



KEYS STAGE 3

Year 7 Curriculum



Contents

2023-2024

GEMS WELLINGTON ACADEMY

Al Khail



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Key Stage 3 Arabic A Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>قصة : "رحمة للعالمين" نايف عبدالله استجابة أدبية للنص القصصي أنواع التشبيه</p> <p>الجملة والتركيب والجملة وأغراضها</p> <p>علامات الترقيم</p> <p>نص شعري : ((حبيبي يا رسول الله)) الأسلوب الخبري والإنشائي . المفعول فيه</p> <p>كن أكثر وعياً بعضبك " نص معلوماتي" الاستماع التحدث التركيب النعني الألف اللينة في الأفعال الثلاثية اختبار مهاري لمهارة القراءة في الفرعين التاليين: • مهارة الفهم والاستيعاب (نص خارجي) مهارة قراءة النص الأدبي وتحليله اختبار مهاري لمهارة الكتابة الإبداعية</p>	<p>• ما دور الوصف في إبراز الشخصيات وأفعالها وتصرفاتها؟</p> <p>• ما دور المكان في إيصال الفكرة الرئيسية من القصة؟</p> <p>• ما العلاقة بين لغة القصة وقدرة الكاتب على إيصال الأفكار للقاريء ما عناصر الاستجابة الأدبية التي تجعل كتاباتك أكثر قوة وتأثيراً؟ ما طبيعة الأسلوب الذي يجعل كتاباتك الإبداعية مؤثرة وناجحة؟ كيف أخطط لكتابتي تخطيطاً ناجحاً؟ ما الفرق بين الجملة والتركيب؟ ما الأهمية اللغوية من استخدام الجملة والتركيب في الكتابة الإبداعية؟ كيف استخدم جملاً وتراكيب مناسبة في كتاباتي؟ كيف أوظف علامات الترقيم المناسبة في كتاباتي؟ كيف تلعب علامات الترقيم دوراً مهماً في إبراز المعاني والدلالات؟ ما الفرق بين الشعر الحر والشعر العمودي؟ ما دور العاطفة في إبراز الفكرة من النص الشعري؟ ما أهم الإيحاءات والدلالات اللغوية في القصيدة؟ كيف استطاع الكاتب إيصال غايته من هذا النص؟ ما أبرز النصرفات التي تجعلنا متحكمين بأنفسنا بشكل إيجابي؟ كيف تستفيد من دراسة النصوص المعلوماتية في حياتك العملية؟ كيف أوظف التركيب النعني في الأغراض الكتابية المختلفة.</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p>قصيدة مجد الإمارات الهمزة المتوسطة</p> <p>لتحدث : يعبر عن وجهة نظره تجاه أفكار وآراء الشاعر والعاطفة المسيطر عليها يكتب استجابة أدبية للنص الشعري قصة ثلاثة أسئلة</p> <p>يقدم تلخيصاً شفوياً لنص معلوماتي ضمانات الرفع المتصلة نصوصاً سردية تتضمن حبكة ، وإطاراً زمنياً ومكاني النحو:</p>	<p>ما أبرز الأغراض الشعرية في الشعر العربي الحديث؟ كيف يساهم الشعر الحديث في إظهار قيمة الوطن وأهميته؟ ما أثر العاطفة التي استخدمها الشاعر في بيان مشاعره تجاه وطنه؟ كيف أوظف الاستجابة الأدبية كي أعبر عن حبي لوطني ؟ ما دور العنوان في الفهم والاستيعاب في الكشف عن مضمون القصة؟ ما أهمية التدرج الزمني في البناء القصصي؟ ما هي معايير وشروط التلخيص الناجح؟ ما أهمية المشاعر والأحاسيس أثناء كتابة النصّ السردية؟ كتاباتك؟ كيف تستطيع وصف الأماكن التي اخترتها في</p>





يراجع الطالب ما تعلمه حول موضوعي :
التركيب النعني والضمائر الرفع المتصلة.
نص استماع

اختبار مهاري لمهارة القراءة في الفرعين
التاليين:

مهارة الفهم والاستيعاب (نص خارجي)
مهارة قراءة النص الأدبي وتحليله

اختبار مهاري لمهارة الكتابة الإبداعية
ختبار لمهارة الاستماع :

يستمتع المتعلم لنص و يجيب عن أسئلة الفهم
و الاستيعاب للنص المسموع.

اختبار لمهارة التحدث:

يتحدث الطالب حول موضوع الغضب وأسبابه
وطرق الحفاظ على مشاعرنا وقت الغضب
اختبار مهاري في المهارات التالية:

المفردات
البلاغة
الإملاء
النحو

Term 3 – Topics/ Key Content

النص المعلوماتي (الإدمان على الإنترنت)
يكتب نصوصاً سردية تتضمن حبكة ، وإطاراً
زمانياً ومكانياً ، مختاراً وجهة نظر مناسبة للقصة
، متضمناً نصه تفاصيل حسية باستخدام
تقنيات (الحوار – السرد – الوصف)

البلاغة:

يوظف التشبيه بأنواعه لتقريب المعنى .
يتعرف بعض العبارات التي تعبر عن الرأي و وجهة
النظر. القصة القصيرة:

(نظرة)

يوسف إدريس ، كاتب مصري.

علامات الترقيم (علامة الاستفهام

النقطة ، علامة التعجب ، النقطتان

الرأسيتان ، الفاصلة ، القوسان ، علامتا

التنصيص ، علامة الاعتراض ، الفاصلة

المنقوطة

الجملة والتركيب

الجملة وأغراضها .

مراجعة الهمزة المتطرفة وهمزتي الوصل والقطع

ضمائر النصب المتصلة وإعرابها إعراباً تاماً

مراجعة علامات الإعراب الأصلية والفرعية للاسم.

اختبار مهاري لمهارة القراءة في الفرعين

التاليين:

مهارة الفهم والاستيعاب (نص خارجي)

مهارة قراءة النص الأدبي وتحليله.

اختبار مهاري لمهارة الكتابة الإبداعية في نوع

النص التالي:

كيف تساهم النصوص المعلوماتية في التوعية والتحذير من
التصرفات السلبية؟

ما السمات الفنية لأسلوب الكاتب في النصوص المعلوماتية؟

ما دور الحقائق والمعلومات في النص المعلوماتي في إثراء النص
وتقويته؟

كيف أوظف التشبيه في الأغراض الكتابية المختلفة؟

ما الذي يميز أسلوب كاتب عن كاتب آخر؟ وهل للتشبيه استخدام
الصور الفنية دور في جعل النص أجمل وأقوى؟

لماذا اضطر الكاتب إلى استخدام بعض التراكيب والمفردات العامية؟
ما أثر الوصف الخارجي والداخلي لشخصيات القصة في إظهار

تصرفاتها وأفعالها؟

ما القيم الأخلاقية التي نتعلمها من النصوص القصصية؟

كيف تساهم الكتابة الصحيحة للكلمات المختلفة في جعل النصوص
أكثر فهماً وعمقاً؟





يكتب المتعلم نصا تفسيريا .
اختبار لمهارة الاستماع :
يستمع المتعلم لنص و يجيب عن أسئلة الفهم
و الاستيعاب للنص المسموع.

اختبار لمهارة التحدث:
عمل مشاهد تمثيلية توضح مظاهر " بر
الوالدين " و أثرها على الفرد و المجتمع
اختبار مهاري في المهارات التالية:
المفردات
البلاغة
الإملاء
النحو





Key Stage 3 Arabic B Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p><u>Travelling & Seasons</u></p> <ul style="list-style-type: none">• Travelling around the world.• Seasons and weather in a different country, Clothes, feelings, and activities. “Instruction and advice”.	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Where did I travel in the last summer vacation?• What did I do during my trip to.....?• How can express my admiration for my trip?• How to write a questionnaire about my travel and my friend’s travel to a different country?• How to write a report based on a questionnaire about traveling?• How is the weather for each season?• How do I feel about each season and why?• What should I wear in each season and why?• What is my favourite season and why?• How do I write instructions and pieces of advice for the four seasons?• How to write a comparative article describing each season?
<p>Term 2 – Topics/ Key Content</p> <p><u>Adventures</u></p> <ul style="list-style-type: none">• Holidays and adventures.• Advertising for Horizon Week.• Saving the environment with reasons	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are my activities on my holidays?• What is my dream adventure?• What do I need and what do I do on my adventure?• How to express my admiration for my adventure?• What are the elements of an advertisement?• How to write an advertisement for Horizon Week?• What are the elements of the formal letters?





	<ul style="list-style-type: none">• How to write a formal letter about an advertisement for a trip in Horizon Week?• How to save the environment?• How to write instructions to save the environment?
<p>Term 3 – Topics/ Key Content</p> <p><u>Students Council</u></p> <ul style="list-style-type: none">• Students council and advertising campaign	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the distinguished aspects of the student's leader?• What are the responsibilities of the student leaders?• What are the steps of the students' council election (before- during -after)• How do we prepare the election presentation?• How to present the election presentation to the school committee?
<p>Assessment Overview and Format:</p>	<p>Links for Home Learning/Extension Resources:</p>





- 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 cards and role-plays.





Key Stage 3 Art and Design Curriculum Year 7

<p>Term 1 to 2 (until the Easter break)– Topics/Key Content Cells</p> <p>The ‘Cells’ project is a cross-curricular project with science. The aim of this project is to develop student’s ability to see how Science and Art connect through the study of Plant and Animal cells. This will be delivered to students through:</p> <ul style="list-style-type: none">• observational drawing• digital art• collage• textiles <p>As with every project, students will be studying the work of Hundertwasser and Jess Kirkman as their artist influence throughout this project.</p> <p>Alongside practical outcomes and developments, students will also be expected to analyse, annotate, and evaluate their work and the work of the artists in which they study to develop their literacy and analytical skills.</p> <p>Students will be developing the HPL attributes by linking, creating, and analysing.</p>	<p>Term 1 - Overarching Key Questions</p> <ol style="list-style-type: none">1. What connections can you make between Science and Art?2. How will you use your developmental studies to develop an outcome?3. How will using different mediums help you visually illustrate how science and art connect?
<p>Term 2 (after the Easter break until the end of Term 3) –</p> <p>Topics/ Key Content: Islamic Art</p> <p>One aim and purpose of this project is to develop students’ awareness of Art in different cultures. Students will begin the project by looking at the different attributes within Islamic Art involving rotation, symmetry, and tessellation. This will be delivered through the study of Islamic Patterns and an understanding of colour coordination and composition.</p> <p>The work of Jill Ricci will be looked at as the artist for inspiration throughout this project. Students will be introduced to a range of techniques including painting, oil pastels and artworks from recycled materials.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you visually demonstrate rotation, symmetry, and tessellation within your work?</p> <p>What influences will you take from the work of Jill Ricci for your own developments and outcome.</p> <p>What connections do you see between Math's and Art?</p> <p>How will you involve colour theory and colour coordination within your work?</p>





<p>In addition to this, students will also understand the connection between Math and Art. Alongside practical outcomes and developments, students will also be expected to analyse, annotate, and evaluate their work and the work of the artists whom they study developing their literacy and analytical skills.</p>	
<p>Assessment Overview and Format:</p> <p>Students will be marked on 4 assessment objectives:</p> <ul style="list-style-type: none">• Research• Observations• Developments• Final Outcomes <p>The aim of this is to get students confident with how work is assessed at Key Stage 4 and Key Stage 5, giving them prior knowledge and experience.</p> <p>Students will also be assessed on their written analyses and annotations and evaluations alongside their practical developments. They will be numerically graded from 1-9.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be given homework once every two weeks. This will be in the form of research tasks and completing classwork. Homework will be set on Go4 Schools and students will be expected to complete their homework by the set deadline.</p> <p>Students will also be expected to use the library alongside devices where necessary to complete their homework to a high and expectable standard.</p>





Key Stage 3 Computing Curriculum Year 7

Term 1 – Topics/ Key Content

Using computers safely, effectively, and responsibly.

This is a theoretical unit covering the necessary basic knowledge to use computers safely, effectively, and responsibly. Pupils begin by looking at file management and security. The unit then moves on to e-safety (cyber-bullying, phishing etc.), and online profiles to give pupils a better understanding and awareness of using social media. The functionality and operation of email and search engines and how to use them effectively are covered.

Understanding computers.

This is a theoretical unit covering the basic principles of computer architecture and the use of binary. Pupils will revise some of the theory on input and output covered in previous learning and continue to look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through practical activities. Pupils will then look at some simple binary to-decimal conversion and vice versa and learn how text characters are represented using the ASCII code. This will be followed by some simple binary addition. Pupils will look in-depth at how storage devices store or represent data using binary patterns.

Term 1 - Overarching Key Questions

- What are the potential risks and threats associated with using computers and the internet, and how can we safeguard ourselves and others against them?
- How can we effectively manage our digital footprint and maintain online privacy while engaging in various online activities?
- What are the ethical considerations surrounding the use of technology, and how can we make responsible choices to promote positive digital citizenship?
- How can we critically evaluate and assess the credibility and reliability of online information and sources?
- What are the legal aspects and regulations concerning the use of computers and the Internet, and how can we ensure compliance with relevant laws and guidelines?

Overarching Key Questions

- What are the key components and functions of a computer system, and how do they work together to perform various tasks?
- How can we differentiate between different types of software and understand their roles in enhancing computer functionality?
- What are the fundamental concepts of computer hardware and how do they contribute to the overall performance and capabilities of a computer?
- How can we analyse and interpret different data representation methods used in computers, such as binary, hexadecimal, and ASCII?
- What are the basic principles and processes involved in computer programming, and how can they be utilized to solve problems and create software applications?





