compare and contrast?
 - What economic systems are there?
 - Can you compare the different systems?
 - What is the effect of economic development on societies?
 - Can you explain the Founders of the UAEs efforts to develop the economy?
 - What changes in economics are due to development?
- 1.4.1.3** - Can you research the use of technology and its effects on economies?
- What is the importance of high tech?
 - How do you explain the role of technology in improving economies?

Assessment Overview and Format:

At KS3 students are assessed according to the UAE Social studies framework:

Knowledge and Understanding 1.1.1

Literacy 2.1.1

Presentation and Communication 3.1.1

End of Term assessment including all topics taught (x3)

Links for Home Learning/Extension Resources:

Students will have access to lesson on TEAMS



SPANISH CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Spanish at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - KEY GRAMMAR CONCEPTS
<p>Mi tiempo libre y La Comida: My Free Time and Food</p> <ul style="list-style-type: none"> Talking about your free time Expressing likes dislikes towards activities Talking about the weather Learning about extreme sports Likes and dislikes of food Understanding a menu Understanding what dishes are from what Spanish regions Saying what you eat at mealtimes Booking a table Inviting somebody out 	<ul style="list-style-type: none"> Formation of the Present Tense Regular and irregular verbs Radical changing verbs Using pronouns after para and con Extending range of two verbs together Revision of me gusta + infinitive Y becoming e and o becoming u
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - KEY GRAMMAR CONCEPTS
<p>Los trabajos - Jobs</p> <ul style="list-style-type: none"> Saying what you have to do at work Saying what job you would like to do Saying what you did at work yesterday Describing your job 	<ul style="list-style-type: none"> Using tener que Using correct adjectival agreement Using the conditional tense Using preterite tense of regular verbs Using two tenses together
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - KEY GRAMMAR CONCEPTS
<p>Ramadan: Cultural project</p> <p>Jóvenes en acción - Young people in action</p> <ul style="list-style-type: none"> Talking about children's lives Talking about children's rights Talking about journeys to school and using the comparative Talking about environmental issues 	<ul style="list-style-type: none"> Using the 3rd person singular Using the verb poder + infinitive Using the 'we' form of verbs Asking questions Looking at the formation of the simple future tense Using questions and general knowledge to work out meanings of new words
<p>Assessment Overview and Format: Three assessment points throughout the year.</p> <p>There will be a summative assessment of Listening, Reading and Writing at the end of each module.</p> <p>There will be a formative assessment of speaking through classwork and participation.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>www.linguascope.com</p> <p>www.languagesonline.org.uk</p> <p>www.revisionworld.com</p>



TECHNOLOGY CURRICULUM: YEAR 9

KEY STAGE 3

In Year 9, Technology at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - THEORY AND SKILLS
<p>Product Design – Clocks Project During this term, students will be challenged to design and make a clock, which will be made from wood and plastic.</p> <p>Students will be introduced to workshop safety and will be taught how to use the machinery and tools to industry standards. Students will design a range of Clock taking into consideration their target market. Once they have manufactured their personal Clock they will test and evaluate their work against their original specification. They will also be introduced to electronics.</p>	<p>Students will develop a range of theory skills including:</p> <ul style="list-style-type: none"> • The origin of woods • The origin of plastics • Designing skills • CAD Skills • Evaluative skills <p>Students will develop a range of manufacturing skills including:</p> <ul style="list-style-type: none"> • Measuring and cutting accurately • How to cut using a tenon saw • How to use a pillar drill • How to use the laser cutter • The effective use of adhesives • The correct methods of applying a finish
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - THEORY AND SKILLS
<p>Food Preparation and Nutrition Students will be introduced to safety within the kitchen and will be taught techniques used in restaurants around the world. Students will design a range of different dishes taking into consideration, dietary requirements, taste and function of ingredients as well as the overall aesthetics of the dish. Once they have prepared their dish they will be responsible for cleaning their workspace and washing each item they have used, ensuring that they are free from bacteria, allowing all students following on from them to have safe and bacteria free utensils and cooking apparatus.</p>	<p>Students will develop a range of theory skills including:</p> <ul style="list-style-type: none"> • The origin of a range of foods, including herbs and spices. • Food hygiene • How to operate the oven • Evaluative skills <p>Students will develop a range of manufacturing skills including:</p> <ul style="list-style-type: none"> • Weighing and measuring out food • Knife skills • How to use an oven • How to correctly use the hob • Time management



TECHNOLOGY CURRICULUM: YEAR 9 *CONTINUED*

KEY STAGE 3

TERM 3 - TOPICS / KEY CONTENT

Printed T-shirt

During this term, students will be challenged to design and create a printed t-shirt. Students will study Screen printing and stenciling.

Students will be introduced to safety within the textiles studio and will be taught how to use the machinery and tools to industry standards. Students will design a range of different cushion covers taking into consideration their personal choice, constraints and material selection. Once they have manufactured their personal T-shirt design they will test and evaluate their work against their original specification.

TERM 3 - THEORY AND SKILLS

Students will develop a range of theory skills including:

- The origin of fabrics
- The use of textiles/fabrics in everyday items and clothing
- How to print on textiles.
- Designing skills
- Evaluative skills

Students will develop a range of manufacturing skills including:

- Measuring and cutting accurately
- Tessellating, maximizing the area of pattern fabric
- How to use a sewing machine
- How to use hand sewing techniques

Assessment Overview and Format:

In Design Technology assess using the same format as in GCSE in which students are assessed on the following:

- Research skills
- Design and Development skills
- Practical
- Testing and Evaluative skills

Students will also participate in Three Key Assessments throughout the year. In Key Assessment 1 and 2, students will be assessed based on the current subject area focus. Key Assessment 3 will test students' knowledge across all three-subject areas.

Links for Home Learning/Extension Resources:

All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students prepare for the style of homework if the subject is taken at GCSE.

On occasions, this can be related to research for a topic, analysis of a design work piece or a skill building exercise.

KEY STAGE 4






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MUSIC CURRICULUM: YEAR 10

KEY STAGE 4

At Key Stage 4 we follow the Edexcel GCSE (9-1) Music Specification which is structured for assessment as follows:

COMPONENT	OVERVIEW	ASSESSMENT
COMPONENT 1 PERFORMING 30% NEA	<ul style="list-style-type: none"> Two Performances lasting a combined minimum of 4 minutes Solo Performance: minimum of 1 piece lasting at least 1 minute Ensemble Performance: minimum of 1 piece lasting at least 1 minute 	Minimum of 2 pieces 30 marks each Total of 60 marks
COMPONENT 2 COMPOSING 30% NEA	<ul style="list-style-type: none"> Two different compositions lasting a combined minimum of 3 minutes Free Composition (student brief) lasting at least 1 minute Published Composition (set brief) lasting at least 1 minute 	Combination of 2 pieces 30 marks each Total of 60 marks
COMPONENT 3 APPRAISING 40% EXAM	4 Areas of Study (AoS) with 2 Set Works each: <ol style="list-style-type: none"> Instrumental Music 1700-1820 Vocal Music Music for Stage and Screen Fusions 	Exam 1hr 45mins Total of 80 marks

The Edexcel GCSE (9-1) Music qualification enables students to learn through the use of engaging and relevant musical content. Students continue to study the Elements of Music that underpinned learning at KS3 and now broaden their learning horizons with a more diverse understanding of musical contexts and musical language through the different Areas of Study. This specification uses real examples of how key musical content is used within specific pieces of music, thus enabling students to learn in-depth appraising skills in preparation for their assessments.



MUSIC CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

At Year 10 there is a greater expectation for students to be in control of their own learning journey and to be increasingly accountable for their own development and advancement.

TERM 1 - TOPICS & KEY CONTENT			OVERARCHING KEY QUESTIONS
COMPONENT 1	COMPONENT 2	COMPONENT 3	
<ul style="list-style-type: none"> Solo Performance Assessment (Winter Concert) 	<ul style="list-style-type: none"> Logic Pro Foundation Compositions 	<ul style="list-style-type: none"> AoS 4 (Fusions) Listening Exercises Exam Overview Wider Listening (AoS 4) Music Theory Revision 	<ul style="list-style-type: none"> How do we use MAD T-SHIRT to analyse music? What does 'practice' make?




TERM 2 - TOPICS & KEY CONTENT			OVERARCHING KEY QUESTIONS
COMPONENT 1	COMPONENT 2	COMPONENT 3	
<ul style="list-style-type: none"> Solo Performance Assessment (Spring Concert and class workshops) 	<ul style="list-style-type: none"> Student Brief Composition Understanding the marking criteria and how they are used. 	<ul style="list-style-type: none"> AoS 1 (Instrumental Music) Listening Exercises Wider Listening (AoS1) Music Theory Revision 	<ul style="list-style-type: none"> How does music timeline over the decades? Why is an eclectic listening portfolio better for us as musicians? How far have you come so far and how far do you still need to go? What learning lessons have you learned?!

TERM 3 - TOPICS & KEY CONTENT			OVERARCHING KEY QUESTIONS
COMPONENT 1	COMPONENT 2	COMPONENT 3	
<ul style="list-style-type: none"> Solo Performance Recording Sessions, Marking and Submission. 	<ul style="list-style-type: none"> Feedback on Composition task and remedial sessions Marking and submission of completed Composition task. 	<ul style="list-style-type: none"> Exam Preparation 	<ul style="list-style-type: none"> Aiming beyond expectation.

MUSIC CURRICULUM: YEAR 11

KEY STAGE 4

At Key Stage 4 we follow the Edexcel GCSE (9-1) Music Specification which is structured for assessment as follows:

COMPONENT	OVERVIEW	ASSESSMENT
COMPONENT 1 PERFORMING 30% NEA	<ul style="list-style-type: none"> Two Performances lasting a combined minimum of 4 minutes Solo Performance: minimum of 1 piece lasting at least 1 minute Ensemble Performance: minimum of 1 piece lasting at least 1 minute 	Minimum of 2 pieces 30 marks each Total of 60 marks
COMPONENT 2 COMPOSING 30% NEA	<ul style="list-style-type: none"> Two different compositions lasting a combined minimum of 3 minutes Free Composition (student brief) lasting at least 1 minute Published Composition (set brief) lasting at least 1 minute 	Combination of 2 pieces 30 marks each Total of 60 marks
COMPONENT 3 APPRAISING 40% EXAM	4 Areas of Study (AoS) with 2 Set Works each: <ol style="list-style-type: none"> Instrumental Music 1700-1820 Vocal Music Music for Stage and Screen Fusions 	Exam 1hr 45mins Total of 80 marks

The Edexcel GCSE (9-1) Music qualification enables students to learn through the use of engaging and relevant musical content. Students continue to study the Elements of Music that underpinned learning at KS3 and now broaden their learning horizons with a more diverse understanding of musical contexts and musical language through the different Areas of Study. This specification uses real examples of how key musical content is used within specific pieces of music, thus enabling students to learn in-depth appraising skills in preparation for their assessments.

At Year 11 there is a greater expectation for students to be in control of their own learning journey and to be increasingly accountable for their own development and advancement.



MUSIC CURRICULUM: YEAR 11 CONTINUED

KEY STAGE 4

The UK Government has released the following information regarding practical submissions in May 2022:

PERFORMANCE ASSESSMENT

- Require students to perform 1 or more pieces of music with a combined duration of at least 1.5 minutes (if all solo performance) or 2 minutes (if including performance as part of an ensemble).
- No requirement to perform as part of an ensemble.
- Requirement to submit complete and unedited recording of the live performance and, where available, the score or lead sheet for that performance.

COMPOSITION ASSESSMENT

- Require students to compose 1 or more pieces of music with a combined duration of at least 2 minutes.
- Compositions may be in response to an exam board set brief and/or be freely composed, with no requirement to do both.
- Requirement to submit complete recording of each composition with a score, lead sheet or written account of the composition, produced by the student.

TERM 1 - TOPICS & KEY CONTENT			OVERARCHING KEY QUESTIONS
COMPONENT 1	COMPONENT 2	COMPONENT 3	
<ul style="list-style-type: none"> • Solo Performance Assessment (Winter Concert) 	<ul style="list-style-type: none"> • Student Brief Composition 	<ul style="list-style-type: none"> • AoS 4 (Fusions) • Listening Exercises • Wider Listening (AoS 4) • Music Theory Revision 	<ul style="list-style-type: none"> • How do we use MAD T-SHIRT to analyse music? • What does 'practice' make?
TERM 2 - TOPICS & KEY CONTENT			OVERARCHING KEY QUESTIONS
COMPONENT 1	COMPONENT 2	COMPONENT 3	
<ul style="list-style-type: none"> • Solo Performance Assessment (Spring Concert and class workshops) 	<ul style="list-style-type: none"> • Student Brief Composition • Understanding the marking criteria and how they are used. 	<ul style="list-style-type: none"> • AoS 1 (Instrumental Music) • Listening Exercises • Wider Listening (AoS1) • Music Theory Revision 	<ul style="list-style-type: none"> • How does music timeline over the decades? • Why is an eclectic listening portfolio better for us as musicians? • How far have you come so far and how far do you still need to go? • What learning lessons have you learned?
TERM 3 - TOPICS & KEY CONTENT			OVERARCHING KEY QUESTIONS
COMPONENT 1	COMPONENT 2	COMPONENT 3	
<ul style="list-style-type: none"> • Solo Performance Recording Sessions, Marking and Submission. 	<ul style="list-style-type: none"> • Feedback on Composition task and remedial sessions • Marking and submission of completed Composition task. 	<ul style="list-style-type: none"> • Exam Preparation 	<ul style="list-style-type: none"> • Aiming beyond expectation.



DRAMA CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Drama at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Skills Development, genre, form and Style Students will spend the first term focusing on devising skills, performance skills and how to respond effectively to a stimulus in preparation for their devising unit of work. They will look at different types of theatre that cover a range of genres, forms and styles.</p>	<ul style="list-style-type: none"> • Is alienating your audience ever effective? • Should theatre be education or entertainment?
<p>Mock Component 2 Performance Students will practically explore the set text they will study for their written paper and complete a mock practical exam for this. Text choice to be confirmed.</p>	<ul style="list-style-type: none"> • How can you develop a realistic character?
<p>Production For one hour per week, drama students will look at production elements including; set, costume, sound and lighting design. This is preparation for their written paper, component 3 of the examination.</p>	<ul style="list-style-type: none"> • Why is the relationship between the designers and the directors an important one?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Component 1 Devising The students will be provided with a range of stimuli, from which they will create their own original piece of theatre for their coursework.</p>	<ul style="list-style-type: none"> • How can design elements bring this piece to life? • How can I keep my audience engaged? • How is this linked to a specific practitioner?
<p>Component 3 Section A One lesson per week will be focused on the set text for the written paper. Students will think as performers, designers and directors for this unit.</p>	<ul style="list-style-type: none"> • How do your creative intentions differ from those of the original playwright?
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Component 3 Section A Continuation of the 6 areas of study for design; set, sound, lighting, costume, staging, props and furniture.</p>	<p>Are my intentions clear as designer, director or performer? Are my intentions linked to those of the playwright? How can I improve my answers?</p>
<p>Assessment Overview and Format: Students will be assessed practically and through the written examination.</p> <p>Unit one; Devising coursework will be completed in year 10 which is marked internally and externally moderated.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://www.bbc.co.uk/bitesize/subjects/zbckjxs https://www.digitaltheatreplus.com/education https://www.nationaltheatre.org.uk/</p>



3D DESIGN CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, 3D Design at WEK...

TERM 1 - TOPICS / KEY CONTENT

Term 1 - Topics / Key Content

Students will continue in term 1 with their Coursework. This will form 60% of their grade. Students will start the term finishing their Architecture project and then start on their mock exam. The theme will be Natural Forms. Students will create sketchbook work in preparation for the 10-hour Exam in January. This work will need to be more independently worked on in preparation for the final exam. Each student will aim to create a lamp in the style of their theme Natural Forms.

TERM 1 - OVERARCHING KEY QUESTIONS

Term 1 - Overarching Key Questions

- What will make your coursework stand out and create interest for the moderator?
- What artists will you use to influence your project direction?
- What will make your final painting be the best response to the theme?
- How will you know you have planned the best solution?

TERM 2 - TOPICS / KEY CONTENT

This term will see the start of the Final Art exam. The theme will come from the board and the students will need to work on this individually with no guidance or prompts.

Students will need to create a sketchbook of work that will lead to the final 10-hour exam.

TERM 2 - OVERARCHING KEY QUESTIONS

- How will you interpret the Exam question?
- What artists' style will best show your talent?
- How will you know you have achieved the best plan for the outcome?

TERM 3 - TOPICS / KEY CONTENT

The Final Exam will take place at the beginning of this term. The rest of the sessions will be spent planning the Final Exhibition.

The course ends 1st of May.

TERM 3 - OVERARCHING KEY QUESTIONS

N/A

Assessment Overview and Format:

The Assessment for the Coursework will take place in January against the Exam board Criteria.

Students will get feedback formal feedback every 2-3 weeks on their progress to their target and will be guided in their coursework.

The Exam will have no internal assessment whilst in process and will get a final judgement before the moderator arrives. The students will not be given an estimated grade but nothing can be confirmed until results day. The moderators do not give feedback.

Links for Home Learning/Extension Resources:

- Students will have homework every week. It is important students spend 2-3 hours a week on their art homework.
- Home learning tasks will be uploaded on Go 4 Schools.
- All feedback and other resources will be on Showbie.



ARABIC A CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Arabic A at WEK...

Most of the resources used are based on specifications made by the UAE Ministry of Education. We will also combine a range of IGCSE Curriculum requirements through MOE curriculum.

Reading: Learners read distinguished literary works and interact with them in a way to support the subjects which they study. They will also read texts about history, Sociology, psychology, and others, to reach a deep level of literary understanding and appreciation.

When analyzing the texts, they will be encouraged to specify ideas and seek out the general humanitarian issues that are presented. Students will be encouraged to read and analyze old and modern poetic texts and prose works, including short stories, plays, and novels which are differentiated in their content and in the issues discussed.

They will demonstrate ability to analyze such artistic texts and explain the ideas contained therein, in addition to linking them with other literary works.

The course explores and encourages:

- the historical stages of the Arabic Literature through the time line of the literary eras
- elicits the technical features of the texts and connects them with their literary eras
- compares between the language, style, and ideas of some poems
- distinguishes the emotive language in texts and explains the rhetorical images in the verses
- shows the role of imagination and the verbal images in creating an impact on poetry

Writing: Learners show their understanding of the different elements of writing for form and purpose. Students will be encouraged to write:

- narrative texts
- explanatory texts
- persuasive texts
- descriptive texts

They will be able to organize their ideas and evidence in a coherent and convinced form, which expresses deep thinking in the subject and is supported with examples.

The course will engage with writing a simple research paper and applying the basic steps to do so, developing research strategies by asking clear and precise questions about the subject, and applying the techniques of revision and evaluation.



ARABIC A CURRICULUM: YEAR 11 *CONTINUED*

KEY STAGE 4

Speaking: Learners show their ability in conversation such as:

- fluency
- confidence
- organizing of ideas
- clarity

and using the paralleled elements of the language including:

- tuning
- accent
- gesture
- allusion

Students will participate effectively in official presentations such as speeches, public discussions, and debates. They will be encouraged to use conversation skill for various purposes as asking questions, exchanging information, re-formatting the audible texts, or narration of a story and providing different presentations

Listening: Learners will listen to the audible texts and show understanding. They will be able to distinguish and analyze ideas, extract values and principles, evaluate the texts according to objective standards, and adhere to the etiquette of listening.

TERM 1 - TOPICS / KEY CONTENT

من سورة النور
قصيدة المثقب العبيدي
قصة حادثة لنجيب محفوظ
قصة نظارة طبيبة لمريم الساعدي
يوم العيد سيرة أدبية
الاستهتار برهان السأم
صديقي الهاتف
لغات العالم مزايا الناس
اسما الزمان والمكان
الكنية
اسم التفضيل
اسم الآلة
التشبيه التمثيلي
النسب
كتابة إقناعية - سيرة ذاتية
قواعد لا تدرسها في المدرسة.
أينشتاين العرب
المثقب العبيدي استجابة أدبية وتحدث
مظاهر الاحتفال بالعيد عند شعوب العالم
هدف في الحياة

TERM 2 - TOPICS / KEY CONTENT

الطين إيليا أبي ماضي
غير مجد في ملتي واعتقادي للمعري
حزن الطبيعة
دارنا الحمشفية نزار قباني
قصة حتى آخر رفق
التشبيه الضمني
النداء
البدل
السيرة الغريبة
كتابة قصة من وجهة نظر كاتب آخر
الكتابة الإقناعية
منزلنا القديم
من ذاكرة لاجئ طرد من منزله
إدارة الوقت وأهميته
ثلاث عشرة عادة خطأ
دارنا الحمشفية

TERM 1 - 2 - 3 OVERARCHING KEY QUESTIONS

The class teacher to choose the appropriate key question bases on the text taking into account the MOE national document expectations. (Below are samples of related key questions)

- كيف يستخدم الشاعر/ الكاتب اللغة والبنية والشكل لتقديم أفكاره ومشاعره وإينشا التأثيرات؟
- ما مدى فعالية استخدام الشاعر/ الكاتب للمفارقة في النص؟
- ما الذي يجعل النص ... جيدا؟
- ما هي أوجه التشابه والاختلاف بين قصيدتين؟
- ما هي المواضيع / الأسماء الموجودة في النص الشعري؟
- كيف تؤثر اختياراتنا (المعجمية-الدلالية -البلاغية)على الطريقة التي نقدم بها الأفكار؟
- كيف يستخدم ... الأجهزة اللغوية لإنشاء صوت شعري؟
- كيف يتصاعد الوقت/ العاطفة في هذه القصة... ..؟
- ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟
- ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصاً عن تجاربهم؟
- ما الذي يجعل القصة فعالة في الوصول إلى غرضها؟
- كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعاً؟
- كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟
- ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟
- ما هي السمات المميزة للجملة؟ وكيف يساهم اختلافها في تغيير المعنى؟
- ما هي القوالب اللغوية التي تجعل تدعم المعنى وتقويه؟
- كيف تساعدنا معرفة الغرض من المؤلف على فهم ... بشكل أفضل؟
- كيف يمكننا تحديد الكلمات والعبارات في القصص والقصائد التي تظهر المشاعر والحواس؟
- كيف يساهم الحقل الدلالي في النص في رسم الصور والمشاعر والأحداث والتنقل بينها؟
- كيف نعلق على النص باستخدام المعرفة السابقة؟
- كيف يتم بناء فهمنا للثقافة والمجتمع والتاريخ من خلال اللغة؟
- كيف يتم استخدام اللغة للتلاعب بنا؟

ARABIC A CURRICULUM: YEAR 11 *CONTINUED*

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

إلى أمّتي سمّو الشيخ محمد بن راشد
المسؤولية المجتمعية
المشي وأثاره على الصحة
رواية رجال في الشمس
أفعال المقاربة والرجاء والشروع
تدريبات متنوعة
الجناس
التطوع
كيف تكون شابا ناجحا وتحقق أحلامك
العقل السليم في الجسم السليم
أشجار القمر
نسعة آثار ساهرة للامتنان
التطوع
الرياضة

Assessment Overview and Format:

Formative assessments include regular and on-going listening, oral presentations, composition, projects and diagnostic assessments.

Summative Assessments include unit tests, mid/year and end of year exams during the school's Key Assessment cycle.

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS. Homework will be shared with students on go4schools. Students will be given a weekly HW assignment as well as extension activities.

Encourage your child to read Arabic books, stories and watch different documentaries in Arabic, then discuss it with them, free reading will be followed by the teacher weekly.

ARABIC B CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Arabic B Curriculum at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
Identity and culture <ul style="list-style-type: none"> Who am I? Daily life Cultural life 	<ul style="list-style-type: none"> What do I look like? What does my teacher look like? How can I compare between my family members? What do I like about my father? Who is my favorite celebrity and why? Who is my role model and why?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
Local area, holiday and travel <ul style="list-style-type: none"> Town, region and country. Holidays. Travel and tourist transactions. 	<ul style="list-style-type: none"> What is your plan for the summer? How was your trip? What can I change about the trip? What are the touristic places in the UAE and in your country? How do I book my flight? What do I do at the airport? What is the most trip you prefer and why? What is my dream holiday?
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
School <ul style="list-style-type: none"> What school is like? School activities. 	<ul style="list-style-type: none"> What is my favorite subject and why? What is my daily routine during the week? What is the most thing I like in my school? What the advantage of having uniform and the disadvantage in school? What should I wear to school? How do I spend my weekend?
Assessment Overview and Format: <ul style="list-style-type: none"> Three assessment points throughout the year. Summative assessment of Listening, Reading and Writing. Students will sit real exam papers so they can start to familiarise themselves with expectations. Formative assessment of speaking through classwork and completion of photo card and role-plays. 	Links for Home Learning/Extension Resources: GCSE text Arabic B text. https://www.interlingo.co.uk/new-companion-resources/new-gcse-arabic-companion-9-1-audio/

ARABIC B CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Arabic B Curriculum at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Future aspirations, study and work</p> <ul style="list-style-type: none"> • Work • Ambitions • Using languages beyond the classroom 	<ul style="list-style-type: none"> • How is your relationship with your family members? • How do I spend my time with my family? • What does your family do? • What do you want to be in the future? • How can I prepare a good CV? • What is my dream Job? • How can I write formal letter and informal letter?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>International and global dimension</p> <ul style="list-style-type: none"> • Bringing the world together • Environmental issues 	<ul style="list-style-type: none"> • How I can be part of team? • How can I show an understanding of different culture? • How can prove understanding of morals world around me? • How can I be a risk taker in my society? • What can I do to show a positive attitude? • How can I upstanding member of my environment? • What can I do to protect my close environment? • How can I stop the bad habits and be a good citizen?
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<ul style="list-style-type: none"> • This term will be spent recapping all the previously studied topics in both years 10 and 11. • GCSE Speaking Exam will take place in April and the Written Exam will take place in June. 	<ul style="list-style-type: none"> • Exam techniques for each skill. • Writing from memory • Translation tips • Vocabulary spelling • Speaking from spontaneously from memory • Describing different type pictures-based. • Role-play tips. • Different types of questions.
<p>Assessment Overview and Format:</p> <ul style="list-style-type: none"> • End of Chapter assessment. (x1) • Students will sit a scheduled mock examination for all skill areas [Listening, speaking, reading and writing]. • Students will continue to complete past papers until the examination. 	<p>Links for Home Learning/Extension Resources: GCSE text Arabic B text.</p> <p>https://www.interlingo.co.uk/new-companion-resources/new-gcse-arabic-companion-9-1-audio/</p>



ART, CRAFT AND DESIGN CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Art, Craft and Design at WEK...

TERM 1 - TOPICS / KEY CONTENT

Ian Murphy/Buildings

The first term is all about skill building and experimentation. Students will experiment with marking making and drawing techniques.

They will experience working in a variety of mediums and learn about the AOs. They will complete a full project. This will be completed during term 2.

TERM 1 - OVERARCHING KEY QUESTIONS

- How can we manipulate materials for art purpose?
- What is mark making? How can mark making methods be combined?
- What does it mean 'Take inspiration'?
- How will you know you have picked the best solutions?

TERM 2 - TOPICS / KEY CONTENT

Angie Lewins/Natural Forms

Students will complete the first project mid-term and start on their second - Natural Forms.

Students will need to ensure the topic within the broad topic is one that personally interests them and they will be able to study the subject in depth.

The work will lead to a final fabric print and postcard designs developed through editing photographs.

TERM 2 - OVERARCHING KEY QUESTIONS

- How will you know you have chosen the best topic for you?
- What will make your design stand out?
- What methods will you use?
- What will make your sketchbook different to that of others?
- How will you make your final Lino Print accurate and effective?
- How will you create a path to your final outcome?

TERM 3 - TOPICS / KEY CONTENT

Students will continue with the Natural forms project mentioned in Term 2.

Once the final Textile is printed this will be sent for printing.

The students will need to do a summer project in which they will need to create a piece of art to complement their textiles print. This will be discussed with the students before they leave for summer and examples will be shown.

TERM 3 - OVERARCHING KEY QUESTIONS

The GCSE course will include 2 projects that will be completed in this first year. The third in Yr11. Together this will form 60% of the final grade.

The third project is the Mock exam to prepare the students for the final exam.

In Year 11 January, the students will start this final exam for GCSE Art. The Theme comes from the Exam board in January.

Assessment Overview and Format:

There will be a continuous assessment through the skill building in term one and in the progress of the projects.

Students will complete 2 Outcomes and be assessed on these in this year. They will have two complete project grades by the end of the first year.

Links for Home Learning/Extension Resources:

All students must be spending 2-3 hours on their artwork in their own time. The work will not be a standalone exercise but part of their project.

Students will all be part of the Showbie group on which all work will be submitted and marked.

All resources will also be stored on this app to guide the students.



ART CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Art at WEK...

TERM 1 - TOPICS / KEY CONTENT

Ian Murphy/Buildings

Students will continue in term 1 with their Coursework. This will form 60% of their grade. Students will start the term on their mock exam. The theme will be Pattern and Textures.

Students will create sketchbook work in preparation for the 10-hour Exam in January. This work will need to be more independently worked on in preparation for the final exam.

Each student will choose their own theme and direction for this project.

TERM 1 - OVERARCHING KEY QUESTIONS

- What will make your coursework stand out and create interest for the moderator?
- What artists will you use to influence your project direction?
- What will make your final painting be the best response to the theme?
- How will you know you have planned the best solution?

TERM 2 - TOPICS / KEY CONTENT

This term will see the start of the Final Art exam. The theme will come from the board and the students will need to work on this individually with no guidance or prompts.

Students will need to create a sketchbook of work that will lead to the final 10-hour exam.

TERM 2 - OVERARCHING KEY QUESTIONS

- How will you interpret the Exam question?
- What artists style will best show your talent?
- How will you know you have achieved the best plan for the outcome?

TERM 3 - TOPICS / KEY CONTENT

The Final Exam will take place at the beginning of this term. The rest of the sessions will be spent planning the Final Exhibition.

The course ends 1st of May.

TERM 3 - OVERARCHING KEY QUESTIONS

N/A

Assessment Overview and Format:

The Assessment for the Coursework will take place in January against the Exam board Criteria.

Students will get feedback formal feedback every 2-3 weeks on their progress to their target and will be guided in their coursework.

The Exam will have no internal assessment whilst in process and will get a final judgement before the moderator arrives. The students will not be given an estimated grade but nothing can be confirmed until results day. The moderators do not give feedback.

Links for Home Learning/Extension Resources:

Students will have homework every week. It is important students spend 2-3 hours a week on their art homework.

Home learning tasks will be put on Go 4 Schools.

All feedback and other resources will be on Showbie.

BUSINESS CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Business at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>1 - Business activity and influences on business This term covers the various objectives of a business, changing business environments and the criteria for judging success. The focus is on the importance of having clear business objectives and how the business environment provides opportunities for, and imposes constraints on, the pursuit of these objectives. Key sections covered;</p> <p>1.1 Business objectives 1.2 Types of organisations 1.3 Classification of businesses 1.4 Decisions on location 1.5 Business and the international economy 1.6 Government objectives and policies</p>	<ul style="list-style-type: none"> • What is the difference between aims & objectives? • Which is the best form of ownership? • Why has there been a decline in primary sector industry in UAE? • Evaluate the best location of a business? • What is the benefit of globalisation? • What is the role of the government?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>1 - Business activity and influences on business (continuation from term 1) 1.7 External factors 1.8 What makes a business successful?</p> <p>2 - People in business - This section looks at people in organisations, focusing on their roles, relationships and management in business. 2.1 Internal and external communication 2.2 Recruitment and selection process 2.3 Training</p>	<ul style="list-style-type: none"> • Can you identify the different PESTLE factors that affect business success? • How can consumer income affect a business? • What impact do exchange rates have on the operations of transnational cooperation? • Evaluate the best way to measure a business success? • Analyse the different documents used within recruitment? • What are the benefits of drawbacks of different training methods? • Evaluate if Internal or external recruitment growth best for a Partnership organization?



BUSINESS CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

In Year 10, Business at WEK... *continued*

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>2 - People in business (continuation from term 1) Key section covered: 2.4 Motivation and rewards 2.5 Organisation structure and employees</p> <p>3 - Business finance - This section explores the use of accounting and financial information as an aid to decision making. 3.1 Business finance - sources 3.2 Cash flow forecasting</p>	<ul style="list-style-type: none"> • Can you explain the main aspects of Maslow, Taylor and Herzberg motivational theories? • Why do businesses need motivated staff? • What is the difference between centralized and decentralized structures? • Can you explain the benefits and drawbacks of different sources of finance? • Which is more important Cash flow or profitability?
<p>Assessment Overview and Format: Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding. Homework set as summative assessment used every week to monitor students' progress and benchmark against examinations. Mini internal assessments carried out during delivery for each section. Three formal key assessments held with a full mock paper for key assessment 3.</p>	<p>Links for Home Learning/Extension Resources: Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p> <p>Online access on e-book using login provided by teacher.</p>

BUSINESS CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Business at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>3 - Business finance This section explores the use of accounting and financial information as an aid to decision making. 3.3 Costs and break-even analysis 3.4 Financial documents 3.5 Accounts analysis</p> <p>4 - Marketing This section focuses on identifying and satisfying customer needs in a changing and competitive international environment 4.1 Market research 4.2 The market</p>	<ul style="list-style-type: none"> Identify and explain 3 different Fixed and variable costs? How do you calculate fixed, variable, total costs? Explain the impact of changes in revenue and costs on business success? What are the limitations of break-even analysis? Explain the purpose of statements of comprehensive income and statements of financial position? What is more important liquidity or profitability? Explain the purpose of market research? Identify the different methods of market research a new or established business can use?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>4 - Marketing (continuation from term 1) 4.3 The marketing mix</p> <p>5 - Business operations This section examines the way organisations use and manage resources to produce goods and services. 5.1 Economies and diseconomies of scale 5.2 Production 5.3 Factors of production 5.4 Quality</p>	<ul style="list-style-type: none"> How can research allow business to responding to changes in the market? How can a multinational organisation use market segmentation to target customers? How is marketing mix used to ensure reduce the risk of failure? How can a business benefit from economies of scale? Can you identify 4 different internal economies of scale? Evaluate which type of production processes a business should use? Explain the concept of quality and its importance in the production of goods and the provision of services?
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Mock exam 2 for paper 1 and 2 Revision Mind maps</p>	<ul style="list-style-type: none"> Can you complete SWOT and Subject Audit for Business studies? Which areas do you need support with?
<p>Assessment Overview and Format: Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding. Homework set as summative assessment used every week to monitor students' progress and benchmark against examinations. Mini internal assessments carried out during delivery for each section. Three formal key assessments held with a full mock paper for key assessment 3.</p>	<p>Links for Home Learning/Extension Resources: Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p> <p>Online access on e-book using login provided by teacher.</p>

COMPUTING CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Computing at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Problem Solving Algorithms Written Description Flowcharts Pseudo Code Sequence, Selection and Iteration</p> <p>Programming Data types Variables Readable Code String Handling Sub-Programs</p>	<p>Reflect and critical analyse code in terms of its accuracy, consistency, efficiency and unambiguity.</p> <p>Evaluate the purpose of your code, who will read the back code and how user friendly it is</p>
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Theory Networks Databases Run-Length Encoding Binary images, text and sound Signed Binary Conversion Logical Binary Shifts Arithmetic Binary Shifts Logic</p>	<p>Should government employ ethical hackers?</p> <p>Can a computer store the number infinity?</p> <p>Is 16.7 million colours too many?</p>
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Non-Examination Assessment 20 hours Coursework</p>	<p>N/A</p>
<p>Assessment Overview and Format:</p> <p>Principles of Computer Science - All Topics 50% 1 hour and 40 minutes examination Multiple choice, short and extended open response questions</p> <p>Application of Computational Thinking 50% 2 hours Scenario based examination Short and extended open response questions.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Websites https://www.bbc.com/education/subjects/z34k7ty</p> <p>Videos Edexcel Computer Science Tutorial Video Playlist</p>



COMPUTING CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Computing at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Principles of Computer Science Algorithms - What they are used for and how they work; ability to interpret, amend and create algorithms.</p> <p>Understand the requirements for writing program code.</p> <p>Binary representation, data representation, data storage and compression, encryption and databases.</p> <p>Components of computer systems; ability to construct truth tables, produce logic statements</p> <p>Computer networks, the internet and the worldwide web</p> <p>Awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues</p>	<p>How can you creatively solve problems that affect a large number of people?</p> <p>When a program crashes - is the user to blame or the programmer?</p> <p>Why should code be readable?</p>
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Term 2 - Topics / Key Content Content in Term 1 as well as Binary representation, data representation, data storage and compression, encryption and databases</p> <p>Computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudocode</p> <p>Computer networks, the internet and the worldwide web</p> <p>Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.</p>	<p>How safe are your personal details?</p> <p>Is Apple too big?</p> <p>What has globalisation done for technology?</p>



COMPUTING CURRICULUM: YEAR 10 CONTINUED

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
Revision of all previous content	N/A
Assessment Overview and Format: Principles of Computer Science - All Topics 50% 1 hour and 40 minutes examination Multiple choice, short and extended open response questions Application of Computational Thinking 50% 2 hours Scenario based examination Short and extended open response questions.	Links for Home Learning/Extension Resources: Websites https://www.bbc.com/education/subjects/z34k7ty Videos Edexcel Computer Science Tutorial Video Playlist



DRAMA CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Drama at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Unit 3; Section B - Review of a Live Performance Students will watch a piece of theatre (either live or recorded) where they will watch and review the performance, direction and design elements of the play they are watching in preparation for their summer examination.</p> <p>Students will complete preliminary work ahead of watching the play to gain prior understanding of the directors intentions.</p> <p>They will also complete their theatre notes that they can take into the exam.</p> <p>Students will also complete revision of Section A and B of the written paper in preparation for mock exams.</p>	<p>What were the intentions of the playwright and director(s)</p> <p>How successful were they in achieving them?</p> <p>What did you gain/feel from watching the performance?</p>
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Revision of Unit 2 - Performance of a set text Students will revise this performance and perform in front of a visiting examiner for their practical examination. This will take place in the March of Year 11.</p> <p>One lesson per week revision for Unit 3 of the written paper.</p>	<p>What are my intentions?</p> <p>Am I successfully showing my intentions?</p> <p>How can I improve my performance skills?</p>
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Revision for Unit 3 External examination.</p>	<p>What makes a good performance?</p> <p>Why and how is theatre entertaining?</p> <p>If you were director, what would you do?</p>
<p>Assessment Overview and Format: Mock examination of written paper only (Unit 3)</p> <p>Unit 2 - practical examination, marked live in front of visiting examiner.</p> <p>Unit 3 - external GCSE examination.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://www.digitaltheatreplus.com/education</p> <p>https://www.nationaltheatre.org.uk/ntathome</p> <p>https://www.bbc.co.uk/bitesize/subjects/zbckjxs</p>



ECONOMICS CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Economics at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Government and the economy This section covers: 2.1.1 Macroeconomic objectives 2.2.1 Government policies 2.3.1 Relationships between objectives and policies 2.4.1 Globalisation</p>	<ul style="list-style-type: none"> Analyse the impact that an appreciation in an exchange rate can have on a country's current account? What impact can a current account deficit have on inflation? How can a country reduce poverty and inequality? Analyse the impact that fiscal policy can have on macroeconomic objectives? How can an increase in interest rates impact businesses and consumers? Assess how supply side policies affect countries with high unemployment rates? Explain why there has been an increase in globalisation? Outline the main reasons for the emergence of MNC'S and FDI's? What are the main advantages and disadvantages of MNC's/FDI's?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>The global economy This section covers: 2.2.2 International trade 2.2.3 Exchange rates</p> <p>Revision recap/review Unit 1 Exam focus practice paper Unit 1 questions</p>	<ul style="list-style-type: none"> What are the main advantages and disadvantages of international trade? What are the main reasons for protectionism? Analyse the impact tariffs can have on a market? Analyse the impact trading blocs such as ASEAN can have on member and non-member countries? What is the main aim of the WTO (world trade organisation)? Explain why there has been an increase in world trade? What are the different reasons for trade increasing in developed and developing countries? What factors affect the supply and demand of currencies? Assess the affect that an appreciation in exchange rates can have on a country's imports and exports?