<p>Term 2 -Topics/ Key Content:</p> <p><u>Games programming in scratch</u></p> <p>Pupils begin this unit with an introduction to the Scratch programming environment, and by reverse-engineering some existing games. They then progress to planning and developing their own game, learning to incorporate variables, procedures (using the Broadcast function), lists, and operators. They should be able to create a fully working game with lives, scoring, and some randomisation of objects. Finally, they will learn to test and debug their programs.</p> <p><u>Spreadsheet Modelling.</u></p> <p>The unit is centered around creating a financial model for a TV show. Pupils start by looking at different types of models and then use basic spreadsheet techniques to create and format a simple financial model to calculate the expected income from viewers voting. The model is then extended to include sales from merchandising, with the introduction of “what if” scenarios. Finally, the pupils create a seat booking system to book seats and calculate income from seat sales. Spreadsheet features covered include SUM, MAX, IF, and COUNTIF functions, cell naming, conditional formatting, validation, charting, and simple macros.</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the fundamental concepts and principles of game programming in Scratch, and how can they be applied to create interactive and engaging games?• How can we utilize different programming constructs, such as loops, conditionals, and variables, to control game behaviour and create dynamic gameplay experiences?• What are the key elements of game design, including game mechanics, user interfaces, and scoring systems, and how can they be implemented in Scratch?• How can we incorporate multimedia elements, such as graphics, sounds, and animations, to enhance the visual and auditory experience of games created in Scratch?• How can we test, debug, and refine our game projects in Scratch to ensure they function as intended and provide an enjoyable gaming experience for users? <p><u>Overarching Key Questions</u></p> <ul style="list-style-type: none">• What are the fundamental concepts and functionalities of spreadsheet software, specifically Excel, and how can they be used to create powerful and dynamic models?• How can we utilize formulas, functions, and mathematical operations in Excel to perform complex calculations and analyse data efficiently?• What are the techniques and best practices for organizing and structuring data in spreadsheets to create clear and logical models?• How can we utilize data visualization tools, such as charts and graphs, in Excel to represent and communicate data effectively?• How can we use advanced features in Excel, such as conditional formatting, data validation, and pivot tables, to manipulate and analyse data in order to make





	informed decisions and draw meaningful insights from the models created?
Assessment Overview and Format: <u>Introduction to Python</u>	Links for Home Learning/Extension Resources:





Key Stage 3 Drama Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p><u>Drama and Performance Skills</u></p> <p><u>Drama Techniques</u></p>	<p>Term 1 – Key grammar concepts</p> <ul style="list-style-type: none">• Introduction to Drama and Improvisation skills• Vocal Skills and Techniques in Drama• Physicality and Movement• Skills Development and Scene Creation• End of Unit assessment preparation• End of Unit assessment: Voice, movement, and Improvisation <ul style="list-style-type: none">• Drama Techniques: Still Image and Montage• Vocal Skills and Techniques in Drama• Drama Techniques: Cross Cutting and Split Screen Staging• Drama Techniques: Flashback and Flashforward• Drama Techniques: Asides• Drama Techniques: Thought Tracking• Assessment Preparation• End of Unit Assessment: Understanding and Applying Drama
<p>Term 2 – Topics/ Key Content</p> <p><u>Practical Exploration of a Set Text: Hoodie</u></p> <p><u>Comedy.</u></p>	<p>Term 2 – Key grammar concepts</p> <ul style="list-style-type: none">• Introduction to play <i>Hoodie</i> by Linsay Price - understanding features of a script and stage directions.• Exploring the themes of the play and acting from the text• Character Development; Movement and Gesture• Off Text Improvisation and Character Development• Acting from the Text; Directing and Blocking• End of Unit Assessment. <ul style="list-style-type: none">• Introduction to the conventions of Slapstick Comedy• Creating a Stand-Up Comedy Set for a Target Audience• Physical Comedy and Clowning• Assessment Prep: Adding Comedic Elements to Scripted performance.





Key Stage 3 French Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p><u>Ma Vie: My life.</u></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>	<p>Term 1 – Key grammar concepts</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]
<p>Term 2 – Topics/ Key Content</p> <p><u>Mon Collège: My School</u></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 the food you eat at break time.• Understanding details about schools. <p>Project Zone: Schools in other French-speaking countries.</p>	<p>Term 2 – Key grammar concepts</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 <p>Reading for gist</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Mes pasetemps- My Free Time</u></p> <ul style="list-style-type: none">• Talking about computers and mobiles_• Talking about which sports you play.• Talking about activities you do	<p>Term 3 – Key grammar concepts</p> <ul style="list-style-type: none">• Present tense• Using er regular verbs• Jouer a + sport• Faire de + activity• Expressing opinions• Using adjectives correctly <p>Possessive adjectives : son, sa, ses</p>





- Expressing opinions on what you like doing
- Describing what other people do.

Project Zone: Extreme Sports.

Assessment Overview and Format:

There are 3 Key Assessment points throughout the year which contribute 100% to the current working grade.

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

Students are also given a booklet for each topic of study which contains everything they need.






Key Stage 3 English Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p><u>Literature through Time</u></p> <p><u>Introduction to Shakespeare</u></p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Can I explain three key periods from the timeline of English Literature?• Can I explain the context of The Canterbury Tales?• How can I demonstrate my understanding of the themes in Hamlet?• Can I explain the difference between connotation and denotation?• How can I make inferences about characters in Lord of the Flies? <p>How can I effectively compare characters? Can I read and analyse a complex speech?</p> <p>Who was Shakespeare? What can we learn about Shakespeare’s life through research? What was a trip to the Globe Theatre like in Shakespeare’s time? How does Shakespeare’s language differ from the language we use today? Can I use Shakespearean language to form an insulting letter? Why is witchcraft a key theme in Shakespeare’s plays?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Novel Study</p>	<p>Term 2 - Overarching Key Questions</p> <p>Key Questions for this unit will vary depending on the novel being studied. However, here are some general key questions regarding the study of a novel:</p> <p>What makes the opening of a novel effective? How do writers use language to present characters/themes/ ideas? How do writers create tension or suspense? How do characters change? What makes them change and is it always for the better? Can I write a PETAL paragraph to analyse key quotations?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Gothic</p>	<p>Term 3 - Overarching Key Questions</p> <p>What are the key features of the Gothic genre? How can I use Gothic vocabulary in my writing? How does the writer use language and structure to present Manderley in the opening of ‘Rebecca’? How does the writer use language and structure to present Dracula? Can I use the PETAL structure to analyse key quotations?</p>





	How can I create an effective piece of Gothic writing?
<p>Assessment Overview and Format:</p> <p>The assessments are set in English at the end of each unit of work to showcase the progress each student has made. Year 7 assessments will have a clearly indicated reading or writing focus. The relevant assessment objectives will be shared at the start of each unit.</p> <p>Assessments will take place in the penultimate week of each half-term.</p> <p>For writing assessments, typically students will be asked to write a descriptive piece about a character or setting. Writing assessments will normally require students to analyse an extract and complete either comprehension or analysis-style questions.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students in Year 7 will be set Home Learning tasks on www.noredink.com</p>  <p>In addition, we recommend that students read for at least 20 minutes per day in order to develop their vocabulary and fuel their imagination.</p> <p>There is a WEK Reading Challenge in the student planner.</p>





Key Stage 3 Geography Curriculum Year 7

<p>Term 1 – Topics/ Key Content Term 1 – Topics/ Key Content</p> <p><u>Mapping the world</u></p> <p>This unit will introduce students to geography. Students will be able to distinguish the differences between Human, Physical and Environmental Geography. Pupils will have the opportunity to analyse and read maps, developing their map-work skills.</p>	<p>Term 1 - Overarching Key Questions</p> <p>Term 1 - Overarching Key Questions</p> <p>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? How is height shown on a map?</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>The place where we live/ Migration.</u></p> <p>This unit will examine settlements and issues which are faced by people living in urban environments.</p> <p>Students will get the opportunity to produce a report on a local issue that impacts the place they live.</p> <p>Students then examine the causes of migration around the world</p>	<p>Term 2 - Overarching Key Questions</p> <p>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?</p> <p>Key Questions: What is migration? Why do people move?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Weather and Climate</u></p> <ul style="list-style-type: none">• 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 the weather is measured.• To be able to draw and compare climate graphs.• To understand how to cope with extreme temperatures.• To understand the formation of clouds and rain	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• 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?





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
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Key Stage 3 History Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p><u>What are the Key Skills in History?</u> Students will be introduced to the key skills required whilst they are studying History, such as Chronology, Primary and Secondary Sources, and Counting Years.</p> <p><u>The Norman Conquest</u> Students will be introduced to England after the death of Edward the Confessor and the three main contenders to the throne. They will analyse and evaluate the significance of the Battle of Stamford Bridge and the Battle of Hastings, as well as identify who became the new King of England.</p>	<p>Term 1 - Overarching Key Questions</p> <p><u>What are the Key Skills in History?</u></p> <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'? <p><u>The Norman Conquest</u></p> <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?
<p>Term 2 – Topics/ Key Content</p> <p><u>How did William the Conqueror control the English?</u></p> <p>Students will look to analyse the different methods that William used to control the English. Including the Domesday Book, Castles, and the Harrying of the North.</p> <p><u>Medieval England and the Black Death</u> An in-depth look at Medieval England, the lives of people at the time, both in towns and villages. Linking the lives of people and the effects of the Black Death which swept across the world.</p>	<p>Term 2 - Overarching Key Questions</p> <p><u>How did William the Conqueror control the English?</u></p> <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? <p><u>Medieval England and The Black Death</u></p> <ul style="list-style-type: none">• 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'?
<p>Term 3 – Topics/ Key Content</p> <p><u>The Tudors</u></p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Who were the Tudors?





<p>Term 3 will allow students to delve into Tudor England, starting from the victory of Henry VII at the Battle of Bosworth Field to Elizabeth I and her victory over the Spanish Armada.</p> <p>-Henry VIII -Edward VI -' Bloody' Mary -Elizabeth</p>	<ul style="list-style-type: none">• 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:</p> <p><u>3 Key Assessments across the Year.</u></p> <p>Essays/assessments 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:</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>





Key Stage 3 Islamic Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <ul style="list-style-type: none">• The Right Way (Surat Al Mulk 1-14)• The rules of silent Noon and Tanween• Obligatory, Voluntary, and disliked elements of Prayer• Life in Madinah after migration• My environment is a Trust.• Mosque Manners	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Explain how Surah Al Mulk protects us from the punishment of the grave.• How would you apply the rules of Tanween and Noon Sakin?• What are the elements of obligatory prayer?• How did Prophet PBUH establish brotherhood in Madinah?• How did the Prophet's PBUH migration to Madinah help Islam grow and spread in Arabia?• What is the status of mosques 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 can I contribute to the well-being of the environment?• What strategies would you suggest to protect the environment?
<p>Term 2 – Topics/ Key Content</p> <ul style="list-style-type: none">• The True Book Surat As-Sajdah 1-12• Prostration of forgetfulness• The battle of Badr• A few Signs of the Hour	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• How would you prove that the Quran was not invented by the Prophet Muhammad PBUH?• What is the reason behind creating heaven and earth in 6 days?• How would you console someone who loses their relative in a car accident?• What could be the main reason for people to forget the number of Rak'ahs during their prayers?• Why Sujood (prostration) is the nearest position to Allah?• Explain the situations in which the Prostration of forgetfulness is mandatory.• What lesson did you learn from the battle of Badr?• Why is the Battle of Badr considered to be one of the great events in Islam?• What impact did the battle of Badr have on Muslims and Quraysh?• How would you differentiate between minor and major signs of the Day of Judgment?• What would you do to succeed on the Day of Judgement?• Explain why Allah didn't make us aware of the exact time of the Day of Judgement.





Term 3 – Topics/ Key Content <ul style="list-style-type: none">• The Battle of Uhud• Recommendation by the Prophet (PBUH)• Voluntary Fasting	Term 3 – Overarching Key Questions <ul style="list-style-type: none">• Compare between the Battle of Badr and Uhud.• Explain the causes of the Battle of Uhud• What could be the reason behind Muslims’ defeat in the battle of Uhud?• Clarify the concept of voluntary fasting.• Explain the two types of Fasting.• Explain the voluntary fasting which is observed weekly, monthly, and annually as per the Hadith of Prophet Muhammad PBUH.
Assessment Overview and Format: <p>Students will have 3 key assessments throughout the year. Students will be judged on the following criteria.</p> <ul style="list-style-type: none">• Qur’an recitation• Qur’an memorisation• Written Assessment• Home learning/notebooks	Links for Home Learning/Extension Resources: <p>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</p>





Key Stage 3 Mathematics Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Unit 1 – Calculator skills/Powers roots/Negative numbers</u></p> <p><u>Unit 2 - Factors, multiples, primes/HCF/LCM</u></p> <p><u>Unit 3 - Place value and rounding</u></p> <p><u>Unit 4 – Algebraic expressions</u></p> <p><u>Unit 5 – Expand brackets/Factorising and Substitution</u></p> <p><u>Unit 6 – Area and Perimeter</u></p> <p><u>Unit 7 - Circles</u></p> <p><u>Unit 8 - Fractions (of amount – 4 operations, mixed, improper)</u></p> <p><u>Unit 9 - Converting between fractions, decimals, and percentages and calculating percentages.</u></p>	<p>What is the value of 25?</p> <p>Find the HCF and LCM of 12 and 20</p> <p>Write a number as a product of its prime factors.</p> <p>Prove that the square root of 45 lies between 6 & 7</p> <p>Round 16,000 people to the nearest 1000</p> <p>Round 1100 g to 1 significant figure.</p> <p>Write and simplify an expression for 2 more than triple the number, 5 less than double the number, and 4 more than double the number.</p> <p>Simplify $3 \times y$, $a \times 6$, $p \times -3$</p> <p>Expand $b(b + 4)$</p> <p>Calculate the area and/or perimeter of shapes with different units of measurement.</p> <p>Calculate the perimeters and/or areas of circles and sectors of circles given the radius or diameter and vice versa.</p> <p>James delivers 56 newspapers. $\frac{3}{8}$ of the newspapers have a magazine. How many of the newspapers have a magazine?</p> <p>In a rugby match, the Cardiff Blues won 13 out of the 20 line-outs. What fraction of the line-outs did they win? Write your answer to part a as a decimal. What percentage of the line-outs did they win?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><u>Unit 11 - 11. Solving equations</u></p> <p><u>Unit 12. Angles and quadrilaterals</u></p> <p><u>Unit 13. Angles in parallel lines</u></p> <p><u>Unit 14. Ratio</u></p> <p><u>Unit 15. Proportion</u></p> <p><u>Unit 16. Averages</u></p> <p><u>Unit 17. Averages from tables</u></p>	<p>Solve $2x + 15 = 20$</p> <p>What is the sum of angles in a triangle? Or in a quadrilateral? How many sides does a quadrilateral have?</p> <p>Which of these angles is acute? obtuse? reflex?</p> <p>What do angles on a straight line add up to?</p> <p>What is the interior angle of a shape?</p> <p>Find three ratios equivalent to 4: 3.</p> <p>Investigate the ratio of brown-eyed people to green-eyed people.</p> <p>How did the proportion of gold medals won by Team GB change from the 2008 Olympic Games to the 2012 Olympic Games?</p> <p>Two football players record the number of goals they scored in 10 matches:</p> <p>Player A: 0, 1, 1, 1, 3, 1, 2, 1, 1, 1</p> <p>Player B: 0, 0, 5, 0, 0, 4, 3, 0, 0, 1</p> <p>a for each player work out</p>





	<p>i the mean ii the median iii the modal number of goals scored.</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Unit 18. Probability</u></p> <p><u>Unit 19. Sequences</u></p> <p>–</p> <p><u>Unit 20. Co-ordinates</u> <u>Linear graphs</u></p> <p><u>Unit 21. Statistical graphs</u></p> <p><u>Unit 22. Congruency and similarity</u></p> <p><u>Unit 23. Shape transformations</u></p> <p><u>Algebra basics recap</u></p>	<p>Term 3 - Overarching Key Questions</p> <p>In class, 14 students have brown eyes, 4 students have blue eyes, and 2 students have green eyes. A student is chosen at random. Work out (brown eyes) Darren starts with £1 and saves £2 each day. Copy and continue the sequence to show how much money he will have up to 10 days after he starts saving. £1, £3, £5, ... How many days will it be before he has saved more than £40? What are the coordinates of these points? Draw a pair of axes and plot the graph of $y = 3x - 4$. The line graph shows how the volume of air in a scuba tank changed during a dive. How much air was in the tank at the start of the dive and after 20 minutes? Which one of these shapes is not the same as the other two? Which countries use congruent shapes in their flag? Draw the image of shape B after a reflection in the line $x = -3$ Copy the diagram and draw the image of the triangle after these rotations. a 90° anticlockwise about (0, 0). Label your rotated shape A.</p>
<p>Assessment Overview and Format:</p> <p>There will be Key assessments each year: Baseline (where applicable) Key assessment 1 End of term 1 Key assessment 2 End of term 2 Key assessment 3 End of Year</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Sparxmaths - https://sparxmaths.com/ Mr. Carter Math's - https://www.mrcartermaths.com/# Lesson starter tasks and daily revision. Login: wek@gems Password: wek@gems Corbett Math's - https://corbettmaths.com/contents/ Video examples, worksheets, daily revision. MathsGenie - https://www.mathsgenie.co.uk/gcse.html Videos and Exam questions sorted by level Dr Frost www.dr frostmaths.com/resourceexplorer.php Learning platform and video resources Brilliant.org https://www.3blue1brown.com</p>





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<https://www.vsauce.com>



LIMITLESS
LEARNING



Key Stage 3 Moral, Cultural and Social Studies Curriculum Year 7

Term 1 – Topics/ Key Content

Empathy and Assuming Responsibility

- 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 Help Others

Mental Health

- Mental Health and Mental Illness
- The Shameful Look to Mental Illness
- Reasons for the Deterioration of Mental Health and Its Impact on the Individual
- Counselling and Accepting Support
- Healthy Lifestyle, Mental Health

Assessment Overview and Format:

Students will have summative assessments throughout the year. This may be in the form of keyword tests or short essay-style questions

Term 1 - Overarching Key Questions

What does respect mean and how can we show respect to others?