ECONOMICS CURRICULUM: YEAR 11 *CONTINUED*

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

Mock exam 2 for paper 1 and 2
Revision unit 1 and unit 2
Mind maps

TERM 3 - OVERARCHING KEY QUESTIONS

Can you complete a Subject Audit for Economics?
Which areas do you need support with?

Assessment Overview and Format:

Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding. Homework set as summative assessment used every week to monitor students' progress and benchmark against examinations. Mini internal assessments carried out during delivery for each section. Three formal key assessments held with a full mock paper for key assessment 3.

Links for Home Learning/Extension Resources:

Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams. Online access on e-book using login provided by teacher.



ENGLISH CURRICULUM: YEAR 10

KEY STAGE 4

By the end of Key Stage 4, students are expected to know, apply and understand the matters, skills and processes specified below:

READING

Students should be taught to:

read and appreciate the depth and power of the English literary heritage through:

reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:

- at least one play by Shakespeare
- works from the 19th, 20th and 21st centuries
- poetry since 1789, including representative Romantic poetry

choosing and reading books independently for challenge, interest and enjoyment.

re-reading literature and other writing as a basis for making comparisons

understand and critically evaluate texts through:

- reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
- drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
- identifying and interpreting themes, ideas and information
- exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
- seeking evidence in the text to support a point of view, including justifying inferences with evidence
- distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
- analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
- making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading

make an informed personal response, recognising that other responses to a text are possible and evaluating these.

WRITING

Students should be taught to:

write accurately, fluently, effectively and at length for pleasure and information through:

- adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
- selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
- selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate.



ENGLISH CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

WRITING *continued*

make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation] revise, edit and proof-read through:

- reflecting on whether their draft achieves the intended impact
- restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
- paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.

GRAMMAR AND VOCABULARY

Students should be taught to:

consolidate and build on their knowledge of grammar and vocabulary through:

- studying their effectiveness and impact in the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

SPOKEN ENGLISH

Students should be taught to:

speak confidently, audibly and effectively, including through:

- using Standard English when the context and audience require it
- working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
- listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
- planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
- listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

In Year 10, the curriculum is designed in the following way to deliver the IGCSE English and embrace the UK National Curriculum for English Language.



ENGLISH CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

IGCSE ENGLISH LANGUAGE *continued*

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Coursework- students must produce two pieces of coursework, each worth 20% of their iGCSE.</p> <p>Piece 1- Poetry and Prose Texts Students will write a short essay exploring how language and structure are used in two texts they have studied. Texts are to be decided by the class teacher and questions will vary from class to class.</p> <p>Piece 2- Descriptive Writing Using a picture stimuli, students will need to produce their own piece of descriptive writing which is between 650-800 words in length. Before they start writing, students will revise the features of effective descriptive writing.</p>	<p>How do writers use language and structure to create effects?</p> <p>How is a given theme presented in this text?</p> <p>What makes a successful PEE paragraph?</p> <p>What makes a good piece of descriptive writing?</p> <p>How can we use figurative language to make our writing more interesting?</p> <p>How can we add interesting description?</p> <p>Why is re-drafting important?</p>
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Non-Fiction Texts Students will study the ten non-fiction texts in their anthologies in detail. They will focus on how writers use language and structure to present their ideas and perspectives. Whilst studying these texts, students will be given a range of past paper and exam style questions to help them prepare for their examination.</p>	<p>How do writers use language and structure to create effects?</p> <p>What is the writer feeling and how do we know this?</p> <p>How does the writer show their experiences?</p> <p>What are the similarities and differences between two texts?</p> <p>Which answer format should we use for each exam question?</p>
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Transactional Writing Students will learn about how to write non-fiction for a range of different audiences and purposes. These include writing to persuade, inform and argue. They will also look at model examples and analyse why these are effective. This is in preparation for Section B of their English Language examination.</p>	<p>How can we tailor our writing for different audience and purposes?</p> <p>What are the features of a good piece of transactional writing?</p> <p>What do we get marks for in our exam?</p>
<p>Assessment Overview and Format: The majority of Year 10 students will sit their actual iGCSE examination at the end of Year 10. This is worth 60% of the iGCSE, with coursework forming the other 40%. Students will sit a full timed mock shortly before spring break</p>	<p>Links for Home Learning/Extension Resources: Students are provided with an anthology which includes all of the texts studied. A revision guide going through each text is also shared with students.</p>



ENGLISH CURRICULUM: YEAR 11

KEY STAGE 4

By the end of Key Stage 4, students are expected to know, apply and understand the matters, skills and processes specified below:

READING

Students should be taught to:

read and appreciate the depth and power of the English literary heritage through:

reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:

- at least one play by Shakespeare
- works from the 19th, 20th and 21st centuries
- poetry since 1789, including representative Romantic poetry

choosing and reading books independently for challenge, interest and enjoyment.

re-reading literature and other writing as a basis for making comparisons

understand and critically evaluate texts through:

- reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
- drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
- identifying and interpreting themes, ideas and information
- exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
- seeking evidence in the text to support a point of view, including justifying inferences with evidence
- distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
- analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
- making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading

make an informed personal response, recognising that other responses to a text are possible and evaluating these.

WRITING

Students should be taught to:

write accurately, fluently, effectively and at length for pleasure and information through:

- adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
- selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
- selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate.



ENGLISH CURRICULUM: YEAR 11 *CONTINUED*

KEY STAGE 4

WRITING *continued*

make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation] revise, edit and proof-read through:

- reflecting on whether their draft achieves the intended impact
- restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
- paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.

GRAMMAR AND VOCABULARY

Students should be taught to:

consolidate and build on their knowledge of grammar and vocabulary through:

- studying their effectiveness and impact in the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

SPOKEN ENGLISH

Students should be taught to:

speak confidently, audibly and effectively, including through:

- using Standard English when the context and audience require it
- working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
- listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
- planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
- listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

In Year 11, the curriculum is designed in the following way to deliver the IGCSE English and embrace the UK National Curriculum for English Literature.



ENGLISH CURRICULUM: YEAR 11 *CONTINUED*

KEY STAGE 4

TERM 1 - TOPICS / KEY CONTENT

Coursework 1- Modern Drama

Students will produce a piece of written coursework on the play 'An Inspector Calls' by JB Priestley. The task will be set by their teacher and will be focused on how one of the characters are presented. To prepare, students will analyse Priestley's use of language, structure, and form and how these elements help to create characters.

Coursework 2- Literary Heritage

Students will write an essay style response based on a literary heritage text. The text and question will be set by class teachers but all classes will study either Romeo and Juliet, Macbeth or Great Expectations. Students will analyse the writer's use of language, structure and form to present themes/ ideas. Students will also study information about the historical context of the time and create links between a text and its context.

TERM 1 - OVERARCHING KEY QUESTIONS

- How does Priestley use language, structure and form to present characters?
- What are the main themes of the play?
- How effective is Priestley's use of dramatic irony?
- Who do you have the most sympathy for?
- Who is the most to blame?
- How do writers use language, structure and form to create effects?
- More specific Key Questions will depend on the text chosen by class teachers.

TERM 2 - TOPICS / KEY CONTENT

Poetry

To prepare for their examination, students will study the 16 poems from Part 3 of their anthologies. They will focus on how poets use language, structure and form to present a range of themes and ideas.

Students will also study how to compare poems by planning and answering exam style questions.

TERM 2 - OVERARCHING KEY QUESTIONS

- How do poets use language, structure and form?
- What makes a good poetry essay?
- What are the similarities and differences between two poems?
- Which themes/ patterns are there in the poetry anthology?

TERM 3 - TOPICS / KEY CONTENT

Of Mice and Men

Students will read and study 'Of Mice and Men' by John Steinbeck. They will consider how Steinbeck presents life in America in the 1930s by looking at the historical context of the book. They will also consider how Steinbeck creates characters and presents different themes such as loneliness and discrimination.

Students will also complete exam style questions to prepare for the exam. For this section of the exam, students will not receive a copy of the novel in the exam. Therefore, students will be required to learn quotes.

TERM 3 - OVERARCHING KEY QUESTIONS

- What was life like during the Great Depression?
- How does Steinbeck create characters?
- To what extent are the novella's characters symbolic of 1930s life?
- What are the relationships between characters like and how does Steinbeck present these relationships?

Assessment Overview and Format:

The majority of Year 11 students will sit their iGCSE Literature examination at the end of Year 11. This is worth 60% of the iGCSE, with coursework forming the other 40%.

Students will sit a full timed mock shortly before spring break to help them prepare.

Links for Home Learning/Extension Resources:

CPG Of Mice and Men Revisions Guide- [Amazon Link](#)



ENTERPRISE CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Enterprise at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Setting up a new enterprise Skills & Behavior of enterprising people Opportunities, risk, legal & Ethical considerations Market research</p> <p>Coursework focus</p> <ul style="list-style-type: none"> Task 1 Choosing a suitable project, including a formal written report of approximately 1200 words. 	<ul style="list-style-type: none"> What is the meaning of enterprise? Who are the Stakeholders in your enterprise? Identify and describe the different ways of being enterprising at home and at school? Can you explain the skills of enterprising person like Elon Musk? Evaluate how enterprising people have used their skills to be successful? What is the risk involved in your enterprise? What is the impact of laws and regulations to protect stakeholders? How an enterprise may have an impact on communities and society? What are your ethical considerations within your enterprise? Explain the different methods of identifying potential customers?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Business planning Action plans and review</p> <p>Coursework focus</p> <ul style="list-style-type: none"> Task 2 Planning the project, including the following: Task 2a Planning to manage potential problems or issues in the action plan 	<ul style="list-style-type: none"> What are the different aims & objectives of enterprises? Can you identify the content, purpose, and importance of action plans? What is the purpose, importance and contents of business plans? How can a business monitoring its plans to ensure success?



ENTERPRISE CURRICULUM: YEAR 10 CONTINUED

KEY STAGE 4

In Year 10, Enterprise at WEK... *continued*

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Sources of finance Marketing Cash flow, break-even & income statement</p> <p>Coursework focus</p> <ul style="list-style-type: none"> Task 2 Planning the project, including the following: Task 2b EITHER planning for financing the project OR planning marketing communications. 	<ul style="list-style-type: none"> What are the different sources of finance including their advantages and disadvantages? Can you evaluate appropriate sources of finance for different situations? How can marketing be used to achieve your enterprise aims? What are the different methods of measuring customer satisfaction and retention? Can you identify different methods of marketing communication for your enterprise? Can you construct and interpreting a cash flow forecast, break even and income statement for your enterprise?
<p>Assessment Overview and Format: Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding within Exam content. Homework set as summative assessment based on exam questions. Coursework tasks set with feedback offered to students. Three formal key assessments held with a full mock paper for key assessment.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, team challenges, homework tasks, coursework task, revision booklet, learning journal, past exam papers - all available on teams. Online access on e-book using login provided by teacher.</p> <p>www.startups.co.uk http://entrepreneursuk.net/ http://studentcenter.ja.org www.entrepreneur.com www.moneyandstuff.info/lessons/2CBudgetingSaving_Budgeting.pdf www.mindyournbiz.org/yourbizstudent.pdf http://business.timesonline.co.uk www.cobwebinfo.com/thebusiness-of-being-enterprising/</p>



ENTERPRISE CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Enterprise at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Cash flow, break-even & income statement Negotiation Communication Help and support for enterprise</p> <p>Coursework focus</p> <ul style="list-style-type: none"> Task 3 - Using enterprise skills to implement the plan Each individual student submits a written record of how they used five enterprise skills in their project. One skill must be negotiation. Each student must plan and conduct a negotiation as part of the enterprise project. 	<ul style="list-style-type: none"> Can you construct and interpreting a cash flow forecast, break even and income statement for your enterprise? Explain what are the stages in the negotiation process? Give examples of when formal and informal communications are appropriate within your Enterprise? What is the impact of non-verbal communications on the message being communicated? Can you explain the formal sources of help and support for enterprise?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Evaluation</p> <p>Course focus</p> <ul style="list-style-type: none"> Candidates use their knowledge, skills and evidence gathered during their enterprise project to analyse, evaluate the project, and make recommendations for improvements. For Task 4, candidates submit a formal written report of approximately 1500 words covering 2 elements (Planning, financing, marketing or internal communication). 	<ul style="list-style-type: none"> What are the principles of analysis and evaluation? How can you evaluate the finances of your project? How can evaluate communications within your project?



ENTERPRISE CURRICULUM: YEAR 11 *CONTINUED*

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

Mock exam 2
 Revision

TERM 3 - OVERARCHING KEY QUESTIONS

- Can you complete SWOT and Subject Audit for Enterprise course?
- Which areas do you need support with?

Assessment Overview and Format:

Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding within Exam content. Homework set as summative assessment based on exam questions. Coursework tasks set with feedback offered to students. Two formal mock papers will be carried out in addition to the key assessment in term 1.

Links for Home Learning/Extension Resources:

Course textbook, PowerPoints, team challenges, homework tasks, coursework task, revision booklet, learning journal, past exam papers - all available on teams.

Online access on e-book using login provided by teacher.

www.startups.co.uk

<http://entrepreneursuk.net/>

<http://studentcenter.ja.org>

www.entrepreneur.com

www.moneyandstuff.info/lessons/2CBudgetingSaving_Budgeting.pdf

www.mindyourownbiz.org/yourbizstudent.pdf

<http://business.timesonline.co.uk>

www.cobwebinfo.com/thebusiness-of-being-enterprising/



FOOD PREPARATION & NUTRITION CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Food Preparation & Nutrition at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>In year 10 students will cover all the theory content for the course, focusing on 5 topics:</p> <ol style="list-style-type: none"> 1. Food, nutrition and health 2. Food science 3. Food safety 4. Food choice 5. Food provenance <p>As students complete the sections they will complete workbooks and develop practical cooking skills by making a range of dishes.</p> <p>In term 1 we will focus on the first topic of nutrition and also complete a mini NEA 2.</p>	<ul style="list-style-type: none"> • What is meant by nutrition and health? • Is eating healthy important? • What are the essential nutrients our bodies need? • Do our nutritional needs change as we progress through life? • What is meant by a special diet? • What are the basic skills we need to cook a dish successfully?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>We will continue with theory, covering food safety, choice and food provenance.</p> <p>The practical dishes the students will make will become more challenging as the year progresses.</p>	<ul style="list-style-type: none"> • What causes food to become dangerous to consume? • What is the best practice when preparing food to ensure safety? • What is the difference between British and International cuisines? • What factors affect what food people choose to consume? • Where does the food we eat come from? • What impact does food production have on the environment? • How is technology used in food production?



FOOD PREPARATION & NUTRITION CURRICULUM: YEAR 10 CONTINUED

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

This term we will focus on food science, covering the theory and completing a number of practical experiments.

Students will also complete a practice NEA 1 in preparation for September.

TERM 3 - OVERARCHING KEY QUESTIONS

- What are the methods of heat transfer?
- What are the functional and chemical properties of macronutrients?
- What is gluten?
- What are raising agents used for?
- What are the high-level skills using in cooking and baking?

Assessment Overview and Format:

- NEA 1: Written or electronic report (1,500-2,000 words) including photographic evidence of the practical investigation. 20% of GCSE
- NEA 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. 30% of GCSE
- Written Exam: 1 hour 45 minutes, 100 marks, 50% of GCSE

Links for Home Learning/Extension Resources:

All students must be spending 2-3 hours on their Food Technology work in their own time.

Students will all be part of the Showbie group on which all work will be submitted and marked.

All resources will also be stored on this app to guide the students.



FRENCH LANGUAGE CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, French Language Curriculum at WEK...

TERM 1 – TOPICS / KEY CONTENT	TERM 1 – KEY GRAMMAR CONCEPTS
<p>Mes vacances: My holidays</p> <ul style="list-style-type: none"> • Describing holiday destinations • Talking about holiday preferences • Holiday activities • Visiting regions in France <p>Les fêtes: customs and festivals</p> <ul style="list-style-type: none"> • Talking about celebrations • How we celebrate • Types of festivals • International festivals 	<ul style="list-style-type: none"> • Using prepositions for countries and modes of transport • Sequencing words and phrases • Revision of the perfect tense • Using negatives • Depuis+ present tense • The pronoun y • Imperfect tense • Reflexive verbs in perfect tense • Using en/au/aux/a + places • Indefinite adjectives • Deciding between perfect and imperfect tense <p>Photo cards, Role-plays and exam questions along with vocabulary will be given each week to build more familiarity on these topics.</p>
TERM 2 – TOPICS / KEY CONTENT	TERM 2 – KEY GRAMMAR CONCEPTS
<p>La famille : Family</p> <ul style="list-style-type: none"> • Describing yourself and your family • Talking about getting on with others • Personal relationships • Future relationships <p>Ma ville: My town</p> <ul style="list-style-type: none"> • Describing furniture • Describing your home • Talking about compass points, surroundings and types of accommodation • Describing what a town is like and its attractions 	<ul style="list-style-type: none"> • Using avoir and être • Reflexive verbs • Position of adjectives • The immediate future • Possessive adjectives • Adjective agreement • Comparatives and superlatives • Using qui and que • Direct and indirect object pronouns • Plurals of nouns • Negative phrases • Habiter and vivre • Demonstrative adjectives • Partitive articles • C'est and il y a • Prepositions <p>Photo cards, Role-plays and exam questions along with vocabulary will be given regularly to build more familiarity on these topics.</p>



FRENCH LANGUAGE CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - KEY SKILLS
<p>La santé: health and fitness</p> <ul style="list-style-type: none"> Describing eating habits Comparing old and new health habits <p>La technologie: technology</p> <ul style="list-style-type: none"> Talking about communicating online Describing uses of social media Advantages and disadvantages of mobile technology 	<ul style="list-style-type: none"> Present tense Common irregular verbs Ce/c'/ca Using avec and sans Using grâce à Interrogative adjectives Pronouns Devoir and pouvoir + infinitive Il faut + infinitive Imperfect tense of être/avoir/faire Expressions of quantity Recognizing the pluperfect tense
<p>Assessment Overview and Format: Students will complete 3 x past papers for reading, listening and writing throughout the key assessment periods.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>AQA GCSE French textbook</p> <p>www.revisionworld.com</p> <p>www.languagesonline.org.uk</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr</p>



FRENCH LANGUAGE CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, French Language Curriculum at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - KEY GRAMMAR CONCEPTS
<p>Mon collègue: My school</p> <ul style="list-style-type: none"> Expressing likes and dislikes towards school subjects Describing a day in school Describing the facilities and uniform Talking about school rules Describing school life in different countries Comparing your present school to your previous school Talking about your ideal school. <p>Le futur: The Future- Post 16 options</p> <ul style="list-style-type: none"> Talking about future options Advantages of going to university or working Apprenticeships Discussing how to get a job Advantages and disadvantages of jobs Describing your dream job <p>**Draft one of speaking exam preparation to be completed over the winter break **</p>	<ul style="list-style-type: none"> Revision of the perfect tense- regular verbs Adverbs of frequency Revision of irregular verbs The future tense Revision of il faut Revision of the conditional Si clauses with the future tense Two -verb structures Comparatives and superlatives Recognising the passive <p>Photo cards, Role-plays and exam questions along with vocabulary will be given each week to build more familiarity on these topics.</p>

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - KEY GRAMMAR CONCEPTS
<p>Le travail bénévole: Charity Work</p> <ul style="list-style-type: none"> Talking about charities Describing charity work Understanding the importance of charity. <p>La pauvreté : Poverty and Homelessness</p> <ul style="list-style-type: none"> Discussing social problems Inequality <p>L'environnement: The Environment</p> <ul style="list-style-type: none"> Discussing global environmental problems Local environmental issues and solutions <p>**Mock speaking exam takes place before February half term**</p>	<ul style="list-style-type: none"> The conditional of vouloir and aimer Using 'ce que' Recognising the pluperfect tense Si clauses + present + future Permettre de + infinitive Depuis + present tense <p>Photo cards, Role-plays and exam questions along with vocabulary will be given each week to build more familiarity on these topics.</p>



FRENCH LANGUAGE CURRICULUM: YEAR 11 CONTINUED

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

This term will be spent recapping all the previously studied topics in both years 9 and 10

GCSE Speaking Exam will take place in April and the Written Exam will take place in June.

TERM 3 - KEY SKILLS

- Exam techniques
- Writing from memory
- Translation tips
- Training your ear
- Vocabulary recall
- Speaking from spontaneously from memory
- Describing pictures
- Reading for gist

Assessment Overview and Format:

Students will sit a scheduled mock examination for all skill areas [Listening, speaking, reading and writing]

Students will continue to complete past papers until the examination.

Links for Home Learning/Extension Resources:

AQA GCSE French textbook

www.revisionworld.com

www.languagesonline.org.uk

<https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr>



GCSE ART TEXTILES CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, GCSE Art Textiles at WEK...

TERM 1 - TOPICS / KEY CONTENT

The first term is all about skill building and experimentation with drawing skills and textiles with Fashion drawings. Students will experiment with marking, making and drawing techniques. They will experience working in a variety of textiles modelling techniques to help them start their first fashion project. They will also experience working in large scale. After the first 3 weeks students will start on their first project – Fashion.

TERM 1 - OVERARCHING KEY QUESTIONS

- How can we Manipulate Textiles materials for art purpose and Fashion?
- What is mark making? How can mark making methods be combined?
- What does it mean 'Take inspiration'?
- How will you know you have picked the best solutions for your Artist Fashion project?

TERM 2 - TOPICS / KEY CONTENT

Students will complete the first project mid-term and start on their second – Natural Forms.

Students will need to ensure the topic within the broad topic is one that personally interests them and they will be able to study the subject in depth.

The work will lead to a final product of their choice.

TERM 2 - OVERARCHING KEY QUESTIONS

- How will you know you have chosen the best topic for you?
- What is will make your design stand out?
- What methods will you use?
- What will make your sketchbook different to that of others?
- How will you create a path to your final outcome?

TERM 3 - TOPICS / KEY CONTENT

Students will continue with the Natural Forms Project mentioned in Term 2.

Once the final piece is made, they will start Preparation for their Mock exam. The topic of this will be taken from current exams in January.

Over Summer the students will start the research and sampling for their mock exam.

TERM 3 - OVERARCHING KEY QUESTIONS

- The GCSE course will include 2 projects that will be completed in this first year. The third in Yr11. Together this will form 60% of the final grade.
- The third project is the Mock exam to prepare the students for the final exam.
- In Year 11 January the students will start this final exam for GCSE Textiles. The Theme comes from the Exam board in January.

Assessment Overview and Format:

There will be a continuous assessment through the skill building in term one and in the progress of the projects.

Students will complete 2 Outcomes and be assessed on these in this year. They will have two complete project grades by the end of the first year.

Links for Home Learning/Extension Resources:

All students must be spending 2-3 hours on their textiles work in their own time. The work will not be a standalone exercise but part of their project.

Students will all be part of the Showbie group on which all work will be submitted and marked.

All resources will also be stored on this app to guide the students.



GEOGRAPHY CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Geography at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Physical Geography - Coastal environments</p> <p>Coastal Fieldwork - How does management have an impact on coastal landscapes and ecosystems?</p>	<ul style="list-style-type: none"> • How do Physical processes and human intervention give rise to characteristic coastal landforms? • What are the distinctive ecosystems, which develop, along particular stretches of coastline? • Why are coastal environments of great importance to people and need to be sustainably managed? • Investigation of coastal processes and form through primary and secondary fieldwork evidence
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Human Geography - Urban environments</p> <p>Urban fieldwork - Does Dubai follow traditional land-use models?</p>	<ul style="list-style-type: none"> • Why is a growing percentage of the world's population living in urban areas? • What are the social and environmental challenges, faced in cities, resulting from rapid growth and resource demands? • What different strategies can be used to manage social, economic and environmental challenges in a sustainable manner? • Investigating the changing use of central/inner urban environments through primary and secondary evidence
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Hazardous environments</p>	<ul style="list-style-type: none"> • With reference to earthquakes, volcanic eruptions and tropical storms, why are some places more hazardous than others? • What are the impacts hazards have on people and the environment? • Why do earthquakes present a hazard to many people and need to be managed carefully?



GEOGRAPHY CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

Assessment Overview and Format:

Formative assessment in lesson by teacher during Q&A, and classwork activities. Peer assessment techniques used to stretch students' knowledge and understanding. Mini internal assessments carried out during course of unit, using past exam papers. Termly key assessments held with a pre -mock paper for key assessment 3.

Links for Home Learning/Extension Resources:

Students will be provided with a copy of the Edexcel IGCSE Geography textbook.

<http://www.sporcle.com/games/category/geography>
<http://www.nationalgeographic.com/>
<http://www.bbc.co.uk/news/>
<http://www.theguardian.com/uk>
<http://www.gapminder.org/>
<https://www.cia.gov/library/publications/the-world-factbook/>
http://news.bbc.co.uk/1/hi/country_profiles/default.stm
<http://www.statistics.gov.uk/hub/index.html>
<http://www.metoffice.gov.uk/>

For GCSE you should read the copies of the Wider World magazine. You can find a digital link to this in the school library. You can also follow magazines like the National Geographic and The Geographical.

GEOGRAPHY CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Geography at WEK... continued

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
Globalisation and migration	<ul style="list-style-type: none"> Examine how globalisation is creating a more connected world, with increased movements of goods (trade) and people (migration and tourism) worldwide Examine how the impacts of globalisation vary on a global scale Examine the responses to increased migration and tourism vary depending on a country's level of development.
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
Human Geography - Economic activity and Energy	<ul style="list-style-type: none"> What is the relative importance of different economic sectors and how does the location of economic activity vary spatially and change over time? Examine the growth and decline of different economic sectors and the range of impacts and possible resource issues. Analyse countries, which increasingly experience an energy gap and therefore seek energy security by developing a balanced energy mix and sustainable energy use.
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
Consolidation and revision of IGCSE course	N/A
<p>Assessment Overview and Format: Formative assessment in lesson by teacher during Q&A, and classwork activities. Peer assessment techniques used to stretch students' knowledge and understanding. Mini internal assessments carried out during course of unit, using past exam papers. Termly key assessments held with a mock exam paper for key assessment 2.</p>	<p>Links for Home Learning/Extension Resources: Students will be provided with a copy of the Edexcel IGCSE Geography textbook.</p> <p> http://www.sporcle.com/games/category/geography http://www.nationalgeographic.com/ http://www.bbc.co.uk/news/ http://www.theguardian.com/uk http://www.gapminder.org/ https://www.cia.gov/library/publications/the-world-factbook/ http://news.bbc.co.uk/1/hi/country_profiles/default.stm http://www.statistics.gov.uk/hub/index.html http://www.metoffice.gov.uk/ </p> <p>For GCSE you should read the copies of the Wider World magazine. You can find a digital link to this in the school library. You can also follow magazines like the National Geographic and The Geographical.</p>



HISTORY CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, History at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>America 1920-1973: Opportunity and Inequality</p> <p>1920s</p> <p>1930s</p>	<ul style="list-style-type: none">• How did mass production change the American economy?• Did Cars make America a Superpower?• Did Henry Ford and the Model T create the 'boom'?• How dangerous was the stock exchange?• How did the Republican Presidents effect 'booming' America?• Were the 20s a golden age for entertainment?• What impact did Prohibition and organised crime have on society?• Who didn't prosper in the 'boom'?• In the 20s, why did mothers and daughters clash?• Why were Black America 'strange fruit' in 1920s America?• Why did the KKK rise in the 1920s?• Did America like foreigners in the 1920s?• How did millionaires go from their mansions to the gutter in a matter of days?• How did Hoover go from hero to zero?• What was the New Deal?• Was the New Deal a success?



HISTORY CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Post War/1950s</p>	<ul style="list-style-type: none"> • What was the impact of WW2 on the American Economy? • Did WW2 change life for women and Black Americans? • What was the American Dream? • What was the importance of 50s popular culture on Post War America? • What was life like for the typical American housewife? • How did a witch hunt happen in the 50s?
<p>Civil Rights</p>	<ul style="list-style-type: none"> • How can you change society? • How and why did the Civil Rights movement change in the mid 60s? • Does Martin Luther King deserve his reputation? • Was Black Power inevitable due to the lack of change to Black Americans? • What was more successful: Non-Violent protest or Black Power?
<p>Domestic change and Women's Liberation</p>	<ul style="list-style-type: none"> • Why was the 60s a hotbed of social change? • How did Women fight for their rights in the 60s?
<p>Conflict and Tension between East and West 1945-1972</p>	<ul style="list-style-type: none"> • Is the enemy of your enemy, my enemy? • Did the Big 3 make any lasting agreements?
<p>The Start of the Cold War (1945-1950)</p>	<ul style="list-style-type: none"> • Can you buy freedom? • What did USA and USSR think of each other by 1948? • Can you strange a City?



HISTORY CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
Cold War in Asia (1950-53)	<ul style="list-style-type: none"> How did the Cold War travel to Asia? Why did America 'need' the Korean War? Who 'won' the Korean war?
Arms Race and Space Race (1949-1962)	<ul style="list-style-type: none"> Why did an Arms Race develop? Did M.A.D make everyone safer? What was the impact of the Arms Race and Space Race?
'Thaw' period (1953-1962)	<ul style="list-style-type: none"> Would Stalin's death calm down the Cold War? What was the Hungarian Uprising? Why did the Soviet Union build a wall in Berlin? How did a spy plane nearly cause WW3?
Cuban Missile Crisis (1959-1962)	<ul style="list-style-type: none"> What would you have done to avoid nuclear war over Cuba? Who blinked first? What were the effects of the Cuban Missile Crisis?
Czechoslovakian Uprising (1968)	<ul style="list-style-type: none"> Can you leave the Eastern Bloc?
Détente and SALT (1969-1972)	<ul style="list-style-type: none"> Were tensions relaxing in the 1970s?

Assessment Overview and Format:

Students do three Key Assessments across the Year. The first one is on America: Opportunity, Inequality, and the second is on Conflict and Tension between East and West 1945-1972. The final Key Assessment is a whole GCSE past paper comprising both sections.

They also complete exam questions in exactly the same format, as they will sit in the exam across the year. They will do these exam questions in class and for homework.

Links for Home Learning/Extension Resources:

Students will use a course book, which will be used in school and available to use at home. Lessons will be put onto TEAMS, so students can review and catch up with work

<https://www.bbc.com/bitesize/examspecs/zxjk4j6>

<https://www.youtube.com/watch?v=VfOR1XCMf7A&t=428s>

<https://www.youtube.com/watch?v=6bMq9Ek6jnA>

<https://www.youtube.com/watch?v=S64zRnnn4Po>

<https://www.youtube.com/watch?v=y9HjvHZfCUI>



HISTORY CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, History at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Migration empires and the people Vikings</p>	<ul style="list-style-type: none"> • How and why did the Vikings conquer England? • Do the Vikings deserve their reputation? • How 'Great' was Alfred the Great? • How did Vikings integrate with the English? • What was the North Sea Empire?
<p>Normans</p>	<ul style="list-style-type: none"> • How did Normans, Vikings and Saxons all have claims to the English throne? • Why were three men trying to claim the throne in 1066?
<p>Angevin Empire and 100 Years War</p>	<ul style="list-style-type: none"> • How did England create an empire in France? • Was King John as bad as he is made out to be? • What caused the 100 Years War?
<p>American Colonies</p>	<ul style="list-style-type: none"> • Why did England look to the Americas? • How did England make the colonies a success? • How did sugar cause the worst migration in history? • What was the impact of slavery? • Why did Britain lose the American colonies?
<p>Huguenots, Ulster Plantations and Highland Clearances</p>	<ul style="list-style-type: none"> • Why did England give asylum to the Huguenots? • How did religion change the population in the 16th and 17th century?
<p>India</p>	<ul style="list-style-type: none"> • How did tiny Britain control all of India? • What would make you start a fight against your employers? • Were the British a force for good in India?
<p>Africa</p>	<ul style="list-style-type: none"> • Why did the Europeans scramble for Africa? • Was Cecil Rhodes a 'hero' or 'villain'? • How far would you go to crush resistance to your rule? • What were the consequences of the Boer war? • Why were the British in Egypt?



HISTORY CURRICULUM: YEAR 11 *CONTINUED*

KEY STAGE 4

In Year 11, History at WEK... continued

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>19th and 20th century migration</p>	<ul style="list-style-type: none"> • Why did people move around the Britain and Empire so much? • Did the media control minds? • Why did Irish and Jewish people migrate to Britain • How did Britain lose their empire? • Would you leave a tropical island and go to an island devastated by war? • Were the Falklands the last stand of the British Empire? • What is/was Britain's relationship with the EU?
<p>Elizabethan England 1568-1603 Elizabeth and her court</p>	<ul style="list-style-type: none"> • Who was Elizabethan and what was her background? • Who was powerful in Elizabethan society? • Why it tough being a female ruler? • Was marriage necessary for Elizabeth and for England? • Why didn't she get married?
<p>Class, wealth and society</p>	<ul style="list-style-type: none"> • What was the structure of Elizabethan England like? • How was wealth divided in Elizabethan England? • How important was the theatre to Elizabethans? • Was the Globe Theatre a high-class place?
<p>Poverty in Elizabeth and England</p>	<ul style="list-style-type: none"> • Why was there so much poverty in a 'Golden Age'? • Were Elizabethans charitable? • How brutal were government's treatment of the poor? • Were Elizabethans sympathetic to the poor?
<p>Elizabethan explorers</p>	<ul style="list-style-type: none"> • Was the Elizabethan Age an 'Age of Discovery'? • Did voyages abroad make England rich and powerful?
<p>Religion in Elizabethan times</p>	<ul style="list-style-type: none"> • How did religion change under Elizabeth? • What was the reaction of Catholics in England to the 'Middle Way'? • How did Elizabeth deal with the Puritans? • Who was Mary Queen of Scots? • Why was Mary Queen of Scots so controversial? • How did Spain and England come into conflict? • How did England best the mighty Armada?