- How can I help others with self-esteem?

- 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?

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





Term 2 - Topics/Key Content:

The Middle Ages and the Fall of the Roman Empire

Students will learn about the Middle Ages of Europe including:

- After the fall of the Roman Empire
- The High Middle Ages in Europe
- The Republic of Venice
- The Late Middle Ages – The First Hundred Years' War
- Crises of the Late Middle Ages

The Renaissance

Students will learn about important periods in European history and their impact on the growth of the European economy including:

- The Renaissance
- The Printing Press
- The Age of Discovery
- The Fur and Spices Trade
- Gold
- The Age of Sail
- The East India and Hudson's Bay Companies

Assessment Overview and Format

Students will have summative assessments throughout the year. This may be in the form of keyword tests or short essay-style questions.

Term 2 Overarching Key Question:

- How have the events of the past contributed to the forming of societies today?

- How did the technology of the past help to develop economic growth?

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





Term 3 - Topics/Key Content:

Government Services

Students will learn about the purpose and functions of the government, including:

- How the Government Functions
- Modern Political Systems
- How Laws are Made
- How Laws are Interpreted

Rights and Responsibilities

The UAE

Students will take part in a project focusing on the UAE.

Assessment Overview and Format

Students will have summative assessments throughout the year. This may be in the form of keyword tests or short essay-style questions.

Term 3 Overarching Key Questions:

- What is the purpose of the government?
- How are laws created and enforced?

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





Key Stage 3 Music Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p>Building Bricks Students learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation, and Silence and are introduced to Graphic Notation and Graphic Scores. It is hoped that this topic will develop student’s understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music.</p> <p>Keyboards Skills 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. Since this topic is primarily performance-based, there are optional pathways to perform and compose either a round for keyboard ensemble or to explore short musical clichés for keyboard.</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the Elements of Music?• What Elements of Music allow us to communicate across various cultures?• What different stimuli do composers use when creating and composing music?• How does knowledge of the Elements of Music allow us to communicate more effectively?• How is music created?• What is music?• To what extent is music a universal language?• To what extent does music need to be written down?• To what extent does a performer’s own interpretation of a piece of music differ from what the original composer may have intended?• To what extent is there a “correct way” of playing the keyboard?
<p>Term 2 – Topics/ Key Content</p> <p>I’ve Got Rhythm Through composing and performing, students are introduced to rhythm grids and rhythm grid notation which can be extended to include single-line rhythm notation using the note values of a semibreve, minim, crotchet, quaver, and a pair of quavers.</p> <p>Form and Structure Students begin with an exploration into Question-and-answer phrases as one of the simplest types of musical structures, relating this to call-and-response singing and how musical Question-and-answer phrases balance with each other to form a complete structure. Binary and Ternary Forms are then explored with an emphasis on how musical contrast is achieved between “A” and “B” sections revising the Elements of Music. Rondo</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is rhythm? What is pulse?• How is duration used to perform and record sounds of different lengths in music?• How can we tell the difference between the pulse/beat of a piece of music and its rhythm?• How is rhythm used in music from different times and places?• How can rhythms be written down and recorded?• How can we perform rhythms on different sound sources or musical instruments?• To what extent is rhythm important in music?• To what extent does music need rhythm?• What would music without rhythm sound like?





<p>Form is explored as a type of recurring musical structure with students adding pentatonic improvisations as “Episodes” between a whole class “A” section.</p>	<ul style="list-style-type: none">• How can we label or identify different sections within a piece of music?• To what extent does music with a recurring or repeated section provide familiarity to the listener?• To what extent does music need Form and Structure?
<p>Term 3 – Topics/ Key Content</p> <p>Sonority City This topic develops students’ knowledge and understanding of orchestral instruments and families/sections of orchestral instruments. Students learn about the construction, sound production, and timbres/sonorities of different orchestral instruments, the layout, grouping, and the instruments that belong to each section of a modern symphony orchestra.</p> <p>Folk Music This topic 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.</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the sections/families of the orchestra?• What musical instruments are found in an orchestra?• How can we tell the difference between the instruments of the orchestra?• How can we define the word “Sonority”?• To what extent does an orchestra need a conductor?• What is “Folk Music”?• In what ways has Folk Music been ‘rediscovered’ or ‘revived’ over recent years?• To what extent will folk songs remain the same in the future?• Is change always relevant to create a new arrangement of an existing Folk Song
<p>Assessment Overview and Format:</p> <p>Students are assessed in an end-of-topic assessment after the completion of each unit through listening and appraising, composing, and performing. Alongside this, students are assessed on mini projects, keyword assessments, and flipped learning during class. There will also be three Key Assessments which will include:</p> <p>Ensemble Performance Solo Performance Performance Project</p>	<p>Links for Home Learning/Extension Resources:</p> <ul style="list-style-type: none">• Create .wav files of compositions based on artistic stimuli and present images with sound as a computer-based slide show of students’ art and music work.• Research the views of various artworks that correlate to the titles of Mussorgsky’s movements in his ‘Pictures at an Exhibition’ such as <i>gardens, trumpets, promenades, castles, witches, gnomes, etc.</i>• Attending concerts which include arrangements of folk music.





- Watching and listening to live musical performances of fanfares performed in different places *e.g., on Remembrance Day.*
- Visiting art galleries (real or virtual/online) to explore how artists have used form and structure within visual art.
- Perform keyboard duets.
- Work towards a “Grade 1” piano exam piece.
- Creating an in-depth research project on one keyboard instrument (*e.g., harpsichord, organ, piano, accordion, synthesiser, clavichord, celesta, etc.*) containing pictures, information, and how the instrument works.





Key Stage 3 Physical Education Curriculum Year 7

<p>Term 1 – Topics/ Key Content</p> <p>Invasion Games and Swimming</p> <p><u>Half Term 1 (to October half term)</u> Girls – Netball and Football Boys – Football and Swimming</p> <p><u>Half Term 2 (to December vacation)</u> Girls – Swimming and Netball Boys – Football and Athletics</p>	<p>Term 1 - Overarching Key Questions</p> <p>Major Muscles Can you name the major muscles of the body?</p> <p>Antagonistic Pairs Why do muscles work in pairs?</p> <p>Warm-ups/Cool Down Why and how do we warm up and cool down?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Athletics and Invasion Games</p> <p>A key focus during Term 2 is preparing students for Sports Day.</p> <p><u>Half Term 1 (to February Half Term)</u> Girls - Athletics and Netball Boys - Athletics and Rugby</p> <p><u>Half Term 2 (to April vacation)</u> Girls – Basketball and Rounders Boys – Basketball and Cricket</p>	<p>Term 2 - Overarching Key Questions</p> <p>Fitness Testing & Components of fitness</p> <p>What different aspects of our fitness are there?</p> <p>How do we test the different components to see our strengths and weaknesses?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>During Ramadan</u> Boys and Girls – Rock Climbing, Trampolining, Badminton</p> <p><u>Outside of Ramadan</u> Boys – Swimming, Cricket, Volleyball Girls – Swimming, Rounders, Volleyball</p>	<p>Term 3 - Overarching Key Questions</p> <p>Introduction to methods of training</p> <p>Can you list all the different ways to train our bodies?</p> <p>Are certain methods of training more suited improve different components of fitness?</p>
<p>Assessment Overview and Format:</p> <p>Students are assessed 90% on their practical ability and a further 10% on their knowledge and understanding of the theoretical content covered. The</p>	<p>Links for Home Learning/Extension Resources:</p>





theory content will be assessed by 3
termly written exams.





Key Stage 3 Science Curriculum Year 7

TERM 1	
CELLS	<p>State what a cell is.</p> <p>Explain how to use a microscope to observe a cell.</p> <p>Match cell components to their function</p> <p>Identify a similarity and differences between plant and animal cells.</p> <p>Name some examples of specialized plant and animal cells.</p> <p>Describe examples of specialized plants and animal cells.</p> <p>Suggest the type of organism or tissue a cell comes from, based on its features.</p> <p>Name some substances that move into and out of cells.</p> <p>Describe the process of diffusion.</p> <p>Identify the structure in an amoeba and a euglena.</p> <p>Describe what a unicellular organism is.</p> <p>Explain how unicellular organisms are adapted to carry out different functions.</p>
PARTICLES	<p>Describe simply what the particle model of matter is.</p> <p>Explain the properties of different materials based on the arrangement and movement of their particles.</p> <p>Describe the properties of solids, liquids, and gases using the particle model.</p> <p>Explain the properties of solids, liquids, and gases based on the arrangement and movement of their particles.</p> <p>Describe simply how changes in temperature or state can be described in terms of particles transferring energy.</p> <p>Recognize the state of a substance in relation to its melting and boiling point.</p> <p>Explain changes in state in terms of changes in the energy of the particles.</p> <p>Draw before and after diagrams to explain observations about the change of state.</p> <p>Describe simply how changes in temperature or state can be described in terms of particles transferring energy.</p> <p>Recognize the state of a substance in relation to its melting and boiling point.</p> <p>Explain changes of state in terms of changes to the energy of the particles</p> <p>Describe one difference between boiling and evaporation.</p> <p>Explain changes of state in terms of changes to the energy of the particles</p> <p>Draw before and after diagrams of particles to explain observations about changes of state.</p> <p>Use the particle model to explain diffusion.</p> <p>Draw before and after diagrams of particles to explain observations about diffusion.</p> <p>Uses words to explain gas pressure simply.</p> <p>Explain observations about gas pressure in terms of particles.</p> <p>Draw before and after diagrams of particles to explain observations about gas pressure</p>
FORCES	<p>State the unit of force.</p> <p>Describe what is meant by an interaction pair.</p> <p>Describe what happens when the resultant force of an object is not zero.</p>





	<p>Use a force diagram to describe situations involving gravity that are in equilibrium.</p> <p>State and use the formula for speed.</p> <p>Describe the link between speed and journey time.</p> <p>Describe how the speed of an object depends on the movement of the observer.</p> <p>State what a straight line on a distance-time graph tells you about speed.</p> <p>Calculate speed from a distance-time graph.</p> <p>Illustrate a journey with changing speed on a distance-time graph and label changes in motion.</p> <p>State the value of g on Earth and on the moon.</p> <p>Describe the differences between mass and weight.</p> <p>Describe how gravitational force varies with mass and distance.</p> <p>Use the formula to calculate your weight on different planets and explain changes in weight.</p> <p>Explain why objects stay in orbit.</p>
BODY SYSTEMS	<p>State examples of tissues organs and organ systems.</p> <p>State the order of the hierarchy of organisms in a multicellular organism.</p> <p>Explain why multicellular organisms need organ systems to keep their cells alive.</p> <p>Name the main parts of the skeleton.</p> <p>List the functions of the skeleton.</p> <p>Explain how the properties of bones link to their function in the body.</p> <p>State where joints are found in the body.</p> <p>Describe the structure and function of joints.</p> <p>Explain how to measure the force exerted by different muscles.</p> <p>State how antagonistic pairs of muscles create movement.</p> <p>Describe the function of muscle groups and explain how antagonistic muscles cause movement.</p> <p>Use a diagram to predict the result of a muscle contraction or relaxation.</p> <p>Explain why some organs contain muscle tissue.</p> <p>Describe the function of the gas exchange system.</p> <p>Explain how parts of the gas exchange system are adapted to their function.</p> <p>Explain why your breathing rate and volume can change.</p> <p>Describe the process of inhaling and exhaling.</p> <p>Explain what happens during breathing using the bell-jar model.</p> <p>Explain how exercise, smoking, and asthma affect the gas exchange system.</p>
TERM 2	
ELEMENTS	<p>Describe what an atom is.</p> <p>Describe some differences between elements and compounds.</p> <p>Use diagrams to represent atoms and molecules of elements and compounds.</p> <p>State the properties of a pure substance.</p> <p>Name four common substances that are mixtures.</p> <p>Explain how to use melting temperatures to identify pure substances.</p> <p>State what an element is.</p>





	<p>Recall the chemical symbols of 16 elements.</p> <p>Use observations from experiments to explain why a substance must be an element.</p> <p>State what atoms are.</p> <p>Represent atoms using particle diagrams.</p> <p>State what a compound is.</p> <p>Represent molecules, elements, mixtures, and compounds using particle diagrams.</p> <p>Use particle diagrams to classify a substance as an element, mixture, or compound.</p> <p>Use particle diagrams to classify a molecule or an atom.</p> <p>Name compounds using their chemical formulae.</p> <p>Use chemical formulae to name the elements present and determine their relative proportions.</p> <p>Represent atoms, molecules, elements, mixtures, and compounds using particle diagrams.</p>
WAVES - SOUND	<p>State the speed of sound and what it can and cannot travel through.</p> <p>Describe how sound is produced and travels.</p> <p>Explain observations where sound is transmitted.</p> <p>Describe the link between amplitude and loudness.</p> <p>Explain observations where sound is reflected or absorbed by different media.</p> <p>Describe the amplitude of a wave from a diagram or oscilloscope picture.</p> <p>Use drawings of waves to describe how sound waves change with volume.</p> <p>Describe the link between frequency and wavelength.</p> <p>Describe the frequency of a wave from a diagram or oscilloscope picture.</p> <p>Use drawings of waves to describe how sound waves change with pitch.</p> <p>Name some parts of the ear.</p> <p>Describe how the ear works.</p> <p>Describe how your hearing can be damaged.</p>
ECOSYSTEMS AND PROCESSES	<p>Recall how plants make glucose.</p> <p>Describe how plants get the resources they need for photosynthesis.</p> <p>Use the word equations to describe photosynthesis.</p> <p>Describe the structure and function of the main components of a leaf.</p> <p>Explain how a leaf is adapted for photosynthesis.</p> <p>State the factors that affect the rate of photosynthesis.</p> <p>Describe how to test a leaf for starch.</p> <p>Show graphically how different factors affect the rate of photosynthesis.</p> <p>State what fertilisers are used for.</p> <p>Describe how a plant uses minerals for healthy growth.</p> <p>Explain the role of nitrates in plant growth.</p> <p>Use a word equation to describe aerobic respiration.</p> <p>State the difference between aerobic and anaerobic respiration.</p> <p>Use a word equation to describe anaerobic respiration.</p> <p>Explain why specific activities involve aerobic or anaerobic respiration.</p> <p>State the word equation for fermentation.</p> <p>Describe how bread, beer, and wine are made. State what food chains and food webs are.</p>





	<p>Describe what food chains and food webs show.</p> <p>Combine food chains to form a food web.</p> <p>State factors that affect the population of a species</p> <p>Explain how toxic materials can accumulate in a food web and effect different populations.</p> <p>Explain the importance of insect pollinators to food supplies.</p> <p>State what is meant by ecosystem, community, habitat, environment, and niche.</p> <p>Describe how different organisms co-exist within an ecosystem.</p> <p>List some resources that plants and animals compete for.</p> <p>Describe the interaction between predator and prey populations.</p>
TERM 3	
REACTIONS	<p>Describe what happens in atoms in a chemical reaction.</p> <p>Describe the characteristics of chemical reactions.</p> <p>Explain why chemical reactions are useful.</p> <p>Compare chemical reactions to physical changes.</p> <p>Identify reactions and products in word equations.</p> <p>Write word equations to represent chemical reactions.</p> <p>Predict products of combustion reactions.</p> <p>Categorise oxidation reactions as useful or not.</p> <p>Identify decomposition reactions from word equations.</p> <p>Use patterns to predict products of decomposition.</p> <p>Explain the conservation of mass in chemical reactions.</p> <p>Calculate the mass of reactants and products.</p> <p>Describe characteristics of exo and endo thermic changes.</p> <p>Classify changes as exo or endo.</p>
LIGHT	<p>Describe what happens when a light ray meets a different medium.</p> <p>State the speed of light.</p> <p>Use ray diagrams of eclipses to describe what is seen by observers in different places.</p> <p>Describe how light is reflected from a mirror.</p> <p>Describe how images are formed in a plane mirror.</p> <p>Use ray diagrams to show how light reflects and forms images.</p> <p>Describe what happens when light enters a medium</p> <p>Use a ray-diagram model to describe how light passes through lenses and transparent materials.</p> <p>Construct a ray diagram to show how light refracts.</p> <p>Name parts of the eye.</p> <p>Use ray diagrams to describe how light passes through the lens in your eye.</p> <p>Describe how lenses may be used to correct vision.</p> <p>State the difference between different colours in terms of frequency.</p> <p>Use the ray model to describe how objects appear in different colours and how light is refracted through a prism.</p> <p>Explain observations where coloured lights are mixed or objects are viewed in different lights.</p>





ACIDS AND ALKALIS	<p>Recall the hazards of acids and alkalis and how to handle them safely.</p> <p>Describe the differences between concentrated and dilute solutions of an acid.</p> <p>Compare the properties of acids and alkalis.</p> <p>Identify acids, alkalis, and neutral solutions on the pH scale.</p> <p>Identify the best indicator to distinguish between solutions of different pH.</p> <p>Use data and observations to determine the pH of a solution.</p> <p>Describe what factors affect the pH of a solution.</p> <p>Name three strong acids and two weak acids</p> <p>Use data and observations to determine the pH of a solution and explain what this shows.</p> <p>State what products are formed in the reaction between an acid and alkali.</p> <p>Explain how neutralisation reactions are used in different situations.</p> <p>Describe a method for making a neutral solution from an acid and an alkali.</p> <p>State what products are formed in the reaction between an acid and a base.</p> <p>Chose the salts that form when acids react with metals or bases.</p>
SPACE	<p>Describe the objects that you can see in the night sky.</p> <p>Describe the structure of the Universe.</p> <p>Explain the choice of units for measuring distances.</p> <p>Describe the model of the Solar System.</p> <p>Explain why we see objects in the Solar System and why they appear to move as they do.</p> <p>State what phenomena the Solar System model can be used to explain.</p> <p>Explain why places on the Earth experience different daylight hours and seasons.</p> <p>Name some phases of the Moon.</p> <p>Describe the appearance of the Moon and planets from diagrams.</p> <p>Explain why you see phases of the Moon.</p>
PROJECT	<p>Students will develop their own investigations to showcase the skills they have built on during the year.</p>
Assessment Overview and Format: For each topic, students will complete. <ul style="list-style-type: none">• Spelling test on keywords• Assessed homework task• Assessed practical task• End of unit Educake quiz.	<p>Links for Home Learning/Extension Resources:</p> <p>All resources will be shared with students on TEAMS.</p> <p>Educake for quizzes www.educake.co.uk (students have logins)</p> <p>BBC Bitesize https://www.bbc.com/bitesize/subjects/zng4d2p</p> <p>AQA KS3 https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus</p> <p>UK National Curriculum standards https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf</p>





Key Assessments will assess all content to the date of the assessment.
Key Assessment 1-3 - 60 minutes





Key Stage 3 Social Enterprise Curriculum Year 7

All Social Enterprise units of work are focused on one of the UN's 17 Sustainable Development Goals (SDGs). Lesson content involves learning about the causes of these global issues, and then students collaboratively take action to work towards these goals through the project work included in each unit. Each year group has one lesson per week on the following curriculum:

<p>Term 1 – Topics/ Key Content</p> <p>Sustainability in Action – (<i>Climate Action SDG 13</i>) to understand how and why climate change is happening, and what impact it is having on us across the globe. To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How have our individual behaviours negatively impacted global warming?</p> <p>What actions can we take to show solidarity with the Climate Action SDG, and work together to offer solutions for this issue? How do our individual contributions impact this shared global community goal?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Green Cities – (<i>Sustainable Cities and Communities SDG 11</i>) to consider the social, economic, and environmental factors that allow us to live in good conditions. To examine ways to live in harmony with nature but still develop health and prosperity. To actively work towards providing solutions for sustainable living.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How can we drive change in cities and communities towards a sustainable way of living? What actions can we take to support the Sustainable Cities SDG and work towards a sustainable future?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Healthy Eating – (<i>Good Health and Wellbeing SDG 3</i>) to consider what we need to be both physically and mentally well. To examine what factors, affect our health and well-being across the globe and to compare the consequences of diverse conditions. To seek solutions for this global issue and work together to take-action in support.</p>	<p>Term 3 - Overarching Key Questions</p> <p>How can your health be affected by your environment and surrounding conditions? What actions can we take to promote the Good Health and Well-being SDG? How can we work together to make a positive change?</p>
<p>Assessment Overview and Format:</p> <p>Students do not work towards grades in this subject area but instead work to meet and exceed four principle areas of value: knowledge, project, service, and extension.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://worldslargestlesson.globalgoals.org/ https://www.globalgoals.org/</p>





Key Stage 3 Spanish Curriculum Year 7

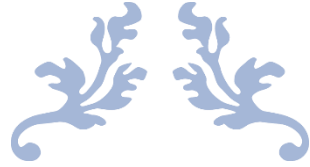
<p>Term 1 – Topics/ Key Content</p> <p><u>Mi Vida: My life</u></p> <ul style="list-style-type: none">• Getting used to Spanish pronunciation and introducing yourself.• Talking about your personality• Talking about age, brothers, and sisters• Saying when your birthday is.• Using numbers and the alphabet• Physical descriptions• Talking about your pets. <p>Project Zone: Endangered animals /Christmas in Spain.</p>	<p>Term 1 – Key grammar concepts</p> <ul style="list-style-type: none">• Introduction to pronunciation• Expressing simple opinions• Definite articles• Verb endings in 'I' form• Tener in the present tense• Making sentences using connectives• Reading strategies – using patterns• Adjective forms [singular and plural] <p>Agreements.</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>Mi tiempo libre: My free time</u></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: Describe a famous sportsman/sportswoman / Describe a photo.</p>	<p>Term 2 – Key grammar concepts</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.
<p>Term 3 – Topics/ Key Content</p> <p><u>Mi Insti: My School</u></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>	<p>Term 3 – Key grammar concepts</p> <ul style="list-style-type: none">• Me gusta vs me gustan• We form 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





Assessment Overview and Format: There are 3 Key Assessment points throughout the year which contribute 100% to the current working grade. 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 Students are also given a booklet for each topic of study which contains everything they need.
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KEY STAGE 3

Year 8 Curriculum



2023-2024
GEMS WELLINGTON ACADEMY
Al Khail



CONTENT

- Key Stage 3 Arabic A Curriculum Year 8**
- Key Stage 3 Arabic B Curriculum Year 8**
- Key Stage 3 Art & Design Curriculum Year 8**
- Key Stage 3 Computer Curriculum Year 8**
- Key Stage 3 Drama Curriculum - Year 8**
- Key Stage 3 English Curriculum Year 8**
- Key Stage 3 French Curriculum Year 8**
- Key Stage 3 Geography Curriculum Year 8**
- Key Stage 3 History Year 8**
- Key Stage 3 Islamic Year 8**
- Key Stage 3 Mathematics Curriculum Year 8**
- Key Stage 3 Social Enterprise Curriculum Year 8**
- Key Stage 3 Music Curriculum Year 8**
- Key Stage 3 Physical Education Curriculum Year 8**
- Key Stage 3 Science Curriculum Year 8**
- Key Stage 3 Social Enterprise Curriculum Year 8**
- Key Stage 3 Spanish Curriculum Year 8**





Key Stage 3 Arabic A Curriculum Year 8

Term 1 – Topics/ Key Content	كيف وظف الكاتب أسلوب السرد والوصف لتأزيم الحكمة من النص القصصي؟
<p>قصة الضحك في آخر الليل أنواع التشبيه استخدام علامات الترقيم نص استماع</p> <p>استجابة أدبية حول القصة</p> <p>كتابة نص تفسيري حول موضوع محدد (قصيدة شعرية) قوة العلم</p> <p>المفعول له نص استماع اعراب المثني وجمع المذكر السالم والأسماء الخمسة استجابة أدبية حول القصة نص معلوماتي " أسواق شعبية من العالم "</p> <p>كتابة نص سردي وصفي اختبارات نهاية الفصل الدراسي الأول في المهارات الآتية: المطالعة والأدب التحدث الكتابة الإبداعية</p>	<p>ما المقصود بالمفرقة في نهاية القصة؟ ما دور عنصر المفاجأة في تطور أحداث القصة؟ ما خصائص الأسلوب الذي اتبعه الكاتب كي يجعل القصة نابضة بالحياة ما دور تسلسل أحداث القصة في فهم المغزى العام منها؟ ما أهمية الاستجابة الأدبية في تثبيت الأفكار الرئيسية من الرئيسة؟ ما السمات الفنية للشعر العمودي؟ ما دور النصوص الشعرية في إبراز قيمة العلم وأهميته؟ ما نوع الأساليب اللغوية التي يستخدمها الشعراء لإيصال أفكارهم؟ ما دور استخدام اللغة المجازية في تعميق وإثراء النص السردي؟</p>
Term 2 – Topics/ Key Content	ما دور الفكرة التي اعتمدها الكاتب لإبراز الغرض من هذه القصة؟
<p>(القصة القصيرة) الرهان مراجعة أنواع التشبيه نص استماع (الرهان) التحدث حول موضوع متلق بالقصة كتابة نص إقناعي (نص معلوماتي) (أسواق شعبية من العالم)</p> <p>الأسلوب الإنشائي والأسلوب الخبري في الكتابة الإبداعية العدد والمعدود نص استماع تحدث (نص وصفي سردي) (نص حر) اختبار في مهارات اللغة العربية الآتية الفهم والاستيعاب (نص مقروء داخلي + نص خارجي) النحو والإملاء الكتابة الإبداعية</p>	<p>ما المقصود بالاسترجاع الزمني في البناء القصصي؟ كيف تأزمت العقدة في القصة؟ وما الحل الذي آلت إليه؟ كيف أنسب المعلومات إلى مصادرها المختلفة في النصوص الإقناعية؟ ؟ في كتابة النص الإقناعي ما المعايير الأساسية كيف أوظف الجمل الخبرية والإنشائية في الأنواع الكتابية المختلفة؟</p>





التحدث الاستماع	
Term 3 – Topics/ Key Content (قصة (قلب أُمي (أركان التشبيه بالبليغ)مراجعة نص استماع تحدث كتابة نص تفسيري مراجعة إعراب المثنى وجمع المذكر السالم (الهمزة المتوسطة)مراجعة مراجعة عامة في أنواع التشبيه والعبارات المجازية نص استماع تحدث حول موضوع اجتماعي متعلق بالقصة(قلب (أُمي (كتابة إبداعية)نص حر -وصفي سردي (تعرف عن الصحراء)نص معلوماتي مراجعة في أنواع التشبيه نص استماع كتابة نص سردي وصفي اختبارات نهاية الفصل الدراسي الثالث في المهارات الآتية: الفهم والاستيعاب(نصوص داخلية +نص (خارجي الإملاء والنحو والبلاغة الكتابة الغيداعية الاستماع التحدث.	ما أنواع النهايات في الأعمال القصصية المختلفة؟ ما القيمة التي استنتجتها من خلال دراستك للنص القصصي؟ ما علاقة عنوان القصة بمضمونها؟ ما الدور البلاغي الذي يؤديه التشبيه في إيصال الرسالة العامة للنص الأدبي؟ ما نوع الأساليب اللغوية التي تستخدمها لوصف مكان أو شخصية معينة؟ كيف تقوم النصوص المعلوماتية بزيادة المخزون اللغوي والمعلوماتي حول الأماكن المختلفة؟ ما الطريقة المثلى لتحليل نص معلوماتي يتمحور حول المكان؟ ما هي معايير الاستماع الناجح؟
Assessment Overview and Format: <ul style="list-style-type: none">• End of Chapter assessment. (x1)• End of Term assessment including all topics taught. (x3)	Links for Home Learning/Extension Resources: Go4school weekly assigned homework.





Key Stage 3 Arabic B Curriculum Year 8

Term 1 – Topics/ Key Content 1. UAE between the Past and Present. 2. Famous influencing characters in UAE/ presentation.	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• What do I know about the UAE?• How was the UAE in the past? And how is it now?• What is the UAE unique for?• What did the Emiratis work in the past and what do they work now?• How do I see the UAE between the past and the present?• Who is the influencing character that influences you and why?• What is the influencing character famous for?• What do you know about this character?• What are the achievements of this character?• What will you do to follow in the steps of this famous character?
Term 2 – Topics/ Key Content 3. My Experience at Dubai Airport. 4. At the Hotel.	Term 2 - Overarching Key Questions <ul style="list-style-type: none">• What are the steps to prepare for traveling?• What do I do at the airport?• What is your opinion about a certain airport?• What would you do while you were waiting at the airport?• How would you compare Dubai airport and another airport (of your country, for example)?• How do I book a room in the hotel?• How can I help you?• How many rooms would you like to book?• How much is the room per night?• How would you rate the hotel?• What would you need on your trip?• What's your favourite hotel?• How do you compare services in different hotels?• How do you write an article about a hotel?
Term 3 – Topics/ Key Content 5. Volunteering and Charity work.	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• How can I help people that are in need?• Why do I need to help people?• How do I plan for a campaign to raise money?• What are the steps to plan a charity Bazaar?





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.