HISTORY CURRICULUM: YEAR 11 *CONTINUED*

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

Revision of America

Opportunity and Inequality 1920-73, Conflict and Tension between East and West 1945-72, Migration, Empires and the People and Elizabeth 1558-1603

Assessment Overview and Format:

We do two Mock Exams across the Year. These assessments will be on Migration firstly and on Elizabeth secondly. Practice papers of Year 10 material will also be given as homework and to be completed during Horizons Week.

They also complete exam questions in exactly the same format as they will sit in the exam across the year. They will do these exam questions in class and for homework.

TERM 3 - OVERARCHING KEY QUESTIONS

- During this time the students will be looking at all four components of the GCSE and working through exam style writing skills along with content revision.

Links for Home Learning/Extension Resources:

All lessons will be on TEAMS and students will have access to course books in lesson and at home.

<https://www.bbc.com/bitesize/topics/zx3fnbk>

<https://www.bbc.com/bitesize/topics/z29rbk7>



ISLAMIC A AND B CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Islamic A and B Curriculum at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<ul style="list-style-type: none"> • Surah Al Hujurat (1-10) • In the Holy Presence of Allah, His Messenger and the Ruler • The Seven Grave Sins (Hadith) • The Forgiving, The Just • Zakat • Exchanging Advice in Islam 	<ul style="list-style-type: none"> • Can you interpret Surah Al Hujurat Ayah 1-10 • When was Surah Al Hujurat revealed? • What is the background of Surah Al Hujurta. • What is the ruling of Islam in dealing with Prophet Muhammad PBUH? • Can you explain the seven grave sins? • How seven grave sins mentioned in Hadith, damage the individual and society? • What strategies would you propose to avoid seven grave sins? • How would you analyse the attributes of Allah 'The forgiving and the Just'? • What are the conditions of Zakah? • How does Zakah help society economically? • Why exchanging advice is important in Islam?

Assessment Overview and Format:

There will be a continuous assessment through the skill building in term one and in the progress of the projects.

Students will complete 2 Outcomes and be assessed on these in this year. They will have two complete project grades by the end of the first year.

Links for Home Learning/Extension Resources:

Students will be provided with a copy of the Edexcel IGCSE Geography textbook.

- <http://www.sporcle.com/games/category/geography>
- <http://www.nationalgeographic.com/>
- <http://www.bbc.co.uk/news/>
- <http://www.theguardian.com/uk>
- <http://www.gapminder.org/>
- <https://www.cia.gov/library/publications/the-world-factbook/>
- http://news.bbc.co.uk/1/hi/country_profiles/default.stm
- <http://www.statistics.gov.uk/hub/index.html>
- <http://www.metoffice.gov.uk/>

For GCSE you should read the copies of the Wider World magazine. You can find a digital link to this in the school library. You can also follow magazines like the National Geographic and The Geographical.



ISLAMIC A AND B CURRICULUM: YEAR 10 CONTINUED

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

- Surah Al Waqiah
- Bearing good news and warning
- The Prophet's Method of Educating a generation.
- Shariah Rules in Islam
- Imam Ahmed Ibn Hanbal

TERM 3 - OVERARCHING KEY QUESTIONS

- Why are there 3 categories of people mentioned at the beginning of the surah?
- Why some people tend to reveal their sins when Allah has already covered them.
- Why did the Prophet PBUH use different techniques to educate his companions?
- What was the impact of Prophet's teaching on Islamic society?
- How would you evaluate the characteristics of Shariah rules in Islam?
- Can you give examples of five types of shariah rules?
- How would you differentiate between major and minor sins?
- What lessons do we learn from the life of Imam Ahmad Ibn Hambal?

Assessment Overview and Format:

Students will have 3 key assessments throughout the year.
Students will be judged on the following criteria

- Qur'an recitation
- Qur'an memorisation
- Written Assessment
- Home learning/note book

Links for Home Learning/Extension Resources:

www.awqaf.gov.ae
www.quranexplorer.com
www.iacad.gov.ae
www.quran.com
www.islamreligion.com
<http://harunyahya.com>
<https://scholar.google.ae>
<http://www.sultan.org>
<https://sunnah.com>



ISLAMIC A AND B CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Islamic A and B Curriculum at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<ul style="list-style-type: none"> • Surat Al Kahf (Verses 1-8) • Makki and Madani Surahs • Stages of collection of Qur'an • Endowment (Giving and growth) • The Prophet's PBUH methodology in Da'wah 	<ul style="list-style-type: none"> • What is the reason Allah revealed the Surah Al Kahf? • Why Surah Al Kahf is so important Surah in Qur'an? • Why did Allah mention the story of people of the cave? • What lesson do we learn from the story of Musa and Khidr? • How would you differentiate between Makki and Madani Surahs? • How does endowment impact an individual and society? • What is difference between Waqf and Sadaqah? • What methodology did Prophet PBUH use in calling people towards Islam?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<ul style="list-style-type: none"> • Surat Al Kahf (The people of the cave Ayah 9-27) • The prophet's PBUH Sunnah • Recording Sunnah • The Prophet's Method in taking Care of His Family 	<ul style="list-style-type: none"> • What do you think is the reason, Allah kept the people of cave alive for 309 years? • What should a Muslim do if he fears about his faith and belief? • What would have happened if people of cave could not have escaped the city? • Can you analyse the method of Prophet Muhammad (PBUH) in taking care of his family? • What is the position of Sunnah of Islam? • How was Sunnah of Prophet PBUH recorded and preserved?



ISLAMIC A AND B CURRICULUM: YEAR 11 *CONTINUED*

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

- Surah Al Kahf (Ayah 60-82) Prophet Musa
- The scholars' efforts in preserving Sunnah
- Faith in the unseen
- Jihad in the cause of Allah 1
- Jihad in the cause of Allah 2

TERM 3 - OVERARCHING KEY QUESTIONS

- What is the story of Musa and Khidr?
- How would you analyse the efforts of scholars in preserving Sunnah?
- How would you prove from Qur'an that the Jihad should aim to provide security and protect the rights of people?
- What is the definition of term Jihad?
- What strategies can be used to remove people's misconception about Jihad?
- What methods can be used for Jihad against the soul and the Devil with the reference from Qur'an?
- What will happen if the call for Jihad is left to anyone?

Assessment Overview and Format:

Students will have 3 key assessments throughout the year.

Students will be judged on the following criteria

- Qur'an recitation
- Qur'an memorisation
- Written Assessment
- Home learning/note books

Links for Home Learning/Extension Resources:

www.awqaf.gov.ae
www.quranexplorer.com
www.iacad.gov.ae
www.quran.com
www.islamreligion.com
<http://harunyahya.com>
<https://scholar.google.ae>
<http://www.sultan.org>
<https://sunnah.com>



MATHEMATICS: YEAR 10

KEY STAGE 4

In Year 10, Mathematics Curriculum at WEK...

Mathematics is an interconnected subject in which students need to be able to move fluently between representations of mathematical ideas.

The programme of study for key stage 4 is organised into apparently distinct domains (at WEK in various Chapters), but students will develop and consolidate connections across mathematical ideas.

Students will build on learning from key stage 3 to further develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They will also apply their mathematical knowledge wherever relevant in other subjects and in financial contexts. The expectation is that the majority of students will move through the programme of study at broadly the same pace. However, decisions about when to progress should always be based on the security of students' understanding and their readiness to progress. Students who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

THIS PROGRAMME OF STUDY SPECIFIES:

- the mathematical content that should be taught to all students, in standard type; and
- additional mathematical content to be taught to more highly attaining students, has an Asterix *. Together, the mathematical content set out in the key stage 3 and key stage 4 programmes of study covers the full range of material contained in the GCSE Mathematics qualification.

Wherever it is appropriate, given students' security of understanding and readiness to progress, students will be taught the full content set out in this programme of study.

Working mathematically through the mathematics content, students should be taught to:

DEVELOP FLUENCY

1. Consolidate their numerical and mathematical capability from key stage 3 and extend their understanding of the number system to include powers, roots {and fractional indices}
2. Select and use appropriate calculation strategies to solve increasingly complex problems, including exact calculations involving multiples of π {and surds}, use of standard form and application and interpretation of limits of accuracy.
3. Consolidate their algebraic capability from key stage 3 and extend their understanding of algebraic simplification and manipulation to include quadratic expressions, {and expressions involving surds and algebraic fractions}
4. Extend fluency with expressions and equations from key stage 3, to include quadratic equations, simultaneous equations and inequalities
5. Move freely between different numerical, algebraic, graphical and diagrammatic representations, including of linear, quadratic, reciprocal, {exponential and trigonometric} functions
6. Use mathematical language and properties precisely.



MATHEMATICS: YEAR 10 *CONTINUED*

KEY STAGE 4

REASON MATHEMATICALLY

1. Extend and formalise their knowledge of ratio and proportion, including trigonometric ratios, in working with measures and geometry, and in working with proportional relations algebraically and graphically
2. Extend their ability to identify variables and express relations between variables algebraically and graphically
3. Make and test conjectures about the generalisations that underlie patterns and relationships; look for proofs or counter-examples; begin to use algebra to support and construct arguments (and proofs)
4. Reason deductively in geometry, number and algebra, including using geometrical constructions
5. Interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning
6. Explore what can and cannot be inferred in statistical and probabilistic settings, and express their arguments formally
7. Assess the validity of an argument and the accuracy of a given way of presenting information.

SOLVE PROBLEMS

1. Develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
2. Develop their use of formal mathematical knowledge to interpret and solve problems, including in financial contexts
3. Make and use connections between different parts of mathematics to solve problems
4. Model situations mathematically and express the results using a range of formal mathematical representations, reflecting on how their solutions may have been affected by any modelling assumptions
5. Select appropriate concepts, methods and techniques to apply to unfamiliar and nonroutine problems; interpret their solution in the context of the given problem.

In Year 10, the Mathematics curriculum at WEK is divided into units each building on and interconnecting to each other as students are expected to solve more sophisticated problems.

GCSE

The Mathematics department at the Academy is a full Higher course. All students are built up to the Higher International GCSE course over KS3. Within the IGCSE Higher course students will be exposed to topics as and when they are ready for them. The course is a two-year program where sets will move through at a pace that is right for them.



MATHEMATICS: YEAR 10 *CONTINUED*

KEY STAGE 4

FRACTIONS, DECIMALS AND ROUNDING

- order fractions and calculate a given fraction of a given quantity
- express a given number as a fraction of another number
- convert a fraction to a decimal or percentage
- use common denominators to add and subtract fractions and mixed numbers
- understand and use fractions as multiplicative inverses
- multiply and divide fractions and mixed numbers
- convert recurring decimals into fractions
- round to a given number of significant figures or decimal places
- use estimation to evaluate approximations to numerical calculations
- use a scientific electronic calculator to determine numerical results
- identify upper and lower bounds where values are given to a degree of accuracy
- solve problems using upper and lower bounds where values are given to a degree of accuracy

POWERS AND ROOTS

- express integers as product of powers of prime factors
- find highest common factors (HCF) and
- lowest common multiples (LCM)
- understand the meaning of surds
- manipulate surds, including rationalising a denominator
- use index laws to simplify and evaluate numerical expressions involving integer, fractional and negative powers
- use index notation and index laws for multiplication and division of positive and negative integer powers including zero
- calculate with and interpret numbers in the form $a \times 10^n$ where n is an integer and $1 \leq a \leq 10$
- solve problems involving standard form
- use index notation involving fractional, negative and zero powers
- use index laws in simple cases
- collect like terms
- multiply a single term over a bracket
- take out common factors
- expand the product of two or more linear expressions
- understand the concept of a quadratic expression and be able to factorise such expressions
- manipulate algebraic fractions where the numerator and/or the denominator can be numeric, linear or quadratic
- complete the square for a given quadratic expression
- use algebra to support and construct proofs
- substitute positive and negative integers, decimals and fractions for words and letters in expressions and formulae
- use formulae from mathematics and other real-life contexts expressed initially in words or diagrammatic form and convert to letters and symbols
- derive a formula or expression
- understand the process of manipulating formulae or equations to change the subject, to include cases where the subject may appear twice or a power of the subject occurs
- set up problems involving direct or inverse proportion and relate algebraic solutions to graphical representation of the equations



MATHEMATICS: YEAR 10 *CONTINUED*

KEY STAGE 4

WORKING WITH SHAPE AND SPACE

- understand the terms 'isosceles', 'equilateral' and 'right-angled triangles' and the angle properties of these triangles
- understand and use the term 'quadrilateral' and the angle sum property of quadrilaterals
- understand and use the properties of the parallelogram, rectangle, square, rhombus, trapezium and kite
- understand the term 'regular polygon' and calculate interior and exterior angles of regular polygons
- understand and use the angle sum of polygons
- provide reasons, using standard geometrical statements, to support numerical values for angles obtained in any geometrical context involving lines, polygons and circles
- use compound measure such as speed, density and pressure
- convert measurements within the metric system to include linear and area units
- convert between units of volume within the metric system

RATIO AND PROPORTION

- use ratio notation, including reduction to its simplest form and its various links to fraction notation
- divide a quantity in a given ratio or ratios
- use the process of proportionality to evaluate unknown quantities
- calculate an unknown quantity from quantities that vary in direct proportion
- solve word problems about ratio and proportion
- use and apply number in everyday personal, domestic or community life
- carry out calculations using standard units of mass, length, area, volume and capacity
- understand and carry out calculations using time, and carry out calculations using money, including converting between currencies
- express a given number as a percentage of another number;
- express a percentage as a fraction and as a decimal
- understand the multiplicative nature of percentages as operators
- solve simple percentage problems, including percentage increase and decrease
- use reverse percentages
- use compound interest and depreciation
- use repeated percentage change
- solve compound interest problems

PERIMETER AREA AND VOLUME

- find the perimeter of shapes made from triangles and rectangles
- find the area of simple shapes using the formulae for the areas of triangles and rectangles
- find the area of parallelograms and trapezia
- find perimeters and areas of sectors of circles
- find the surface area of simple shapes using the area formulae for triangles and rectangles
- find the surface area of a cylinder
- find the volume of prisms, including cuboids and cylinders, using an appropriate formula
- find the surface area and volume of a sphere and a right circular cone using relevant formulae



MATHEMATICS: YEAR 10 *CONTINUED*

KEY STAGE 4

ALGEBRAIC EQUATIONS

- solve linear equations, with integer or fractional coefficients, in one unknown in which the unknown appears on either side or both sides of the equation
- set up simple linear equations from given data
- solve simple linear inequalities in one variable and represent the solution set on a number line

GRAPHS OF STRAIGHT LINES

- determine the coordinates of the midpoint of a line segment, given the coordinates of the two end points
- find the gradient of a straight line
- recognise that equations of the form
- $y = mx + c$ are straight line graphs with gradient m and intercept on the y -axis at the point $(0, c)$
- recognise, generate points and plot graphs of linear functions
- calculate the gradient of a straight line given the coordinates of two points
- find the equation of a straight line parallel to a given line; find the equation of a straight line perpendicular to a given line
- represent simple linear inequalities on rectangular Cartesian graphs
- identify regions on rectangular Cartesian graphs defined by simple linear inequalities
- identify harder examples of regions defined by linear inequalities

TRANSFORMATIONS AND SIMILARITY

- understand that rotations are specified by a centre and an angle
- rotate a shape about a point through a given angle
- recognise that an anti-clockwise rotation is a positive angle of rotation and a clockwise rotation is a negative angle of rotation
- understand that reflections are specified by a mirror line
- construct a mirror line given an object and reflect a shape given a mirror line
- understand that translations are specified by a distance and direction
- translate a shape
- understand and use column vectors in translations
- understand that rotations, reflections and translations preserve length and angle so that a transformed shape under any of these transformations remains congruent to the original shape
- understand that enlargements are specified by a centre and a scale factor
- understand that enlargements preserve angles and not lengths
- enlarge a shape given the scale factor
- identify and give complete descriptions of transformations
- understand congruence as meaning the same shape and size
- understand that two or more polygons with the same shape and size are said to be congruent to each other
- understand and use the geometrical properties that similar figures have corresponding lengths in the same ratio but corresponding angles remain unchanged
- understand that areas of similar figures are in the ratio of the square of corresponding sides
- understand that volumes of similar figures are in the ratio of the cube of corresponding sides
- use areas and volumes of similar figures in solving problems



MATHEMATICS: YEAR 10 *CONTINUED*

KEY STAGE 4

PROBABILITY

- understand and use estimates or measures of probability from theoretical models
- find probabilities from a Venn diagram
- understand the concepts of a sample space and an event, and how the probability of an event happening can be determined from the sample space
- estimate probabilities from previously collected data
- calculate the probability of the complement of an event happening
- use the addition rule of probability for mutually exclusive events
- understand and use the term 'expected frequency'
- draw and use tree diagrams
- determine the probability that two or more independent events will occur
- use simple conditional probability when combining events
- apply probability to simple problems

GEOMETRIC CONSTRUCTIONS

- construct triangles and other two-dimensional shapes using a combination of a ruler, a protractor and compasses
- use straight edge and compasses to:
 - i. construct the perpendicular bisector of a line segment
 - ii. construct the bisector of an angle
- understand angle measure including three-figure bearings
- solve problems using scale drawings
- use and interpret maps and scale drawings

PYTHAGORAS AND INTRO TO TRIGONOMETRY

- know, understand and use Pythagoras' theorem in two dimensions
- know, understand and use sine, cosine and tangent of acute angles to determine lengths and angles of a right-angled triangle
- apply trigonometrical methods to solve problems in two dimensions
- understand and use sine, cosine and tangent of obtuse angles
- understand and use angles of elevation and depression

WORKING WITH DATA

- understand the concept of average
- calculate the mean, median, mode and range for a discrete data set
- calculate an estimate for the mean for grouped data
- identify the modal class for grouped data
- estimate the median from a cumulative frequency diagram
- understand the concept of a measure of spread
- find the interquartile range from a discrete data set
- estimate the interquartile range from a cumulative frequency diagram
- construct and interpret histograms
- construct cumulative frequency diagrams from tabulated data
- use cumulative frequency diagrams



MATHEMATICS: YEAR 10 *CONTINUED*

KEY STAGE 4

SIMULTANEOUS EQUATIONS

- calculate the exact solution of two simultaneous equations in two unknowns
- interpret the equations as lines and the common solution as the point of intersection
- solve simultaneous equations in two unknowns, one equation being linear and the other being quadratic

SEQUENCES AND SERIES

- understand and use common difference (d) and first term (a) in an arithmetic sequence
- know and use n th term = $a + (n - 1)d$
- find the sum of the first n terms of an arithmetic series (S_n)

ASSESSMENT OVERVIEW

Students are informally assessed as they progress through the GCSE. All formal assessments are IGCSE Past Papers or IGCSE predicted papers. Year 10 students will receive a baseline examination when they start the course and then each Key Assessment will be a full GCSE paper to monitor and chart student progress over time.

GL ASSESSMENT

In the summer term, students will sit the GL test for Year 10 Mathematics. Students will prepare throughout the year for these through the content of the Chapters but also through the repetition of mental maths under short timed conditions.

Booklets for GLs have been created for students and will be amalgamated into their SOW.

The Mathematics Department at WEK promote the following useful websites:
Pearson online textbook – Student personal login

<https://vle.mathswatch.co.uk>
<https://corbettmaths.com/>
<https://www.piximaths.co.uk/>
<https://www.onmaths.com/>

HOME LEARNING

In Year 10, homework will be set weekly, either via Mathswatch, or another task specially chosen by the classroom teacher. This is communicated via Go4schools. Students are expected to show their working out and thought processes in their homework exercise book. There is an expectation of 40% success rate for each home learning task. All KS4 students are urged to do a little bit of mathematics at least 2 evenings a week. The completion of home learning is recorded in Go4schools.

MATHEMATICS: YEAR 11

KEY STAGE 4

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3. Consolidate their algebraic capability from key stage 3 and extend their understanding of algebraic simplification and manipulation to include quadratic expressions, {and expressions involving surds and algebraic fractions}
4. Extend fluency with expressions and equations from key stage 3, to include quadratic equations, simultaneous equations and inequalities
5. Move freely between different numerical, algebraic, graphical and diagrammatic representations, including of linear, quadratic, reciprocal, {exponential and trigonometric} functions
6. Use mathematical language and properties precisely.



MATHEMATICS: YEAR 11 CONTINUED

KEY STAGE 4

REASON MATHEMATICALLY

1. Extend and formalise their knowledge of ratio and proportion, including trigonometric ratios, in working with measures and geometry, and in working with proportional relations algebraically and graphically
2. Extend their ability to identify variables and express relations between variables algebraically and graphically
3. Make and test conjectures about the generalisations that underlie patterns and relationships; look for proofs or counter-examples; begin to use algebra to support and construct arguments (and proofs)
4. Reason deductively in geometry, number and algebra, including using geometrical constructions
5. Interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning
6. Explore what can and cannot be inferred in statistical and probabilistic settings, and express their arguments formally
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SOLVE PROBLEMS

1. Develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
2. Develop their use of formal mathematical knowledge to interpret and solve problems, including in financial contexts
3. Make and use connections between different parts of mathematics to solve problems
4. Model situations mathematically and express the results using a range of formal mathematical representations, reflecting on how their solutions may have been affected by any modelling assumptions
5. Select appropriate concepts, methods and techniques to apply to unfamiliar and nonroutine problems; interpret their solution in the context of the given problem.

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MATHEMATICS: YEAR 11 CONTINUED

KEY STAGE 4

TRAVEL AND OTHER GRAPHS

- interpret information presented in a range of linear and non-linear graphs
- Distance-Time graphs
- Modelling with graphs

CIRCLE THEOREMS

- understand and use the internal and external intersecting chord properties
- recognise the term 'cyclic quadrilateral'
- understand and use angle properties of the circle including:
 - i. angle subtended by an arc at the centre of a circle is twice the angle subtended at any point on the remaining part of the circumference
 - ii. angle subtended at the circumference by a diameter is a right angle
 - iii. angles in the same segment are equal
 - iv. the sum of the opposite angles of a cyclic quadrilateral is 180°
 - v. the alternate segment theorem

SETS

- understand the definition of a set
- use the set notation \hat{E} , \hat{C} and \hat{I} and \hat{I}
- understand the concept of the universal set and the empty set and the symbols for these sets
- understand and use the complement of a set
- use Venn diagrams to represent sets
- find probabilities from a Venn diagram
- understand sets defined in algebraic terms, and understand and use subsets
- use Venn diagrams to represent sets and the number of elements in sets
- use the notation $n(A)$ for the number of elements in the set A
- use sets in practical situations

NON-LINEAR GRAPHS

- solve quadratic equations by factorisation
- solve quadratic equations by using the quadratic formula or completing the square
- form and solve quadratic equations from data given in a context
- solve quadratic inequalities in one unknown and represent the solution set on a number line
- recognise, generate points and plot graphs of quadratic functions

FUNCTION, DOMAIN AND RANGE

- understand the concept that a function is a mapping between elements of two sets
- use function notations of the form $f(x) = \dots$ and $f : x \rightarrow \dots$
- understand the terms 'domain' and 'range' and which values may need to be excluded from a domain
- understand and find the composite function fg and the inverse function f^{-1}



MATHEMATICS: YEAR 11 CONTINUED

KEY STAGE 4

FURTHER TRIGONOMETRY

- understand and use the sine and cosine rules for any triangle
- use Pythagoras' theorem in three dimensions
- understand and use the formula $\frac{1}{2} ab \sin C$ for the area of a triangle
- apply trigonometrical methods to solve problems in three dimensions, including finding the angle between a line and a plane

SKETCHING GRAPHS

- recognise, plot and draw graphs with equation:
- $y = Ax^3 + Bx^2 + Cx + D$
- in which:
 - i. the constants are integers and some could be zero
 - ii. the letters x and y can be replaced with any other two letters or:
- $y = Ax^3 + Bx^2 + Cx + D + E/x + F/x^2$
- in which:
 - i. the constants are numerical and at least three of them are zero
 - ii. the letters x and y can be replaced with any other two letters or:
- $y = \sin x$, $y = \cos x$ or $y = \tan x$
- for angles of any size (in degrees)
- apply to the graph of $y = f(x)$ the transformations $y = f(x) + a$, $y = f(ax)$, $y = f(x + a)$, $y = af(x)$ for linear, quadratic, sine and cosine functions
- interpret and analyse transformations of functions and write the functions algebraically
- find the gradients of non-linear graphs
- find the intersection points of two graphs, one linear (y_1) and one non-linear (y_2), and recognise that the solutions correspond to the solutions of $y_2 - y_1 = 0$
- the alternate segment theorem

VECTORS

- understand that a vector has both magnitude and direction
- understand and use vector notation including column vectors
- multiply vectors by scalar quantities
- add and subtract vectors
- calculate the modulus (magnitude) of a vector
- find the resultant of two or more vectors
- apply vector methods for simple geometrical proofs



MATHEMATICS: YEAR 11 *CONTINUED*

KEY STAGE 4

CALCULUS

- understand the concept of a variable rate of change
- differentiate integer powers of x
- determine gradients, rates of change, stationary points, turning points (maxima and minima) by differentiation and relate these to graphs
- distinguish between maxima and minima by considering the general shape of the graph only
- apply calculus to linear kinematics and to other simple practical problems

GCSE REVISION AND PERPETRATION

Targeted revision and exam practice.

ASSESSMENT OVERVIEW

Students are informally assessed as they progress through the GCSE. All formal assessments are IGCSE Past Papers or IGCSE predicted papers. Year 10 students will receive a baseline examination when they start the course and then each Key Assessment will be a full GCSE paper to monitor and chart student progress over time.

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<https://corbettmaths.com/>

<https://www.piximaths.co.uk/>

<https://www.onmaths.com/>

HOME LEARNING

In Year 10, homework will be set weekly, either via Mathswatch, or another task specially chosen by the classroom teacher. This is communicated via Go4schools. Students are expected to show their working out and thought processes in their homework exercise book. There is an expectation of 40% success rate for each home learning task. All KS4 students are urged to do a little bit of mathematics at least 2 evenings a week. The completion of home learning is recorded in Go4schools.



MEDIA STUDIES CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Media Studies at WEK... continued

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Media language and representation</p> <ul style="list-style-type: none"> Basic media language terminology in use in a music video – shot sizes, camera angles, edits. Representation as ‘re-presentation or reality’: How these media language elements and visual codes (eg colour, basic aspects of mise-en-scène) have been selected to represent the artist in the music video in specific ways. Stereotypes and how they become established. <p>Introduction to industries and audiences Linear models of communication (sender, message, and receiver) and how different audiences (receivers) might interpret the music video analysed previously.</p> <p>Advertising – Representation and Audiences Advertising and marketing: CSPs Advertising and marketing (targeted, focusing on media language and media representations):</p> <ul style="list-style-type: none"> Television advertisement for Galaxy NHS Blood and Transplant online campaign video OMO Print advert from Woman’s Own magazine. <p>Introduce terms code, anchorage, sign, icon and symbol.</p> <p>Look at the three CSPs in order, as well as other advertising and marketing products, analysing how media language creates meanings and giving a brief introduction to how developments in technology impact on content.</p> <p>Analyse representation and use of stereotypes.</p> <p>Mock coursework – Plan and create an advertising campaign based on the concepts learnt from the three CSP products.</p>	<ul style="list-style-type: none"> What is Media language? What are the different forms of media language? Media representations: How is media language used to represent an artist in specific ways? What are Stereotypes and how are they used? Media representations: How does a media producer encode media for the target audience? How can an audience de-code a media product? Media language: What are codes and conventions? What are the differences between Mass and Niche audiences? Media representations: How can you use stereotypes when creating a media product? Media language: How can you use media language to encode a media product for a mass or niche audience? Media language: What forms of media language are used in these adverts and why? Why are theories of narrative relevant in advertising? Technology and media products – How is technology changing our interaction with the media? Media representations: Choice of media producers Representations of reality – What is hyperreality? Stereotypes Reflection of contexts



MEDIA STUDIES CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 2 - TOPICS / KEY CONTENT

The film industry

CSPs Film industry (targeted, focusing on media industries):

- Doctor Strange
- I, Daniel Blake

Set each CSP within its context.

Focusing on the industry, not on the content of the films themselves.

Music videos

CSPs Music videos (targeted, focusing on Media Audiences and Media Industries):

- Arctic Monkeys - I bet you look good on the dancefloor
- One Direction - History

Focusing on the industry and audiences.

Practical activities:

- devise the marketing plan for the single launch for one of these videos.
- plan the website home page for the day before, or the day of the launch
- write the posts for the band's official social media channels in the five days prior to the release of the single

Radio

CSPs Radio (targeted, focusing on media Industries and media audiences):

- Radio 1 Launch Day, Tony Blackburn
- Beats 1 Radio, Julie Adenuga

TERM 2 - OVERARCHING KEY QUESTIONS

- Media industries: How does media ownership affect media products and how we consume them?
- What are the differences between commercial and independent industries?
- Who regulates the film industry and why do we need them?
- Media industries: The nature of media production - How are music videos produced to target their intended audience?
- Production processes - What media language has been used to communicate to the audience?
- Who regulates the music video industry and why do we need them?
- How would you use each of the available media platforms to reach your target audience?
- Media Industries: Production processes
- Working practices in media industries - How are the BBC different from commercial media companies?
- What funding models are used in the media industry?



MEDIA STUDIES CURRICULUM: YEAR 10 CONTINUED

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

Online, social and participatory media
 CSPs Online, social and participatory media (in-depth, all four areas of the theoretical framework):

- Kim Kardashian; Hollywood
- Lara Croft Go.

Set each CSP within its context.

Use notes in CSP booklet to help devise specific learning activities.

TERM 3 - OVERARCHING KEY QUESTIONS

- Media representations: Re-presentation – How are online personalities represented differently?
- What are the theoretical perspectives on gender?
- Viewpoints
- What is the Social, cultural and political significance of these products?
- Media Industries: What is Convergence?

Assessment Overview and Format:

Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check.

Mini internal assessments carried out at the end of each of each CSP.

Mock coursework tasks set after each section of the industry is covered.

Three formal key assessments held with a full mock paper for key assessment 3.

Links for Home Learning/Extension Resources:

All lesson resources and information sheets will be on Microsoft Teams.

AQA GCSE media studies textbook.
 BBC Bitesize media studies.



MEDIA STUDIES CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Media Studies at WEK... continued

TERM 1 - TOPICS / KEY CONTENT

NEA project, e.g. Brief Three: Magazine Design from the sample briefs - briefs change annually but will be related to the CSPs.

Refreshing the relevant CSPs, planning, the NEA itself, and allowing time for 'catch-up' for students missing lessons (due to mocks) will take most of this term. Practical work done here will help to consolidate learning about the relevant CSPs.

TERM 1 - OVERARCHING KEY QUESTIONS

- How can technology be used to communicate to target audiences?
- How can you use codes and conventions to communicate to a target audience?
- As a media producer, how will you encode your media product for your chosen audience?

TERM 2 - TOPICS / KEY CONTENT

CSPs Magazines (targeted, focusing on Media language and representations):

- Tatler, April 2017
- Reveal, 18-24 March 2017

CSPs Newspapers (in-depth, all four areas of the theoretical framework):

- The Daily Mirror, Weds 15 March 2017
- The Times, Weds 15 March 2017

CSPs Television (in-depth, all four areas of the theoretical framework):

- Class, Episode 4 - Co-owner of a lonely heart
- Dr Who, Episode 1 - An unearthly child

TERM 2 - OVERARCHING KEY QUESTIONS

Questions will bring together all aspects of the media industry to cover the following points.

Media Languages:

- What are the Codes and conventions of magazines?
- Theoretical perspectives on genre.

Media Representations:

- Re-presentation
- Reflection of contexts

Media Languages:

- What are the Codes and conventions of TV series?
- What social and historical context is evident in a comparison between Dr Who and Class?
- Theoretical perspectives on genre.



MEDIA STUDIES CURRICULUM: YEAR 11 *CONTINUED*

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

Revision of the four areas of the theoretical framework, plus each of the CSPs.

- Revision of advertising and marketing, and magazines.
- Revision of film industry.
- Revision of music industry and radio.
- Revision of online, social and participatory media.
- Revision of newspapers and television.

TERM 3 - OVERARCHING KEY QUESTIONS

Can you bring together all of the key areas of media studies to create a solid explanation of how media products are produced and encoded for their audiences?

Assessment Overview and Format:

Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check.

Mini internal assessments carried out at the end of each of each CSP.

Mock coursework tasks set after each section of the industry is covered.

Three formal key assessments held with a full mock paper for key assessment 3.

Links for Home Learning/Extension Resources:

All lesson resources and information sheets will be on Microsoft Teams.

AQA GCSE media studies textbook.
 BBC Bitesize media studies.



MORAL EDUCATION CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Moral Education at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Moral Rules and Assuming Responsibility</p> <ul style="list-style-type: none"> • Respect Is the Basis of Good Treatment • Aspects of Equality Among People • Moral Rules • Our Duty Towards Communities We Belong To • Establishing Positive Relationships • Assuming Responsibility and Self-Esteem <p>Introduction to Global Ethics</p> <ul style="list-style-type: none"> • Global Ethics in the Context of Global Issues • International Relations of the UAE • Global Ethical Challenges • World Moral Challenges (continued) • Dealing With Global Ethical Challenges 	<ul style="list-style-type: none"> • How can I respect others and myself? • How can I establish positive relationships with others from different cultural backgrounds?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Financial Awareness</p> <ul style="list-style-type: none"> • Identifying the Value of the Money • The Dangers of Wealth and Greed • How Could a Fortune to be a Force to Achieve Good • The Development of Entrepreneurship Skills 1 • The Development of Entrepreneurship Skills 2 <p>What should we preserve and how</p> <ul style="list-style-type: none"> • Importance of Heritage • Understanding the Heritage of the UAE • Conservation of Cultural and Natural Heritage • Heritage Tourism 	<ul style="list-style-type: none"> • Is money dangerous? • What is heritage tourism and what examples can be used from around the world?



MORAL EDUCATION CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Governments, power and the judiciary system in the UAE</p> <ul style="list-style-type: none"> The Constitution in the UAE Federal System The Federal Structure of the System in the UAE The Supreme Council of the Union The Work of UAE CABINET and Its President <p>Being an active citizen (part 1)</p> <ul style="list-style-type: none"> Civic Engagement Good Person Good Citizens in My Country Develop Competence in Civic Engagement (1) Develop Competence in Civic Engagement (2) 	<ul style="list-style-type: none"> What is federal structure and how does it look in the UAE? What can I do to help others less fortunate than I?
<p>Assessment Overview and Format:</p> <p>Students will have summative assessment throughout the year. This may be in the form of key word tests or short essay style questions.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will need to prepare at home for their assessments and they can revise the Moral Education curriculum by using their notebook and class resources.</p>



MORAL EDUCATION CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Moral Education at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Ethics and the Global Economy</p> <ul style="list-style-type: none"> • Economy and Globalisation • Inequality across the world • Fairtrade • Socially Responsible Investing <p>Living a Moderate Life</p> <ul style="list-style-type: none"> • What is meant by the Phrase 'Living a Moderate Life'? • Causes and Effects of addiction. 	<ul style="list-style-type: none"> • What are the Benefits and Costs of Globalisation? • What are the Ethical Consequences of our own Consumer Choices? • What Are the Benefits of Living a Moderate Life'? • What Are the Consequences of Not Living a Moderate Life? • How Can We Help Others to Fight and Overcome 'Addiction'?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Intercultural Relationships</p> <ul style="list-style-type: none"> • The Different Approaches to Understanding Cultures. • The Role of Communication within Groups of People with Different Backgrounds. • The Challenges to Intercultural Communication. • Intercultural Understanding and Communication. <p>Being a Responsible Adult (1)</p> <ul style="list-style-type: none"> • The difference between Core Values and Societal Types. • The Key Differences Between Rights and Obligations. • The difference between Openness and Social Inclusion. 	<ul style="list-style-type: none"> • What is 'Visible' and 'Invisible' Culture? • What is the Difference between 'Real' and 'Pseudo' Listening? • What Are the Key Qualities of a Responsible Adult? • What Does it Mean to be a 'Cultural Ambassador'?