Key Stage 3 Art & Design Curriculum Year 8

<p>Term 1 to 2 (until the Easter break)– Topics/ Key Content</p> <p>The ‘Secret Life of the Sea’</p> <p>The ‘Secret Life of the Sea’ project is a 3D clay project inspired by the natural forms of the sea.</p> <p>Students will begin this project through observational drawings of natural forms relating to the sea. They will develop an understanding of different mark-making techniques enabling them to understand the formal elements of both texture and form.</p> <p>They will then be looking at the</p> <p>Students will be developing the HPL attributes by linking, creating and analyzing.</p>	<p>Term 1 - Overarching Key Questions</p> <ol style="list-style-type: none">1. What connections can you make between Science and Art?2. How will you use your developmental studies to develop a final outcome?3. How will using different mediums help you visually illustrate how science and art connect together?
<p>Term 2 (after the Easter break until the end of Term 3)</p> <p>Topics/ Key Content:</p> <p>Dystopian Book Cover</p> <p>The Dystopian Book Cover project is a cross curricular project with English whereby students will learn the importance and understanding of Art translates and has connections with other subjects. Students will be studying three extracts in English under the theme of Dystopia and will use the theme within these extracts as the basis and theme for the Dystopian Book Cover design. They will develop their practical responses through drawing, digital manipulation and mixed media collage before they produce their final book cover design.</p> <p>The students will be developing skills within composition.</p> <p>Alongside practical outcomes and developments, students will also be expected to analyse, annotate and evaluate their work and the work of the artists in which they study to develop their literacy and analytical skills.</p>	<p>Term 2 - Overarching Key Questions</p> <p>What imagery can we use to represent a word or a theme?</p> <p>How will you demonstrate your understanding of composition within this project?</p> <p>How do you believe Dystopia is visually represented?</p>





Assessment Overview and Format:

Students will be marked on 4 assessment objectives:

Research
Observations
Developments
Final Outcomes

The aim of this is to get students confident with how work is assessed at Key Stage 4 and Key Stage, giving them prior knowledge and experience.

Students will also be assessed on their written analyses and annotations and evaluations alongside their practical developments. They will be numerically graded from 1-9

Links for Home Learning/Extension Resources:

Students will be given homework once every two weeks. This make be in the form of research tasks, completing classwork. Homework will be set on Go4 Schools and students will be expected to complete their homework by the set deadline.

Students will also be expected to use the library alongside devices where necessary to complete their homework to a high and expectable standard.





Stage 3 Computer Curriculum Year 8

Term 1 – Topics/ Key Content	Overarching Key Questions
<p>Computer Crime and Cyber Security</p> <p>This unit covers some of the legal safeguards regarding computer use, including overviews of the Computer Misuse Act, Data Protection Act, and Copyright Law and their implications for computer use. Phishing scams and other email frauds, hacking, “data harvesting” and identity theft are discussed together with ways of protecting online identity and privacy. Health and Safety Laws and environmental issues such as the safe disposal of old computers are also discussed. Safety is discussed outside the realm of e-safety which is covered in greater detail in the Using computers safely, effectively, and responsibly unit.</p>	<ul style="list-style-type: none">• What are the common types of computer crimes and cyber threats, and what measures can be taken to prevent and mitigate them?• How can individuals and organizations protect their digital assets, such as personal information and sensitive data, from unauthorized access or malicious activities?• What are the ethical considerations and legal implications surrounding computer crime and cyber security, and how can individuals and organizations adhere to relevant laws and regulations?• How can digital forensics and incident response techniques be employed to investigate and respond to computer crimes effectively?• What are the emerging trends and challenges in the field of cyber security, and how can individuals and organizations stay updated and prepared to address them?
Graphics	Overarching Key Questions
<p>This is a more in-depth unit exploring different graphics and file types. The unit explores how bitmap and vector images are represented and stored by the computer. There is also an opportunity for pupils to practice skills in design, photo editing, and image manipulation using layers to create a movie poster using a suitable graphics package such as Photoshop.</p>	<ul style="list-style-type: none">• What are the key features and tools available in Adobe Photoshop, and how can they be used to manipulate and enhance digital images?• How can we apply principles of design, such as composition, colour theory, and typography, to create visually appealing and professional graphics?• What are the different file formats and their specific uses in graphic design, and how can we optimize images for various digital platforms?• How can we use layers, masks, and filters in Photoshop to create complex and visually stunning graphic compositions?• What are the ethical considerations in graphic design, such as copyright and intellectual property, and how can we ensure compliance when using and modifying existing images?





Term 2 – Topics/ Key Content	Overarching Key Questions
Data Science + Excel	
<p>In this unit, learners will be introduced to data science, and by the end of the unit, they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. 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. This will run side-by-side with Excel to consolidate and extend student learning from the spreadsheet modelling unit in Y7/</p>	<ul style="list-style-type: none">• What is data science, and how can Excel be utilized as a powerful tool for data analysis and visualization?• What are the techniques for cleaning, organizing, and preprocessing data in Excel to ensure accurate and meaningful analysis?• How can we perform descriptive statistical analysis using Excel, including measures of central tendency, variability, and correlation?• What are the principles and techniques of data visualization in Excel, and how can we effectively present data through charts, graphs, and dashboards?• How can we leverage Excel's advanced features, such as pivot tables, macros, and data analysis add-ins, to gain deeper insights and automate data processes?
Developing Databases	Overarching Key Questions
<p>This unit covers the essential theory of databases to prepare pupils for GCSEs in either Computing or ICT. Supporting the basic theory, this unit has a practical focus, covering the creation and use of a single-table database and/or a simple relational database involving two tables in a one-to-many relationship using MS Access. Students will engage in the concept of databases using a number of “Unsolved Crimes” and a database of suspects, from which pupils must use queries to find the culprit for each of the cases they have been allocated.</p>	<ul style="list-style-type: none">• What is a database management system (DBMS), and what are its key components and functions in storing and organizing data?• How can we design and implement relational databases using entity-relationship (ER) diagrams and normalization techniques?• What is the fundamental SQL (Structured Query Language) commands, and how can they be used to create, retrieve, update, and delete data in databases?• How can we ensure data integrity, security, and efficiency in database systems through proper indexing, transaction management, and user access controls?• What are the emerging trends in database development, such as NoSQL databases and cloud-based solutions, and how do they impact the field?





Term 3 – Topics/ Key Content	Overarching Key Questions
Python	
<p>In this unit, students will address various in-depth components within Python programming. We will start with an introduction to the basics, and this will be followed by 30 exercises of various degrees of difficulty, helping students to improve their programming skills effectively. Detailed sample solutions, including the algorithms used for all tasks, are included to maximize student understanding of each area.</p>	<ul style="list-style-type: none">• What are the core concepts and syntax of the Python programming language, and how can they be used to develop and execute programs?• How can we work with variables, data types, and operators in Python to perform calculations and store information?• What are the control structures, such as loops and conditionals, in Python, and how can they be utilized to control program flow and make decisions?• How can we define and use functions in Python to modularize and reuse code, promoting code organization and reusability?• How can we manipulate and analyse data structures, such as lists, tuples, dictionaries, and sets, in Python to solve problems and implement data-driven solutions?
Assessment Overview and Format:	Links for Home Learning/Extension Resources:
<p>Each unit carries an equal weight in determining the final grade (5 units in total).</p> <p>Students' progress is assessed through multiple channels throughout the year. At the completion of each unit, students undergo a comprehensive end-of-unit assessment, which evaluates their understanding and mastery of the unit's concepts and skills. Additionally, students are regularly assessed through engaging mini projects that encourage practical application of knowledge, keyword assessments to test their comprehension of essential terminology, and flipped learning activities conducted during class.</p> <p>This multifaceted assessment approach ensures a comprehensive evaluation of students' performance, allowing for a well-rounded assessment of their abilities and</p>	<p>Computer Crime and Cyber Security: Website: The National Cyber Security Centre (https://www.ncsc.gov.uk/) Online course: "Introduction to Cyber Security" by OpenLearn (https://www.open.edu/openlearn/science-maths-technology/introduction-cyber-security/content-section-overview-0)</p> <p>Graphics (Photoshop): Website: Adobe Photoshop Tutorials on Adobe's website (https://helpx.adobe.com/photoshop/tutorials.html) Online resource: Photoshop Cafe (https://photoshopcafe.com/) for tutorials and tips on Photoshop techniques YouTube channels: Piximperfect (https://www.youtube.com/c/Piximperfect) and Phlearn (https://www.youtube.com/c/PhlearnLLC) for Photoshop tutorials</p> <p>Data Science + Excel: Website: Microsoft Excel Help and Learning (https://support.microsoft.com/en-us/excel) Online course: "Data Science and Machine Learning Bootcamp with R" by Udemy (https://www.udemy.com/course/data-science-and-machine-learning-bootcamp-with-r/)</p>





progress in the subject matter. It promotes active engagement, application of knowledge, and a deep understanding of the topics covered in each unit.

Each computing unit is designed as a standalone module, meaning that the assessment and grading for each unit are independent of one another. This structure allows for the possibility of grades fluctuating throughout the year based on individual performance in each specific unit.

As students' progress through the different units, they have the opportunity to demonstrate their understanding and skills in specific areas of computing. Each unit has its own set of learning objectives, content, and assessments that focus on specific topics or skills within the broader field of computing.

Due to the standalone nature of the units, a student's performance in one unit may not necessarily dictate their performance in subsequent units. This allows for potential fluctuations in grades as students encounter different topics, challenges, and assessment formats throughout the year.

It's important for students to recognize that while their grades may vary from unit to unit, the cumulative understanding and progress they make over the course of the entire curriculum will ultimately contribute to their overall proficiency in computing.

Online resource: DataCamp (<https://www.datacamp.com/>) for interactive tutorials on data science and Excel

Developing Databases:

Website: Microsoft SQL Server Documentation (<https://docs.microsoft.com/en-us/sql/?view=sql-server-ver15>)

Online resource: W3Schools SQL Tutorial (<https://www.w3schools.com/sql/>)

Online course: "Introduction to Databases and SQL Querying" by Udemy (<https://www.udemy.com/course/introduction-to-databases-and-sql-querying/>)

Python:

Website: Python Documentation (<https://docs.python.org/>)

Online course: "Python for Data Science and Machine Learning Bootcamp" by Udemy (<https://www.udemy.com/course/python-for-data-science-and-machine-learning-bootcamp/>)

Online resource: Real Python (<https://realpython.com/>) for Python tutorials and articles





Key Stage 3 Drama Curriculum - Year 8

<p>Term 1 – Topics/ Key Content</p> <p>Exploration of a set text ‘Mugged’</p> <p>Students will explore the play ‘Mugged’; gaining an understanding of the themes, issues, relationships, and characters within the play.</p> <p>They will perform extracts from the play and include their own off-text improvisation for their assessment.</p> <p>Commedia Dell’ Arte</p> <p>This unit of work will allow students the opportunity to discover the 16th Century Italian genre of theatre which has influenced many contemporary genres of theatre and film that we see today.</p> <p>Students will learn and practically explore the conventions of the genre which include physical theatre, masks, stock characters and improvisation. As part of their assessment they will write, direct and perform in the genre of Commedia.</p>	<p>Term 1 - Overarching Key Questions</p> <p>Term 1 - Overarching Key Questions</p> <p><i>What do we know about the play based on the title?</i></p> <p><i>What is meant by mob mentality?</i></p> <p><i>Why do the characters act the way that they do?</i></p> <p><i>What can we infer about their lives up to this moment?</i></p> <p><i>Is there a difference between physical theatre and dance?</i></p> <p><i>How can you create a three-dimensional character whilst still adhering to the conventions of commedia?</i></p>
<p>Term 2 – Topics/ Key Content</p> <p>Physical Theatre.</p> <p>Students will explore the techniques and conventions of specific physical theatre companies and practitioners such as Frantic Assembly.</p> <p>They will devise their own performances which will include elements of physical theatre whilst maintaining high levels of basic drama skills.</p> <p>Devising</p>	<p>Term 2 - Overarching Key Questions</p> <p><i>How can we use physical theatre to enhance our performance?</i></p> <p><i>What skills ensure our intentions are still met without words?</i></p> <p><i>What are your intentions?</i></p>





<p>Students will complete a devising unit of work where they will create an original performance from a given stimulus.</p> <p>They should use their prior knowledge to consider the genre, form and style of their performance.</p>	<p><i>How can music, costume, and lighting enhance the piece?</i></p>
<p>Term 3 – Topics/ Key Content</p> <p>Stage Combat and Characterisation</p> <p>Throughout this unit of work, students will focus on portraying different character relationships, statuses, and motivations, the seven levels of tension, and the art of stage combat.</p> <p>Acting for Screen</p> <p>This unit gives students an introduction to TV acting. Students will learn about camera angles, movement on screen, and editing.</p>	<p>Term 3 - Overarching Key Questions</p> <p><i>How do we know tension is there if we cannot hear, see, or touch it?</i></p> <p><i>In what ways can you link your previous devising unit to this unit of work?</i></p> <p><i>What is continuity?</i></p> <p><i>Why is a movement coach important for screen acting?</i></p> <p><i>How does acting/directing for screen compare to acting/directing on stage?</i></p>
<p>Assessment Overview and Format:</p> <p>Drama is assessed across three assessment objectives:</p> <p>AO1 – Creating AO2 – Performing AO3 – Responding.</p> <p>Towards the end of each unit they will have an end of unit assessment, students will be aware of which assessment objective is being marked for each assessment.</p> <p>The majority of assessments are practical and marked live.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Consolidation tasks shared at the start of each scheme of work.</p> <p>https://www.bbc.co.uk/bitesize/subjects/zbckjxs</p>





Key Stage 3 English Curriculum Year 8

Term 1 – Topics/ Key Content Conflict Poetry Non-Fiction: Conflict	Term 1 - Overarching Key Questions How can I analyse the language and structure of a poem? What techniques do poets use to engage the reader? How does the poet present the theme of conflict? How does the poet convey the horror of war? Can I write a PETAL paragraph to analyse key quotations? What is non-fiction? What is the difference between first- and third-person narrative? How are persuasive techniques used in non-fiction texts? How is a language used to persuade someone to visit Alcatraz? What impression of Alcatraz is presented to the reader? How can I use persuasive techniques to convince the reader?
Term 2 – Topics/ Key Content Novel Study	Term 2 - Overarching Key Questions Key Questions for this unit will vary depending on the novel being studied. However, here are some general key questions regarding the study of a novel: What makes the opening of a novel effective? How do writers use language to present characters/themes/ ideas? How do writers create tension or suspense? How do characters change? What makes them change and is it always for the better? Can I write a PETAL paragraph to analyse key quotations?
Term 3 – Topics/ Key Content Dystopian	Term 3 - Overarching Key Questions What are the key features of the dystopian genre? How can I use dystopian vocabulary in my writing? How does the writer use language and structure to present governmental control in '1984'? How does the writer use language and structure to engage the reader? Can I use the PETAL structure to analyse key quotations? How can I create an effective piece of dystopian writing?





Assessment Overview and Format:

The assessments are set in English at the end of each unit of work to showcase the progress each student has made. Year 8 assessments will have a clearly indicated reading or writing focus. The relevant assessment objectives will be shared at the start of each unit.

Assessments will take place in the penultimate week of each half-term.

For writing assessments, typically students will be asked to write a descriptive piece about a character or setting. Writing assessments will normally require students to analyse an extract and complete either comprehension or analysis-style questions.

Links for Home Learning/Extension Resources:

Students in Year 8 will be set Home Learning tasks on www.noredink.com

In addition, we recommend that students read for at least 20 minutes per day in order to develop their vocabulary and fuel their imagination.

There is a WEK Reading Challenge in the student planner.





Key Stage 3 French Curriculum Year 8

<p>Term 1 – Topics/ Key Content</p> <p><u>T’es branché: You are cool!</u></p> <ul style="list-style-type: none">• Talking about television programs• 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>	<p>Term 1 – Key Grammar Concepts</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.
<p>Term 2 – Topics/ Key Content</p> <ul style="list-style-type: none">• <u>Paris, je t’adore: Paris I love you!</u> 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>	<p>Term 2 – Key grammar concepts</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 <p>Making sentences negative.</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Chez moi, Chez toi: My town</u></p> <ul style="list-style-type: none">• Describing where you live• Talking about your home• Talking about mealtimes• Discussing what food to buy• Talking about an event	<p>Term 3 – Key grammar concepts</p> <ul style="list-style-type: none">• Comparative adjectives• Prepositions• Using boire and prendre• Il faut + infinitive• Using 3 tenses together
<p>Assessment Overview and Format:</p>	<p>Links for Home Learning/Extension Resources:</p> <p>www.linguascope.com</p>





There are 3 Key Assessment points throughout the year which contribute 100% to the current working grade.

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

Formative assessment of speaking through classwork and participation.

www.languagesonline.org.uk

Students are also given a booklet for each topic of study which contains everything they need.





Key Stage 3 Geography Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Tectonic Hazards</u></p> <p>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><u>Sustainable Food</u></p> <p>Map and evaluate the different effects on people To evaluate whether the issue arises due to social, economic, or environmental reasons To evaluate how sustainable 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 Fairtrade To evaluate solutions to our global food crisis</p>	<ul style="list-style-type: none">• What are the keywords 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? <ul style="list-style-type: none">• 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><u>Climate Change</u></p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Can Climate change?• How are countries contributing to global warming?• How do individuals cause the climate to change?• How can we manage the effects?



**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 overcome these inequalities.

- To learn key Geographical terms and their application
- To recognise similarities and differences in living standards between 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

Term 3 – Topics/ Key Content**Tropical Rainforests**

Students will examine where rainforests occur, and the natural features and unique biodiversity of these biomes. They will also examine the impacts of people using the rainforest, both positive and negative.

Cold environments

Students will learn about cold biomes and their physical features. They will explore the impacts of people on the environment and how we can overcome the challenges of protecting this region.

Term 3 - Overarching Key Questions

- 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
-
- Where is Antarctica?
 - Where is the Arctic?
 - What is the polar climate?
 - How have animals adapted?
 - What is being done to protect these regions?

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





Key Stage 3 History Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Slavery</p> <ul style="list-style-type: none">• 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? <p>British Empire</p> <ul style="list-style-type: none">• 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?	<p>Slavery</p> <p>Assessment question – Why did Slavery end?</p> <p>British Empire</p> <p>Assessment Question – Was the British Empire a good thing?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p>Industrial Revolution</p> <ul style="list-style-type: none">• 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?	<p>Industrial Revolution</p> <p>Assessment question – Source work – What was life like in the mills for children?</p>





<ul style="list-style-type: none">• Why did the disease spread so rapidly? <p><u>Medical Marvels</u></p> <ul style="list-style-type: none">• How did Edward Jenner change medicine?• How important was Pasteurisation?• How deadly was surgery?• What did James Simpson discover?• How did John Snow use science to help him?• Who was the sewer king?• Who was the greatest Medical Marvel?	<p><u>Medical Marvels</u></p> <p>Assessment question – Who was the greatest medical marvel?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Jack the Ripper</u></p> <ul style="list-style-type: none">• 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? <p><u>The Suffragettes</u></p> <ul style="list-style-type: none">• 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 right to vote?	<p>Term 3 - Overarching Key Questions</p> <p><u>Jack the Ripper</u></p> <p>Assessment question – Who was Jack the Ripper?</p> <p><u>The Suffragettes</u></p> <p>Assessment question - Was it WW1 or the Suffragettes that got women the vote?</p>
<p>Assessment Overview and Format:</p> <p><u>There are 3 Key Assessments across the Year.</u></p> <p>Essays/assessment on topics throughout the year on the conditions on slave ships, the impact of slavery, whether the British Empire was a good</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will have access to lessons on TEAMS, they will be able to use textbooks to support their learning and these links are also useful:</p> <p>https://www.bbc.com/bitesize/topics/z2qj6sg https://www.bbc.com/bitesize/guides/zf7fr82/revision/1 https://www.bbc.com/bitesize/topics/zm7qtfr</p>





thing or not, the conditions in the mills
and the identity of Jack the Ripper.

https://www.bbc.co.uk/history/historic_figures/ripper_jack_the.shtml





Key Stage 3 Islamic Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<ul style="list-style-type: none">• Surat Ar Rahman (1-25)• Battle of the confederates• The Arab Islamic civilisation• The prayers of the traveler and of the sick• Majlis and Its Manners• Rules of Silent Meem	<ul style="list-style-type: none">• Explain the blessings of Allah mentioned in Surah Ar Rahman?• When was Surah Ar Rahman revealed?• What will happen if we do not believe in the Day of Judgement?• Analyse the causes of the battle of confederates?• Mention briefly how Allah helped the Muslims during the battle of trench.• What lessons do you learn from the battle of confederates?• How would you prove the influence of Arab Islamic civilization on the world?• Why the prayers of traveler and sick are different from normal prayers?• Explain why it is important to follow the Majlis manners in• Give brief description of Majlis manners and provide evidence from Quran and Hadith.• Describe the rules of Meem and explain how to apply them while reciting the Qur'an.
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<ul style="list-style-type: none">• Resurrection and Raising up Surah Qaf (1-15)• Dry Ablution (Tayammum) & Wiping over the footwear.• Observing Allah• Evidence of the Oneness of Allah• The People who will be in the shade of Allah	<ul style="list-style-type: none">• Why did Allah swear in Surah Qaf?• Explain why it is important to believe in the Day of Judgement?• How does believing in the Day of Judgements impact the individual's and society?• How would you perform dry ablution and wipe over the footwear?• Explain the ruling regarding Dry Ablution (Tayammum) & Wiping over the Footwear.• Explain the concept of being conscious of Allah.• What do you expect to happen if all individuals in society become conscious of being observed by Allah.• Explain three pieces of evidence of oneness of Allah• Differentiate between Fitrah and Subjection.• How would you prove the oneness of Allah with the evidence from Qur'an and Hadith?





<p>Term 3 – Topics/ Key Content</p> <ul style="list-style-type: none">• The Clear Conquest (Sulhul-Hudaybia)• Glade Tidings for those who Pray• Sunan Al-Fitrah• Voluntary Prayers (Duha & Night)	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Prove how the treaty of Hudaibiyah was clear conquest in the history of Islam?• Analyse the terms and conditions of Hudaibiyah treaty.• Analyse the Hadith of Prophet PBUH regarding prayers• Give reason behind good news for people who walk in Fajr and Isha prayer.• Explain the concept of Sunan Al Fitrah• Infer the effects of Sunan Al Fitrah on an individual and society• Distinguish between types of voluntary prayers• Explain the merits of Duha and night prayer
<p>Assessment Overview and Format:</p> <p>Students will have 3 key assessments throughout the year. Students will be judged on the following criteria.</p> <ul style="list-style-type: none">• Qur'an recitation• Qur'an memorisation• Written Assessment• Home learning/notebooks	<p>Links for Home Learning/Extension Resources:</p> <p>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</p>





Key Stage 3 Mathematics Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<u>Unit 1. Calculator skills/basics recap</u>	Work out. <ul style="list-style-type: none">• 4^2• 4^{-2}• 40
<u>Unit 2. Index laws</u>	Work out the product of 4, 6, and 2.
<u>Unit 3. HCF & LCM Prime decomposition</u>	Write the factors of 18 and 30 using this Venn diagram.
<u>Unit 4. Algebra basics recap – expand, factorise, simplify.</u>	What is the highest common factor? (HCF) of 18 and 30?
<u>Unit 5. Solving equations</u>	List the first 8 multiples of 9 and 12.
<u>Unit 6. Units and Area</u>	In how many different ways can the expression $12x + 24b$ be factorised?
<u>Unit 7. Volume</u>	Solve $6(x + 5) = 44 - 2(4 - 2x)$ $2(3x - 13) = 40 - 3(x + 4)$
<u>Unit 8. Surface area</u>	Meena is making some bunting.
<u>Unit 9. Standard form</u>	Each flag is a triangle of height 40 cm and base 25 cm. She wants to make 12 triangles.
<u>Unit 10. Ratio & proportion</u>	Work out the total area of material that she needs.
<u>Unit 11. Congruency Similar shapes</u>	The volume of this prism is 84 cm^3 . Calculate the length marked x .
	What is the formula for the volume of a cuboid?
	Write 42 900 000 in standard form.
	Write 3.61×10^{-3} as an ordinary number
	6 people can paint a fence in 3 hours.
	a How long would it take 3 people to paint it?
	b How long would it take 2 people?
	c How long would it take 12 people?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<u>Unit 12. Probability unconditional</u>	There are 26 sweets in a bag. 15 of the sweets are red and the rest of the sweets are white. One of the sweets is taken at random. Find the probability that the sweet is red.
<u>Unit 13. Pythagoras Theorem</u>	ABCD is a rectangle.
<u>Unit 14. Fractions/FDP</u>	Calculate the length of the diagonal AC.
<u>Unit 15. Reverse percentages and compound interest</u>	Dean says that 13% is greater than 0.1 Is Dean correct? Give a reason for your answer.
<u>Unit 16. Sequences nth term</u>	The value of a house increased by 6%. The house then had a value of £265 000 Work out the value of the house before the increase. Perrie invests £25000 for 3 years in a savings account. She gets 2.7% per annum compound interest. Calculate the total amount of interest Perrie will get after 3 years.





	<p>The first term in a sequence is 3. The term-to-term rule is to add 5. Is 97 a term in the sequence? Give a reason for your answer.</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Unit 17. Averages tables</u></p> <p><u>Unit 18. Cumulative frequency</u></p> <p><u>Unit 19. Angles and parallel lines</u></p> <p><u>Unit 20. Angles in polygons</u></p> <p><u>Unit 21. Linear graphs</u></p> <p><u>Unit 22. Compound measures</u></p> <p><u>Unit 23. Constructions</u></p> <p><u>Unit 24. Scale drawings and bearings</u></p> <p><u>Algebra key skills recap</u></p>	<p>Term 3 - Overarching Key Questions</p> <p>The mean of eight numbers is 41. The mean of two of the numbers is 29. Work out the mean of the other six numbers.</p> <p>The frequency table shows the time taken for 100 people to travel to an event. On the grid, plot a cumulative frequency graph for this information.</p> <p>AB and CD are parallel lines. An angle of 110° is shown on the diagram. Write down the letter of one other angle of size 110° Work out the size of each interior angle in a regular octagon.</p> <p>On the grid, draw the graph of $y = 2x - 3$ for values of x from -3 to 3.</p> <p>A sprinter runs a distance of 200 meters in 25 seconds. Work out the average speed of the sprinter.</p> <p>Use a ruler and compasses to construct the perpendicular from point C to the line AB. You must show all your construction lines.</p>
<p>Assessment Overview and Format:</p> <p>There will be Key assessments each year: Baseline (where applicable) Key assessment 1 End of term 1 Key assessment 2 End of term 2 Key assessment 3 End of Year</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Sparxmaths - https://sparxmaths.com/ Mr. Carter Math's - https://www.mrcartermaths.com/# Lesson starter tasks and daily revision. Login: wek@gems Password: wek@gems Corbett Math's - https://corbettmaths.com/contents/ Video examples, worksheets, daily revision. MathsGenie - https://www.mathsgenie.co.uk/gcse.html Videos and Exam questions sorted by level Dr Frost www.drfrostmaths.com/resourceexplorer.php Learning platform and video resources</p> <p>Fun Mathematics: Brilliant.org https://www.3blue1brown.com https://www.numberphile.com https://www.vsauce.com</p>





Key Stage 3 Social Enterprise Curriculum Year 8

All Social Enterprise units of work are focused on one of the UN's 17 Sustainable Development Goals (SDGs). Lesson content involves learning about the causes of these global issues, and then students collaboratively take-action to work towards these goals through the project work included in each unit. Each year group has one lesson per week on the following curriculum:

<p>Term 1 – Topics/ Key Content</p> <p>Zero Plastic – (<i>Climate Action SDG 13</i>) to examine the excessive use of plastic in our society, the consequences, and the negative impact of this on our planet. To seek innovative ways of using alternative materials and reconsider our disposable way of living. To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How and why has the use of plastic saturated our daily lives?</p> <p>What actions can we take to show solidarity with the Climate Action SDG, and work together to offer solutions for this issue? How do our individual contributions impact this shared global community goal?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Make Space for Nature – (<i>Life on Land SDG 15</i>) to understand the causes of habitat loss and desertification and how this affects all life forms. To consider animal extinction and how to prevent this for future generations. To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p>Term 2 - Overarching Key Questions</p> <p>What human activities destroy animal habitats and threaten their existence?</p> <p>What actions can we take to work towards the Life on Land SDG, offering solutions and preventing the causes? How do our individual contributions impact this shared global community goal?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Diversity -WEK stories – (<i>Reduced Inequalities SDG 10</i>) To better understand our own school community and the individuals that come together to form WEK. To gain empathy for the challenges that individuals face through inequalities. To accept the diverse backgrounds and cultures that make up our community. To collaborate effectively to consider ways to take-action to reduce global inequalities.</p>	<p>Term 3 - Overarching Key Questions</p> <p>How can we empower and promote the social, economic, and political inclusion of all here at WEK and in the global community?</p> <p>How can we collaborate to take-action towards the Reduced Inequalities SDG and have a positive impact?</p>
<p>Assessment Overview and Format:</p> <p>Students do not work towards grades in this subject area but instead work to meet and exceed four principal areas of value: knowledge, project, service, and extension.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://worldslargestlesson.globalgoals.org/</p> <p>https://www.globalgoals.org/</p>





Key Stage 3 Music Curriculum Year 8

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. This topic 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 topic 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 topic 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

- What are Hooks, Riffs, and Ostinatos?
- How can you distinguish and differentiate between them when listening and performing?
- What effect does using repeated musical patterns in a piece of music have on the listener?
- What are Reggae songs about?
- Who was Bob Marley?
- How does the use of Offbeat and Syncopated Rhythms within Reggae music give it its “characteristic feel”?
- How are Chords and Riffs used in Reggae music?

Term 2 – Topics/ Key Content

Variations

The topic 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. This is then developed by progressively exploring and using more complex variation techniques including *augmentation*, *diminution* (*revision of note values*), *canon/round*, and *adding a counter melody* before students learn how to vary a theme using changes in tonality and investigate how *inversion*, *retrograde* and *retrograde inversion* can be applied to a theme as more advanced variation techniques.

Term 2 - Overarching Key Questions

- How can we change or vary the Tonality of a melody using major, minor and modes?
- To what extent does a melody which has been varied become unrecognisable from the original?
- How is improvisation used in Blues and Jazz?
- What makes an “effective” improvisation?
- How would Blues and Jazz sound if slavery was never abolished?



**All That Jazz**

This unit 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. The characteristic 12-bar Blues chord pattern makes a traditional starting point for the unit with students learning chords I, IV, and V as triads in C Major before pupils extend these into seventh chords triads and turn these into a Walking Bass Line. The Blues Scale introduces a new melodic resource on which to improvise using ostinato, riffs and fills within the 12-bar Blues.