MORAL EDUCATION CURRICULUM: YEAR 11 *CONTINUED*

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Being a Responsible Adult (2)</p> <ul style="list-style-type: none"> The Importance of 'Connectedness'. Peer Pressure National Consciousness <p>Being an Active Citizen</p> <ul style="list-style-type: none"> Active Citizenship and Volunteer Action. 	<ul style="list-style-type: none"> What is the Impact of 'Happiness' on 'Empathy'? What Does it Mean to be 'Proactive' and 'Motivated'? <ul style="list-style-type: none"> What Are the Different Types of Volunteer Action? How Do We Identify Addressing a Need Through Volunteering? How Do We Plan a Volunteering Initiative? How Do We Implement and Evaluate the Impact of Volunteer Action?
<p>Assessment Overview and Format:</p> <p>Students will have summative assessment throughout the year. This may be in the form of key word tests or short essay style questions.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will need to prepare at home for their assessments and they can revise the Moral Education curriculum by using their notebook and class resources.</p>



PHOTOGRAPHY CURRICULUM : YEAR 10

KEY STAGE 4

In Year 10, Photography at WEK...

TERM 1 - TOPICS / KEY CONTENT

The first term is all about skill building and experimentation. Students will experiment with camera and lighting techniques. They will experience working in a variety of different genres such as portrait and experimental. They will also experience analysing the work of other artists. After the first 4 weeks, students will start on their first project.

TERM 1 - OVERARCHING KEY QUESTIONS

- What is a DSLR?
- Why is light important?
- What is the rule of thirds?
- How do you manually control a camera?

TERM 2 - TOPICS / KEY CONTENT

Students will complete the first project mid-term and start on their second. This project will be chosen from a list of options provided by the exam board.

Students will need to ensure the topic within the broad topic is one that personally interests them and they will be able to study the subject in depth.

TERM 2 - OVERARCHING KEY QUESTIONS

- How do you use this project to develop your skill as a photographer?
- How have you developed your ideas as an artist?
- How will you use the camera and lighting to create work that represents a final response to your chosen project?

TERM 3 - TOPICS / KEY CONTENT

Students will continue with the project two from the exam board.

The work will lead to the production of a set of prints which will be used for display.

Students will be set additional work for their project, which will aim to set them up for starting their third project in year 11. This will be discussed with the students before they leave for summer and examples will be shown.

TERM 3 - OVERARCHING KEY QUESTIONS

- How does your final response answer the task you set out to study in your statement of intent?
- Does your work demonstrate your development and a photographer in the topic that was chosen for this project?

Assessment Overview and Format:

There will be a continuous assessment through the skill building in term one and in the progress of the projects.

Students will complete 2 Outcomes and be assessed on these in this year. They will have two complete project grades by the end of the first year.

Links for Home Learning/Extension Resources:

All students must be spending 2-3 hours on their artwork in their own time. The work will not be a standalone exercise but part of their project.

Students will all be part of the Teams group on which all work will be submitted and marked. Copies of all student images will be stored on ONEDRIVE so that they can be accessed at all times. Each half term students will create a pdf version of their portfolio and save it to Teams.

All resources will also be stored on this app to guide the students.



PHOTOGRAPHY CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Photography at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Students will continue in term 1 with their Coursework.</p> <p>This will form 60% of their grade. Students will start the term on their mock exam. The theme will be chosen from options set by the exam board.</p> <p>Students will create development work in preparation for the 10-hour Exam in January. This work will need to be created independently in preparation for the final exam.</p> <p>Each student will choose their own theme and direction for this project.</p>	<ul style="list-style-type: none"> • What will make your coursework stand out and create interest for the moderator? • What artists will you use to influence your project direction? • What will make your final set of photographs be the best response to the theme? • How will you know you have planned the best solution?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>This term will see the start of the Final Photography exam. The theme will come from the board and the students will need to work on this individually with no guidance or prompts.</p> <p>Students will need to create a sketchbook of work that will lead to the final 10-hour exam.</p>	<ul style="list-style-type: none"> • How will you interpret the Exam question? • What photography style will best show your talent? • How will you know you have achieved the best plan for the outcome?
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>The Final Exam will take place at the beginning of this term. The rest of the sessions will be spent planning the Final Exhibition.</p>	<p>N/A</p>
<p>Assessment Overview and Format: The Assessment for the Coursework will take place in January against the Exam board Criteria.</p> <p>Students will get feedback formal feedback every 2-3 weeks on their progress to their target and will be guided in their coursework.</p> <p>The Exam will have no internal assessment whilst in process and will get a final judgement before the moderator arrives. The students will be given an estimated grade but nothing can be confirmed until results day. The moderators do not give feedback.</p>	<p>Links for Home Learning/Extension Resources: Students will have homework every week. It is important students spend 2-3 hours a week on their photography homework.</p> <p>Home learning tasks will be put on Go 4 Schools.</p> <p>All feedback and other resources will be on Showbie. Images and files will be stored on ONEDRIVE.</p>

PHYSICAL EDUCATION CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Physical Education Curriculum at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
Choice of recreational/competitive activities (First 6 week block) <ul style="list-style-type: none"> • Girls Football • Boys Football • Fitness • Rock Climbing (Second 6 week block) <ul style="list-style-type: none"> • Netball • Rugby • Athletics • Fitness • Rock Climbing 	N/A
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
Choice of recreational/competitive activities (first 6 week block) <ul style="list-style-type: none"> • Badminton • Fitness • Rock Climbing • Swimming • Dodgeball (Second 6 week block) <ul style="list-style-type: none"> • Tennis • Rounders • Cricket • Fitness • Rock Climbing 	N/A
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
Choice of recreational/competitive activities <ul style="list-style-type: none"> • Swimming • Water polo • Fitness • Rock climbing • Indoor football • Benchball 	N/A
Assessment Overview and Format: No Assessment in Core PE. Students are given an ATL grade throughout the year.	Links for Home Learning/Extension Resources: N/A



PSYCHOLOGY CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Psychology at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Introducing GCSE skills and concepts</p> <ul style="list-style-type: none"> Introducing assessment objectives and exam skills 9 mark questions and how to structure them. <p>Memory</p> <ul style="list-style-type: none"> This topic will cover the processes of memory and different types of memories including how they are encoded and stored. Structures of memory including different memory models. Various research studies and theories studying memory. <p>Research Methods</p>	<ul style="list-style-type: none"> How does your memory work? How does short term and long-term memory work? How is memory structured? How long do memories last? Why factors affect how accurate our memories are?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Continuing Research Methods</p> <ul style="list-style-type: none"> Studying how psychologists conduct research including the different types of experiments, observations and questionnaires. Students will consider the strengths and limitations of these. <p>Development</p> <ul style="list-style-type: none"> Early brain development; basic knowledge of the structure of the brain including the lobes and responsibilities each area has. The role of nature and nurture on the development of children. Cognitive development theories and applying these to education The effect of mindset, praise and learning styles. Key studies and theories looking into the development of children. 	<ul style="list-style-type: none"> Why do psychologists conduct research? What are the strengths and limitations of research methods? What do psychologists need to take into consideration when conducting research? What is our brain responsible for? How do we know which area controls our behaviours? What factors influence our development? How do we learn new things? How does our mindset affect our performance? How do you like to learn?



PSYCHOLOGY CURRICULUM: YEAR 10 CONTINUED

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

Continuing with Development

Perception

- Difference between sensations and perception.
- Different visual cues and depth cues.
- Theories of perception using every day examples of perception.
- Influence of nature and nurture on perception.
- Factors affecting perception i.e. culture and motivation.
- Research studies looking into how different factors affect perception.

TERM 3 - OVERARCHING KEY QUESTIONS

- Why do people see images differently?
- What factors affect our perception?
- How reliable is research into perception?

Assessment Overview and Format:

Students will be assessed the end of every topic area. Alongside this, there will be key words tests throughout the year. The key assessments will consist of a mixture of topics leading up to the end of year exam on all of the content.

Links for Home Learning/Extension Resources:

Students have access to a course textbook, which is also on Teams.

The following link can help students to revise the content:

<https://quizlet.com/>

<https://learndojo.org/aqa/gcse-psychology-revision/>

<https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182>



PSYCHOLOGY CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Psychology at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Social Influence</p> <ul style="list-style-type: none"> Types of conformity, reasons why people conform and factors affecting conformity rates. Obedience; research into different reasons why people obey authority. Pro social behaviour; helping behaviour, situational vs dispositional factors when it comes to helping others. Crowds; reasons why people's behaviour changes in the presence of others. Research studies and theories analysing social influence. <p>Recap of Year 10 topics</p> <p>Language, Thought and Communication</p> <ul style="list-style-type: none"> Importance of communication; verbal vs non verbal communication Human and animal communication Relationship between language and thought. Research evidence and theories investigating communication. 	<ul style="list-style-type: none"> Why do we obey authority? Why do we follow others? Would you help someone if they were in need? How do other people affect your behaviour? Do we learn behaviour or is it something we are born with? <ul style="list-style-type: none"> Why is communication so important? Which is more powerful, verbal or non-verbal communication? How do animals communicate? How did we learn how to communicate? What is the purpose of communication? How does culture impact on communication?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Psychological Problems</p> <ul style="list-style-type: none"> Incidence and significance of mental health over time. Effects and characteristics of mental health. Characteristics, explanations and treatments of depression. Characteristics, explanations and treatments of addiction. Research studies and theories investigating mental health. <p>Brain and Neuropsychology</p> <p>Recap of Year 10 topics</p>	<ul style="list-style-type: none"> Why is there stigma attached to mental health problems? How do people with mental health problems feel? What support is there for people with mental health problems? What is the best treatment? How can society's approach to mental health be improved?



PSYCHOLOGY CURRICULUM: YEAR 11 CONTINUED

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

Continuing with Development

Finalising Brain and Neuropsychology

- Structure and functions of the brain.
- Structure and function of the nervous system.
- Neuron structure and function.
- Research studies and theories investigating the functions of the brain.

Exam preparation

TERM 3 - OVERARCHING KEY QUESTIONS

- How does our brain affect and control our behaviour?
- How and where are things stored in our brain?

Assessment Overview and Format:

Students will be assessed at the end of every topic. This will also include key word tests throughout each topic area.

Key assessments will include a combination of topic areas reflecting exam papers and preparing students for the final examinations.

Links for Home Learning/Extension Resources:

Students have access to a course textbook, which is also on Teams.

The following link can help students to revise the content:

<https://quizlet.com/>

<https://learndojo.org/aqa/gcse-psychology-revision/>

<https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182>



SCIENCE CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Science at WEK...

TERM 1		
BIOLOGY	CHEMISTRY	PHYSICS
<p>Unit 1 Cell Biology</p> <p>1.1 Cell Structure 1.2 Cell Division 1.3 Transport in Cells</p> <p>Unit 2 Organisation</p> <p>2.1 Principles of organization 2.2 Animals tissues, organs and systems 2.3 Plant tissues, organs and systems</p>	<p>Unit 1 Atomic Structure and the periodic table.</p> <p>1.1 Simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes 1.2 The Periodic table 1.3 Transition metals (TRIPLE ONLY)</p> <p>Unit 2 Bonding, Structure and the properties of matter</p> <p>2.1 Chemical bonds, ionic, covalent and metallic. 2.2 How bonding and structure are related to the properties of substances 2.3 Structure and bonding of carbon 2.4 Bulk and surface properties of matter including nanoparticles (TRIPLE ONLY)</p>	<p>Unit 1 Energy</p> <p>1.1 Energy changes in a system, and the ways energy is stored before and after such changes 1.2 Conservation and dissipation of energy 1.3 National and global energy resources</p> <p>Unit 2 Electricity</p> <p>2.1 Current, potential difference and resistance 2.2 Series and parallel circuits 2.3 Domestic uses and safety 2.4 Energy transfers 2.5 Static electricity (TRIPLE ONLY)</p> <p>Unit 3 Particle Model</p> <p>3.1 Changes of state and the particle model 3.2 Internal energy and energy transfers 3.3 Particle model and pressure</p>



SCIENCE CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 2		
BIOLOGY	CHEMISTRY	PHYSICS
<p>Unit 3 Infection and Response 3.1 Communicable diseases 3.2 Monoclonal antibodies (TRIPLE ONLY) 3.3 Plant disease (TRIPLE ONLY)</p> <p>Unit 4 Bioenergetics 4.1 Photosynthesis 4.2 Respiration</p> <p>Unit 5 Homeostasis and Response 5.1 Homeostasis 5.2 The nervous system 5.3 Hormonal Co-ordination in humans 5.4 Plant hormones (TRIPLE ONLY)</p>	<p>Unit 4 Chemical Changes 4.1 Reactivity of metals 4.2 Reactions of acids 4.3 Electrolysis</p> <p>Unit 3 Quantitative Chemistry 3.1 Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations 3.2 Use of amount of substance in relation to masses of pure substances 3.3 Yield and atom economy of chemical reactions (TRIPLE ONLY) 3.4 Using concentration of solutions in mol/dm³ (TRIPLE ONLY) 3.5 Use of amount of substance in relation to volumes of gases (TRIPLE ONLY)</p>	<p>Unit 4 Atomic Structure 4.1 Atoms and isotopes 4.2 Atoms and nuclear radiation 4.3 Hazards and uses of radioactive emissions and of background radiation (TRIPLE ONLY) 4.4 Nuclear fission and fusion (TRIPLE ONLY)</p> <p>Unit 5 Forces 5.1 Forces and their interactions 5.2 Work done and energy transfer 5.3 Forces and elasticity 5.4 Moments, levers and gears (TRIPLE ONLY) 5.5 Pressure and pressure differences in fluids (TRIPLE ONLY) 5.6 Forces and Motions 5.7 Momentum (TRIPLE ONLY)</p>



SCIENCE CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 3		
BIOLOGY	CHEMISTRY	PHYSICS
<p>Unit 5 Homeostasis and Response 5.1 Homeostasis 5.2 The nervous system 5.3 Hormonal Co-ordination in humans 5.4 Plant hormones (TRIPLE ONLY)</p> <p>Unit 6 Inheritance, variation and evolution 6.1 Reproduction 6.2 Variation and Evolution 6.3 The development of understanding of genetics and evolution 6.4 Classification of living organisms</p>	<p>Unit 5 Energy Changes 5.1 Exothermic and endothermic reactions 5.2 Chemical cells and fuel cells (TRIPLE ONLY)</p> <p>Unit 6 The Rate and extent of chemical change 6.1 Rate of reaction 6.2 Reversible reactions and dynamic equilibrium</p>	<p>Unit 5 Forces 5.1 Forces and their interactions 5.2 Work done and energy transfer 5.3 Forces and elasticity 5.4 Moments, levers and gears (TRIPLE ONLY) 5.5 Pressure and pressure differences in fluids (TRIPLE ONLY) 5.6 Forces and Motions 5.7 Momentum (TRIPLE ONLY)</p> <p>Unit 6 Waves 6.1 Waves in air, fluids and solids 6.2 Electromagnetic waves 6.3 Black body radiation (TRIPLE ONLY)</p>

Assessment Overview and Format:

For each topic, students will complete.

- exam question homework
- short end of unit quizzes

Key Assessments will assess all content to the date of the assessment. They will have the format of GCSE papers.

Combined Science 1 hour 15 minutes

Triple Science 1 hour 45 minutes

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS.

Educake for quizzes www.educake.co.uk (students have log ins)

MyGCSE Science for videos, quizzes and exam questions <https://www.my-gcse-science.com/> (students have log ins)

Physics and Maths Tutor – exam questions and revision notes

<https://www.physicsandmathstutor.com/>

BBC Bitesize

<https://www.bbc.com/bitesize/levels/z98jmp3>

AQA

<https://www.aqa.org.uk/subjects/science/gcse>

Dynamic Reader App for iPad (online textbook)

Centre ID 354961 Username wekstudent2019 password science

UK National Curriculum standards

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf



SCIENCE CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Science at WEK...

TERM 1		
BIOLOGY	CHEMISTRY	PHYSICS
<p>Unit 7 Ecology</p> <p>7.1 Adaptations, interdependence and competition</p> <p>7.2 Organisation of an ecosystem</p> <p>7.3 Biodiversity and the effect of human interaction on ecosystems</p> <p>7.4 Trophic levels in an ecosystem (TRIPLE ONLY)</p> <p>7.5 Food production (TRIPLE ONLY)</p>	<p>Unit 7 Organic Chemistry</p> <p>7.1 Carbon compounds as fuels and feedstocks</p> <p>7.2 Reactions of alkenes and alcohols (TRIPLE ONLY)</p> <p>7.3 Synthetic and naturally occurring polymers (TRIPLE ONLY)</p> <p>Unit 8 Chemical Analysis</p> <p>8.1 Purity, formulations and chromatography</p> <p>8.2 Identification of common gases</p> <p>8.3 Identification of ions by chemical and spectroscopic means (TRIPLE ONLY)</p> <p>Unit 9 Chemistry of the atmosphere</p> <p>9.1 The composition and evolution of the Earth's atmosphere</p> <p>9.2 Carbon dioxide and methane as greenhouse gases</p> <p>9.3 Common atmospheric pollutants and their sources</p> <p>Unit 10 Using Resources</p> <p>10.1 Using the Earth's resources and obtaining potable water</p> <p>10.2 Life Cycle Assessment and recycling</p> <p>10.3 Using materials (TRIPLE ONLY)</p> <p>10.4 The Haber Process and the use of NPK fertilisers (TRIPLE ONLY)</p>	<p>Unit 6 Waves</p> <p>6.1 Waves in air, fluids and solids</p> <p>6.2 Electromagnetic waves</p> <p>6.3 Black body radiation (TRIPLE ONLY)</p> <p>Unit 7 Magnetism and Electromagnetism</p> <p>7.1 Permanent and induced magnetism, magnetic forces and fields</p> <p>7.2 The motor effect</p> <p>7.3 Induced potential, transformers and the National Grid (TRIPLE ONLY)</p> <p>Unit 2 Electricity</p> <p>2.1 Current, potential difference and resistance</p> <p>2.2 Series and parallel circuits</p> <p>2.3 Domestic uses and safety</p> <p>2.4 Energy transfers</p> <p>2.5 Static electricity (TRIPLE ONLY)</p>



SCIENCE CURRICULUM: YEAR 11 *CONTINUED*

KEY STAGE 4

TERM 2		
BIOLOGY	CHEMISTRY	PHYSICS
MOCKS Paper 1 and Paper 2 Closing the Gap Revision		

TERM 3		
BIOLOGY	CHEMISTRY	PHYSICS
Closing the Gap Revision GCSEs		

Assessment Overview and Format:

For each topic, students will complete.

- exam question homework
- short end of unit quizzes

Key Assessments will assess all content to the date of the assessment. They will have the format of GCSE papers.

Combined Science 1 hour 15 minutes

Triple Science 1 hour 45 minutes

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS.

Educake for quizzes www.educake.co.uk (students have log ins)

MyGCSE Science for videos, quizzes and exam questions <https://www.my-gcse-science.com/> (students have log ins)

Physics and Maths Tutor – exam questions and revision notes

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SOCIAL STUDIES CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Social Studies at WEK...

TERM 1 – TOPICS / KEY CONTENT	TERM 1 – OVERARCHING KEY QUESTIONS
<p>History Unit The Ottoman Empire The Rise and fall of the Ottoman Empire Key Event during the Ottoman Empire Historical Events in the Arab World The French Campaign Colonisation European powers and colonisation of the Arab World The founders role in promoting Arab causes</p> <p>National Education Different types of government The Law & constitution of the UAE Human rights in the UAE Foreign Policy National Unity History of the UAE</p>	<p>1.1.1.8 – Who were the key figures of the Ottoman Empire?</p> <ul style="list-style-type: none"> • What were their achievements? • Which European countries helped weaken the Ottoman Empire? • How did European countries weaken the Ottoman Empire? • Can you explain impact of sub-states on the Ottoman Empire using Precise Accurate Detail? • Can you explain this major historical event in the Arab World? (French Campaign) <p>1.1.1.5 – What does colonisation mean?</p> <ul style="list-style-type: none"> • How did the European powers colonise the Arab World? • Why did colonisation happen? • What does liberation mean? • How did Arab liberation from colonisation happen? What is the league of Arab States? • How has solidarity – eg: League of Arab States, been successful? <p>1.3.1.1 – Do you know what the different types of regime are? E.g. republic, monarchy etc.</p> <ul style="list-style-type: none"> • What are the key differences between these regimes? • What modern day examples exist of these regimes? • Can you use your knowledge to critically explain your examples? • Do you know any key points of the Law & constitution of the UAE.? • What are human rights and what do the UN state should be included. • Can you assess Human rights in the UAE based on the UN's criteria? <p>1.3.1.6- What is meant by foreign policy?</p> <ul style="list-style-type: none"> • Do you know he pillars of UAE foreign policy? • How would you judge the foreign policy of other major powers? (USA, Russia, N Korea, UK, India, China?) • How does a country achieve national unity? • What are our personal roles in national unity & raising social awareness?



SOCIAL STUDIES CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 2 - TOPICS / KEY CONTENT

Geography Unit

Mapping of the Arab world
 Physical and human activities
 Geographical problems in the Arab World
 Local and global sustainability
 Environmental challenges in the Arab World

TERM 2 - OVERARCHING KEY QUESTIONS

1.2.1.1 - Where is the Arab world located on the globe?

- Can you explain the challenges of the location of the Arab World?
- Can you show connections between physical & human activities in a region?
- How is the Arab region strategically significant & what are the resulting problems e.g. territorial waters?
- Can you find solutions to geographical problems in the Arab World e.g. population issues, food safety etc?

1.2.1.7 - Can you explain the utilisation of technology to achieve local & global sustainability in the Founder's era?

- What are the Key Environmental challenges in the UAE?

TERM 3 - TOPICS / KEY CONTENT

Economics Unit

International trade and Privatisation
 International trade in the UAE
 Economic blocks
 Global economic problems
 Economic Policies and impact on trade
 UAE's sustainability goals
 E-commerce

TERM 3 - OVERARCHING KEY QUESTIONS

1.4.1.1- What is meant by international trade and Privatisation?

- Can you understand different types of trade e.g. international trade & privatisation
- Can you name any examples of international trade in the UAE? What are economic blocks?
- How can you explain their use in global economic problems?
- The GATT effect! What is it and how does it impact poor nations and WTO?
- What is economic development and planning?
- Can you clarify the economic policies, which impact on trade?
- How did the Founders use these policies in the founding era 1941 - 1950+

1.4.1.4 - What is sustainability?

- What are the UAE's sustainability goals?
- Does education play a role in the post oil agenda? Explain and link to sustainability.
- What is meant by E commerce?
- What form and characteristics does it take?



SOCIAL STUDIES CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

Assessment Overview and Format:

Students are assessed according to the UAE Social studies framework:

Knowledge and Understanding 1.1.1

Literacy 2.1.1

Presentation and Communication 3.1.1

- End of Term assessment including all topics taught. (x3)

Links for Home Learning/Extension Resources:

Students will have access to lesson on TEAMS.



SPANISH LANGUAGE CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Spanish Language Curriculum at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - KEY GRAMMAR CONCEPTS
<p>Las vacaciones: Holidays</p> <ul style="list-style-type: none"> Talking about holiday destinations Activities whilst on holidays Talking about problems/ issues faced on holiday Describing the hotel A past holiday A dream holiday Understanding tourist leaflets and websites Describing your region <p>La tecnologia - Technology</p> <ul style="list-style-type: none"> Technology in everyday life Giving opinions about online technology Comparing Snapchat / facebook/ Whats app etc. The good and bad of social media Giving opinions about mobile technology The dangers of technology <p>My Pueblo - My town</p> <ul style="list-style-type: none"> Describing your house Vocabulary for household objects Comparing your old house to your new house Advantages of living in the city, mountains, coast and a village Talking about the amenities in your area 	<ul style="list-style-type: none"> Using 3 tenses together Exclamations using the subjunctive Writing about other people Further expressions of sequence: antes de haber, mientras+ imperfect Imperfect Vs Preterite Tense Using estar + past participle Desde hacía + imperfect Passive forms with se Using if sentences Using deber and tener que in the imperfect <ul style="list-style-type: none"> Using the Perfect Tense Using verbs with prepositions Listening for detail Using estar in the present continuous tense Working out meaning from context Using cuyo Tips for translating into English <ul style="list-style-type: none"> Using prepositions Using quantifiers Formulating complex questions Using a range of vocabulary to express the same idea Using demonstrative and adjectives and pronouns Possessive pronouns



SPANISH LANGUAGE CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 2 - TOPICS / KEY CONTENT

Mi familia: My family

- Describing friends and family
- Talking about friends
- Describing family relationships
- Talking about the generational gap between parents and children
- How you spend your free time and with who
- Plans for the future
- Understanding horoscopes
- Marriage: For or against?
- Dating websites: Pros and Cons

Las fiestas- Fiestas

- Fiestas celebrated in Spain
- Learning about local customs
- Describing a visit to Spain
- Dia de los muertos
- Las Fallas
- Fiestas celebrated around the world in Spanish speaking countries

TERM 2 - KEY GRAMMAR CONCEPTS

- Using tener to describe other
- Reflexive verbs
- Use of que to extend sentences
- Ser vs Estar
- The immediate future tense
- Using irregular adjectives
- Using direct and indirect object pronouns together
- Recognising false friends
- Adjectival agreements and their position

- Tips for reading questions
- Ser and ir in the Preterite
- Using the Preterite tense of hacer and tener
- Preterite vs Imperfect
- Expanding and justifying reasons



SPANISH LANGUAGE CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

Revision of topics studied this year along with **Unit 2: Local, national and global areas of interest.** [Environment and Charity work]

Revision of these topics in preparation for End of Year Assessment.

TERM 3 - SKILLS

- Role play scenarios
- Photo card preparation
- Translation Spanish - English
- Translation English - Spanish
- Completion of old style AQA papers [Topic based]
- ExamPro exam questions

Assessment Overview and Format:

Three assessment points throughout the year.

There will be a summative assessment of Listening, Reading and Writing.

Students will sit real exam papers so they can start to familiarise themselves with expectations.

There will be a formative assessment of speaking through classwork and completion of photo card and role plays.

Links for Home Learning/Extension Resources:

AQA GCSE Higher Spanish Text Book

www.wordreference.com

www.revisionworld.com

www.aqa.org.uk

www.spanishdict.com



SPANISH LANGUAGE CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Spanish Language Curriculum at WEK...

TERM 1 – TOPICS / KEY CONTENT	TERM 1 – KEY GRAMMAR CONCEPTS
<p>Mi colegio: My school</p> <ul style="list-style-type: none"> Expressing likes and dislikes towards school subjects Talking about your school Describing the facilities and uniform Talking about school rules Describing the good and bad aspects of your school Comparing your present school to your previous school Talking about your ideal school. <p>El Futuro: The Future- Post 16 options</p> <ul style="list-style-type: none"> Discussing choices at 18: work or university Talking about future options Advantages of going to university or working Apprenticeships Understanding job adverts Advantages and disadvantages of jobs Describing your dream job <p>**Draft one of speaking exam preparation to be completed over the winter break **</p>	<ul style="list-style-type: none"> Using the imperative Using the imperfect and preterite together Using the personal 'a' Desde hace + the perfect tense Verbs that take the infinitive Revising se debe, hay que and tener que Using lo que and lo + adjective Using the present subjunctive



SPANISH LANGUAGE CURRICULUM: YEAR 11 *CONTINUED*

KEY STAGE 4

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - KEY GRAMMAR CONCEPTS
<p>La salud: Health</p> <ul style="list-style-type: none"> Comparing old and new health habits Talking about what you should do Giving people advice Describing health resolutions <p>Las obras benéficas : Charity Work</p> <ul style="list-style-type: none"> Describing charity work Understanding the importance of charity <p>El medio ambiente: The Environment</p> <ul style="list-style-type: none"> Discussing Environmental problems and their solutions Discussing global issues Discussing inequality Discussing poverty in the world <p>**Mock speaking exam takes place before February half term**</p>	<ul style="list-style-type: none"> Formation and use of the gerund Using the conditional tense Using negative words Using debe, tener que and hay que Revising the imperfect tense Using 'if' sentences Looking at the present subjunctive Using reflexive constructions Using modal verbs

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - SKILLS
<p>This term will be spent recapping all the previously studied topics in both years 9 and 10.</p> <p>GCSE Speaking Exam will take place in April and the Written Exam will take place in June.</p>	<ul style="list-style-type: none"> Exam techniques Writing from memory Translation tips Training your ear Vocabulary recall Speaking from spontaneously from memory Describing pictures Reading for gist

<p>Assessment Overview and Format:</p> <p>Students will sit a scheduled mock examination for all skill areas [Listening, speaking, reading and writing]</p> <p>Students will continue to complete past papers until the examination.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>AQA GCSE Spanish Text Book</p> <p>www.revisionworld.com</p> <p>www.languagesonline.org.uk</p>
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TECHNOLOGY CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Technology at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>During this term, students will be challenged to design and make a range of different working products with a range of materials; this will allow them to understand the material properties and the different techniques needed to work with each material.</p> <p>Students will develop a range of theory skills including:</p> <ul style="list-style-type: none"> • The origin of woods • The origin of plastics • Designing skills • CAD Skills • Evaluative skills <p>Students will develop a range of manufacturing skills including:</p> <ul style="list-style-type: none"> • Measuring and cutting accurately • How to cut using a tenon saw • How to use a pillar drill • How to use the laser cutter • The effective use of adhesives • The correct methods of applying a finish 	<ul style="list-style-type: none"> • What are my strengths and weaknesses? • How can I access the highest marks using the exam board mark scheme? • What impact does material selection have on the wider world, not just the product in question? • What is the difference between modern materials and smart materials? • What impact does the development of technology have on the consumers? • What are the key differences between the processes that industries use and the processes we conduct in school? • What does effective revision look like? • How can I maximise time and marks during the exam? • What are the command words and how do I effectively answer exam questions?



TECHNOLOGY CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 2 - TOPICS / KEY CONTENT

During Term 2 and the beginning of Term 3, students will develop their theory knowledge by incorporating theoretical knowledge into lessons. Students will be provided with PowerPoints and resources that will double up as revision for key assessments and mock examinations.

The focus will be on the following topics:

- New and Emerging Technologies
- Energy Storage
- Material Properties and Uses
- Industrial Practices

Please note, topics are subject to change and teacher will evaluate the needs of the individual students and plan units accordingly. A full list of required topics is available. If you would like to see this list, students will have access to this on their Showbie Account

Students will sit end of unit tests in class for each unit.

TERM 2 - PRODUCT DESIGN OVERVIEW

Year 10 is an introduction to the course and the students spend the year building skills and learning key Theory in preparation for year 11. The course is made up of two elements:

NEA 50%: This is coursework that students will do in which they create a portfolio of work and a final outcome.

Exam 50%: This is an Exam paper based on all materials. The exam is 2 hours long and marks are awarded out of 100 marks.



TECHNOLOGY CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

During Term 2 and the beginning of Term 3 students will develop their theory knowledge by incorporating theoretical knowledge into lessons. Students will be provided with PowerPoints and resources that will double up as revision for key assessments and mock examinations.

The focus will be on the following topics:

- New and Emerging Technologies
- Energy Storage
- Material Properties and Uses
- Industrial Practices

Please note, topics are subject to change and teacher will evaluate the needs of the individual students and plan units accordingly. A full list of required topics is available. If you would like to see this list, students will have access to this on their Showbie Account

Students will sit end of unit tests in class for each unit.

From June 1st students will begin to work on their NEA which is 50% of their Final Grade. During this term, students will primarily focus on the following.

- Research into the design contexts
- Research into their chosen problem
- Identify a client
- Look into existing products

TERM 3 - THE NEA

June 1st

Exam board release three 'Designs Contexts' students will spend lessons from June 1st until the end of the academic year focusing on their NEA. The NEA is worth 50% of their final GCSE Grade.

Students will be expected to:

- Research each of the design contexts
- Identify a current problem
- Make a link to the design context
- Conduct further research

Assessment Overview and Format:

In Design Technology assess using the same format as in GCSE in which students are assessed on the following:

- Research skills
- Design and Development skills
- Practical
- Testing and Evaluative Skills

Students will also participate in regular end of unit tests throughout the year, which will be sat in class, the students will be told when the tests are well in advance.

Students will also sit mock exams in line with the school's key assessment structure.

Links for Home Learning/Extension Resources:

All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students prepare for the style of homework if the subject is taken at GCSE.

On occasions, this can be related to research for a topic, analysis of a design work piece or a skill building exercise.

Revision for exams.



TECHNOLOGY CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, Technology at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Students will continue their NEA that was begun on June 1st. During the first term, students will primarily focus on the following:</p> <ul style="list-style-type: none"> • Design, develop and model ideas • Manufacture final prototype • Test and evaluate outcome <p>Please note some students may want to tweak sections of their NEA from the previous term. This is perfectly acceptable.</p>	<ul style="list-style-type: none"> • Why is so important to evaluate and test our products thoroughly? • What CAM could I use to help speed up and improve the quality of my final prototype? • What improvements do I need to make to maximise the marks set out by the exam board?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Students will continue their NEA that was begun on June 1st. During the first term, students will primarily focus on the following:</p> <ul style="list-style-type: none"> • Design, develop and model ideas • Manufacture final prototype • Test and evaluate outcome <p>Please note, some students may want to tweak sections of their NEA from the previous term. This is perfectly acceptable.</p> <p>Deadline for the NEA is currently set for February half term. This will allow plenty of time for moderation of work prior to external moderation</p> <p>After February half term, the full focus will be on revision in line with specification set out by the exam board.</p>	<ul style="list-style-type: none"> • What does effective revision look like? • How can I maximize time and marks during the exam? • What are the command words and how do I effectively answer exam questions?



TECHNOLOGY CURRICULUM: YEAR 11 CONTINUED

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

Full focus will be on revision in line with specification set out by the exam board.

TERM 3 - COURSE OVERVIEW

50% NEA - Coursework project
 50% Exam - 2hour Paper

Assessment Overview and Format:

The exams and non-exam assessment will measure how students have achieved the following assessment objectives. Worth 50%

- AO1: Identify, investigate and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate:
 - design decisions and outcomes, including for prototypes made by themselves and others
 - wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of:
 - technical principles
 - designing and making principles

1 GCSE Exam paper - 2 hours long worth 50% of final grade

Links for Home Learning/Extension Resources:

All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students prepare for the style of homework if the subject is taken at GCSE.

On occasions, this can be related to research for a topic, analysis of a design work piece or a skill building exercise.

Revision for exams



3D DESIGN CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, 3D Printing at WEK...

TERM 1 - TOPICS / KEY CONTENT

The first term is all about skill building and experimentation with drawing skills of buildings. Students will experiment with marking making and drawing techniques. They will experience working in a variety of modelling techniques such as foam and cardboard. They will also experience working in large scale. After the first 3 weeks, students will start on their first project - Architecture.

TERM 1 - OVERARCHING KEY QUESTIONS

- How can we manipulate materials for art purpose?
- What is mark making? How can mark making methods be combined?
- What does it mean 'Take inspiration'?
- How will you know you have picked the best solutions for your Architecture project?

TERM 2 - TOPICS / KEY CONTENT

Students will complete the first project mid-term and start on their second - Natural Forms.

Students will need to ensure the topic within the broad topic is one that personally interests them and they will be able to study the subject in depth.

The work will lead to a final lamp.

TERM 2 - OVERARCHING KEY QUESTIONS

- How will you know you have chosen the best topic for you?
- What is will make your design stand out?
- What methods will you use?
- What will make your sketchbook different to that of others?
- How will you create a path to your final outcome?

TERM 3 - TOPICS / KEY CONTENT

Students will continue with the Natural forms project mentioned in Term 2.

Once the final Lamp is made, they will start Preparation for their Mock exam. The topic of this will be taken from current exams in January.

Over the summer, the students will start

TERM 3 - OVERARCHING KEY QUESTIONS

- The GCSE course will include 2 projects that will be completed in this first year. The third in Yr11. Together this will form 60% of the final grade.
- The third project is the Mock exam to prepare the students for the final exam.
- In Year 11 in January, the students will start this final exam for GCSE Art. The Theme comes from the Exam board in January.

Assessment Overview and Format:

There will be a continuous assessment through the skill building in term one and in the progress of the projects.

Students will complete 2 Outcomes and be assessed on these in this year. They will have two complete project grades by the end of the first year.

Links for Home Learning/Extension Resources:

All students must be spending 2-3 hours on their artwork in their own time. The work will not be a standalone exercise but part of their project.

Students will all be part of the Showbie group on which all work will be submitted and marked.

All resources will also be stored on this app to guide the students.



ARABIC A CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Arabic A at WEK...

Most of the resources used are based on specifications made by the UAE Ministry of Education. We will also combine a range of IGCSE Curriculum requirements through the MOE curriculum.

Reading: Learners will specify ideas, evidences and points of views in texts and identify whether it is informational or literary text. Students will read and analyze old and modern poetic texts and prose works including short stories, plays, and novels. In addition, students will link them with other literary works.