Term 3 – Topics/ Key Content**All About That 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 that 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.

Saharan Sounds

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, Polyrythms, Syncopation and Call and Response into an African-inspired piece.

Assessment Overview and Format

Students are assessed in an end-of-topic assessment after the completion of each unit through listening and appraising, composing, and performing. Alongside this,

Term 3 - Overarching Key Questions

- How do you read and play from Bass Clef Staff Notation?
- What musical instruments use the Bass Clef?
- What are the different ways of creating and performing a Bass Line?
- How do Bass Lines and Bass Line Patterns relate to song structure, texture, harmony, chords, and melody lines?
- To what extent, within such an international global society, is Rock 'n' Roll songwriting "dead"?
- What instruments are used in African Music?
- How are different sounds produced on an African Drum?
- What is the role of the Master Drummer in African Music?
- How are rhythms used within African Music?
- How are rhythmic devices, such as cyclic and polyrythms, call and response, and syncopation used in African Music?
- To what extent has African Music influenced other genres of world, popular and "classical" music?
- To what extent is rhythm the sole focus of African Music?

Links for Home Learning/Extension Resources:

- Listening to Balinese and Javanese Gamelan music in which





students are assessed on mini projects, keyword assessments, and flipped learning during class. There will also be three Key Assessments which will include:

Ensemble Performance

Solo Performance

Performance Project

embellishments (heterophonic textures) and variation techniques are central features of the musical style.

- Perform compositions in assembly to contribute to the international ethos at school e.g., "Black Lives Matter Day"

Watch online videos of famous bass singers e.g., *Willard White* performing in different contexts e.g., *live concert performances, operas, etc.*





Key Stage 3 Physical Education Curriculum Year 8

<p>Term 1 – Topics/ Key Content</p> <p>Invasion Games and Swimming</p> <p><u>Half Term 1 (to October half term)</u> Girls – Netball and Football Boys – Football and Swimming</p> <p><u>Half Term 2 (to December vacation)</u> Girls – Swimming and Netball Boys – Football and Athletics</p>	<p>Term 1 - Overarching Key Questions</p> <p>Skeletal System What are the functions of the skeleton? Can you name the major bones in the body?</p> <p>Bones Can you name the major bones in the body?</p> <p>Classification of bones and their use in sport What types of bones do we have and which are used for different types of sporting actions?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Athletics and Invasion Games</p> <p>A key focus during Term 2 is preparing students for Sports Day.</p> <p><u>Half Term 1 (to February Half Term)</u> Girls - Athletics and Netball Boys - Athletics and Rugby</p> <p><u>Half Term 2 (to April vacation)</u> Girls – Basketball and Rounders Boys – Basketball and Cricket</p>	<p>Term 2 - Overarching Key Questions</p> <p>Veins, arteries, capillaries What are blood vessels? What are the main differences between each blood vessel?</p> <p>Short- and long-term effects of exercise on the CV system What are the short- and long-term effects of exercise on our heart, lungs, muscles, and joints?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>During Ramadan</u> Boys and Girls – Rock Climbing, Trampolining, Badminton</p> <p><u>Outside of Ramadan</u> Boys – Swimming, Cricket, Volleyball Girls – Swimming, Rounders, Volleyball</p>	<p>Term 3 - Overarching Key Questions</p> <p>Training Zones What are training zones? How do we know what zone we are working in? Why is this important?</p>
<p>Assessment Overview and Format:</p> <p>Students are assessed 90% on their practical ability and a further 10% on their knowledge and understanding of</p>	<p>Links for Home Learning/Extension Resources:</p>





the theoretical content covered. The theory content will be assessed by 3 termly written exams.





Key Stage 3 Science Curriculum Year 8

TERM 1	
HEALTH AND LIFESTYLE	<p>Describe the components of a healthy diet and their functions in the body.</p> <p>Compare the nutritional content of different foods or diets.</p> <p>Describe the effects of deficiencies or excesses of different nutrients on a person's health.</p> <p>Describe how to test food for starch, lipids, sugar, and protein.</p> <p>Describe the positive result for each food test</p> <p>Recall how you get and use energy</p> <p>Describe some health issues caused by an unbalanced diet</p> <p>Calculate the energy requirement of different people</p> <p>State what happens during digestion</p> <p>Describe the structure of the main parts of the digestive system</p> <p>Describe how components of the digestive system are adapted to their function</p> <p>Describe the role of enzymes in digestion</p> <p>Describe the role of bacteria in digestion</p> <p>Describe all the events that take place in turning a meal into simple food molecules</p> <p>Describe the effects of tobacco smoke on health</p> <p>Explain the effects of tobacco smoke on health</p> <p>State what happens during aerobic respiration</p>
THE PERIODIC TABLE	<p>State what the groups and periods of the Periodic Table tell you about the elements</p> <p>Use data to describe a trend in physical properties</p> <p>Use patterns in data for physical properties to estimate a missing value for an element</p> <p>State the properties and reactivity of Group 1 elements</p> <p>Use data and observations to describe trends and predict properties of Group 1 elements.</p> <p>Describe the reactions of any Group 1 element.</p> <p>State the properties and reactivity of Group 7 elements</p> <p>Use data and observations to describe trends and predict properties of Group 7 elements</p> <p>Describe the reactions of any Group 7 element.</p> <p>State the properties and reactivity of Group 0 elements</p> <p>Use data and observations to describe trends and predict properties of Group 0 elements</p> <p>Describe the reactions of any Group 0 element.</p>
ELECTRICITY & MAGNETISM	<p>Use an analogy or model to explain the potential difference.</p> <p>Draw circuit diagrams and make circuits that measure potential difference</p> <p>Explain how potential difference affects the way components work</p> <p>Use a formula to calculate the resistance.</p> <p>Make circuits and describe what components with resistance do</p> <p>Explain how resistance affects the way components work</p> <p>Use a model or analogy to explain resistance</p>





	<p>Describe the potential difference across components in series and parallel circuits</p> <p>Make series and parallel circuits from circuit diagrams</p> <p>Describe what is meant by the current</p> <p>Describe what happens to current in series and parallel circuits</p> <p>Describe what happens to current when you change components in a circuit</p> <p>Describe the properties of an electric field</p> <p>State how charged objects interact</p> <p>Describe what happens when charged objects are placed too near to each other.</p> <p>Use a sketch to describe how objects become charged up</p> <p>Describe how magnets interact</p> <p>Describe how magnetic field diagrams tell you about the direction and strength of a magnetic field</p> <p>Explain observations about navigation using the Earth's magnetic field</p> <p>Describe how to make an electromagnet</p> <p>Use a diagram to explain how to make an electromagnet and how to change its strength</p> <p>Describe how the strength of an electromagnet changes with distance.</p> <p>Explain why you chose an electromagnet rather than a permanent magnet for a purpose.</p> <p>Describe how electric bells, circuit breakers, and loudspeakers work.</p>
REPRODUCTION	<p>State where a plant's reproductive system is found.</p> <p>Name some methods of pollination</p> <p>Identify the structures of a flower and link their structure to their function</p> <p>Describe the differences between wind-pollinated and insect-pollinated plants.</p> <p>State what seeds and fruit are</p> <p>State what is meant by fertilization</p> <p>Describe the process of germination</p> <p>State the ways seeds can be dispersed</p> <p>Describe how a seed is adapted to its method of dispersal</p> <p>Explain why seed dispersal is important to the survival of the parent plant and its offspring</p> <p>State the causes of variation in a species</p> <p>Explain whether characteristics are inherited or environmental</p> <p>State the two types of variation</p> <p>Describe the difference between continuous and discontinuous variation</p> <p>Represent variation within a species using graphs</p> <p>Describe how variation helps species to survive environmental changes,</p> <p>Explain how species are adapted to their environments</p> <p>Explain how organisms adapt to environmental changes</p> <p>List the changes that take place during puberty</p> <p>State the difference between adolescence and puberty</p> <p>Describe the main changes that take place during puberty</p> <p>Name the main structures in the male and female reproductive systems including gametes</p>





	<p>Describe the function of the main structures in the male and female reproductive systems</p> <p>Describe the structure and function of gametes</p> <p>State what is meant by fertilization</p> <p>Describe the process of fertilization</p> <p>Describe the causes of low fertility in male and female reproductive systems.</p> <p>State what is meant by gestation</p> <p>Describe what happens during gestation and birth</p> <p>Explain whether substances are passed between the mother and fetus</p> <p>State what the menstrual cycle is</p> <p>State the length of the menstrual cycle</p> <p>Describe the main stages of the menstrual cycle</p>
TERM 2	
SEPARATING TECHNIQUES	<p>State the properties of a pure substance</p> <p>Name four common substances that are mixtures</p> <p>Explain how to use melting temperatures to identify pure substances</p> <p>Describe solutions using keywords.</p> <p>Explain how substances dissolve using the particle model</p> <p>Explain the meaning of solubility</p> <p>Use solubility curves to explain observations about solutions</p> <p>State why it is possible to separate mixtures</p> <p>State why filtration works to separate a particular mixture</p> <p>Choose when to use filtration to separate mixtures</p> <p>State why it is possible to separate mixtures</p> <p>State why evaporation works to separate a particular mixture</p> <p>State why distillation works to separate a particular mixture</p> <p>Choose the most suitable technique to separate a mixture of substances</p> <p>Describe how chromatography separates substances</p> <p>Use evidence from chromatography to identify unknown substances in mixtures</p>
ENERGY	<p>State the unit of energy content of food</p> <p>Compare the energy values of food and fuels</p> <p>Compare the energy in food and fuels with the energy needed for different activities</p> <p>Describe the energy resources used to generate electricity</p> <p>Explain the advantages and disadvantages of different energy resources</p> <p>Describe how energy is transferred from an energy resource to an electrical device in the home</p> <p>Describe what you pay for when you pay your electricity bill</p> <p>Calculate the cost of home energy usage.</p> <p>Compare the energy usage and cost of running different home devices</p> <p>Use a model of energy transfer between stores to describe how jobs get done.</p> <p>Describe how the energy of an object depends on its speed, temperature, height, or whether it is stretched or compressed.</p> <p>Show how energy is transferred between energy stores in a range of real-life examples</p> <p>Describe what dissipation means</p>





	<p>Calculate the useful energy and the amount dissipated, given values of input and output energy</p> <p>Explain how energy is dissipated in a range of situations</p>
WAVES LIGHT	<p>Describe what happens when a light ray meets a different medium</p> <p>State the speed of light</p> <p>Use ray diagrams of eclipses to describe what is seen by observers in different places</p> <p>Describe how light is reflected from a mirror</p> <p>Describe how images are formed in a plane mirror</p> <p>Use ray diagrams to show how light reflects and forms images</p> <p>Describe what happens when light enters a medium</p> <p>Use a ray-diagram model to describe how light passes through lenses and transparent materials</p> <p>Construct a ray diagram to show how light refracts</p> <p>Name parts of the eye</p> <p>Use ray diagrams to describe how light passes through the lens in your eye</p> <p>Describe how lenses may be used to correct vision</p> <p>State the difference between different colours in terms of frequency.</p> <p>Use the ray model to describe how objects appear in different colours and how light is refracted through a prism.</p> <p>Explain observations where coloured lights are mixed or objects are viewed in different lights</p>
ADAPTATIONS AND INHERITANCE	<p>Describe resources plants and animals compete for</p> <p>Describe how organisms are adapted to their environment</p> <p>Describe how organisms adapt to environmental change</p> <p>Describe how competition can lead to adaptation</p> <p>Describe how variation of species occurs</p> <p>Describe the difference between environmental and inherited variation</p> <p>Describe the difference between continuous and discontinuous variation</p> <p>Represent variation within a species using graphs</p> <p>Describe the theory of natural selection.</p> <p>Explain why species evolve over time</p> <p>Describe the processes of peer review</p> <p>Evaluate the evidence that Darwin used to develop his theory of natural selection</p> <p>State some factors that may lead to extinction</p> <p>Explain why a species has become extinct</p> <p>Explain how a lack of biodiversity can affect an ecosystem</p> <p>Describe what is meant by an endangered species</p> <p>Describe some techniques used to prevent extinction</p> <p>Describe how preserving biodiversity benefits humans</p> <p>Describe how characteristics are inherited</p> <p>Describe the relationship between DNA, genes, and chromosomes.</p> <p>Explain how a DNA mutation may affect an organism and its future offspring</p> <p>Describe the structure of DNA</p> <p>Describe how scientists worked together to discover the structure of DNA.</p> <p>Describe the difference between dominant and recessive alleles</p>





TERM 3	
METAL REACTIONS	<p>Name three magnetic elements</p> <p>Name the only metal and only non-metal that are liquid at room temperature</p> <p>Identify an unknown element from its physical and chemical properties</p> <p>Name the substances formed when metals and non-metals react with oxygen</p> <p>Classify the substances formed when metals and non-metals react with oxygen</p> <p>Describe an oxidation reaction with a word equation and particle diagram</p> <p>State what is formed when metals react with acids</p> <p>Compare the reactions of different metals with dilute acids</p> <p>Describe a metal-acid reaction with a word equation and a particle diagram</p> <p>Name the substances formed when metals react with oxygen</p> <p>Compare the reactions of different metals with oxygen</p> <p>Describe an oxidation reaction with a word equation and a particle diagram</p> <p>State what the reactivity series is and what it shows</p> <p>Place an unfamiliar metal into the reactivity series based on information about its reactions with water</p> <p>Describe an oxidation, displacement or metal acid reaction with a word equation</p> <p>Place an unfamiliar metal into the reactivity series based on information about its reactions</p> <p>Describe properties of ceramics</p> <p>Explain why a substance has a particular property based on how it was formed</p> <p>Describe the structure of a polymer</p> <p>Represent polymers using particle diagrams</p> <p>Explain how polymer properties depend on their molecules</p>
MOTION AND PRESSURE	<p>Calculate speed</p> <p>Describe relative motion</p> <p>Interpret distance-time graphs</p> <p>Calculate speed using distance-time graphs</p> <p>Sketch the forces acting on objects when there are contact forces acting</p> <p>Describe what happens to a moving object when the resultant force acting on it is zero.</p> <p>Explain what linear relationship means</p> <p>Describe how fluids exert pressure in all directions.</p> <p>Calculate fluid pressure</p> <p>Explain the behaviour of the object using ideas of pressure.</p> <p>Describe how atmospheric pressure changes with height</p> <p>State how liquid pressure changes with depth</p> <p>Explain why some things float, and some things sink and how area affects upthrust.</p> <p>Calculate pressure in liquids in a range of situations</p> <p>Describe what simple machines do</p>