The course explores and encourages:

- the historical stages of the Arabic Literature through the time line of the literary eras
- elicits the technical features of the texts and connects them with their literary eras
- compares between the language, style, and ideas of some poems
- distinguishes the emotive language in texts and explains the rhetorical images in the verses
- shows the role of imagination and the verbal images in creating an impact on poetry
- analyzes the texts intellectually and critically

Writing: Learners will write concentrated and coherent essays, which reflect clear vision and good ability to present evidence and approach to the subject. Students will show their awareness about the recipient and the purpose for writing. Essays will contain systematic introduction, supported evidence, and logical conclusions.

Speaking: learners will demonstrate their ability in conversation, such as:

- fluency
- confidence
- organizing of ideas
- clarity

and using the paralleled elements of the language including:

- tuning
- accent
- gesture
- allusion

Listening: Learner will listen to audible texts and show understanding, distinguish and analyze the ideas, extract values and principles, evaluate the texts according to objective standards, and adhere to the etiquette of listening.

TERM 1 - TOPICS / KEY CONTENT

حديث شريف حسن الخلق
كتابة نص معلوماتي عن التعصب والانفتاح
قصيدة السموأل
كتابة استجابة أدبية حول قصيدة السموأل
قصة قصيرة الخبز
نص معلوماتي التسوق الإلكتروني
سيرة ذاتية اسمها تجربة
العمود الصحفي شعرة يراها العالم
العمود الصحفي متى ستختفي ظاهرة السيلفي
تعبير حر - كتابة استجابة أدبية - كتابة إقناعية عن التسوق الإلكتروني
نص تأملي أصحاب الهمم
كتابة سيرة أدبية
صيغة المبالغة - الصفة المشبهة - الاستعارة

TERM 2 - TOPICS / KEY CONTENT

الغيبس بوك والعقل الجمعي
سورة القلم
قصيدة حلل الربيع
الكرتونة قصة
الأيام لطفه حسين سيرة
كيف تكون مبدعا
لا تنتم إلا لنفسك
بعد ١٠ سنوات من انا
مناظرة حول وسائل التواصل الاجتماعي
كتابة مقالة - استجابة أدبية للقصيدة - مقال تأملي
الاستثناء - أسلوب الاختصاص
الطباق والمقابلة

TERM 1 - 2 - 3 OVERARCHING KEY QUESTIONS

The class teacher to choose the appropriate key question bases on the text taking into account the MOE national document expectations. (Below are samples of related key questions)

- ما الذي يجعل المقدمة والخاتمة وفقرات العرض ناجحة؟
- ما الذي يجعل كتابتك الوصفية، السردية، والإقناعية ناجحة؟
- كيف يمكننا استخدام اللغة المجازية لجعل كتابتنا أكثر إثارة للاهتمام؟
- كيف يمكننا إضافة وصف مثير للاهتمام؟
- ما أهمية مرحلة التصميم والتحرير؟
- ما هو شعور الكاتب وكيف نعرف ذلك؟
- ما هي أوجه التشابه والاختلاف بين نصين؟
- كيف يمكننا تكييف كتابتنا لجمهور وأغراض مختلفة؟
- كيف يستخدم الشاعر/ الكاتب اللغة والبنية والشكل لتقديم أفكاره ومشاعره ولإنشاء التأثيرات؟
- ما هي المواضيع / الأنماط الموجودة في النص الشعري؟
- كيف تؤثر اختياراتنا (المعجمية - الدلالية - البلاغية) على الطريقة التي نقدم بها الأفكار؟
- كيف يستخدم... الأجهزة اللغوية لإنشاء صوت شعري؟
- ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟
- ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصًا عن تجاربهم؟
- ما الذي يجعل النص فعالا في الوصول إلى غرضه؟
- كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعا؟
- كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟
- ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟
- ما هي السمات المميزة للجملة؟ وكيف يساهم اختلافها في تغيير المعنى؟
- ما هي القوالب اللغوية التي تجعل تدعم المعنى وتقويه؟
- كيف تساعدنا معرفة الغرض من المؤلف على فهم... بشكل أفضل؟
- كيف يمكننا تحديد الكلمات والعبارات في القصص والقصائد التي تظهر المشاعر والحواس؟
- كيف يساهم الحقل الدلالي في النص في رسم الصور والمشاعر والأحداث والتنقل بينها؟
- كيف نعلق على النص باستخدام المعرفة السابقة؟
- كيف يتم بناء فهمنا للثقافة والمجتمع والتاريخ من خلال اللغة؟



ARABIC A CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

قصيدة لا تطرق الباب
قصة الشفاء
الطبيعة مدرسة دائمة
رواية الشيخ والبحر - هل تعاني من الأرق
عرض عن شاعر أو قاص أو روائي
رسالة أدبية - كتابة إقناعية
ضمان الرفع والنصب والجز
التقديم والتأخير

Assessment Overview and Format:

Formative assessments include regular and on-going listening, oral presentations, composition, projects and diagnostic assessments.

Summative Assessments include unit tests, mid/year and end of year exams during the school's Key Assessment cycle.

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS. HW will be shared with students on go4school. Students will be given a weekly HW assignment as well as extension activities.

Encourage your child to read Arabic books, stories and watch different documentaries in Arabic, then discuss it with them, free reading will be followed by the teacher weekly.



GCSE PHYSICAL EDUCATION CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, GCSE Physical Education Curriculum at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Fitness and Body Systems</p> <p>Musculo - skeletal system</p> <ul style="list-style-type: none"> The different functions of the skeleton and its importance in physical activities. The structure of the musculo-skeletal system. The different movement possibilities at joints within the body. The role of ligaments, tendons, and their relevance to physical activity and sport. The classification of muscle types How many muscles are used during physical activity? How the muscular system works with the skeleton to allow participation in physical activity and sport. <p>Cardio-respiratory system</p> <ul style="list-style-type: none"> The main functions and structure of the cardiovascular system and its role in physical activity The structure and role of arteries, veins and capillaries and blood distribution The function and importance of the components of the blood The structure of the alveoli and gaseous exchange. How the cardiovascular and respiratory systems work together to let us take part in sport. <p>Practical sports covered and Assessed</p> <ul style="list-style-type: none"> Football Swimming 	<ul style="list-style-type: none"> Why do sports people have such different bodies? What injuries might happen to bones and joints when taking part in sport? How do bones, joints and muscles work together to help you in your favourite sport? A strong heart, healthy blood and good lungs are important for any athlete - but why? Which component of blood is most important and why? Which are the sports where having good lung capacity is key?



GCSE PHYSICAL EDUCATION CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 2 - TOPICS / KEY CONTENT

Anaerobic and Aerobic Exercise

- How the body uses glucose and oxygen to release energy.
- How fats and carbohydrates give energy for different sorts of activity.

Short and long Term Effects of Exercise

- The short and long-term effects of exercise on; the heart, muscles and respiratory system.
- How to interpret graphs showing HR, stroke volume and cardiac output during rest and exercise.

The Relationship Between Health and Fitness

- What the Terms health, exercise, fitness and performance mean.
- The relationship between health and fitness.
- The role that exercise plays in keeping someone fit and healthy.

Components of Fitness and How Fitness Can Be Measured

- Basic components of fitness
- Skills related components of fitness
- The use of interpretation and different fitness tests.

Practical sports covered and assessed

- Athletics
- Netball

TERM 2 - OVERARCHING KEY QUESTIONS

- How does doing exercise effect your diet?
- Have you ever had a cramp? If so, when?
- What sort of exercise makes your muscles ache the most, and when?
- Why does it take longer to recover from sports more than others do?
- How do you think fitness affects sporting performance?
- Can you be fit but not healthy? - Or healthy but not fit?
- What have you done to try to improve your fitness?
- Imagine you are a PT. What aspects of someone's fitness might you want to help them with?



GCSE PHYSICAL EDUCATION CURRICULUM: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 3 - TOPICS / KEY CONTENT

Principles of Training and Their Application

- The principals of training, including individual needs, specificity, progressive overload and FITT.
- How to use these principles when planning a PEP
- Overtraining and how to prevent it
- Reversibility and its impact on performance
- Training thresholds and how to calculate MHR
- What to consider when deciding different training methods to use for different activities
- How to use different training methods to improve specific components of fitness.

Long Term Effects of Exercise

- The benefits of exercise on the; aerobic and anaerobic system, musculoskeletal system, cardio respiratory system and performance.

Personal Exercise Programme (PEP) 10% of practical exam to be completed.

TERM 3 - OVERARCHING KEY QUESTIONS

- Why do some people go to specific places to train?
- How much do you think success depends on natural talent and how much on good training?
- Do you think all type of exercise and sports bring about the same long-term effects of exercise?
- Are some sorts of exercise back for you in the long term?

Assessment Overview and Format:

Students will be assessed in an end of unit assessment teach Term.

The end of year exam will cover all Year 10 work (1hr45m exam paper).

Practical scores and grades will be gathered during the year and entered into Go4Schools and Go4Schools will take their top 3 sports as their highest practical grade.

Links for Home Learning/Extension Resources:

- Everlearner (students individual log in)
- Edexcel revision guide
- Edexcel revision workbook.



GCSE PHYSICAL EDUCATION CURRICULUM: YEAR 11

KEY STAGE 4

In Year 11, GCSE Physical Education Curriculum at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Injury</p> <ul style="list-style-type: none"> • What a Par-Q is, and how it is used in training. • How to prevent injury through correct training, warming up, cooling down, appropriate clothing, playing by the rules and safe equipment. • Performance enhancing drugs. • How to treat common sport injuries. <p>Physical, Emotional and Social Health, Fitness and Wellbeing.</p> <ul style="list-style-type: none"> • How taking part in sport can improve mental, social and emotional wellbeing. • Lifestyle choices and their impact on health, fitness and wellbeing. <p>Energy use, Nutrition and Hydration</p> <ul style="list-style-type: none"> • What makes a balanced diet? • The roles of micronutrients and macronutrients in physical activity. • Factors affecting weight variation. 	<ul style="list-style-type: none"> • What are the worst sporting injuries you have heard about? • How can we prevent injuries? • Which is most important, emotional, mental or physical health? • Can you out train a bad diet?



GCSE PHYSICAL EDUCATION CURRICULUM: YEAR 11 *CONTINUED*

KEY STAGE 4

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Classification of skills</p> <ul style="list-style-type: none"> • How to classify sports skills • Practice structures • Applying these to choose the best practice to develop a range of skills <p>Engagement patterns of different social groups in physical activity</p> <ul style="list-style-type: none"> • The impact of gender, age, socio economic group, ethnicity, disability and other people's influence have on participation. • Commercialization and the media affect sport • Trends in sport. • Different types of sporting behaviour <p>Planes and Axes of Movement.</p> <ul style="list-style-type: none"> • How the body uses a range of planes and axes to create movement patterns • How planes and axes are used in a range of sporting actions such as somersaults, cartwheels, twists and jumps 	<ul style="list-style-type: none"> • What skills are needed for your chosen sport? • How have things changed as you have got older? • What stops you participating in sport? How could these barriers be removed? • Our bodies move in different ways. How can we categorize this movement? • Can we categorize all actions and movements?
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<ul style="list-style-type: none"> • Closing any gaps in learning and revision. • Completion of PEP • Moderation day preparation. 	<ul style="list-style-type: none"> • How secure is your knowledge for all theoretical components covered on the course? • What level are you performing at in your 3 chosen sports?
<p>Assessment Overview and Format:</p> <p>Term 2 Key assessment Full mock exam in January:</p> <ul style="list-style-type: none"> • Paper 1 - 1hr45m • Paper 2 - 1hr15m <p>Final exam and practical moderation</p>	<p>Links for Home Learning/Extension Resources:</p> <ul style="list-style-type: none"> • Everlearner (students individual log in) • Edexcel revision guide • Edexcel revision workbook.

PHYSICAL EDUCATION CURRICULUM: YEAR 10

KEY STAGE 4

In Year 10, Physical Education Curriculum at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
Choice of recreational/competitive activities (First 6 week block) <ul style="list-style-type: none"> Girls Football Boys Football Fitness Rock Climbing (Second 6 week block) <ul style="list-style-type: none"> Netball Rugby Athletics Fitness Rock Climbing 	N/A
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
Choice of recreational/competitive activities (first 6 week block) <ul style="list-style-type: none"> Badminton Fitness Rock Climbing Swimming Dodgeball (second 6 week block) <ul style="list-style-type: none"> Tennis Rounders Cricket Fitness Rock Climbing 	N/A
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
Choice of recreational/competitive activities <ul style="list-style-type: none"> Swimming Water polo Fitness Rock climbing Indoor football Benchball 	N/A
Assessment Overview and Format: No Assessment in Core PE. Students are given an ATL grade throughout the year.	Links for Home Learning/Extension Resources: N/A



ASDAN AWARD: YEAR 10

KEY STAGE 4

In Year 10, ASDAN Award

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY SKILLS
<p>Information Handling: Examples of Tasks include:</p> <ul style="list-style-type: none"> Plan a journey on a map Research information from the library/internet Give an illustrated talk to a group of students <p>The Community Examples of Tasks include:</p> <ul style="list-style-type: none"> Working with others in the school community Researching local charities Researching local community issues <p>Sport and Leisure Examples of Tasks include: Identify and research a leisure task you would like to try.</p> <ul style="list-style-type: none"> Carry out a survey of local leisure activities. Present this to the group. Take part in two indoor activities e.g. table tennis <p>Home Management Examples of Tasks include:</p> <ul style="list-style-type: none"> Work in a group to organize and equip a special room in school Plan and cook a basic two course meal Take part in a gardening project 	<p>Learning Use of IT Use of English</p> <p>Teamwork Use of IT Use of English Coping with Problems</p> <p>Learning Use of IT Use of English Teamwork</p> <p>Coping with Problems Teamwork Learning</p>



ASDAN AWARD: YEAR 10 *CONTINUED*

KEY STAGE 4

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY SKILLS
<p>The Environment Examples of Tasks include:</p> <ul style="list-style-type: none"> • Present a study of a wild plant or animal found in your native country • Improve the look of a garden in your school <p>Number Handling Examples of Tasks include:</p> <ul style="list-style-type: none"> • Decide how you would invest an agreed sum of money • Show you can use a map and public transport timetable to plan a journey • Accurately keep the score of an indoor game • Draw a scale plan of a room, including the flooring and furniture. 	<p>Coping with Problems Teamwork Learning Use of IT</p> <p>Teamwork Learning Use of IT</p>
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY SKILLS
<p>Health and Survival Examples of Tasks include:</p> <ul style="list-style-type: none"> • Compare your diet over a number of days to a balanced diet and discuss how to improve your diet. • Take part in a supervised program in an agreed fitness activity • Show you understand how to deal with some basic first aid situations <p>World of Work Examples of Tasks include:</p> <ul style="list-style-type: none"> • Obtain information about training and further education • Write a CV and take part in a mock interview • Carry out an in-depth study into a career of your choice 	<p>Use of IT Coping with Problems Teamwork</p> <p>Use of English Use of IT Learning</p>
<p>Assessment Overview and Format: All assessment will be done by portfolio. Work is assessed by class teacher and improvements made before submission to folder. Students will be encouraged to use ICT so all work is spell checked and presented to a high standard. Portfolio organization is a major part of the skill-based program.</p>	<p>Links for Home Learning/Extension Resources: https://www.asdan.org.uk/</p> <p>No formal home learning will be set. Students may, on occasion, be asked to complete tasks but this will be avoided as often as possible. This will allow students time to focus their time and effort on their GCSE Home Learning.</p> <p>Alongside their Asdan work, students will have extra tuition in these lessons to support their progress in the core subjects of maths, English and science.</p>

KEY STAGE 5



أكاديمية جيمس ولينغتون - شارع الخيل
GEMS Wellington Academy
AL KHAL



DRAMA CURRICULUM: YEAR 12

BTEC International Diploma Level 3 in Performing Arts

KEY STAGE 5

In Year 12, Drama at WEK...

Acting Technique Class: From September onward

This weekly class allows students to focus on their acting technique, vocal skills, physical skills, breathing techniques and use of space. They will create and perform original pieces as well as explore published plays.

Movement Technique Class: From September Onwards

Students will focus on movement, stage presence and different forms of dance and physical theatre within this unit of work.

- How does breathing help to support the voice when performing?
- Why is dance and movement important for an actor?

TERM 1 & 2 – TOPICS / KEY CONTENT

Module A1: Exploring Performance Styles

Students will take part in a range of master classes, workshops, practitioner studies and technique classes to explore a wide range of performance styles. These workshops and classes are led both by teachers and external, professional practitioners.

For their assessment, students then choose two contrasting performance styles to present to an audience.

Module F16: Planning a Career in the industry.

Unit F allows the students to understand the development of the performing arts industry in relation to 3 specific areas within performance. They will consider how technological and sociological changes and advancements have had an effect on their chosen specialisms and how they are consumed.

TERM 1 - OVERARCHING KEY QUESTIONS

- How have you been influenced by theatre practitioners in your piece?
- How has the events of the last year affected your chosen specialism and the way it is consumed?



DRAMA CURRICULUM: YEAR 12 CONTINUED

BTEC International Diploma Level 3 in Performing Arts

KEY STAGE 5

TERM 2 & 3 - TOPICS / KEY CONTENT

Unit G18: Personal Project (Diploma Only)

Students will devise and develop a personal performing arts project around a chosen theme. This unit allows students to consider the planning, organisation and innovation necessary to create a successful performance for an audience. The final completed work could include workshop plans, a performance showreel or a live performance.

TERM 2 - OVERARCHING KEY QUESTIONS

- What different elements of design, performance and production do you need to consider to ensure your project is a success.

Assessment Overview and Format:

Unit A1 is an assignment that is set by Pearson. It is a practical assignment, followed by a review of the performance and rehearsal process.

Unit F16 is a research-based assignment, however, it can be submitted as a presentation, a written report, or a vlog, for example.

Links for Home Learning/Extension Resources:

The Frantic Assembly book of Devising Theatre by Scott Graham

<https://www.digitaltheatreplus.com/education>

Stanislavski - An actor Prepares



DRAMA CURRICULUM: YEAR 13

BTEC International Diploma Level 3 in Performing Arts

KEY STAGE 5

In Year 13, Drama at WEK...

Acting Technique Class: From September onward

This weekly class allows students to focus on their acting technique, vocal skills, physical skills, breathing techniques and use of space. They will create and perform original pieces as well as explore published plays.

Movement Technique Class: From September Onwards

Students will focus on movement, stage presence and different forms of dance and physical theatre within this unit of work.

- How does breathing help to support the voice when performing?
- Why is dance and movement important for an actor?

TERM 1 & 2 - TOPICS / KEY CONTENT

Unit H: Diploma Only: Collaborative Performing Arts Project

Students will demonstrate technical and interpretive performance skills in a final collaborative project presented to a selected audience.

Unit A3 Performing for an Audience

This will be the students' final major project in the form of a performance to a live audience. This can be original or from a published work and will be heavily influenced from the performance styles studied in year 1 of the course

TERM 1 - OVERARCHING KEY QUESTIONS

- Why is collaboration so important in the performing arts industry?



DRAMA CURRICULUM: YEAR 13 CONTINUED

BTEC International Diploma Level 3 in Performing Arts

KEY STAGE 5

TERM 2 & 3 – TOPICS / KEY CONTENT

Module F16.2: Planning A Career in the Industry

This section of the module requires students to have a full understanding of the performing arts business. They will consider the relationships between different roles within the sector. They can present their work in a range of ways.

Unit G19: Using Material for Self Promotion (Diploma Only)

Students will be presented with opportunities to delve in to the world of networking. They will collate their work over course into a showreel, create a performers CV and work on audition technique.

TERM 2 - OVERARCHING KEY QUESTIONS

- Why is networking essential to a performers success?
- What future careers do you think will be available for people in years to come within the performing arts industry.
- Why is networking essential to a performers success?

Assessment Overview and Format:

Unit A is an assignment that is set by Pearson. It is a practical assignment, followed by a review of the performance

Unit F16 is a research based assignment, however, it can be submitted as a presentation, a written report, or a vlog, for example.

Unit G can be submitted in a range of ways and may include multiple types of media.

Links for Home Learning/Extension Resources:

The Frantic Assembly book of Devising Theatre by Scott Graham

<https://www.digitaltheatreplus.com/education>
 Stanislavski – An actor Prepares



A LEVEL ART TEXTILES CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, A Level Art Textiles at WEK...

TERM 1 - TOPICS / KEY CONTENT

The first term is all about skill building and experimentation. Students will experiment with marking, making and drawing techniques. They will experience working in a variety of different ways with textiles and construction methods. Weaving and felt making will also be part of the introduction. They will also look at ways in which to create interesting textures using gathers and fabric layering.

The theme will be Pattern and Texture with Natural Forms.

TERM 1 - OVERARCHING KEY QUESTIONS

- How can we manipulate materials for creative textiles purpose?
- What textiles materials work best together?
- How will you know you have picked the best solutions?
- How many ways can we add texture to fabrics?
- How do we create an artwork using Textiles?

TERM 2 - TOPICS / KEY CONTENT

Students will start their Personal study in which they will create a selection of mini studies and this will continue from January to January next year.

Students will need to ensure the topic is one that personally interests them and they will be able to study the subject in depth.

The work will be students led and the teacher will only be there to facilitate and give advice. Students will have regular interviews on progress to ensure students are critically thinking about their chosen topic.

TERM 2 - OVERARCHING KEY QUESTIONS

- How will you know you have chosen the best personal study for you?
- What is your personal interest in the topic?
- What methods will you use?
- What will make your sketchbook different to that of others?
- How will you create a path to your final outcome?



A LEVEL ART TEXTILES CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

This term will be a continuation of the above with the first development finished and the second being worked towards.

The direction would now be very clear and students should also be thinking about their Art assignment of 4000 words. They must be clear on the direction of this so that they are ready to type this up in the summer holiday. This could be based around the fashion world, topic chosen such as war or development of textiles over time.

COURSE STRUCTURE

The A Level Art and Design course content is broken down into 2 components:

Component 1 Personal Study makes up 60% of the total grade.

Component 2 Exam makes up 30% of the total grade.

Students will be choosing their own topics for the Personal Study.

Assessment Overview and Format:

There will be a continuous assessment through the skill building in term one and in the progress of the Personal Study. These will help monitor ongoing progress of the students.

Students will complete 3 Outcomes and be assessed on these in this year.

Students will not complete their Personal study until January in year 2. At this stage they will receive their final estimated grade based on internal moderation.

Links for Home Learning/Extension Resources:

All students must be spending 5-6 hours on their artwork in their own time. The work will not be a standalone exercise but part of their project.

Students will all be part of the Showbie group on which all work will be submitted and marked.

All resources will also be stored on this app to guide the students.



AL ENGLISH LANGUAGE AND LITERATURE: YEAR 12

KEY STAGE 5

In Year 12, AL English at WEK...

TERM 1 - TOPICS / KEY CONTENT

The course is taught by two teachers who each cover different topics from the specification.

Teacher 1- Introduction to the Linguistic Frameworks.

Students will be introduced to the six frameworks of linguistic study: lexis, grammar, pragmatics, phonetics, graphology, and discourse. This will be done through the study of a range of fiction and non-fiction texts. Students will sit a short baseline assessment at the end of this topic.

Teacher 2- 'The Handmaid's Tale'

When studying the text, students will analyse how linguistic devices are used to create a fantasy world. This will be done through both close analysis of extracts and through careful consideration of the book as a whole. Students will also start to consider how narrative voice is created.

TERM 1 - OVERARCHING KEY QUESTIONS

- What are the linguistic frameworks and why are they important?
- When is what we say different from what we mean?
- How do our lexical choices affect the way we present ideas?
- Why does grammar matter?
- How does Atwood present a fictional world?
- What are the common features of fantasy?
- To what extent is Gilead a fantastical land?
- Could 'The Handmaid's Tale' happen?

TERM 2 - TOPICS / KEY CONTENT

Teacher 1- 'Paris Anthology'

Students will analyse the full range of texts, which are found in the 'Paris Anthology' given to all students. When analysing texts, students will be expected to apply the linguistic frameworks in order to consider how Paris and its people are represented. Students will also start to consider how contextual factors may have influenced the linguistic choices made by writers and other language users.

Teacher 2- 'The Handmaid's Tale'

Students will continue with their study of 'The Handmaid's Tale'. They will start to consider how the themes of the novel have been presented through close analysis of language.

TERM 2 - OVERARCHING KEY QUESTIONS

- What are the common stereotypes about Paris/ Parisians?
- How do writers present their experiences of Paris?
- How do writers differ in their presentations of Paris?
- Would you want to visit Paris?
- How does Atwood present a fictional world?
- What are the common features of fantasy?
- To what extent is Gilead a fantastical land?
- Could 'The Handmaid's Tale' happen?



AL ENGLISH LANGUAGE AND LITERATURE: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

Teacher 1- 'Paris Anthology'

Students will continue with their study of the 'Paris Anthology'. They will develop their comparison skills by considering similarities and differences in the lexical choices of writers. At this stage, students will look into the contexts, production, and reception in more detail.

Teacher 2- Poetic Voices

Students will read a collection of poems by Carol Ann Duffy. They will analyse her linguistic choices and evaluate how these choices help to create a strong poetic voice. Students will give particular focus as to how a sense of self, time or place is created.

Assessment Overview and Format:

Students will complete a times response for each teacher at least once a month.

They will also complete a full Paper One exam (3 hours) at the end of Year 12.

TERM 3 - COURSE STRUCTURE

- How do writers present their experiences of Paris?
- How do writers differ in their presentations of Paris?
- Would you want to visit Paris?

- How does Duffy use linguistic devices to create a poetic voice?
- How is the theme of time conveyed in these poems?

Links for Home Learning/Extension Resources:

Students should be completing independent critical reading around 'The Handmaid's Tale'. They should also be adding to their annotations in the 'Paris Anthology'.



AL ENGLISH LANGUAGE: YEAR 12

KEY STAGE 5

In Year 12, AL English at WEK...

TERM 1 - TOPICS / KEY CONTENT

The course is taught by two teachers who each cover different topics from the specification.

Both teachers- Introduction to the Linguistic Frameworks.

Students will be introduced to the six frameworks of linguistic study: lexis, grammar, pragmatics, phonetics, graphology, and discourse. This will be done through the study of a range of fiction and non-fiction texts. Students will sit a short baseline assessment at the end of this topic.

TERM 1 - OVERARCHING KEY QUESTIONS

- What are the linguistic frameworks and why are they important?
- When is what we say different from what we mean?
- How do our lexical choices affect the way we present ideas?
- Why does grammar matter?

TERM 2 AND TERM 3 - TOPICS/ KEY CONTENT

Teacher 1- Meanings and Representations

Students will analyse a range of non-fiction texts. When analysing texts, students will be expected to apply the linguistic frameworks in order to consider how different events, places and people are represented. Students will also start to consider how contextual factors may have influenced the linguistic choices made by writers and other language users.

Students will also begin gathering data for their language investigation at this time.

Teacher 2- Language and Society

Students will begin to consider how societal factors such as age, gender etc may impact a person's language use. They will also consider if some language is "better" than others, taking into consideration attitudes towards accents and dialect.

Throughout this module students will look at a range of linguistic theories and evaluate them, thinking about if they are still true for modern language use.

TERM 2 - OVERARCHING KEY QUESTIONS

- How do writers use language to create meanings and representations?
- How have contextual factors influenced the producer's language?
- What are the similarities and differences between texts?
- What linguistic terminology can we apply to key quotations?
- To what extent do men speak differently to women?
- How does your accent affect the way that people view you?
- Is some language better than others?
- How does slang change and why do people use slang?



AL ENGLISH LANGUAGE: YEAR 12 *CONTINUED*

KEY STAGE 5

Assessment Overview and Format:

Students will complete a times response for each teacher at least once a month.

They will also complete regular Key Assessments throughout the year.

Links for Home Learning/Extension Resources:

Students should be reading as much non-fiction as possible in their spare time.



AL ENGLISH LITERATURE: YEAR 12

KEY STAGE 5

In Year 12, AL English at WEK...

TERM 1 - TOPICS / KEY CONTENT

The course is taught by two teachers who each cover different topics from the specification.

Teacher 1- Love through the Ages- Pre-1900 poetry

Using the AQA Anthology, students will study a range of love poetry, all written before 1900. They will consider how poets use language, structure and form to present relationships and different ideas about love. Students will also look at contextual factors, considering how they may have impacted the poet's choices

Teacher 2- 'The Handmaid's Tale'

When studying the text, students will analyse how linguistic devices are used to create a fantasy world. This will be done through both close analysis of extracts and through careful consideration of the book as a whole. Students will also start to consider how narrative voice is created.

TERM 1 - OVERARCHING KEY QUESTIONS

- How have attitudes towards love changed over time?
- How do poets present attitudes towards love and romance?
- To what extent does a text's context impact the meaning?
- How does Atwood present a fictional world?
- What are the common features of fantasy?
- To what extent is Gilead a fantastical land?
- Could 'The Handmaid's Tale' happen?

TERM 2 - TOPICS / KEY CONTENT

Teacher 1- 'The Great Gatsby'

Students will study F. Scott Fitzgerald's 'The Great Gatsby'. They will focus particularly on Fitzgerald's presentations of romantic relationships throughout the poem. They will also consider how contextual factors may have impacted Fitzgerald's choices.

Teacher 2- 'The Handmaid's Tale'

Students will continue with their study of 'The Handmaid's Tale'. They will start to consider how the themes of the novel have been presented through close analysis of language.

TERM 2 - OVERARCHING KEY QUESTIONS

- How does Fitzgeralds present relationships in 'The Great Gatsby'?
- To what extent are these relationships doomed?
- What point(s) may Fitzgerald be trying to make about 1920s America?
- How does Atwood present a fictional world?
- What are the common features of fantasy?
- To what extent is Gilead a fantastical land?
- Could 'The Handmaid's Tale' happen?



AL ENGLISH LITERATURE: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

Teacher 1- 'The Great Gatsby' and Unseen Poetry

Students will continue with their study of the 'The Great Gatsby', making links between the novel and the pre-1900 poetry studied earlier.

They will also practise responding to unseen poetry, considering how an unseen poem is typical for a love poem.

Teacher 2- Poetry- Feminine Gospels

Students will read a collection of poems by Carol Ann Duffy. They will analyse her linguistic choices and evaluate how these choices help to create a strong poetic voice. Students will give particular focus as to how a sense of self, time or place is created.

TERM 3 - OVERARCHING KEY QUESTIONS

- To what extent are Fitzgerald's ideas about love similar/ different to the poets' ideas about love?
- How can we craft a cohesive and concise argument in our response?
- How do two unseen poems compare?
- How does Duffy use linguistic devices to create a poetic voice?
- How is the theme of time conveyed in these poems?

Assessment Overview and Format:

Students will complete a times response for each teacher at least once a month.

Links for Home Learning/Extension Resources:

Students should be completing independent critical reading around 'The Handmaid's Tale'. They should also be adding to their annotations in the 'poetry anthology'.



AL ENGLISH LANGUAGE AND LITERATURE: YEAR 13

KEY STAGE 5

In Year 13, AL English at WEK...

TERM 1 - TOPICS / KEY CONTENT

Non-Exam Assessment

Students will spend this term working on the coursework element of the course. This is an investigation into the language used in one literary and one non-literary text.

They will have regular one on one meetings with their coursework advisor to ensure that students are on track with their coursework and receiving regular detailed feedback.

TERM 1 - OVERARCHING KEY QUESTIONS

- Key Questions will vary depending on the topic students choose for their coursework.

TERM 2 - TOPICS / KEY CONTENT

Teacher 1- Othello

Students will study the play 'Othello', focusing on how Shakespeare uses language, structure and form to present conflict. They will also focus on characterisation and how the themes of the play are conveyed.

Teacher 2- The Great Gatsby

Students will read and study the novel 'The Great Gatsby', focusing on how characters are presented. They will look closely at Fitzgerald's writing style and consider what makes it so unique. They will then practice their re-creative writing by re-writing sections from the novel in another character's point of view.

TERM 2 - OVERARCHING KEY QUESTIONS

- How is conflict presented in 'Othello'?
- Which character causes the most conflict and why?
- To what extent is Othello a tragic hero?
- How does Shakespeare use language, structure and form to present conflict/ characters?
- Why is 'The Great Gatsby' so famous?
- What point about society could Fitzgerald be trying to make?
- How do we create a successful piece of writing?



AL ENGLISH LANGUAGE AND LITERATURE: YEAR 13 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

Teacher 1- Othello/ Revision

Students will finish studying 'Othello' and then start revising the Paper 1 content they covered last year.

Teacher 2- The Great Gatsby/ Revision

Students will finish studying 'The Great Gatsby' and then start revising the Paper 1 content they covered last year.

Assessment Overview and Format:

Students will be given timed, assessed pieces from each teacher at least once a month.

Students will also sit two full, timed mocks throughout the year- January and April.

TERM 3 - OVERARCHING KEY QUESTIONS

- What are the features of successful exam responses for all questions over both papers?
- Which assessment objectives am I being assessed on for each question? How can I ensure I am showing these skills?

Links for Home Learning/Extension Resources:

Students will be given revision guides etc. to help them prepare for the examinations.



AL ENGLISH LANGUAGE: YEAR 13

KEY STAGE 5

In Year 13, AL English at WEK...

TERM 1 - TOPICS / KEY CONTENT

Non-Exam Assessment

Students will spend this term working on the coursework element of the course.

They will have regular one on one meetings with their coursework advisor to ensure that students are on track with their coursework and receiving regular detailed feedback.

For their c/w folder, students will need to complete a language investigation on a topic of their choice and a piece of creative writing.

TERM 1 - OVERARCHING KEY QUESTIONS

- Key Questions will vary depending on the topic students choose for their coursework.

TERM 2 - TOPICS / KEY CONTENT

Teacher 1- Child Language Acquisition (CLA)

Students will study different theories about how children learn to speak, read and write. They will then look at a range of transcripts of children (and often their parents), considering which theories can be applied to this transcript.

Teacher 2- Language Change

Students will consider how language has changed over time. They will consider what causes language to change and why language is always evolving. They will study a range of texts from Early Modern English to the present day in order to identify similarities and differences in language.

TERM 2 - OVERARCHING KEY QUESTIONS

- How to children learn to speak?
- What is the role of the parents in child language acquisition?
- What do different theorist propose about CLA?
- To what extent does a given transcript support different theories?
- Why does language change?
- What have been the major ways in which language has changed over the past 400 years?
- How has technology impacted language change?



AL ENGLISH LANGUAGE: YEAR 13 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

Teacher 1 - Revision

Students will finish studying 'Othello' and then start revising the Paper 1 content they covered last year.

Teacher 2 - Revision

Students will finish studying 'The Great Gatsby' and then start revising the Paper 1 content they covered last year.

Assessment Overview and Format:

Students will be given timed, assessed pieces from each teacher at least once a month.

Students will also sit two full, timed mocks throughout the year- January and April.

TERM 3 - OVERARCHING KEY QUESTIONS

- What are the features of successful exam responses for all questions over both papers?
- Which assessment objectives am I being assessed on for each question? How can I ensure I am showing these skills?

Links for Home Learning/Extension Resources:

Students will be given revision guides etc. to help them prepare for the examinations.



AL ENGLISH LITERATURE: YEAR 13

KEY STAGE 5

In Year 13, AL English at WEK...

TERM 1 - TOPICS / KEY CONTENT

Non-Exam Assessment

Students will spend this term working on the coursework element of the course. This is an investigation into the presentation of a particular theme in two texts of their choice.

They will have regular one on one meetings with their coursework advisor to ensure that students are on track with their coursework and receiving regular detailed feedback.

TERM 1 - OVERARCHING KEY QUESTIONS

- Key Questions will vary depending on the topic students choose for their coursework.

TERM 2 - TOPICS / KEY CONTENT

Teacher 1- Othello

Students will study the play 'Othello', focusing on how Shakespeare uses language, structure and form to present love and relationships. They will also focus on characterisation and how the themes of the play are conveyed.

Teacher 2- A Streetcar Named Desire and unseen prose

Students will read and study the play 'A Streetcar Named Desire' focusing on how characters are presented. They will look closely at Williams' writing style and consider what makes it so unique.

Students will also study a range of unseen prose extracts, considering how writers present ideas about conflict and modern life in these extracts.

TERM 2 - OVERARCHING KEY QUESTIONS

- How is love presented in 'Othello'?
- To what extent is Othello a tragic hero?
- How does Shakespeare use language, structure and form to present relationships?
- How has Othello been influenced by its context?
- How does Williams present characters and their relationships? What methods does he use to present these ideas?
- How has the play been affected by its context?
- How do writers of unseen prose texts present their ideas?



AL ENGLISH LITERATURE: YEAR 13 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

Teacher 1- Othello/ Revision

Students will finish studying 'Othello' and then start revising the Paper 1 content they covered last year.

Teacher 2- The Great Gatsby/ Revision

Students will finish studying 'The Great Gatsby' and then start revising the Paper 1 content they covered last year.

Assessment Overview and Format:

Students will be given timed, assessed pieces from each teacher at least once a month.

Students will also sit two full, timed mocks throughout the year- January and April.

TERM 3 - OVERARCHING KEY QUESTIONS

- What are the features of successful exam responses for all questions over both papers?
- Which assessment objectives am I being assessed on for each question? How can I ensure I am showing these skills?

Links for Home Learning/Extension Resources:

Students will be given revision guides etc. to help them prepare for the examinations.



ARABIC A CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, Arabic A at WEK...

MOE national document expectations in year 12 in the 4 skills. Most of the resources used based on specifications made by the UAE Ministry of Education.

Reading: The learners read distinguished literary works and interact with them in a way to support the subjects which they study and read in the other knowledge fields as history, Sociology, psychology, and others, to reach a deep level in their analyzing to the texts which they read and specify the ideas and the general humanitarian issues which are presented in such texts. Concludes the expressive significances (inspiration). Read and analyze old and modern poetic texts and prose works include short stories, plays, and novels which are differentiate in their contents and the issues discussed, as well as write about them texts to show their ability to analyze such artistic texts and explain the ideas contain therein, in addition to link them with other literary works which read by them to reflect their cognitive and literary wealth that suit their abilities and standard. Shows the historical stages of the Arabic Literature through the time line of the literary eras, as well as mentioning the distinguished and famous persons. Elicits the technical features of the texts and connect them with their literary eras. Compares between the language, style, and ideas of some poems. Distinguishes the emotive language in texts and explains the rhetorical images in the verses. Shows the role of imagination and the verbal images in creating an impact on poetry.

Writing: The learner shows his understanding to the different elements of the letter (the purpose, the recipient, and the form), as he writes narrative texts, explanatory texts, persuasive texts, or descriptive texts. Uses personification, rhetorical imaging, paradox and other tools in writing. Organizes the ideas and evidences in coherent and convinced form, which expresses deep thinking in the subject and supports that with the proofs and persuasive examples. Uses the language in bright and vibrant. Writes a simple research paper and applying the basic steps to do so. (He may employ the topics assigned in other subjects for writing the paper), develops his research by asking clear and precise questions about the subject, and applies several strategies of research (the oral history, meetings, experiences, electronic sources, and studying the case). Applies the techniques of revision and evaluation on texts produced by him.

Speaking: The learners show their ability in conversation such as fluency, confidence, organizing the ideas, clarity, and using the paralleled elements of the language including: tuning, accent, gesture, and allusion ..., as well as participate effectively in official presentations such as speeches, public discussions, and debates, moreover to use conversation skill for various purposes as asking questions, exchanging information, re-formatting the audible texts, or narration of a story and providing different presentations

Listening: The learners listen to the audible texts and show understanding, distinguish and analyze the ideas, extract values and principles, evaluate the texts according to objective standards, and adhere to the etiquette of listening.

TERM 1 - TOPICS / KEY CONTENT

الآيات الكريمة
شعر على قدر أهل العزم للمتنبى
نظرة خارج النافذة
حقيقة الأشياء
اعرف نفسك
شعراء العصر العباسي
قصة البدين والنحيف
أرق على أرق
لماذا نعد النجوم
تأثير العلوم على التكنولوجيا
كتابات إقناعية وسردية وتأملية واستجابات أدبية
الجملة الاسمية ومكملاتها- أفعال المقاربة والرجاء والشروع

TERM 2 - TOPICS / KEY CONTENT

حديث شريف
لكل شيء إذا ما تم نقصان
الصيف والجماعات
التغلب على التوتر النفسي
الأمير الصغير
كيف تكشف المغالطات
عرض تقديمي للرواية
طرح تجربة شخصية
كتابة سيرة غيرية في مجال الأعمال- كتابة ورقة بحثية

TERM 3 - TOPICS / KEY CONTENT

شعر التفعيلة- إلى أمي محمود درويش
الموسيقى في العلم
الإعلانات التلفزيونية
قصة طفل وكلب
الغرافين مادة المستقبل
فلم وثائقي تسجيلي
كتابة سيرة غيرية- تأملية- استجابة أدبية
الاستعارات كتابة استجابة أدبية
الجر والإضافة- التوابع

TERM 1 - 2 - 3 OVERARCHING KEY QUESTIONS

- ما هي المحسنات البلاغية؟ اللغوية ولماذا هي مهمة؟
- متى يكون ما نقوله مختلفاً عما نعنيه؟
- كيف تؤثر اختياراتنا المعجمية على الطريقة التي نقدم بها الأفكار؟
- لماذا تعتبر القواعد اللغوية مهمة؟
- كيف يقدم النص عالمًا خياليًا؟ ما هي السمات المشتركة للخيال؟
- كيف يستخدم الشاعر الأجهزة اللغوية لإنشاء صوت شعري؟
- كيف يتصاعد الوقت/ العاطفة في هذه النص؟
- ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟
- ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصًا عن تجاربهم؟
- ما الذي يجعل النص فعالاً في الوصول إلى غرضه؟
- ما الذي يدفعنا للتواصل من خلال الوسائط الرقمية وغير الرقمية؟
- ما الذي يجعل الكتابة تستحق القراءة، ولماذا نفعل ذلك؟
- كيف يخلق المؤلف معنى في النص، وما الذي يجعل هذا المعنى صحيحاً؟
- ما هي الطرق التي يمكن أن نعبر بها عن أنفسنا عندما لا نعرف لغة الآخرين؟
- كيف يمكننا استخدام كتابة القصة، ورواية القصص للمساعدة في حل المشكلات اليومية؟
- كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعاً؟
- كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراء؟
- ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟
- ما هي السمات المميزة للجملة؟ وكيف يساهم اختلافها في تغيير المعنى؟
- ما هي القوالب اللغوية التي تدعم المعنى وتقويه؟
- كيف يساعدنا شرح العناصر الأدبية للنص في فهم ما قرأناه؟
- كيف يساعدنا طرح الأسئلة والإجابة عليها على فهم الأحداث بشكل أفضل؟
- كيف تساعدنا معرفة الغرض من المؤلف على فهم النص بشكل أفضل؟
- كيف يمكننا تحديد الكلمات والعبارات في القصص والقصائد التي تظهر المشاعر والحواس؟
- كيف يساهم الحقل الدلالي في النص في رسم الصور والمشاعر والأحداث والتنقل بينها؟
- كيف نعلق على النص باستخدام المعرفة السابقة؟
- كيف يتم بناء فهمنا للثقافة والمجتمع والتاريخ من خلال اللغة؟
- كيف يتم استخدام اللغة للتلاعب بنا؟
- كيف تؤثر اللغة على طريقة تفكيرنا وتصرفنا وإدراكنا للعالم؟
- كيف يستخدم المؤلفون موارد اللغة للتأثير على الجمهور؟
- ما هي التجارب التي قد تكون دفعت الكاتب لإبداع هذا النص؟
- كيف يكشف الأدب عن قيم ثقافة معينة أو فترة زمنية معينة؟
- من أين ينبع النص؟ من داخله؟ من داخل القارئ، أو في التفاعل بينهما؟ ما الذي يمكن للقارئ معرفته عن نوايا المؤلف بناءً على قراءة النص فقط؟
- ما هي الأسئلة والصراعات الدائمة التي واجهت الكاتب (وثقافته) منذ مئات السنين وما زالت صالحة حتى اليوم؟
- هل هناك موضوعات عالمية في الأدب، أي موضوعات تهتم جميع الثقافات والمجتمعات؟
- ما هو الغرض من: الخيال العلمي؟ هجاء؟ الروايات التاريخية...؟



ARABIC A CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

Assessment Overview and Format:

Formative assessments include regular and on-going listening, oral presentations, composition, projects and diagnostic assessments.

Summative Assessments include unit tests, mid/year and end of year exams during the school's Key Assessment cycle.

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS. Homework will be shared with students on go4school. Students will be given a weekly HW assignment as well as extension activities.

Encourage your child to read Arabic books, stories and watch different documentaries in Arabic, then discuss it with them, free reading will be followed by the teacher weekly.



ART AND DESIGN CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, Art and Design at WEK...

TERM 1 - TOPICS / KEY CONTENT

The first term is all about skill building and experimentation. Students will experiment with marking making and drawing techniques. They will experience working in a variety of materials such as textiles and modelling materials such as Clay. They will also look at ways in which to create sculptures and creating work in scale.

The theme will be Pattern and Texture with Natural Forms.

TERM 1 - OVERARCHING KEY QUESTIONS

- How can we manipulate materials for art purpose?
- What materials work best together?
- How will you know you have picked the best solutions?

TERM 2 - TOPICS / KEY CONTENT

Students will start their Personal Study in which they will create a selection of mini studies and this will continue from January to January next year.

Students will need to ensure the topic is one that personally interests them so that they will be able to study the subject in depth.

The work will be students led and the teacher will only be there to facilitate and give advice. Students will have regular interviews on progress to ensure students are critically thinking about their chosen topic.

TERM 2 - OVERARCHING KEY QUESTIONS

- How will you know you have chosen the best personal study for you?
- What is your personal interest in the topic?
- What methods will you use?
- What will make your sketchbook different to that of others?
- How will you create a path to your final outcome?



ART AND DESIGN CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

This term will be a continuation of the above with the first development finished and the second being worked towards.

The direction would now be very clear. Students should now be thinking about their Art assignment of 4000 words. They must be clear on the direction of this so that they are ready to type this up in the summer holiday.

Assessment Overview and Format:

There will be a continuous assessment through the skill building in term one and in the progress of the Personal Study. These will help monitor ongoing progress of the students.

Students will complete 3 Outcomes and be assessed on these in this year.

Students will not complete their Personal study until January in year 2. At this stage, they will receive their final estimated grade based on internal moderation.

TERM 3 - COURSE STRUCTURE

- The A Level Art and Design course content is broken down into 2 components:
- Component 1 Personal Study makes up 60% of the total grade.
- Component 2 Exam makes up 30% of the total grade.
- Students will be choosing their own topics for the Personal Study.

Links for Home Learning/Extension Resources:

All students must be spending 5-6 hours on their artwork in their own time. The work will not be a standalone exercise but part of their project.

Students will all be part of the Showbie group on which all work will be submitted and marked.

All resources will also be stored on this app to guide the students.



ART AND DESIGN CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, Art and Design at WEK...

TERM 1 - TOPICS / KEY CONTENT

Students will continue in term 1 with their Personal Project. This will form 60% of their final coursework and has been based completely on their own choice of topic. Students will have completed to outcome by September and will now work towards their final outcome. The outcome can be in any form of art of choice.

This term will end with a 15 Hours mock Exam.

TERM 1 - OVERARCHING KEY QUESTIONS

- What will make your exhibition stand out and create interest for the audience?
- What artists will you use to influence your project direction?
- What will make your final painting be the best response to the theme?
- How will you know you have created the best solution?

TERM 2 - TOPICS / KEY CONTENT

This term will see the start of the Final Art exam. The theme will come from the board and the students will need to work on this individually with no guidance or prompts.

Students will need to create a sketchbook of work that will lead to the final 15-hour exam.

TERM 2 - OVERARCHING KEY QUESTIONS

- How will you interpret the Exam question?
- What artists style will best show your talent?
- How will you know you have achieved the best plan for the outcome?

TERM 3 - TOPICS / KEY CONTENT

The Final Exam will take place at the beginning of this term. The rest of the sessions will be spent planning the Final Exhibition.

The course ends 1st of May.

TERM 3 - FINAL EXHIBITION

- After May 28th

Assessment Overview and Format:

The Assessment for the Coursework will take place in January against the Exam board Criteria.

Students will get feedback every 2 weeks on their progress to their target and will be guided in their coursework.

The Exam will have no internal assessment whilst in process and will get a final judgement before the moderator arrives. The students will not be given an estimated grade but nothing can be confirmed until results day. The moderators do not give feedback.

Links for Home Learning/Extension Resources:

Students needs to be spending a minimum of 5-6 hours on their homework a week.

The homework is set by themselves and monitored by the teacher. The work is not a set task but a continuation of their personal study.



BIOLOGY CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, Biology at WEK...

TERM 1

3.1 Biological molecules

- 3.1.1 Monomers and polymers
- 3.1.2 Carbohydrates
- 3.1.3 Lipids
- 3.1.4 Proteins
- 3.1.5 Nucleic acids are important information carrying molecules
- 3.1.6 ATP
- 3.1.7 Water
- 3.1.8 Inorganic ions

3.2 Cells

- 3.2.1 Cell structure
- 3.2.2 All cells arise from other cells
- 3.2.3 Transport across cell membranes
- 3.2.4 Cell recognition and immune systems

TERM 2

3.4 Genetic information variation and relationships between organisms

- 3.4.2 DNA and Protein Synthesis
- 3.4.3 Diversity
- 3.4.4 Adaptation
- 3.4.5 Species
- 3.4.6 Biodiversity
- 3.4.7 Investigating Diversity

3.3 Organisms exchange substances with their environment

- 3.3.3 Digestion
- 3.3.4 Mass Transport

TERM 3

Core Practical
 Revision
 Preparation for Exams

3.5 Energy transfers between organisms

- 3.5.1 Photosynthesis
- 3.5.2 Respiration

3.5 Energy transfers between organisms

- 3.5.3 Energy and Ecosystems
- 3.5.4 Nutrient Cycles

Assessment Overview and Format:

For each topic, students will complete.

- exam question homework
- short end of unit quizzes

Key Assessments will assess all content to the date of the assessment. They will have the format of AS papers.

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS. Physics and Mathematics Tutor – exam questions and revision notes <https://www.physicsandmathstutor.com/AQA>

<https://www.aqa.org.uk/subjects/science/as-and-a-level>



BIOLOGY CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, Biology at WEK...

TERM 1

3.6 Organisms respond to changes in their internal and external environments

- 3.6.1 Stimuli, both internal and external are detected and lead to a response
- 3.6.2 Nervous co-ordination
- 3.6.3 Skeletal muscles are stimulated to contract by nerves and act as effectors
- 3.6.4 Homeostasis is the maintenance of a stable internal environment

3.7 Genetics Populations, evolution and ecosystems

- 3.7.1 Inheritance
- 3.7.2 Populations
- 3.7.3 Evolution may lead to speciation
- 3.7.4 Populations in ecosystems

TERM 2

3.8 The control of gene expression

- 3.8.1 Alteration of the sequence of bases in DNA can alter the structure of proteins
- 3.8.2 Gene expression is controlled by a number of features
- 3.8.3 Using genome projects
- 3.8.4 Gene technologies allow the study and alteration of gene function allowing a better understanding of organism function and the design of new industrial and medical processes.

TERM 3

Close the gap revision
EXAMS

Assessment Overview and Format:

For each topic, students will complete.

- exam question homework
- short end of unit quizzes

Key Assessments will assess all content to the date of the assessment. They will have the format of A level papers.

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS.
Physics and Mathematics Tutor – exam questions and revision notes <https://www.physicsandmathstutor.com/AQA>
<https://www.aqa.org.uk/subjects/science/as-and-a-level>



BUSINESS CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, Business at WEK

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Unit 1 Marketing & People</p> <p>This unit enables students to understand how businesses identify opportunities and to explore how businesses focus on developing a competitive advantage through interacting with customers.</p> <p>Key concepts covered:</p> <ul style="list-style-type: none"> • Meeting customer needs • The market • Marketing mix and strategy • Managing people • 1.5 Entrepreneurs 	<ul style="list-style-type: none"> • What is the distinction between mass markets and niche markets and dynamic markets? • How can businesses use market research information to target market segmentation? • Analyse supply and demand using YED/PED • What are the benefits and limitations of using design mix and how this might change? • Explain the product life cycle Boston Matrix? • What is the Importance of motivation theories?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Unit 2: Managing business activities</p> <p>This unit enables students to develop an understanding of raising and managing finance and measuring business performance. It outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality.</p> <p>Key concepts covered:</p> <ul style="list-style-type: none"> • 2.1 Raising finance • 2.2 Financial planning and 2.3 Managing finance • 2.3 Managing finance • 2.4 Resource management • 2.5 External influences 	<ul style="list-style-type: none"> • What are the different sources of finance available for growth? • What are the Legal implications of liability? • What are the different ways of sales forecasting purpose and the factors influencing sales forecasts? • Can you calculate BEP and explain the limitations of break-even analysis? • What are the different methods of production? • Analyse the implications and ways of improving capacity utilisation?



BUSINESS CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

Unit 3: Business decisions and strategy

Once the examination for unit 2 has been completed we will move onto unit 3. This unit moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a strategic view of business opportunities and issues. We will work to complete the below.

3.1 Business objectives and strategy

3.4 Influences on business decisions

TERM 3 - OVERARCHING KEY QUESTIONS

- Which Macroeconomic variables affect business success?
- Explain the different areas of businesses affected by legislation?

Assessment Overview and Format:

Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding. Homework set as summative assessment used at every week to monitor students' progress and benchmark against examinations.

Mini internal exam used in Week 6 of delivery for each unit covering first sections. Internal formal mock exam held at end of unit delivery.

Links for Home Learning/Extension Resources:

Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.



BUSINESS CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, Business at WEK

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Unit 3: Business decisions and strategy</p> <p>This unit moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a strategic view of business opportunities and issues. Students analyse corporate objectives and strategy against financial and non-financial performance measures and how businesses grow and develop an understanding of the impact of external influences. The unit also covers the causes and effects of change and how businesses mitigate risk and uncertainty.</p> <p>Key content covered:</p> <ul style="list-style-type: none"> • 3.1 Business objectives and strategy • 3.2 Business growth • 3.3 Decision-making techniques • 3.4 Influences on business decisions • 3.5 Assessing competitiveness 	<ul style="list-style-type: none"> • Can you analyse the development of corporate and functional objectives? • Conflicts between stakeholders and stakeholders and the business • Can you explain strategic decision-making tools such as Ansoff, Porter, Boston Matrix? • What are the problems of growth? • Compare and contrast with mergers and takeovers, and reasons for staying small • Evaluate the uses and limitations of quantitative sales forecasting Times series analysis calculations. • Identify and evaluate the different decision-making techniques for a business pursuing growth? • Explain the different quantitative measures of HR performance?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Unit 4: Global Business</p> <p>Students investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities. In this unit, it is important to note that the impacts of globalisation and global markets covered in 4.3.1 and 4.3.2 will need to be understood in relation to businesses.</p> <p>Key concepts covered:</p> <ul style="list-style-type: none"> • 4.1 Globalisation • 4.2 Global markets and business expansion • 4.3 Global marketing • 4.4 Global industries and companies 	<ul style="list-style-type: none"> • Explain the different measurements of different economies and economic performance? • Analyse which factors are contributing to increased globalisation? • What are the different threats posed to economies and businesses and reactions to these? • Are Trading bloc opportunities or threats to businesses or a reaction to protectionism between countries? • Explain the Reasons for global mergers or joint ventures?



BUSINESS CURRICULUM: YEAR 13 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

Unit 4: Global Business

Continue content of unit until Exam in May. Key concepts covered;

- 4.5 Role of the state in the macroeconomic

TERM 3 - OVERARCHING KEY QUESTIONS

- What are the different Strategic choices for different markets?
- Can you identify the features of a niche market and how these interact with cultural and social issues?
- What are the local impacts versus national impacts of globalisation?

Assessment Overview and Format:

Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding. Homework set as summative assessment used at every week to monitor students' progress and benchmark against examinations. Mini internal exam used in Week 6 of delivery for each unit covering first sections. Internal formal mock exam held at end of unit delivery.

Links for Home Learning/Extension Resources:

Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.



CHEMISTRY CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, Chemistry at WEK...

TERM 1

3.1 Physical Chemistry

- 3.1.1 Atomic structure
- 3.1.2 Amount of substance
- 3.1.4 Energetics

3.1 Physical Chemistry

- 3.1.3 Bonding
- 3.1.5 Kinetics

TERM 2

3.1 Physical Chemistry

- 3.1.6 Equilibria K_c
- 3.1.7 Oxidation, reduction and redox

3.2 Inorganic Chemistry

- 3.2.1 Periodicity
- 3.2.2 Group 2, the alkaline earth metals
- 3.2.3 Group 7, the halogens

3.3. Organic Chemistry

- 3.3.1 Introduction to organic chemistry
- 3.3.2 Alkanes
- 3.3.3 Halogenoalkanes
- 3.3.4 Alkenes
- 3.3.5 Alcohols
- 3.3.6 Organic Analysis

TERM 3

Core Practical
 Revision
 Preparation for Exams

3.2 Inorganic Chemistry

- 3.2.4 Properties of Period 3 elements and their oxides

3.1 Physical Chemistry

- 3.1.9 Rate equations

Assessment Overview and Format:

For each topic, students will complete.

- exam question homework
- short end of unit quizzes

Key Assessments will assess all content to the date of the assessment. They will have the format of AS papers.

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS.
 Physics and Maths Tutor - exam questions and revision notes <https://www.physicsandmathstutor.com/>
 AQA <https://www.aqa.org.uk/subjects/science/as-and-a-level>
 Chemguide <https://www.chemguide.co.uk/>



CHEMISTRY CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, Chemistry at WEK...

TERM 1

3.1 Physical Chemistry

- 3.1.12 Acids and bases
- 3.1.10 Equilibrium constant K_p for homogenous systems
- 3.1.11 Electrode potentials and electrochemical cells

3.1 Physical Chemistry

- 3.1.8 Thermodynamics
- 3.3. Organic Chemistry**
- 3.3.7 Optical isomerism
- 3.3.8 Aldehydes and ketones
- 3.3.9 Carboxylic acids and derivatives
- 3.3.10 Aromatic Chemistry
- 3.3.11 Amines

TERM 2

3.2 Inorganic Chemistry

- 3.2.5 Transition metals
- 3.2.6 Reactions of ions in aqueous solution

3.3. Organic Chemistry

- 3.3.12 Polymers
- 3.3.13 Amino acids, proteins and DNA

3.3. Organic Chemistry

- 3.3.14 Organic Synthesis
- 3.3.15 Nuclear Magnetic Resonance Spectroscopy
- 3.3.16 Chromatography

TERM 3

Close the gap revision
EXAMS

Assessment Overview and Format:

For each topic, students will complete.

- exam question homework
- short end of unit quizzes

Key Assessments will assess all content to the date of the assessment. They will have the format of A level papers.

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS.
 Physics and Maths Tutor - exam questions and revision notes <https://www.physicsandmathstutor.com/AQA>
<https://www.aqa.org.uk/subjects/science/as-and-a-level>
 Chemguide <https://www.chemguide.co.uk/>



COMPUTING CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, Computing at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
NEA Coursework 50 hours	<ul style="list-style-type: none"> N/A
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
10 Fundamentals of programming 11 Fundamentals of data structures 12 Fundamentals of algorithms 13 Theory of computation 14 Fundamentals of data representation 15 Fundamentals of computer systems 16 Fundamentals of computer organisation and architecture 17 Consequences of uses of computing 18 Fundamentals of communication and networking 19 Fundamentals of databases	<ul style="list-style-type: none"> When does iteration become more important than selection? How important is it to the USA monopolise 5G? Does crypto currency still have a future?
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
20 Big Data 21 Fundamentals of functional programming 22 Systematic approach to problem solving Revision of previous 5 Terms Examination	<ul style="list-style-type: none"> Should China be allowed to steal end users data?
Assessment Overview and Format: 50% On Screen Paper 25% Written examination 25% NEA	Links for Home Learning/Extension Resources: Revision Notes and Videos https://www.physicsandmathstutor.com/computer-science-revision/a-level-aqa/



DRAMA CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, Drama at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Component 3; Section C - Interpreting a text performance Students will study one practitioner and practically explore a set text (text choice to be confirmed).</p> <p>For their assessment, they will perform a reimagined extract of the play for a modern audience with a clear influence from the practitioner studied. (Kneehigh)</p>	<ul style="list-style-type: none"> • What are the key conventions of Knee High Theatre Company? • What are the conventions of Greek Theatre? • How can classical theatre become relevant for a modern audience?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Component 3 Section B: Page to Stage Students will practically explore set text 2 (Accidental Death of an Anarchist) and their second practitioner (Bertolt Brecht) as a performer and designer.</p> <p>End of term Key Assessment will be on Component 3 sections B and C.</p>	<ul style="list-style-type: none"> • How does a director bring a performance to life? • How are Brechtian techniques useful with this genre of theatre (political theatre)?
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Component 1 - Devising Students will be presented with a stimulus in the form of a key extract from a published play.</p> <p>They will devise an original piece of theatre using the extract and the company 'Frantic Assembly' as inspiration.</p> <p>One hour per week will be spent on the accompanying logbook.</p>	<ul style="list-style-type: none"> • What are the conventions of Frantic Assembly? • What are my intentions? • Who are our target audience?
<p>Assessment Overview and Format: Component one is a practical assessment internally assessed by the class teacher and moderated by Edexcel.</p> <p>Component 3 will be assessed in the form of written, mock exams in preparation for the external exams at the end of the course.</p>	<p>Links for Home Learning/Extension Resources:</p> <ul style="list-style-type: none"> • The Frantic Assembly book of Devising Theatre by Scott Graham • Edexcel A Level Drama and Theatre Studies student and Active Book



ECONOMICS CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, Economics at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Unit 1: Markets in action</p> <p>This unit gives students an introduction to the nature of economics and examines how the price mechanism allocates resources in local, national and global markets. Students will learn to apply supply and demand analysis to real-world situations and will be able to suggest reasons for consumer behaviour. This will involve looking at how consumers act in a rational way to maximise utility and how firms maximise profit but also why consumers may not behave rationally. Key concepts covered;</p> <p>1.1 Nature of economics 1.2 How markets work 1.3 Market failure 1.4 Government intervention</p>	<ul style="list-style-type: none"> • Can you distinction between positive and normative economic statements? • The importance of opportunity costs to economic agents and Scarcity? • Label and the use of production possibility frontiers • Can you distinguish between Specialisation and the division of labour? • What are the reasons why consumers may not behave rationally? • Can you analyse supply can demand curves with the concept of diminishing marginal utility? • Explain the significance of elasticities of demand to firms and government?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Unit 2: Macroeconomic performance and policy</p> <p>This unit introduces the key measures of economic performance and the main objectives and instruments of economic policy in an international context. Students will learn how to use a basic AD/AS model to analyse changes in real output and the price level. Students will look at when demand and/or supply side policies may be appropriate ways of improving an economy's performance. Key concepts covered;</p> <p>2.1 Quantitative methods 2.1 Measures of economic performance 2.2 Aggregate demand (AD) 2.3 Aggregate supply (AS) 2.4 National income 2.6 Macroeconomic objectives and policies</p>	<ul style="list-style-type: none"> • Can you explain the different rates of change of real Gross Domestic Product (GDP) as a measure of economic growth? • What is the distinction between unemployment and under-employment? • What is the components of the balance of payments? • Can you analyse the main influences on government expenditure? • Can you distinguish between aggregate supply and demand? • What is the distinction between income and wealth? • Can you access the limitations of CPI/RPI in measuring the rate of inflation?



ECONOMICS CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

Unit 3: Business behaviour

Once the examination for unit 2 has been completed we will move onto unit 3. This unit develops the content of Unit 1 and examines how pricing and the nature of competition between firms is affected by the number and size of market participants. At the end of this unit, students should be able to analyse and evaluate the pricing and output decisions of firms in different contexts and understand the role of competition in business decision making. They should also be capable of making an appraisal of government intervention aimed at promoting competitive markets. We will work to complete the below.

3.1 Business growth

TERM 3 - OVERARCHING KEY QUESTIONS

- What factors which could cause economic growth?
- Reasons why some firms tend to remain small and why others grow?
- What are the reasons for demergers?

Assessment Overview and Format:

Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding. Homework set as summative assessment used at every week to monitor students' progress and benchmark against examinations.

Mini internal exam used in Week 6 of delivery for each unit covering first sections. Internal formal mock exam held at end of unit delivery.

Links for Home Learning/Extension Resources:

Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.



FRENCH LANGUAGE CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, French Language at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OBJECTIVES
<p>The changing nature of family (La famille en voie de changement)</p> <ul style="list-style-type: none"> Grands-parents, parents et enfants – soucis et problèmes Monoparentalité, homoparentalité, familles recomposées La vie de couple – nouvelles tendances <p>The 'cyber-society' (La "cyber-société")</p> <ul style="list-style-type: none"> Qui sont les cybernautes? Comment la technologie facilite la vie quotidienne Quels dangers la "cyber-société" pose-t-elle? <p>The place of voluntary work (Le rôle du bénévole)</p> <ul style="list-style-type: none"> Qui sont et que font les bénévoles? Le bénévolat – quelle valeur pour ceux qui sont aidés? Le bénévolat – quelle valeur pour ceux qui aident? 	<p>Theme objectives</p> <ul style="list-style-type: none"> Different types of modern family Recent changes in relationships and marriage Concerns and problems of the generations How important technology is in everyday life What the world of cybernauts is like The dangers of e-society What the new technological Africa is like Why people want to become volunteers How charity organisations can help those in need How volunteering benefits those who help <p>Grammar objectives</p> <ul style="list-style-type: none"> Using irregular verbs in the present tense Recognizing and using the future tense and immediate future tense Recognising and using interrogative forms Using definite and indefinite articles Forming reflexive verbs Positioning and agreement of adjectives Forming the perfect tense Forming comparative and superlative adjectives Recognizing the perfect and pluperfect Using direct and indirect object pronouns <p>Strategy objectives</p> <ul style="list-style-type: none"> Using a bilingual or online dictionary Finding and using information on the internet Making sure your exam notes are organised Reading skills Memorising vocabulary Translation from French into good English Summarising information Answering questions in French



FRENCH LANGUAGE CURRICULUM: YEAR 12

KEY STAGE 5

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OBJECTIVES
<p>Positive features of a diverse society (Les aspects positifs d'une société diverse)</p> <ul style="list-style-type: none"> • L'enrichissement dû à la mixité ethnique • Diversité, tolérance et respect • Diversité - un apprentissage pour la vie <p>Life for the marginalised (Quelle vie pour les marginalisés?)</p> <ul style="list-style-type: none"> • Qui sont les marginalisés? • Quelle aide pour les marginalisés? • Quelles attitudes envers les marginalisés? <p>How criminals are treated (Comment on traite les criminels)</p> <ul style="list-style-type: none"> • Quelles attitudes envers la criminalité? • La prison - échec ou succès? • D'autres sanctions 	<p>Theme objectives</p> <ul style="list-style-type: none"> • How French society has become multicultural and how immigrants and their descendants live in France • How multiculturalism affects society • Canadian society on the French speaking world • How marginalization affects different sectors of the population • What the legal situation of marginalized people is and what help is given to them • How other people react to these groups <p>Grammar objectives</p> <ul style="list-style-type: none"> • Recognising and using superlative and comparative verbs • Recognising and using demonstrative adjectives and pronouns • Recognising and using possessive adjectives • Recognising and using depuis and venir de • Using the passive with tenses other than the present <p>Strategy objectives</p> <ul style="list-style-type: none"> • Adapting a text to your own needs • Extracting and summarizing • Researching an event/ series of events • Listening and understanding a French native speaker on the radio, TV or You Tube • Considering different opinions and drawing conclusions • Varying your language by using idioms and synonyms
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OBJECTIVES
<p>Film study: La Haine</p>	<ul style="list-style-type: none"> • Discover the film La Haine • Study the author and the use of his techniques and cinematography
<p>Assessment Overview and Format: Students will sit a scheduled mock examination for all skill areas [Listening, speaking, reading and writing]</p>	<p>Links for Home Learning/Extension Resources: AQA A-Level French textbook</p> <p>www.revisionworld.com</p> <p>www.languagesonline.org.uk</p>



HISTORY CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, History at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Revolution and Dictatorship: Russia 1917-1953 *This year, both Year 12 and Year 13 will study this Revolution and Dictatorship: Russia, 1917-1953 course. Year 12 will study Stuart Britain and the Crisis of Monarchy 1603-1702 next year. Last year we started with the Stuarts course.</p> <p>The Rise of Stalin 1917-1929</p> <p>Stalin's rule 1929-1941</p> <p>Stalinism: politics and control 1929-1941</p>	<ul style="list-style-type: none"> • What was Russia like before 1917? • What caused the February revolution? • What changed between February and October? • Was the October revolution a revolution or a Bolshevik coup d'etat? • How was the revolution consolidated? • Reds v Whites! Who will win? • How did the Bolsheviks deal with early economic problems? • What was the impact of the foreign powers on the Soviet takeover? • How was Lenin's death used as in the balance of power • Who were the candidates to take over from Lenin? • What was the NEP? • How did Stalin manipulate governmental and political control? • What was the Stalinist cult? • How did Stalin change the countryside? • What was the impact of Collectivisation? • What were the problems within industry and how did Stalin change this? • What were the five-year plans? • How effective were the five-year plans? • How did the Stalinist cult develop? • How did Stalin organise the Soviet Union? • What was the role of the NKVD? • How did Stalin purge the Soviet Union? • What was the mysterious case of Sergey Kirov? • What was the Yezhovshchina? • How did Stalin control religion and the Church? • How did Stalin change the lives of women? • How did Stalin change the lives of young men? • How did Stalin change the lives of young people? • How did Leninism and Stalinism compare? • What was Stalin's foreign policy? • Was the Nazi-Soviet pact just an agreement to postpone an inevitable conflict?



HISTORY CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 2 - TOPICS / KEY CONTENT

The 'Great Patriotic War' and the emergence of the Soviet Union as a Superpower

A Level coursework: Civil War to Civil Rights: The struggle for Civil Rights for Black Americans 1863-1968

TERM 2 - OVERARCHING KEY QUESTIONS

- What was Operation Barbarossa?
- How did Leningrad change the war and change the Soviet Union?
- How did Stalin beat Hitler?
- How did the economy and agriculture change in the post war world?
- What was 'High Stalinism'?
- How did the USSR emerge as a world Superpower?
- How did Stalin draw an Iron Curtain across Europe?
- Why did the Cold War develop between 1945-53?
- Why do Russians consider the greatest mass murderer in human history as the greatest Russian leader?
- How did Lincoln reconstruct America?
- What was the reaction of Congress to reconstruction?
- What were the 'Black Codes'?
- What were the problems faced by Black Americans 1880-1920?
- Who were the early Civil Rights pioneers?
- How significant was Plessy v Ferguson?
- What was the 'Great Migration'?
- What did Black Americans get out of World War I?
- How did the Great Migration transform American culture?
- What was life like in the inter war years?



HISTORY CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Coursework on America: Civil Wars to Civil Rights 1863-1968</p>	<ul style="list-style-type: none"> • What was the Double V campaign? • Did the Civil Rights movement begin with Truman? • How significant was Brown v Board of Topeka? • How planned was the Montgomery Bus Boycott? • How did the federal government intervene 1957-1964? • What was the 1964 Civil Rights Act? • What was the impact of the SNCC and NAACP until 1968? • Who were the heroes of Selma? • How significant was the Voting Rights Act? • How did Black Power rise? • How and why did Black Americans participate in the Vietnam War? • Why was Martin Luther King killed and what was his legacy?
<p>Assessment Overview and Format: Students complete two key assessments across the year and do essays and source questions that match the format and style that they will experience in the final exams.</p> <ol style="list-style-type: none"> 1. Stuart Britain and the Crisis of Monarchy 1603-1702 = 40% of final mark 2. Revolution and Dictatorship: Russia 1917-1953 = 40% of final mark 3. A Level coursework: Civil War to Civil Rights: The struggle for Civil Rights for Black Americans 1863-1968 = 20% of final mark 	<p>Links for Home Learning/Extension Resources: All lessons will be on TEAMS. All coursework reading material will be on TEAMS too to be used from when we start the coursework. Also, the library will be stocked with plenty of reading material relating to Stalinist Russia and also the struggle for Black Americans 1863-1968.</p>



HISTORY CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, History at WEK...

TERM 1 - TOPICS / KEY CONTENT

Stuart Britain and the Crisis of the Monarchy 1603-1702

Absolutism challenged: Britain 1603-49

Revolution 1629-49

TERM 1 - OVERARCHING KEY QUESTIONS

- What was the political nation in 1603?
- How important was land ownership?
- How did James I rule, what were his characteristics?
- What were the main differences in James I and Charles I?
- How important were the favourites of James I and Charles I?
- How weak was the crown's finances?
- What attempts did James and Charles try to make to reform royal finances?
- What religious challenges did the king face?
- What was the royal attitude to Parliament?
- What were the three resolutions of 1629?
- How did the crown and Parliament break down in 1629?
- How big were the divisions of religion?
- How did Charles rule? By himself 1629-1640?
- Why was there only a short Parliament in 1640?
- What was the importance of John Pym?
- Why were there divisions in the Long Parliament?
- How does the first Civil War break out, what is its outcome?
- How does the second Civil War break out, what is its outcome?
- How important are the new political and religious groups?
- How important is the failure to secure a settlement?