	<p>Use a diagram to show how a lever works</p> <p>Compare the work needed to move objects different distances</p>	
SPACE	<p>Describe the objects that you can see in the night sky</p> <p>Describe the structure of the Universe</p> <p>Explain the choice of particular units for measuring distances</p> <p>Describe the model of the Solar System</p> <p>Explain why we see objects in the Solar System and why they appear to move as they do.</p> <p>State what phenomena the Solar System model can be used to explain</p> <p>Explain why places on the Earth experience different daylight hours and seasons</p> <p>Name some phases of the Moon</p> <p>Describe the appearance of the Moon and planets from diagrams</p> <p>Explain why you see phases of the Moon.</p>	
THE EARTH	<p>Name the three rock layers of the Earth</p> <p>Compare the layers of the Earth</p> <p>Describe how sedimentary rocks are formed</p> <p>Explain why a sedimentary rock has a particular property based on how it was formed</p> <p>Describe how igneous and metamorphic rocks are formed</p> <p>Explain why igneous and metamorphic rocks have particular properties based on how they were formed</p> <p>List the processes that interconvert sedimentary, igneous and metamorphic rocks</p> <p>Construct a labeled diagram to explain the processes of rock formation</p>	
GL PREP	<p>Students will be provided with detailed preparation materials.</p>	
PROJECT	<p>Students will develop their own investigations to showcase the skills they have built on during the year.</p>	<p>Independent variable, dependent variable, control variables, method, apparatus, conclusion, evaluation, analysis, prediction, hypothesis.</p>
<p>Assessment Overview and Format:</p> <p>For each topic, students will complete.</p> <ul style="list-style-type: none"> • Spelling test on keywords • Assessed homework task • Assessed practical task • End of unit Educake quiz. <p>Key Assessments will assess all content to the date of the assessment.</p> <p>Key Assessment 1-3 - 60 minutes</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All resources will be shared with students on TEAMS.</p> <p>Educake for quizzes www.educake.co.uk (students have log-ins)</p> <p>BBC Bitesize https://www.bbc.com/bitesize/subjects/zng4d2p</p> <p>AQA KS3 https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus</p> <p>UK National Curriculum standards https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf</p>	





Key Stage 3 Social Enterprise Curriculum Year 8

All Social Enterprise units of work are focused on one of the UN's 17 Sustainable Development Goals (SDGs). Lesson content involves learning about the causes of these global issues, and then students collaboratively take action to work towards these goals through the project work included in each unit. Each year group has one lesson per week on the following curriculum:

<p>Term 1 – Topics/ Key Content</p> <p>Zero Plastic – (<i>Climate Action SDG 13</i>) to examine the excessive use of plastic in our society, the consequences, and the negative impact of this on our planet. To seek innovative ways of using alternative materials and reconsider our disposable way of living. To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How and why has the use of plastic saturated our daily lives?</p> <p>What actions can we take to show solidarity with the Climate Action SDG, and work together to offer solutions for this issue? How do our individual contributions impact this shared global community goal?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Make Space for Nature – (<i>Life on Land SDG 15</i>) to understand the causes of habitat loss and desertification and how this affects all life forms. To consider animal extinction and how to prevent this for future generations. To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p>Term 2 - Overarching Key Questions</p> <p>What human activities destroy animal habitats and threaten their existence?</p> <p>What actions can we take to work towards the Life on Land SDG, offering solutions and preventing the causes? How do our individual contributions impact this shared global community goal?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Diversity -WEK stories – (<i>Reduced Inequalities SDG 10</i>) To better understand our own school community and the individuals that come together to form WEK. To gain empathy for the challenges that individuals face through inequalities. To accept the diverse backgrounds and cultures that make up our community. To collaborate effectively to consider ways to take-action to reduce global inequalities.</p>	<p>Term 3 - Overarching Key Questions</p> <p>How can we empower and promote the social, economic, and political inclusion of all here at WEK and in the global community?</p> <p>How can we collaborate to take-action towards the Reduced Inequalities SDG and have a positive impact?</p>
<p>Assessment Overview and Format:</p> <p>Students do not work towards grades in this subject area but instead work to meet and exceed four principle areas of value: knowledge, project, service, and extension.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://worldslargestlesson.globalgoals.org/</p> <p>https://www.globalgoals.org/</p>





Key Stage 3 Spanish Curriculum Year 8

<p>Term 1 – Topics/ Key Content</p> <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>	<p>Term 1 – Key grammar concepts</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 <p>Pronunciation of r and rr.</p>
<p>Term 2 – Topics/ Key Content</p> <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>	<p>Term 2 – Key grammar concepts</p> <ul style="list-style-type: none">• Present tense• Speaking about others• Me gusta + infinitive• Conjugating verbs• Comparisons• Adjectival agreement• Simple future tense <p>Saying years – using high numbers.</p>
<p>Term 3 – Topics/ Key Content</p> <p>La comida: Food</p> <ul style="list-style-type: none">• Saying what food, you like• Describing mealtimes• Telling the time• Ordering a meal• Discussing what to buy for a party	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Using a wider range of opinions and adjectives• Adjectival agreement• Using negatives• Being polite using usted and ustedes• Using the near future: Voy a + infinitive• Using and understanding 3 tenses together.





<ul style="list-style-type: none">• Giving an account of a party	
<p>Assessment Overview and Format:</p> <p>There are 3 Key Assessment points throughout the year which contribute 100% to the current working at grade.</p> <p>Summative assessment of Listening, Reading and Writing at the end of each module.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>www.linguascope.com</p> <p>www.languagesonline.org.uk</p> <p>Students are also given a booklet for each topic of study which contains everything they need.</p>





KEY STAGE 3

Year 9 Curriculum



2023-2024
GEMS WELLINGTON ACADEMY
Al Khail



CONTENT

- Key Stage 3 Arabic A Curriculum Year 9
- Key Stage 3 Arabic B Curriculum Year 9
- Key Stage 3 Art & Design Curriculum Year 9
- Key Stage 3 Computing Curriculum Year 9
- Key Stage 3 Drama Curriculum Year 9
- Key Stage 3 French Curriculum Year 9
- Key Stage 3 Geography Curriculum Year 9
- Key Stage 3 History Curriculum Year 9
- Key Stage 3 Islamic Curriculum Year 9
- Key Stage 3 Curriculum Mathematics Year 9
- Key Stage 3 Moral, Cultural, and social studies Curriculum Year 9
- Key Stage 3 Music Curriculum Year 9
- Key Stage 3 Physical Education Curriculum Year 9
- Key Stage 3 Science Curriculum Year 9
- Key Stage 3 Social Enterprise Curriculum Year 9
- Key Stage 3 Spanish Curriculum Year 9





Key Stage 3 Arabic A Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>قصيدة من تجارب الحياة استجابة أدبية حول القصيدة الحال أنواع التشبيه تحدث استماع أعظم نعمة نص سردي وصفي أدوات نصب الفعل المضارع نص تفسيري اختبارت نهاية الفصل الدراسي الاول في المهارات الفهم والاستيعاب البلاغة المهارات الإملائية النحو الكتابة الإبداعية</p>	<p>كيف استطاع الشاعر نقل تجاربه للآخرين؟ ما الهدف الاجتماعي والفكري من وراء هذه القصيدة؟ كيف وظف الشاعر الأساليب اللغوية والفنية خلال نظمه للقصيدة؟ ما دور الصور الفنية والبلاغية في إيصال فكرة الشاعر وتعميق معاني القصيدة في نفس المتلقي؟ ما أهم معايير كتابة النص التفسيري وكيف يساعد النص التفسيري في إبراز وجهة نظر الطالب في مواضيع معينة؟ ما هي نقاط المقارنة الأساسية التي تستخدمها للمقارنة بين فكرتين أو موضوعين؟</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p>القصة القصيرة: (العقد) للكاتب والروائي الفرنسي: جي دي موباسان. النحو . يتعرف المتعلم أدوات جزم الفعل المضارع. مراجعة الأسلوب الخبري والإنشائي وأنواع التشبيه كتابة استجابة أدبية النص المعلوماتي (أدمغتنا تحب القصص) البلاغة: . يوظف التشبيه بأنواعه لتقريب المعنى يتعرف بعض العبارات التي تعبر عن الرأي و وجهة النظر. ينتج جملاً تتضمن أغراض بلاغية متنوعة . للأسلوب الخبري والإنشائي النحو: يتعرف الجملة والتركيب . يتعرف الجملة وأغراضها الإملاء : .يراجع الهمزة المتطرفة وهمزتي الوصل والقطع الإملاء : .يراجع الهمزة المتطرفة وهمزتي الوصل والقطع اختبار مهاري لمهارة القراءة في الفرعين التاليين: مهارة الفهم والاستيعاب (نص خارجي) ختبار مهاري لمهارة الكتابة الإبداعية في نوع النص التالي</p>	<p>ما دور الفكرة التي اعتمدها الكاتب لإبراز الغرض من هذه القصة؟ ما المقصود بالاسترجاع الزمني في البناء القصصي؟ كيف تأزمت العقدة في القصة؟ وما الحل الذي آلت إليه؟ كيف أنسب المعلومات إلى مصادرها المختلفة في النصوص السردية؟ ما المعايير الأساسية في كتابة الاستجابة الأدبية؟ كيف أوظف الجمل الخبرية والإنشائية في الأنواع الكتابية المختلفة؟ ما أفضل الطرق لعرض الأفكار بطريقة منظمة متسلسلة من أجل إقناع القارئ بفكرة محددة؟ كيف تختلف النصوص المعلوماتية عن النصوص الأدبية من حيث: الفكرة الرئيسية، اللغة، الأسلوب؟ ما الأغراض البلاغية التي تساعد في كتابة نصوص أدبية ناجحة؟ كيف أكتب مقالا ناجحا أعبّر من خلاله عن فكرة أو قضية معينة؟</p>





مقال الرأي: يكتب المتعلم مقال رأي مكتمل العناصر
مهارة قراءة النص الأدبي و تحليله
: اختبار لمهارة الاستماع
يستمتع المتعلم لنص و يجيب عن أسئلة الفهم
و الاستيعاب للنص المسموع

:اختبار لمهارة التحدث
عمل مشاهد تمثيلية توضح مظاهر "بر
والوالدين" و أثرها على الفرد و المجتمع

:اختبار مهاري في المهارات التالية
المفردات
البلاغة
الإملاء
النحو

Term 3 – Topics/ Key Content

النص المعلوماتي (الإدمان على الإنترنت)
استجابة ادبية للنص المعلوماتي
مراجعة عامة في علامات الإعراب الأصلية والفرعية
للأسماء
مراجعة عامة في التشبيه وأنواعه
مراجعة عامة في المهارات الإملائية
:القصة القصيرة
(نظرة)
:يوسف إدريس ،كاتب مصري. لنحو
يراجع المتعلم ضمائر النصب المتصلة وإعرابها إعرابا
تاماً
يراجع المتعلم علامات الإعراب الأصلية والفرعية
للاسم
النص الإقناعي
اختبار مهاري لمهارة القراءة في الفرعين
:التاليين
مهارة الفهم و الاستيعاب (نص خارجي)
مهارة قراءة النص الأدب

اختبار مهاري لمهارة الكتابة الإبداعية في نوع
النص التالي:

: اختبار لمهارة الاستماع
يستمتع المتعلم لنص و يجيب عن أسئلة الفهم
و الاستيعاب للنص المسموع

:اختبار لمهارة التحدث
عمل مشاهد تمثيلية توضح مظاهر "بر
والوالدين" و أثرها على الفرد و المجتمع
يكتب المتعلم نصاً تفسيريًا . اختبار مهاري في
:المهارات التالية
المفردات
البلاغة

ما الطريقة المثلى لتحليل نص معلوماتي يتمحور حول فكرة
محددة؟

كيف يمكن للنصوص المعلوماتية أن تكون سبباً لزيادة قدرة الطالب
على استنتاج القضايا المختلفة وإبراز وجهة نظره فيها؟

ما نوع اللغة المستخدمة في النص المعلوماتي وكيف تساهم في
إيصال فكرة الكاتب؟

ما القضية التي يناقشها الكاتب في القصة؟

كيف ساهم أسلوب الكاتب السردي الوصفي في إبراز معاناة
الطفلة؟

اعتمد الكاتب لغة سهلة قريبة من الواقع، كيف أسهمت لغته في
جعل القصة واقعية حية؟

كيف تصف كاتب القصة بناءً على فهمك للفكرة الرئيسية من
القصة؟

ما شروط البحث العلمي الناجح؟

ما دور عنصري المقابلة والمقارنة في إبراز وجهة نظر الكاتب في
النصوص الإقناعية؟





الإملاء
النحو

Assessment Overview and Format:

Formative assessments include regular and ongoing 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. Pupils 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.





Key Stage 3 Arabic B Curriculum Year 9

Term 1 – Topics/ Key Content 1. Transportation In UAE. 2. Dubai Traffic Jam.	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• What are the different types of transportation?• Can you compare between different types of transportation?• What is your opinion about public transportation?• What's your favourite transportation and why?• When do I use different transportation?• Can you compare between transportation system in your country and the UAE/ Show similarities and differences.• Where is the traffic jam and what is the reason?• Can you suggest a solution to traffic jams in Dubai?• Are the solutions suggested effective? And why?• Can you suggest alternative roads to decrease traffic jams?• Who is responsible for finding solutions and implementing them in Dubai?
Term 2 – Topics/ Key Content 3. Prepare a weather forecast. 4. Media. Advantages and disadvantages	Term 2 - Overarching Key Questions <ul style="list-style-type: none">• What are the four directions?• How is the weather today?• What is the temperature and humidity percentage in Dubai?• What is the storm that is going to blow and in which area?• Where do you advise to go and where do you advise we avoid and why?• What are the different types of media?• What are the advantages and disadvantages of media?• How can we use media properly?• What is your favourite media style and why?• How can I spread awareness about the negative media?
Term 3 – Topics/ Key Content 5. Movies and TV Shows: I am a critique.	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• What are the different types of movies and TV shows?• What is your favourite TV show/movie and why?• How can I decide if this movie/TV show content is appropriate for my age?• How would you rate this movie/TV show?





	<ul style="list-style-type: none">• What are the criteria you relied on in your rating/judgement?• What movie/TV show would you recommend and why?
Assessment Overview and Format: <ul style="list-style-type: none">• End of Chapter assessment. (x1)• End of Term assessment including all topics taught. (x3)	Links for Home Learning/Extension Resources: Go4school weekly assigned homework.





Key Stage 3 Art & Design Curriculum Year 9

<p>Term 1 to 2 (until the Easter break)– Topics/ Key Content</p> <p><u>Delicious Deserts</u></p> <p>The ‘Delicious Deserts’ project is a 3D sculpture project created using recycled materials.</p> <p>Students will begin this project by looking at the work of 3D artist Monami through an artist page and artist analysis.</p> <p>They will then each decide upon a ‘desert’ of their choice to recreate as their sculpture using different materials.</p> <p>Students will develop skills in using and manipulating different materials to show different textures and forms alongside creating dimensions.</p> <p>Alongside practical outcomes and developments, students will also be expected to analyse, annotate and evaluate their work and the work of the artists in which they study developing their literacy and analytical skills.</p> <p>Students will be developing the HPL attributes by linking, creating, and analyzing.</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What influences will you take from the work of Monami for your own?• How can use manipulate different materials to show different textures?• How will you turn something 2D into something 3D?
<p>Term 2 (after the Easter break until the end of Term 3)</p> <p><u>‘Day of the Dead’</u></p> <p>The ‘Day of the Dead’ project is a cross-curricular project with Modern Foreign Languages. Students will be looking at Art of Mexico, developing how Art and traditional beliefs are presented in different cultures. Students will be looking at the work of Thaneeya McCardle as their influence within this project.</p> <p>Students will develop a range of skills and techniques from secondary drawing to mono printing. They will develop an understanding of the formal elements within contour, colour and line. They will also visually demonstrate their understanding of colour theory through the use of</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What influences will you take from Thaneeya McCardle’s work for your own?• What are the