HISTORY CURRICULUM: YEAR 13 *CONTINUED*

KEY STAGE 5

TERM 2 - TOPICS / KEY CONTENT

Stuart Britain and the Crisis of the Monarchy 1603-1702
 From Republic to restored and limited monarchy 1649-78

The establishment of constitutional monarchy 1678-1702

TERM 2 - OVERARCHING KEY QUESTIONS

- How was the Republic established?
 - Why did the Rump go to war?
 - What was the outcome of Charles II invasion at Worcester?
 - Why was the Rump dissolved?
 - What was Cromwell's aim as protector?
 - How did the Major-Generals come to rule?
 - How did the Major Generals rule come to an end?
 - How did the Restoration take place?
 - What was the emergence of the country and city parties?
 - How important was the religious differences at court?
-
- What caused the Exclusion crisis?
 - How did James attempt to restore Catholicism?
 - What led to the Glorious Revolution?
 - How did the Glorious Revolution happen?
 - What led the emergence of the Whigs and Tories?
 - How much religious toleration was there under William III?
 - How did ministers gain more power under William and Mary?
 - How significant was the Settlement Act?



HISTORY CURRICULUM: YEAR 13 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

Revision of Stuart Britain and the Crisis of Monarchy 1603-1702 and Revolution and Dictatorship: Russia 1917-1953 before the final exams.

TERM 3 - OVERARCHING KEY QUESTIONS

- N/A

Assessment Overview and Format:

We will do essay questions and source questions throughout the year for homework and timed essays in class, using the same format and style as they will receive in the final exam.

1. Stuart Britain and the Crisis of Monarchy 1603-1702 = 40% of final mark
2. Revolution and Dictatorship: Russia 1917-1953 = 40% of final mark
3. A Level coursework: Civil War to Civil Rights: The struggle for Civil Rights for Black Americans 1863-1968 = 20% of final mark

Links for Home Learning/Extension Resources:

All lessons will be on TEAMS. All coursework reading material will be on TEAMS too to be used from when we start the coursework. In addition, the library will be stocked with plenty of reading material relating to Stalinist Russia and Stuart Britain.



ISLAMIC A AND B CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, Islamic A and B Curriculum at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<ul style="list-style-type: none"> • Surah Al Ahzab (Steadfastness to the truth (Ayah 1-8) • Scientific miracles in the Quran • Aql and Naql (Reason and Revelation) • Source of Islamic Sharia • Abstinence • Planning milestones in the Seerah of Prophet Muhammad PBUH 	<ul style="list-style-type: none"> • Can you interpret the verses 1-8 of Surah Al Ahzab? • How would you prove the scientific miracles from the Quranic verses? • How would you prove the relationship between reason and revelation? • What is the purposes of human intellectual challenge? • Can you explain the sources of Islamic Shariah? • Can you explain the philosophy on which planning is built in Islam? • How would you evaluate the methodology followed by the Prophet PBUH?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<ul style="list-style-type: none"> • Financial Contracts in Islam • Surah Al Ahzab Ayah 28-35 Ethical advice and instructions • The Mutawatir (Mass Transmitted) and the Ahaad • The methodology of Islam in family building • Shura (Consultation) in Islam • Sustainability in Islamic Methodology 	<ul style="list-style-type: none"> • What is the ruling of Islam about financial contracts? • Why is it important to follow Islamic rulings about financial transactions? • How would you analyse the ethical advises mentioned in Surah Ahzab? • What is difference between Mutawatir and Ahaad? • Can you explain the aspects of care for family in Islam? • Would you give evidence from Qur'an and Hadith for the family building in Islam? • Why does Islam emphasize on Shura? • Can you discover the efforts exerted by the UAE in the field of sustainability?



ISLAMIC A AND B CURRICULUM: YEAR 12 CONTINUED

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

- Surah Al Ahzab (36-48) Allah's Messenger, the Seal of Prophets
- The Ruling and etiquette specific to the Prophet's House (Surah Al-Ahzab 49-56)
- Methodology of Thinking in Islam
- Equity in Islam

TERM 3 - OVERARCHING KEY QUESTIONS

- How would prove that the Prophet Muhammad PBUH is the seal of Prophets?
- What are the etiquettes of entering the house of Prophet Muhammad PBUH?
- Can you explain the sources of Islamic law?
- Why does Islam promote critical thinking?
- How would you demonstrate the need of commitment to the characteristic of equity in speech and action?

Assessment Overview and Format:

Students will have 3 key assessments throughout the year.

Students will be judged on the following criteria

- Qur'an recitation
- Qur'an memorisation
- Written Assessment
- Home learning/note books

Links for Home Learning/Extension Resources:

www.islamreligion.com
<http://harunyahya.com>
<https://scholar.google.ae>
<http://www.sultan.org>
<https://sunnah.com>
www.awqaf.gov.ae
www.quranexplorer.com
www.iacad.gov.ae
www.quran.com



ISLAMIC A AND B CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, Islamic A and B Curriculum at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<ul style="list-style-type: none"> • Surah An Noor (Ayah 1-10) • Protecting society against moral crimes. • Surah An Noor (Ayah 11-26) • The Slander against ' 'isha • Extremism • Separation of Spouses • Responsibility in Islam • Allah's Messenger PBUH and social life 	<ul style="list-style-type: none"> • What is the background of Surah An Noor? • How do crimes damage the society? • How does Islam ensure safety of society against the moral crimes? • What are the punishments prescribed in Islam for those who commit adultery? • What are the negative effects of rumours on the individual and society? • What are the causes of extremism exhibited by some people in the modern world? • What strategies would you propose to bring extremist groups back to the main stream of the society? • Why did Prophet Muhammad PBUH discourage the act of separation between spouses? (Talaq) • How does divorce affect the individual and society? • How would you justify the concept of responsibility in Islam? • How would you prove that the Prophet Muhammad PBUH is the last Prophet of Allah? • What are the events in the Prophet's Biography (Seerah) that demonstrate the keenness of Prophet Muhammad PBUH on building a coherent society?



ISLAMIC A AND B CURRICULUM: YEAR 13 CONTINUED

KEY STAGE 5

TERM 2 - TOPICS / KEY CONTENT

- Surah An Noor Ayah 27-31 Social media and good conduct
- Surah An Noor (Ayah 32-34 Marriage is the Path to chastity)
- Creative Thinking in Islam
- Prohibited sales
- The five purposes of legislation
- Globalization

TERM 2 - OVERARCHING KEY QUESTIONS

- How would you infer the rules of social media in the light of verses from Surah An Noor?
- How would you prove that the marriage is the path to chastity?
- How does Islam promote creative thinking among the believers?
- How would you justify Islamic ruling about certain sales declared unlawful?
- What are the five purposes of Shariah?
- How understanding the five purposes of Sharia helps scholars to pass the judgement regarding certain issues?
- What are the positive and negative effects of globalization?

TERM 3 - TOPICS / KEY CONTENT

- Surah An Noor Ayah 46-57) Politeness with the Messenger PBUH
- The Islamic Economic System
- Observance (Ittiba) and Imitation (Taqlid)
- Sheikh Zayed bin Sultan
- Islam and Knowledge Economy

TERM 3 - OVERARCHING KEY QUESTIONS

- How would you Infer the etiquettes of dealing with the Prophet PBUH in the capacity of a ruler in the light of Ayahs (46-57)
- How does Islamic economic system functions as compared to other modern economic systems?
- Can you analyse Ittiba and Taqleed?
- What are the dangers associated with imitation?
- Can you explain the vision of Sheikh Zayed bin Sultan as to building the Emirati Society?
- How would you justify the position of Islam towards knowledge economy?



ISLAMIC A AND B CURRICULUM: YEAR 13 CONTINUED

KEY STAGE 5

Assessment Overview and Format:

Students will have 3 key assessments throughout the year.

Students will be judges on the following criteria

- Qur'an recitation
- Qur'an memorisation
- Written Assessment
- Home learning/note books

Links for Home Learning/Extension Resources:

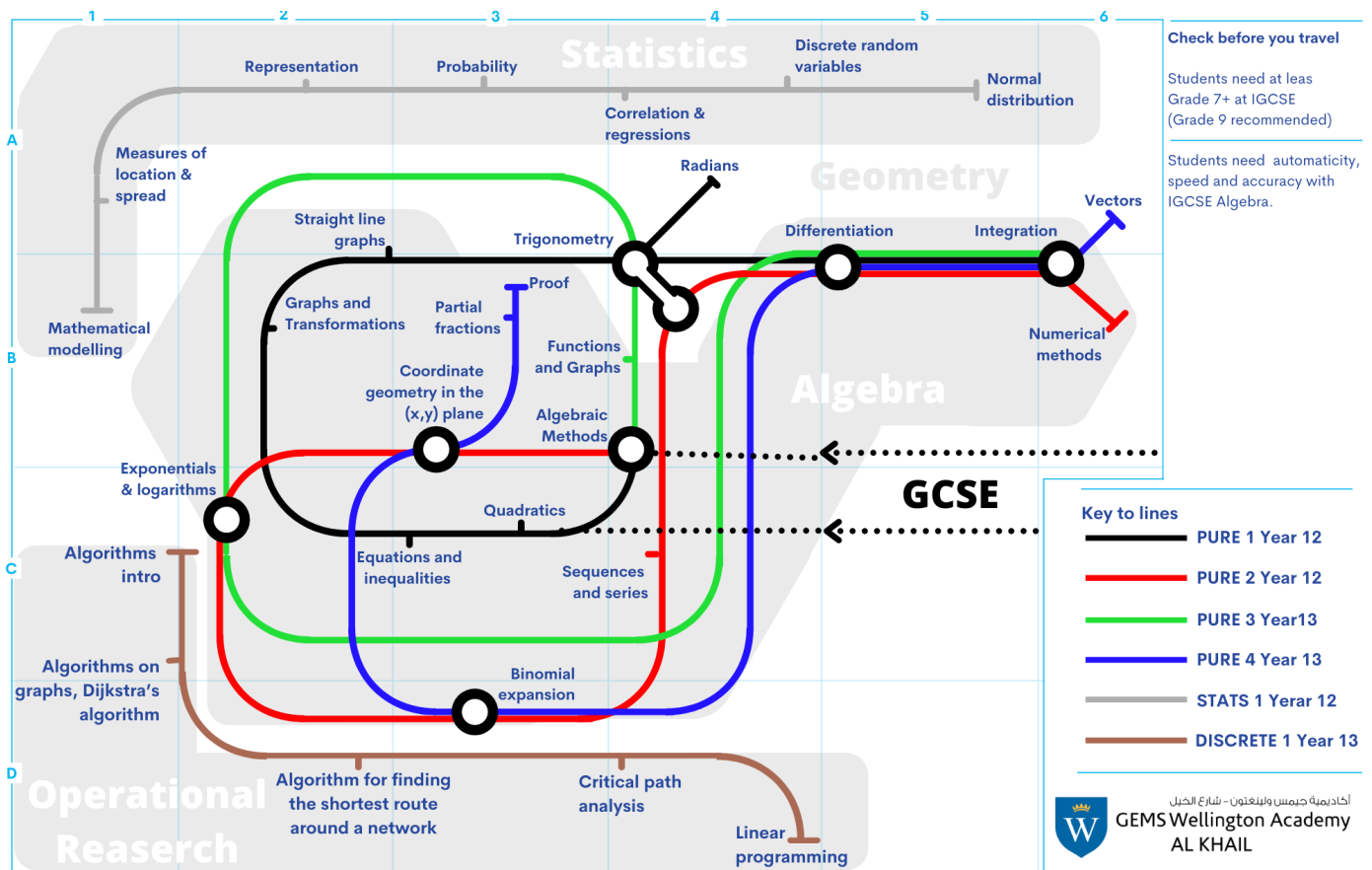
www.islamreligion.com
<http://harunyahya.com>
<https://scholar.google.ae>
<http://www.sultan.org>
<https://sunnah.com>
www.awqaf.gov.ae
www.quranexplorer.com
www.iacad.gov.ae
www.quran.com

MATHEMATICS CURRICULUM: YEAR 12 & 13

KEY STAGE 5

In Year 12 & 13, Mathematics Curriculum at WEK...

KEY STAGE 5 MAP - A - LEVEL



The programme of study for Key Stage 5 is organised into 6 apparently distinct modules (Pure 1-4, Statistics 1 and Discrete 1), but students will develop and consolidate connections across mathematical ideas. In particular the mastery of Pure 1 and Pure 2 is assumed and very necessary to access Pure 3, Pure 4 and Statistics 1.

Students will build on learning from key stage 3 & 4 to further develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. The expectation is that the majority of students will move through the programme of study at broadly the same pace. However, decisions about when to progress should always be based on the security of students' understanding and their readiness to progress. Students who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.



MATHEMATICS CURRICULUM: YEAR 12 & 13 CONTINUED

KEY STAGE 5

This programme of study specifies:

Wherever it is appropriate, given students' security of understanding and readiness to progress, students will be taught the full content set out in this programme of study.

Working mathematically through the mathematics content, students should be taught to:

Develop fluency

1. Consolidate their numerical and mathematical capability from key stage 3 & 4 and extend their understanding of the number system to include powers, roots (and fractional indices)
2. Select and use appropriate calculation strategies to solve increasingly complex problems, including exact calculations involving multiples of π (and surds), use of standard form and application and interpretation of limits of accuracy.
3. Consolidate their algebraic capability from key stage 4 and extend their understanding of algebraic simplification and manipulation to include quadratic expressions, (and expressions involving surds and algebraic fractions)
4. Extend fluency with expressions and equations from key stage 4, to include quadratic equations, simultaneous equations and inequalities
5. Move freely between different numerical, algebraic, graphical and diagrammatic representations, including of linear, quadratic, reciprocal, (exponential and trigonometric) functions
6. Use mathematical language and properties precisely.

Reason mathematically

1. Extend and formalise their knowledge of ratio and proportion, including trigonometric ratios, in working with measures and geometry, and in working with proportional relations algebraically and graphically
2. Extend their ability to identify variables and express relations between variables algebraically and graphically
3. Make and test conjectures about the generalisations that underlie patterns and relationships; look for proofs or counter-examples; begin to use algebra to support and construct arguments (and proofs)
4. Reason deductively in geometry, number and algebra,
5. Interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning
6. Explore what can and cannot be inferred in statistical and probabilistic settings, and express their arguments formally
7. Assess the validity of an argument and the accuracy of a given way of presenting information.

Solve problems

1. Develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
2. Develop their use of formal mathematical knowledge to interpret and solve problems, including in financial contexts
3. Make and use connections between different parts of mathematics to solve problems
4. Model situations mathematically and express the results using a range of formal mathematical representations, reflecting on how their solutions may have been affected by any modelling assumptions
5. Select appropriate concepts, methods and techniques to apply to unfamiliar and nonroutine problems; interpret their solution in the context of the given problem.



MATHEMATICS CURRICULUM: YEAR 12 & 13 CONTINUED

KEY STAGE 5

In **Year 10**, the Mathematics curriculum at WEK is divided into units each building on and interconnecting to each other as students are expected to solve more sophisticated problems.

International A-level Mathematics (IAL)

The Mathematics department at the Academy is inclusive and will take students who leave with a Grade 7 or better onto the A-level program. The course is a two-year program where sets will move through at a pace that is right for them.

Assessment Overview.

Students are informally assessed as they progress through the IAL. All formal assessments are IAL Past Papers or predicted papers. Year 12 students will receive a baseline examination when they start the course and then each Key Assessment will be a full paper to monitor and chart student progress over time.

GL Assessment

In the summer term, students will sit the GL test for Year 12 Mathematics. Students will prepare throughout the year for these through the content of the Chapters but also through the repetition of mental maths under short timed conditions.

Booklets for GLs have been created for students and will be amalgamated into their SOW.

The Mathematics Department at WEK promote the following useful websites:

Pearson online textbook – Student personal login

<https://vle.mathswatch.co.uk>

<https://corbettmaths.com/>

<https://www.piximaths.co.uk/>

<https://www.onmaths.com/>

Home learning

In Year 12 and 13, homework most lessons, either via Mathswatch, or another task specially chosen by the classroom teacher. This is communicated via Go4schools. Students are expected to show their working out and thought processes in their homework exercise book. There is an expectation of 40% success rate for each home learning task. All KS4 students are urged to do a little bit of mathematics at least 2 evening a week. The completion of home learning is recorded in Go4schools.



MEDIA STUDIES CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Hall's ideas and theories on representation</p> <ul style="list-style-type: none"> • Encoding/decoding <p>Media effects including Bandura</p> <ul style="list-style-type: none"> • Uses and gratifications • Hypodermic needle theory • Moral panic • Imitation • Cumulation • Media literacy <p>Reception theory including Hall</p> <ul style="list-style-type: none"> • Encoding/decoding • Hegemonic/negotiated/oppositional • Agenda setting • Framing • Myth making • Conditions of consumption <p>Media industries Processes of production, distribution and circulation by organisations, groups, and individuals in a global context.</p> <p>Power and media industries as summarised by Curran and Seaton</p> <ul style="list-style-type: none"> • Regulation • De-regulation • Free market • Media concentration • Public Service Broadcasting (PSB) • Globalisation • Conglomerates • Neo-liberalism • Surveillance • Privacy • Security <p>Regulation as summarized by Livingstone and Lunt</p> <ul style="list-style-type: none"> • Public sphere • Governance • Regulation • Public interest/PSB • Media literacy • Power • Value • Transnational culture • Globalisation 	<ul style="list-style-type: none"> • How do audience interpretations reflect social, historical and cultural circumstances? • How have the various media industries had to adapt to the changing climate of technology and globalisation? • The changing social values of society have led to media companies having to change the ways they address their audiences. How do the chosen CSP products reflect this change and how do they show evidence of social context?



MEDIA STUDIES CURRICULUM: YEAR 12 CONTINUED

KEY STAGE 5

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Advertising and Marketing These are targeted CSPs and need to be studied with reference to two elements of the theoretical framework (media language and media representation) and all relevant contexts.</p> <ul style="list-style-type: none"> • Maybelline That Boss Life part 1 Manny Gutierrez (online ad) • Score hair cream print advert Get what you always wanted (1970s) <p>Media Language Detailed study of the Maybelline <i>That Boss Life</i> should enable students to develop an understanding of how conventions of advertising are socially and historically relative, dynamic and can be used in a hybrid way.</p> <p>Score advert Media language Detailed study of Score Get what you always wanted should enable students to develop an understanding of the dynamic and changing relationships between media forms, products and audiences</p> <p>Techniques of Persuasion Historical, social and cultural contexts</p> <p>Television This is an in-depth CSP and needs to be studied with reference to all four elements of the theoretical framework (language, representation, industries and audience) and all relevant contexts.</p> <p>Either Capital (Series 1, Episode 1) and Deutschland 83 (Series 1, Episode 1) Or Witnesses (Series 1, Episode 1) and The Missing (Series 2 Episode 1)) Or No Offence (Series 1, Episode 1) and The Killing (Series 1, Episode 1) Two set products</p>	<ul style="list-style-type: none"> • How does the Maybelline advert position its audience? • How does the Maybelline advert construct a narrative that appeals to its target audience? • How does the advert attract a range of responses and interpretations? • How does this advert create desire for the product? <ul style="list-style-type: none"> • How does Score construct a narrative that appeals to its target audience? • How and why have audience responses to the narrative to this advert changed over time? • How does this advert create desire for the product? <ul style="list-style-type: none"> • How does the production, distribution and exhibition of the product that shows how audiences can be reached, both on a national and global scale, through different media technologies by broadcast and digital technologies. • Analyse the way in which different audience interpretations reflect social, cultural and historical circumstances is evident in the analysis of the series which are explicitly linked to contemporary issues.



MEDIA STUDIES CURRICULUM: YEAR 12 CONTINUED

KEY STAGE 5

TERM 2 - TOPICS / KEY CONTENT

Magazines

This is an in-depth CSP and needs to be studied with reference to all four elements of the theoretical framework and all relevant contexts.

Men's Health magazine, Jan/Feb 2017

Oh Comely (issue 35)

Social and cultural contexts

Oh Comely is part of a development in lifestyle and environmental movements of the early twenty first century, which rebrand consumerism as an ethical movement. Its representation of femininity reflects an aspect of the feminist movement which celebrates authenticity and empowerment.

TERM 2 - OVERARCHING KEY QUESTIONS

- Consider the way the front cover creates a narrative about character and lifestyle in order to attract an audience.
- How do cover stories create enigma and anticipation for the reader – to be fulfilled by reading on?
- Can you apply Structuralism including Lévi-Strauss?
- Can you apply Narratology including Todorov?

TERM 3 - TOPICS / KEY CONTENT

Video games

These are in-depth CSPs and needs to be studied with reference to all four elements of the theoretical framework and all relevant contexts.

Tomb Raider Anniversary (2007)
 Extracts can be accessed online.

Sims Freeplay
 Metroid Prime 2 Echoes

Tomb Raider
 The study focuses on:

- the game
- the game cover

The NEA briefs will be released on 1 June. The main focus of the second half of this term will be on the NEA.

The final half term needs to focus on the application of the theoretical framework using both targeted and in-depth CSPs. Students will need to present their knowledge and understanding in the completion of a mock exam which may include unseen media products.

TERM 3 - OVERARCHING KEY QUESTIONS

- Analyse how the semiotics of the visual style engages with the study of genre and narrative with the mise-en-scene of the game – apparent in the gameplay and the cover artwork – referencing sci-fi, fantasy and action adventure as well as the conventions of different types of game play.
- How have these products been created to be decoded by their target audiences?



MEDIA STUDIES CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

Assessment Overview and Format:

Mock exam to test knowledge and skills.

At the end of each CSP and media concept there will be written tasks ranging from 500 - 1000 words, which aim to test the written ability of the students.

Links for Home Learning/Extension Resources:

All resources including lesson slides, writing frames, media examples and content will be available on Microsoft Teams.

Year 12 textbook will be made available to all students.



MEDIA STUDIES CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, Media Studies at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Music Video <i>Letter to the Free - Common ft Bilal</i></p> <p>This is a targeted CSP and needs to be studied with reference to two elements of the theoretical framework and all relevant contexts.</p> <p>Product: Music Video - <i>Billie Jean</i> - Michael Jackson</p> <p>Media Language Detailed study of <i>Billie Jean</i> should enable students to demonstrate appreciation and critical understanding of the historical development of music videos and allow for social, cultural and political comparison with contemporary CSPs.</p> <p>Newspapers Product: Newspaper <i>The Daily Mail</i> This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:</p> <ul style="list-style-type: none"> • media industries • media audiences <p>Product: Print: Newspaper - <i>The i</i></p> <p>This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:</p> <ul style="list-style-type: none"> • media industries • media audiences <p>Radio Product: <i>War of the Worlds (1938)</i> This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:</p> <ul style="list-style-type: none"> • media industries • media audiences <p>Radio - <i>The Surgery</i> (now <i>Radio 1's Life Hacks</i>) This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:</p> <ul style="list-style-type: none"> • media industries • media audiences 	<ul style="list-style-type: none"> • How does the music video genre use intertextuality and hybridity to establish meanings? • What is the historically relative and dynamic nature of genre? • How do music videos serve the needs of media producers? • How do music videos meet the expectations of audiences? <ul style="list-style-type: none"> • How do processes of production and circulation shape the <i>Daily Mail</i>? • What is the specialised and institutionalised nature of media production and circulation? • What are the impact and effects of technological change including digital convergence and the relationship between the print product and <i>Mail Online</i>? • What is editorial control by owners and the influence of the editor (the effect of individual producers on media industries)? • The significance of economic factors • The regulation of the newspaper industry through the Independent Press Standards Organisation (IPSO) Post-Leveson debates re <i>Impress</i>, <i>Royal Charter</i>. • Demographics and Psychographics of target audience • How <i>The i</i> reaches, addresses and positions its audience • How does the content of individual news stories attract the audience? • How and why does the audience interpret news stories in different ways? • How can different responses be linked to aspects of identity and cultural capital?



MEDIA STUDIES CURRICULUM: YEAR 13 CONTINUED

KEY STAGE 5

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Production of NEA ongoing throughout term. Deadline for completion to be set internally by centres. All marks submitted to us by 15 May.</p> <p>Colleges may decide to allocate more lesson time in the week to NEA completion in this term.</p> <p>Online Product: <i>Teen Vogue</i> website, Facebook page, Twitter feed</p> <p>This is an in-depth CSP and needs to be studied with reference to all four elements of the theoretical framework and all relevant contexts.</p> <p>Product: <i>The Voice</i> website</p> <p>This is an in-depth CSP and needs to be studied with reference to all four elements of the theoretical framework and all relevant contexts.</p> <p>Exam preparation using targeted and in-depth CSPs to focus on exam skills.</p> <p>Mock Exam and target setting.</p> <p>Revision plans.</p> <p>Production of NEA ongoing throughout term. Deadline for completion to be set internally by centres but ideally to be completed before/just after Easter. All marks submitted by mid-May.</p>	<ul style="list-style-type: none"> Representation of particular groups (age, gender, race), construction of a young female identity. Who is constructing the representation and to what purpose? (Stuart Hall). How are the codes and conventions of a website used in the product? How are these conventions used to influence meaning? Who is constructing the representation and to what purpose? (Stuart Hall). Analysis of the construction and function of stereotypes. Representation and news values - how do the stories selected construct a particular representation of the world and particular groups and places in it?

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Revision of all CSP's</p> <p>Further exam preparation</p>	<ul style="list-style-type: none"> How can you ensure that you are able to apply all theories to the specific AQA CSP products? What is the best way to prepare for each media paper?

<p>Assessment Overview and Format: 70% = 2 Exams, 2 hours each 30% = Coursework</p>	<p>Links for Home Learning/Extension Resources: All lesson resources are on TEAMS and Text books</p>
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MORAL EDUCATION CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, Moral Education at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Peace and Conflict Studies</p> <ul style="list-style-type: none"> Explain what conflict is and give an account of different ways of responding when they find themselves in conflict with another person/other people. Discuss the notion of 'non-violence' and its relevance in the contemporary world. Give an account of the main causes of conflict and war. Know what criteria to apply to evaluate whether a specific, imminent or ongoing war between states is a 'just war' or not. <p>Reflection and Transition</p> <ul style="list-style-type: none"> Confidently self-evaluate in order to recognise their own strengths and areas for development. Articulate to a range of audiences what their goals and ambitions are and how they hope to achieve them. Acquire knowledge of a range of different career paths, which will enable them to make informed decisions about their future. Effectively prepare for an interview and deliver an engaging presentation Create a record of their achievements as a way of showcasing their skills, knowledge and experience. 	<ul style="list-style-type: none"> What is Conflict and How Can Conflicts be Resolved? How Can We Make Conflict Resolution Work? What is War and What are the Causes of War? Is There Such a Thing as a 'Just War'? What is the Role of International Organisations in Peacekeeping? What is the Nature of Peace and Non-violence Traditions? What is Meant by the Term 'Reflection'? What is Meant by the Terms 'Goals and Ambitions'? What are Key Employability Skills: 'Organisation, Teamwork and Negotiation'? What is Meant by the Terms 'Leadership and Management'? What is a Good Way to Prepare for an Interview and Deliver a Presentation? What is the Best Way to Present Your Skills, Knowledge and Experience?



MORAL EDUCATION CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Universal Culture</p> <ul style="list-style-type: none"> • Debate the extent to which there is a 'universal culture'. • Explain some key underpinning concepts of universal culture. • Analyse and discuss the notion of culturally determined moral relativity. • Analyse and evaluate the impact of a range of factors on cultural developments globally. <p>Global Citizenship (Part 1)</p> <ul style="list-style-type: none"> • Know about, and understand, global governance structures, international legal systems, global issues and connections between global, national and local systems and processes. • Have a developing sense of belonging to a common humanity, sharing values and responsibilities. • Show empathy, solidarity and respect for differences and diversity. 	<ul style="list-style-type: none"> • What Is Meant by the Term 'Universal Culture'? • What Are the Key Concepts of 'Universal Culture'? • How Do Values and Ethical Issues Vary from Different Cultural Perspectives? • How Have Global Media, Social Media and Information Communication Technology Affected Different Cultures? • How Have Tourism and Migration Affected Culture Globally? • How Does the UAE Exhibit the Core Values and Beliefs of 'Universal Culture'? <ul style="list-style-type: none"> • What is 'Citizenship'? • What is 'Global Citizenship'? • What is 'Governance'? • Looking Outward: What is the Significance of Regional Governance Structures? • What is the Significance of Global Governance Structures? • How do International Judicial Structures and Processes Work? • How are We Interconnected Through the 'Global Commons'?



MORAL EDUCATION CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Global Citizenship (Part 2)</p> <ul style="list-style-type: none"> Know how to participate in, and contribute to, debates on contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens. Have further insights into the challenges and opportunities of living in an increasingly interconnected and diverse world. Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives. Critically reflect on what it means to be a member of the global community and how to respond to common problems and issues. <p>Developing a Global Outlook</p> <ul style="list-style-type: none"> Develop a 'global outlook' or 'global mindset'. Become aware of and understand the global, social and political relationships in which they find themselves. Articulate and enact their rights and responsibilities as inhabitants of an interdependent world. Critically analyse what changes would be necessary to achieve a just and sustainable world. 	<ul style="list-style-type: none"> What Are the Significant Global Issues of Our Time? What are the Challenges to Global Citizenship and Peace? What Does It Mean to be an Empathic, Compassionate, Engaged Global Citizen? How Can Global Citizens Debate, Make Decisions About and Act to Promote Social Justice How Can Global Citizens Debate, Make Decisions About and Act to Promote Environmental Justice? <ul style="list-style-type: none"> What Is A 'Global Outlook'? What Is Meant by 'Becoming a Global Citizen'? Why Do We Need to Understand Diversity? Who Are The 'Digital Youth'? How Do We Participate in a Knowledge Society and Knowledge Economy? What Is It Meant by 'Working for Common Good'?

<p>Assessment Overview and Format: Students will have summative assessment throughout the year. This may be in the form of key word tests or short essay style questions.</p>	<p>Links for Home Learning/Extension Resources: Students will need to prepare at home for their assessments and they can revise the Moral Education curriculum by using their notebook and class resources.</p>
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MORAL EDUCATION CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, Moral Education at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Managing Real-World Finances</p> <ul style="list-style-type: none"> • Research and demonstrate ways of being smart consumers. • Explain how keeping accurate financial records support good financial management. • Evaluate different forms of borrowing and lending (credit). • Produce an analysis of the pros and cons of different forms of saving and investment. • Apply their understanding of moral responsibility to making sound financial decisions. • Assess and explain to others the consequences of poor financial management. • Demonstrate an understanding of financial systems and the role of government in regulating these systems. <p>Ethics in Real Life</p> <ul style="list-style-type: none"> • Define and discuss the reasons for corrupt and unethical activities and behaviours. • Consider the impact of corrupt and unethical activity. • Identify ways of combating corrupt and unethical activity. • Know how to behave in an ethical and non-corrupt way. • Consider corruption from a global perspective. 	<ul style="list-style-type: none"> • What Does It Mean to Be a 'Smart Consumer'? • What are the Main Features of Sound Financial Management? • What Are the Different Forms of Borrowing and Lending? • What Are the Advantages and Disadvantages of Saving and Investment? • What Are the Moral Questions Surrounding Financial Management? • How Does the Financial System Work and What Role Does Government Have in Regulating the Financial System? <ul style="list-style-type: none"> • What is Corruption and in What Areas Does It Take Place? • Why Does Corruption Occur? • What is the Impact of Corruption? • What Sort of Unethical Behaviour Exists in Education? • What Types of Unethical Behaviour Exist in the Workplace? • How Can You Promote Ethical and Anti-corruption Behaviour in Yourself and Others?



MORAL EDUCATION CURRICULUM: YEAR 13 *CONTINUED*

KEY STAGE 5

TERM 2 AND 3 - TOPICS / KEY CONTENT

Living a Moral Life

- Introducing the Project
- Project Learning Outcomes and How to Achieve Them
- Key Information - Deadlines and Timescales
- Getting Students Started
- Research, Thinking and Skill Development
- Teacher Recording Materials
- Project Administration

TERM 2 AND 3 - MORAL EDUCATION PROJECT

This term, students will complete an individual project, which is a requirement of the Moral Education Curriculum. It provides an opportunity, towards the end of their studies, for each student to complete a project that draws together the four pillars of the course, and gives the student an opportunity to display the learning skills they have developed based on the foundations of the Programme.

Assessment Overview and Format:

In term 1, students will have summative assessment. This may be in the form of key word tests or short essay style questions. In Terms 2 and 3 students will conduct project work, which is a requirement of the Moral Education Curriculum.

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the Moral Education curriculum by using their notebook and class resources.



ART AND DESIGN (PHOTOGRAPHY) CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, Art and Design at WEK...

TERM 1 - TOPICS / KEY CONTENT

The first term is all about skill building and experimentation. Students will experiment with cameras, lenses and editing software. They will experience working with artificial lighting as well as natural. They will also look at ways in which to create narratives through images.

The theme will be Shadow and Light.

TERM 1 - OVERARCHING KEY QUESTIONS

- How can we produce photographs for a purpose?
- What lenses work best for different scenarios?
- How will you know you have picked the best settings and lens?

TERM 2 - TOPICS / KEY CONTENT

Students will start their Personal Study in which they will create a selection of mini studies and this will continue from January to January next year.

Students will need to ensure the topic is one that personally interests them so that they will be able to study the subject in depth.

The work will be student led and the teacher will only be there to facilitate and give advice. Students will have regular interviews on progress to ensure students are critically thinking about their chosen topic.

TERM 2 - OVERARCHING KEY QUESTIONS

- How will you know you have chosen the best personal study for you?
- What is your personal interest in the topic?
- What methods will you use?
- What will make your portfolio different to that of others?
- How will you create a path to your final outcome?

TERM 3 - TOPICS / KEY CONTENT

This term will be a continuation of the above with the first development finished and the second being worked towards.

The direction would now be very clear. Students should now be thinking about their Art assignment of 4000 words. They must be clear on the direction of this so that they are ready to type it up in the summer holiday.

TERM 3 - COURSE STRUCTURE

- The A Level Art and Design course content is broken down into 2 components:
- Component 1: Personal Study makes up 60% of the total grade.
- Component 2: Exam makes up 40% of the total grade.
- Students will be choosing their own topics for the Personal Study.



ART AND DESIGN (PHOTOGRAPHY) CURRICULUM: YEAR 12 CONTINUED

KEY STAGE 5

Assessment Overview and Format:

There will be a continuous assessment through the skill building in term one and in the progress of the Personal Study. These will help monitor ongoing progress of the students.

Students will complete 3 Outcomes and be assessed on these in this year.

Students will not complete their Personal study until January in year 2. At this stage, they will receive their final estimated grade based on internal moderation.

Links for Home Learning/Extension Resources:

All students must be spending 5-6 hours on their artwork in their own time. The work will not be a standalone exercise but part of their project.

Students will all be part of the Teams group on which all work will be submitted and marked.

Students will create a digital pdf file of their portfolio which will be updated each half term and stored in Teams.

All resources will also be stored on this app to guide the students.



ART AND DESIGN (PHOTOGRAPHY) CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, Photography at WEK...

TERM 1 - TOPICS / KEY CONTENT

Students will continue in term 1 with their Personal Project. This will form 60% of their final coursework and has been based completely on their own choice of topic. Students will have completed to outcome by September and will now work towards their final outcome. The outcome can be in any form of art of choice.

This term will end with a 15 Hours mock Exam.

TERM 1 - OVERARCHING KEY QUESTIONS

- What will make your exhibition stand out and create interest for the audience?
- What Photographers will you use to influence your project direction?
- What will make your final images be the best response to the theme?
- How will you know you have created the best solution?

TERM 2 - TOPICS / KEY CONTENT

This term will see the start of the Photography exam. The theme will come from the exam board and the students will need to work on this individually with no guidance or prompts.

Students will need to create a portfolio of work that will lead to the final 15-hour exam.

TERM 2 - OVERARCHING KEY QUESTIONS

- How will you interpret the Exam question?
- What photographic style will best show your talent?
- How will you know you have achieved the best plan for the outcome?

TERM 3 - TOPICS / KEY CONTENT

The Final Exam will take place at the beginning of this term. The rest of the sessions will be spent planning the Final Exhibition.

The course ends 1st of May.

TERM 3 - FINAL EXHIBITION

- After May 28th

Assessment Overview and Format:

The Assessment for the Coursework will take place in January against the Exam board Criteria.

Students will get feedback every 2 weeks on their progress to their target and will be guided in their coursework.

The Exam will have no internal assessment whilst in process and will get a final judgement before the moderator arrives. The students will not be given an estimated grade but nothing can be confirmed until results day. The moderators do not give feedback.

Links for Home Learning/Extension Resources:

Students needs to be spending a minimum of 5-6 hours on their homework a week.

The homework is set by themselves and monitored by the teacher. The work is not a set task but a continuation of their personal study.



PHYSICS CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, Physics at WEK...

TERM 1

3.1 Measurements and their errors

3.1.1 SI Units and their prefixes

3.3 Waves

3.3.1 Progressive and stationary waves

3.3.2 Refraction, diffraction and interference

3.1 Measurements and their errors

3.1.2 Limitation of physical measurement

3.1.3 Estimation of physical quantities

3.4 Mechanics and materials

3.4.1 Force, energy and momentum

TERM 2

3.2 Particles and Radiation

3.2.1 Particles

3.2.2 Electromagnetic radiation and quantum phenomena

3.4 Mechanics and materials

3.4.2 Materials

3.5 Electricity

3.5.1 Current electricity

TERM 3

Core Practical
 Revision
 Preparation for Exams

3.6 Further mechanics and thermal physics

3.6.2 Thermal physics

3.7 Fields and their consequences

3.7.1 Fields

Assessment Overview and Format:

For each topic, students will complete.

- exam question homework
- short end of unit quizzes

Key Assessments will assess all content to the date of the assessment. They will have the format of AS papers.

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS.
 Physics and Maths Tutor – exam questions and revision notes <https://www.physicsandmathstutor.com/>
 AQA

<https://www.aqa.org.uk/subjects/science/as-and-a-level>



PHYSICS CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, Physics at WEK...

TERM 1

3.8 Nuclear Physics

3.8.1 Radioactivity

3.7 Fields and their consequences

3.7.5 Magnetic fields

3.6 Further mechanics and thermal physics

3.6.1 Periodic motion

3.7 Fields and their consequences

3.7.1 Fields

3.7.2 Gravitational fields

3.7.3 Electric fields

3.7.4 Capacitance

TERM 2

OPTION STUDY

3.9 Astrophysics

3.9.1 Telescopes

3.9.2 Classification of stars

3.9.3 Cosmology

3.10 Medical Physics

3.10.1 Physics of the eye

3.10.2 Physics of the ear

3.10.3 Biological measurement

3.10.4 Non-ionising imaging

3.10.5 X-ray imaging

3.10.6 Radionuclide imaging and therapy

3.11 Engineering Physics

3.11.1 Rotational dynamics

3.11.2 Thermodynamics and engines

3.12 Turning points in Physics

3.12.1 The discovery of the electron

3.12.2 Wave particle duality

3.12.3 Special relativity

3.13 Electronics

3.13.1 Discrete semiconductor devices

3.13.2 Analogue and digital signals

3.13.3 Analogue signal processing

3.13.4 Operational amplifier

3.13.5 Digital signal processing

3.13.6 Data communication systems

3.7 Fields and their consequences

3.7.1 Fields

3.7.2 Gravitational fields

3.7.3 Electric fields

3.7.4 Capacitance



PHYSICS CURRICULUM: YEAR 13 CONTINUED

KEY STAGE 5

TERM 3

Close the gap revision
EXAMS

Assessment Overview and Format:

For each topic, students will complete.

- exam question homework
- short end of unit quizzes

Key Assessments will assess all content to the date of the assessment. They will have the format of A level papers.

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS.

Physics and Maths Tutor - exam questions and revision notes <https://www.physicsandmathstutor.com/>
AQA

<https://www.aqa.org.uk/subjects/science/as-and-a-level>



POLITICS CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 2 - UK

Section 3 - Political participation in the UK

TERM 2 - UK GOVERNMENT AND POLITICS

The Prime Minister and executive

- The executive
- The Prime Minister and cabinet
- Ministerial responsibility
- The relative power of the prime minister and cabinet
- The power of the prime minister and cabinet to dictate events and determine policy.

The supreme court

- The role and composition of the Supreme Court
- Key doctrines and principles that underpin the work of the Supreme Court
- The power of the UK Supreme Court
- The overall impact of the UK Supreme court
- The potential impact of Brexit on the jurisdiction, power and authority of the UK Supreme court
- Conclusions

The European Union

- The development of the European Union
- The aims of the European Union
- The roles and functions of European institutions
- The European Union political system
- The impact of the European Union on British politics
- The decision to leave the European Union

Democracy and political participation

- What is democracy
- Forms of democracy
- How effectively does democracy operate in the UK
- Extending the franchise
- Political participation
- How do pressure groups and other organisations promote democracy and political participation
- The protection of rights in a democracy
- What could be done to improve democracy in the UK



POLITICS CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 2 - UK

Section 3 - Political participation in the UK

TERM 2 - UK GOVERNMENT AND POLITICS

Electoral systems

- Elections and democracy
- The first-past-the-post system
- Advantages and disadvantages of the first-past-the-post system
- Other electoral systems used in the UK
- The impact of the electoral systems used in the UK
- Referendums in the UK

Voting behaviour and the role of the media in politics

- How do different regions of the UK vote
- How do class, gender, age and ethnicity affect voting
- Changes in voting trends
- Explaining voter choice
- The role of the party leader
- Voting trends across elections
- The role of the media in politics
- The role of the media in politics

Political parties

- What is a political party
- Types of political party in the UK
- The UK party system
- The three main political parties in the UK
- The structure and organization of the three main UK parties
- Political party funding in the UK



POLITICS CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
<p>Political ideas</p>	<p>Voting behaviour and the role of the media in politics</p> <ul style="list-style-type: none"> • How do different regions of the UK vote • How do class, gender, age and ethnicity affect voting • Changes in voting trends • Explaining voter choice • The role of the party leader • Voting trends across elections • The role of the media in politics <p>Political parties</p> <ul style="list-style-type: none"> • What is a political party • Types of political party in the UK • The UK party system • The three main political parties in the UK • The structure and organization of the three main UK parties • Political party funding in the UK <p>Political ideologies Liberalism</p> <ul style="list-style-type: none"> • Introduction to Liberalism • The origins of liberalism • The core ideas of liberalism • Different types of liberalism • Tensions within liberalism • Conclusion – liberalism today <p>Conservatism</p> <ul style="list-style-type: none"> • Introduction – the politics of maintenance • The origins of conservatism • The core ideas of conservatism • Tensions within conservatism • Conclusion – conservatism today

<p>Assessment Overview and Format: Students complete two key assessments across the year and do essays and source questions that match the format and style that they will experience in the final exams.</p>	<p>Links for Home Learning/Extension Resources: All lessons and reading from the lessons will be available for students to access at all time. Also, students will be recommended to participate in areas around politics, newspapers, tv shows, social media etc.</p>
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PSYCHOLOGY CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, Psychology at The Academy, we will study...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Introduction to A-Level exam terminology and assessment objectives.</p> <p>Research Methods</p> <ul style="list-style-type: none"> Scientific breakdown of how psychological research is conducted. Conducting scientific research. Scientific processes of research. Data handling and analysis Inferential testing <p>Approaches</p> <ul style="list-style-type: none"> How Psychology emerged and became a Science; Introspection. Different approaches of schools of thought and their beliefs and explanations of behaviour. Biopsychology; structures of nervous system, neurons, endocrine system, adrenaline and fight or flight response. <p>Biopsychology</p> <ul style="list-style-type: none"> Brain scanning techniques Post-mortem examinations Biological rhythms - sleep 	<ul style="list-style-type: none"> How is psychological research conducted? Is Psychology a science? How did psychology start? How can we explain behaviour? What happens to our brain when we sleep?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Memory</p> <ul style="list-style-type: none"> Types of memories and how they are structured; including models of memory. Explanations of forgetting. Factors affecting eyewitness testimony and how to improve the accuracy. Including theories and studies investigating Memory. <p>Attachment</p> <ul style="list-style-type: none"> Babies development and interactions with caregivers. Explanations of attachment types. Importance of mother and father and early attachment for children. Impact of maternal deprivation. Research studies and theories investigating attachment of children animals. 	<ul style="list-style-type: none"> How is our memory structured? Why is some people's memory better than others? What factors affect our ability to recall information? How important are our experiences as babies/ young children? How do our childhood experiences affect adulthood? Who is most important for the development of children; mother or father? How similar is the development of attachment in animals to human children?



PSYCHOLOGY CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

Psychopathology

- Defining abnormality
- Mental health
- Characteristics, explanations and treatments of OCD, depression and phobias.

Social Influence

- Types of conformity and explanations of behaviour.
- Explanations of obedience and factors affecting levels of obedience.
- The role of social influence in the processes of social change.
- Research investigating social influence including theories and

TERM 3 - COURSE STRUCTURE

- What is normal behavior?
- What affects does the labels 'abnormal' and 'mental health' have on individuals?
- How do other people affect our behaviour?
- Why do we obey authority?
- How does our environment or situation affect our behaviour?
- Are we likely to obey people in uniform?
- How can a minority of people impact society?

Assessment Overview and Format:

Students will be tested at the end of each topic area.

There will be various exam questions set for homework for students to practice longer style questions.

Key assessments will include a combination of topic areas replicating exam papers.

Links for Home Learning/Extension Resources:

Link for exam board and previous exam materials:

<https://www.aqa.org.uk/subjects/psychology/as-and-a-level>

Revision materials and exam practice:

<https://www.tutor2u.net/psychology>
<https://youtu.be/0PokyYvuL7Q>



PSYCHOLOGY CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, Psychology at The Academy, we will study...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>Issues and Debates</p> <ul style="list-style-type: none"> • Gender and culture • Free will and determinism • The nature-nurture debate • Holism and reductionism • Idiographic and nomothetic approaches • Ethical implications of research <p>Forensic Psychology</p> <ul style="list-style-type: none"> • Measuring crime • Offender profiling • Explanations of offender behaviour. • Dealing with offender behaviour. 	<ul style="list-style-type: none"> • What issues are there within Psychological research? • Which important debates are discussed within Psychology? • What implications can Psychological research have for its participants, the psychological field or the wider world? • Are individuals born as criminals? • What factors affect the likeliness of committing crimes? • How can we explain criminal behaviour? • Can criminals be 'cured'?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
<p>Schizophrenia</p> <ul style="list-style-type: none"> • Classification of schizophrenia including symptoms and diagnosis. • Explanations and treatments for schizophrenia. • Research studies and theories investigating schizophrenia. <p>Gender</p> <ul style="list-style-type: none"> • Sex and gender • Chromosomes and hormones • Atypical sex chromosome patterns • Cognitive explanations of gender development • Psychodynamic explanations of gender development • The influence of culture and media on gender roles • Atypical gender development . 	<ul style="list-style-type: none"> • What experiences does an individual with schizophrenia face daily and from society? • Can you treat Schizophrenia? • What is the difference between sex and gender? • What influences our gender roles? • How do we know what stereotypical male/female behaviour is? • How do we measure gender? • What influences how we identify?



PSYCHOLOGY CURRICULUM: YEAR 13 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

Exam preparation

- Exam practice and consolidation of Year 12 and 13 content.

TERM 3 - OVERARCHING KEY QUESTIONS

- N/A

Assessment Overview and Format:

Students will be assessed at the end of each topic area.
Homework will focus on the practice of the longer 16 mark question technique.

Key assessments will include topics from both Year 12 and 13.

Links for Home Learning/Extension Resources:

Link for exam board and previous exam materials:
<https://www.aqa.org.uk/subjects/psychology/as-and-a-level>

Revision materials and exam practice:
<https://www.tutor2u.net/psychology>
<https://youtu.be/0PokyYvuL7Q>



SOCIOLOGY CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, Sociology at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
UNIT 1 - Socialisation and Identity	<ul style="list-style-type: none"> • What is the process of learning and socialisation ? • How does society balance consensus and social control? • How does social identity form and change?
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - OVERARCHING KEY QUESTIONS
UNIT 1 - Research Methods UNIT 2 - Family	<ul style="list-style-type: none"> • How is research conducted? • What are the theoretical approaches to research and Sociology as a Science? • What are the practical, ethical and theoretical issues of sociological research? • What is the role of the family? • Diversity in family • What are the changing roles within family, marriage and relationships?
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - OVERARCHING KEY QUESTIONS
UNIT 2 - Family UNIT 3 - Education (IA Level unit, to be completed in Year 13)	<ul style="list-style-type: none"> • What are the challenges of the social construct of age? • What are theories about the role of education?



SOCIOLOGY CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

Assessment Overview and Format:

In June students will sit their IAS Level Sociology exam. Each unit has an examination of 1hour 30 minutes.

Once the examination has been completed, students will continue to follow the IA Level programme and begin the Education unit.

During the year, students will be assessed informally through discussion, completion of past paper questions and verbal feedback. Formal summative assessments will take place every half term, with a mock examination, at the end of each unit.

Links for Home Learning/Extension Resources:

Students will be issued a copy of the Cambridge International Examination IA Level Sociology textbook.

Students are recommended to download a free digital copy of Sociology in Focus

<https://www.shortcutstv.com/blog/2019/02/08/free-textbook-sociology-in-focus-for-as/>

<https://www.shortcutstv.com/blog/2019/02/10/sociology-in-focus-for-a2-free-textbook/>

[https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-sociology-9699/-](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-sociology-9699/)

This is an essential website, which gives you the specifications. Students will follow the 2020 specification during the AS year (year 12) and 2021 specification in the A Level year (year 13).

Useful websites for revision and exam practice
<https://hectichteachersalevelsociologysite.wordpress.com/>

<http://sociology.org.uk/>

<https://www.tutor2u.net/sociology/reference>



SOCIOLOGY CURRICULUM: YEAR 13 *CONTINUED*

KEY STAGE 5

Assessment Overview and Format:

In November, students will get an opportunity to resit their AS exam and bank 50% of their final grade.

In June 2022, students will sit 2 exams; Paper 3 on Education (1hr 15 minutes) and Paper 4 on Mass Media and Globalisation (1hr 45 minute)

During the year, students will be assessed informally through discussion, completion of past paper questions and verbal feedback. Formal summative assessments will take place every half term, with a mock examination, at the end of each unit.

Links for Home Learning/Extension Resources:

Students will be issued a copy of the Cambridge International Examination IA Level Sociology textbook.

Students are recommended to download a free digital copy of Sociology in Focus

<https://www.shortcutstv.com/blog/2019/02/08/free-textbook-sociology-in-focus-for-as/>

<https://www.shortcutstv.com/blog/2019/02/10/sociology-in-focus-for-a2-free-textbook/>

[https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-sociology-9699/-](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-sociology-9699/)

This is an essential website, which gives you the specifications.

Useful websites for revision and exam practice
<https://hecticteachersalevelsociologysite.wordpress.com/>

<http://sociology.org.uk/>

<https://www.tutor2u.net/sociology/reference>



TECHNOLOGY CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, Technology at WEK...

TERM 1 - TOPICS / KEY CONTENT

During this term, students will be introduced to the course, will begin to explore the course, and explained the overview for the next two years.

During this term, students will be challenged to design and make a chair taking into consideration a designer and design movement of their choice. Students will be expected to work with a range of materials; this will allow them to understand the material properties and the different techniques needed to work with each material.

Students will follow a similar layout the NEA that they will be undergoing in year 13. They will be expected to:

- Research
- Design
- Develop and model
- Manufacture
- Test and Evaluate

TERM 1 - OVERARCHING KEY QUESTIONS

- What is a design movement and how does my work link to a chosen designer?
- How am I using ergonomic and anthropometric data to develop and model design ideas?
- What skills and techniques am I using, how am I documenting the quality control checks I am going through?

TERM 2 - TOPICS / KEY CONTENT

During this term, students will be challenged to design and make a lamp that is designed and manufactured with a client in mind. It would benefit students to work with a range of materials; this will allow them to understand the material properties and the different techniques needed to work with each material. It will be expected that students attempt at least one new technique or process during this project, during either the modelling or the manufacture of their final product.

Students will follow a similar layout the NEA that they will be undergoing in year 13. They will be expected to:

- Research
- Design
- Develop and model
- Manufacture
- Test and Evaluate

TERM 2 - OVERARCHING KEY QUESTIONS

- Am I meeting the needs of my client?
- What techniques do I need to develop on from last term?
- What makes a successful an aesthetically pleasing lamp?
- How is modelling informing the design development?



TECHNOLOGY CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

During this term, students will be challenged to design and make a scale model of a building that they have designed. This project will have a heavy focus on their CAD skills. Students will also be asked to create a scale model, which will challenge them mathematically.

It will be expected that students attempt at least one new technique or process during this project, during either the modelling or the manufacture of their final product.

One of the techniques they will be expected to complete is a CAD Rendering of their final model.

Students will follow a similar layout the NEA that they will be undergoing in year 13. They will be expected to:

- Research
- Design
- Develop and model
- Manufacture
- Test and Evaluate

During Term 3 students will begin to research into their chosen topic for their NEA. This Design and make tasks should aim to solve a real-world solution and holds no boundaries or framework. Students can choose a problem they face in their day-to-day lives. A problem they notice in their community or a global issue.

TERM 3 - THE NEA

Setting the task Students must undertake a small-scale design and make task and produce a final prototype based on a context and design brief developed by the student.

Taking the task With reference to the context, students will develop a specific brief that meets the needs of a user, client or market. The brief must be of an appropriate level of complexity and contain a degree of uncertainty of the outcome so that students can engage in an iterative process of designing, making, testing and evaluating. Students must produce a final prototype based on the design brief they have developed, along with a written or digital design folder or portfolio. Students must produce a written or digital design folder clearly evidencing how the assessment criteria have been met together with photographic evidence of the final manufactured prototype outcome.

Evidence Students must produce a final prototype based on the design brief that they have developed. Students should produce a concise folder. We recommend that this folder should not exceed 45 pages. Students who do not follow these guidelines will penalise themselves by not meeting the expectations of the assessment appropriately. Students that exceed the recommended length will self-penalise by not being appropriately focused on the demands of the task. Students that produce work that is shorter than the recommended page count will self-penalise by not allowing appropriate coverage of the assessment objectives.

Time limits Time limits for completion of the NEA are not specified because the process of producing the design portfolio is iterative and undertaken independently, while the final prototype is manufactured under immediate guidance or supervision in school/college. Where specialist processes or equipment are required beyond the school/college they may be utilised but this must be documented in the Candidate Record Form (CRF). We expect students to be selective in their choice of material to include, and to manage their time appropriately.



TECHNOLOGY CURRICULUM: YEAR 12 *CONTINUED*

KEY STAGE 5

Assessment Overview and Format:

In Design Technology assess using the same format as in A Level in which students are assessed on the following:

- Research skills
- Design and Development skills
- Practical
- Testing and Evaluative Skills.

Students will also participate in mock exams through the academic year. These exams will be formal exams in the form of a past paper submitted by the exam board.

Links for Home Learning/Extension Resources:

All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students prepare for the style of homework if the subject is taken at GCSE.

On occasions, this can be related to research for a topic, analysis of a design work piece or a skill building exercise.



TECHNOLOGY CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, Technology at WEK...

TERM 1 - TOPICS / KEY CONTENT

During Term 1, students will continue to work on their chosen topic for their NEA. This Design and make tasks should aim to solve a real-world solution and holds no boundaries or framework. Students can choose a problem they face in their day-to-day lives. A problem they notice in their community or a global issue.

By now, students should have completed their research and be well into their modelling stage of the NEA, potentially considering how they may manufacture the product.

Alongside the NEA Students will be working through the course content and revising for Key Assessments.

TERM 1 - OVERARCHING KEY QUESTIONS

- How am I using my research to show direction and focus to my designing?
- How am I documenting the work that I am completing for the NEA?
- How does what I am doing for my NEA link to real word examples?
- How can I present my work in a way that it is obvious to the examiner I am hitting all of the success criteria set out by the exam board?

TERM 2 - TOPICS / KEY CONTENT

During Term 2, students will aim to complete their NEA. This Design and make tasks should aim to solve a real-world solution and holds no boundaries or framework. Students can choose a problem they face in their day-to-day lives. A problem they notice in their community or a global issue.

By now, should be well into their making and consider testing and evaluating the final outcome.

Alongside the NEA Students will be working through the course content and revising for Key Assessments.

TERM 2 - OVERARCHING KEY QUESTIONS

- What does effective revision look like?
- How can I maximize time and marks during the exam?
- What are the command words and how do I effectively answer exam questions?



TECHNOLOGY CURRICULUM: YEAR 13 *CONTINUED*

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT

Full focus will be on revision in line with specification set out by the exam board.

TERM 3 - COURSE CONTENT

Paper 1 - Technical principles

Written exam: 2 hours and 30 minutes (30% of A-level)

Paper 2 - Designing and making principles

Written exam: 1 hour and 30 minutes (20% of A-level)

Assessment Overview and Format:

NEA - Design solution to a problem of their choice

Substantial Design, Make and Evaluate Task - No Time Limit (50% of A-Level)

Paper 1 - Technical principles

Written exam: 2 hours and 30 minutes (30% of A-level)

Paper 2 - Designing and making principles

Written exam: 1 hour and 30 minutes (20% of A-level)

Links for Home Learning/Extension Resources:

All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students prepare for the style of homework if the subject is taken at GCSE.

On occasions, this can be related to research for a topic, analysis of a design work piece or a skill building exercise.



A LEVEL PHYSICAL EDUCATION CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, A Level Physical Education Curriculum at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - COURSE STRUCTURE
<p>Skill Acquisition – Skills, skill continuums and the transfer of skills, Skill classification and practice for learning, Theories of learning, Guidance and feedback, information processing.</p> <p>Anatomy and Physiology - Cardiovascular System, Respiratory System, Neuromuscular System</p> <p>Sport and Society - Pre industrial, industrial and post-industrial impact on sport. Post world war two. Sociological theory applied to equal opportunities</p>	<p>The A Level PE course content is broken down into 4 components:</p> <ol style="list-style-type: none"> 1. Skill Acquisition 2. Anatomy and Physiology 3. Sport and Society 4. Practical and Practical Coursework <p>Components 1-3 makes up 70% of the total grade Component 4 makes up 30% of the total grade.</p> <p>Students will be taught by a separate teacher for each component</p>
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - PRACTICAL WORK
<p>Skill Acquisition – Efficiency of information processing model system, Aspects of personality, Attitudes, Arousal,</p> <p>Anatomy and Physiology - Musculo-Skeletal system and analysis of movement in PA, Energy Systems, Diet and Nutrition and their effect on PA and Performance, Preparation and training methods in relation to maintaining PA and Performance.</p> <p>Sport and Society – Social theory applied to equal opportunities. Concepts of physical activity and sport. Development of elite performers in sport.</p>	<p>Students are required to be assessed in one activity in the role of player/performer or coach. Students can be assessed only in activities identified in the specification, which are those stipulated in the Department for Education's (DfE) GCE AS and A-level activity list for physical education.</p> <p>They will be assessed in three areas of assessment. Students will be assessed for all of the activities in the following skills:</p> <ul style="list-style-type: none"> • Area of assessment 1: Technical quality – aspect 1 (15 marks). • Area of assessment 2: Technical quality – aspect 2 (15 marks). • Area of assessment 3: Application of strategic/tactical awareness (15 marks). (15% of overall A level)



A LEVEL PHYSICAL EDUCATION CURRICULUM: YEAR 12 CONTINUED

KEY STAGE 5

TERM 3 - TOPICS / KEY CONTENT	TERM 3 - PRACTICAL COURSEWORK
<p>Skill Acquisition - Anxiety, Aggression, Motivation, Achievement motivation theory, social facilitation</p> <p>Anatomy and Physiology - Injury prevention and rehabilitation.</p> <p>Sport and Society - Ethics in sport. Violence in sport. Drugs in sport.</p>	<p>Students will complete a verbal or written analysis of their chosen sport.</p> <p>45 Marks (15% of overall A level)</p>
<p>Assessment Overview and Format: There will be a continuous assessment of topics from all three theoretical components throughout the year. These will help monitor ongoing progress.</p> <p>Students will complete 3 formal key assessments in each theoretical component.</p> <p>Students will also be assessed in one practical sporting activity and supporting coursework.</p>	<p>Links for Home Learning/Extension Resources: Each student will receive a course textbook. All students have access to Everlearner. This will be used to support students' preparation for lessons.</p> <p>Students will all be part of the A Level PE Microsoft TEAMS where other resources/ class notes and notifications will be posted.</p>



BTEC INTERNATIONAL LEVEL 3 SUBSIDIARY DIPLOMA IN INFORMATION TECHNOLOGY: YEAR 12

KEY STAGE 5

In Year 12, BTEC IT at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>UNIT 1 - Information Technology Systems - Strategy, Management and Infrastructure Students</p> <p>Information technology systems play a significant role in the world around us. They play a key part in almost everything we do. They give individuals and organisations opportunities to access goods, information and services from around the world to an extent not possible before. Having a sound understanding of how to select and use appropriate IT systems will benefit you personally and professionally.</p> <p>Students will explore the relationships between the hardware and software that form an IT system. They will look at the way that systems work individually and together, as well as the relationship between the user and the system. Alongside this, they will examine issues related to the use of IT systems and the impact that they have on organisations and their stakeholders. The students will then explore how IT systems enable organisations to access data, information and users locally and globally.</p>	<ul style="list-style-type: none"> • Is there more to I.T than just computers and laptops? • How big of a role does I.T really play in businesses? • Are we so used to the technology we take for granted today, that we forgot how reliant our businesses are on it?
TERM 2 & 3 - TOPICS / KEY CONTENT	TERM 2 & 3 - OVERARCHING KEY QUESTIONS
<p>UNIT 3 - Using Social Media in Business</p> <p>Unit 3 delves into the impact of social media on the ways in which businesses promote their products and services. This is something students may be familiar. The students will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. They will also develop a plan to use social media strategies for business purposes to achieve specific aims and objectives.</p>	<ul style="list-style-type: none"> • Students are reqls social media the success story behind a lot of the modern businesses today? • Is there more to social media than simply communicating with our friends & family? • Can social media be used to montize up and coming businesses?



BTEC INTERNATIONAL LEVEL 3 SUBSIDIARY DIPLOMA IN INFORMATION TECHNOLOGY: YEAR 12 *CONTINUED*

KEY STAGE 5

Assessment Overview and Format:

UNIT 1 ASSIGNMENT - Students will be allocated a business and a case study. They will then be asked to implement all the delivered theory into a series of reports for the business.

The fundamental goal here is for them to understand how I.T can be used in a personal and a professional capacity, as well as the implications that come with it.

UNIT 3 ASSIGNMENT 1 - Once again, students will be allocated a business and a case study. They will then be asked to present a presentation which explores the impact of social media on the ways in which businesses promote their products and services.

UNIT 3 ASSIGNMENT 2 - Following on from the first assignment of this unit (Presentation), the students will be asked to create a social media campaign for a business that will be provided to them in the assignment case study. This social media campaign will consist of them Developing a plan to use social media in a business to meet requirements, and then Implementing that plan into the use of social media in a business.

Links for Home Learning/Extension Resources:

- Documentary on Netflix - 'The Social Dilemma'
- The use of it - Business Case Studies
- The Importance of Information Technology In Business Today - Business 2 Community



BTEC INTERNATIONAL LEVEL 3 SUBSIDIARY DIPLOMA IN INFORMATION TECHNOLOGY: YEAR 13

KEY STAGE 5

In Year 13, BTEC IT at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - OVERARCHING KEY QUESTIONS
<p>UNIT 6 - Website Development</p> <p>Increasingly, international organisations rely on websites to serve customers and, in some cases, to generate revenue. With millions of web pages being created daily, the need for websites to be engaging, innovative and desirable is important. As a website developer, you must use sophisticated techniques to capture user interest and to ensure that customers are served. The scripting involved in the development of websites has become crucial: website developers need to understand and acquire the necessary skills to find solutions to a variety of scenarios and problems. In this unit, students will review existing websites – commenting on their overall design and effectiveness. You will use scripting languages such as Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript® and a simple text editor, or rapid application development tools. Finally, they will reflect on the website design and functionality using a testing and review process.</p>	<ul style="list-style-type: none">• How important is a website for a companies potential customers upon first glance?• Does a website developer have a hefty task when it comes to big organisations?



BTEC INTERNATIONAL LEVEL 3 SUBSIDIARY DIPLOMA IN INFORMATION TECHNOLOGY: YEAR 13 *CONTINUED*

KEY STAGE 5

TERM 2 & 3 - TOPICS / KEY CONTENT

UNIT 11 - Cyber Security and Incident Management

Our increasing reliance on computer systems and the data they contain makes us vulnerable to attacks from cyber criminals, and to the loss of these systems if there is an accident or a natural disaster. As IT system security is improved, more sophisticated methods of attack are developed, and it is important that organisations have robust plans in place to deal with a cyber security incident before it occurs. All IT professionals require a good understanding of the current threats to systems, how to apply appropriate and effective protection methods and how to manage a cyber security incident. Countries throughout the world are accelerating efforts to address cyber security risks to their public-safety and mission-critical communications networks.

In this unit, students will examine the many different types of cyber security attacks, the vulnerabilities that exist in networked systems and the techniques that can be used to defend an organisation's networked systems. They will investigate the techniques used to assess risks and ways of planning to deal with the results of a cyber security incident and recover systems following an incident. The students will also examine scenarios, carry out risk assessments and prepare protection plans before protecting networked systems. Alongside this, they will examine evidence from cyber security incidents and relevant security documentation, using the evidence to make recommendations for improvement.

TERM 2 & 3 - OVERARCHING KEY QUESTIONS

- How are cyber-threats constantly evolving?
- Are we doing enough to keep our businesses up-to-date in order for them to remain protected?



BTEC INTERNATIONAL LEVEL 3 SUBSIDIARY DIPLOMA IN INFORMATION TECHNOLOGY: YEAR 13 *CONTINUED*

KEY STAGE 5

Assessment Overview and Format:

UNIT 6 ASSIGNMENT - Students will be given a case study which will include business requirements. They will then need to produce designs to meet these requirements and ultimately, produce a website for the intended audience. This will need to be tested for functionality, compatibility and usability, and then reviewed to evaluate the extent to which the website meets client requirements.

UNIT 11 ASSIGNMENT - Students will be given a case study and based on the theory they have been taught, they will be expected to implement this into understanding cyber security threats, system vulnerabilities and security protection methods for this business. They will then explore the security implications of networked systems and develop a cyber security protection plan for the specified organization. Following on from this, they will examine procedures to collect forensic evidence following on from the security incident which will be presented to them.

Links for Home Learning/Extension Resources:

- The Importance of Having a Business Website - (blue16media.com)
- Importance of Website: 9 Great Reasons Why You Need One (profitworks.ca)
- Keeping Up With Cyber Security Threats (maryville.edu)
- Keeping Up with Cybersecurity Framework - BankInfoSecurity

BTEC SUBSIDIARY SPORT CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, BTEC Subsidiary Sport at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - COURSE STRUCTURE
<p>UNIT 24 - Applied Sport Anatomy and Physiology</p> <p>Students will learn about the 4 main systems of the human body:</p> <ul style="list-style-type: none"> • Respiratory System • Cardiovascular System • Muscular System • Skeletal System 	<p>In this unit you will:</p> <ul style="list-style-type: none"> • Examine the function of the musculoskeletal system and how it responds to exercise • Examine the function of the cardiovascular system and how it responds to exercise • Examine the function of the respiratory system and how it responds to exercise • Explore the different types of energy systems and how they are used in exercise
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - COURSE STRUCTURE
<p>UNIT 26 - Nutrition for Performance</p> <p>Students will study topics surrounding nutrition in sport, including:</p> <ul style="list-style-type: none"> • A balanced diet • The link between nutrition and energy systems • Macronutrients: Carbohydrates, Fats and Protein • Drugs in Sport • The effects of specific drugs on performance 	<p>In this unit you will</p> <ul style="list-style-type: none"> • Examine concepts of nutrition, hydration, diet and digestion • Explore energy intake and expenditure for sports and physical activity • Investigate legislation, guidance and procedures associated with anti-doping • Produce a diet and hydration plan to support a selected sport or physical activity
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - COURSE STRUCTURE
<p>UNIT 11 - Business in Sport</p> <p>Learners develop the skills needed to prepare a business plan, using IT and financial and relevant business data. They will implement a customer service programme for a client.</p>	<p>In this unit you will:</p> <ul style="list-style-type: none"> • Investigate the use of business and customer service skills in the sport and active leisure industry • Explore the use of technology to improve customer service for sport and active leisure organisations • Explore business-related legislation and organisational procedures in the sport and active leisure industry

BTEC DIPLOMA SPORT CURRICULUM: YEAR 12

KEY STAGE 5

In Year 12, BTEC Diploma Sport at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - COURSE STRUCTURE
<p>UNIT 25 - Sport Injuries Management</p> <p>Learners develop the skills to identify common sporting injuries, their potential causes and how these can be managed with different rehabilitation interventions and exercises.</p>	<p>In this unit you will:</p> <ul style="list-style-type: none"> • Explore different types and causes of common sporting injuries and how they affect sports performers • Explore risk factors for the management and prevention of common sporting injuries • Develop treatment and rehabilitation programmes for common sporting injuries
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - COURSE STRUCTURE
<p>UNIT 27 - Sports Psychology</p> <p>Learners develop an understanding of the psychological demands of sport and develop techniques to improve sporting performance.</p> <p>The unit covers three key areas in sport and exercise psychology and looks at a range of techniques which can be used to enhance performance. Firstly, learners will explore methods used to promote and develop motivation in sport and exercise; secondly, learners will look at the skills of imagery and mental rehearsal and consider their psychological applications. Thirdly, learners will be introduced to methods of managing and controlling arousal levels within the sporting environment to ensure optimum arousal levels are achieved to match the requirements of the activity.</p>	<p>In this unit you will</p> <ul style="list-style-type: none"> • Explore the effect of personality and motivation on sports performance • Explore the relationship between stress, anxiety, arousal, team dynamics and sports performance • Plan a psychological skills training programme to enhance sports performance
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - COURSE STRUCTURE
<p>UNIT 28 - Fitness Testing</p> <p>The aim of this unit is to enable learners to gain an understanding of fitness testing and the importance of health screening and health monitoring tests.</p>	<p>In this unit you will:</p> <ul style="list-style-type: none"> • Examine a range of laboratory-based and field-based fitness tests • Use health screening techniques and fitness tests for a specified purpose • Interpret the results of fitness tests and health screening techniques for a specified purpose



BTEC SUBSIDIARY SPORT CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, BTEC Subsidiary Sport at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - COURSE STRUCTURE
<p>UNIT 30 - Organizing Events in Sport and Physical Activity</p> <p>Learners explore key opportunities and requirements associated with organising sports and fitness events, producing their own promotional materials and planning and delivering a sports event.</p>	<p>In this unit you will:</p> <ul style="list-style-type: none"> • Explore considerations of sport and physical activity events • Plan and promote a sport or physical activity event • Deliver a planned sport or physical activity event
TERM 2 AND 3 - TOPICS / KEY CONTENT	TERM 2 AND 3 - COURSE STRUCTURE
<p>UNIT 1 - Health, Wellbeing and Sport</p> <p>Learners will explore the importance of physical activity and wellbeing on different types of participants. This will include investigating physical and mental health and suggesting ways to improve them.</p>	<p>In this unit you will</p> <ul style="list-style-type: none"> • Examine the importance of physical activity and sport • Investigate the importance of physical health • Explore mental health and social wellbeing • Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active leisure



BTEC DIPLOMA SPORT CURRICULUM: YEAR 13

KEY STAGE 5

In Year 13, BTEC Diploma Sport at WEK...

TERM 1 - TOPICS / KEY CONTENT	TERM 1 - COURSE STRUCTURE
<p>UNIT 35 - Practical Sports Performance</p> <p>Learners develop the skills, techniques and tactics of selected sports through active participation in individual or team sports.</p>	<p>In this unit you will:</p> <ul style="list-style-type: none"> • Explore skills, techniques and tactics required in selected sports • Use skills, techniques and tactics in an individual or team sport • Review own performance in an individual or team sport to inform future development
TERM 2 - TOPICS / KEY CONTENT	TERM 2 - COURSE STRUCTURE
<p>UNIT 34 - Sports Development</p> <p>Learners explore the principles of sports development, the key agencies involved and provide applied examples of current practice.</p>	<p>In this unit you will</p> <ul style="list-style-type: none"> • Examine key concepts in sport development • Explore the key providers of sport development • Investigate sport development in practice
TERM 3 - TOPICS / KEY CONTENT	TERM 3 - COURSE STRUCTURE
<p>UNIT 2 - Careers in the Sport and Active Leisure Industry</p> <p>Learners develop an understanding of careers in the sport and active leisure industry, and skills, knowledge and behaviours for employment in the industry.</p>	<p>In this unit you will:</p> <ul style="list-style-type: none"> • Examine the organisation of the sport and active leisure industry and its provision in your country • Investigate careers in the sport and active leisure industry • Explore recruitment processes for a job role in the sport and active leisure industry • Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry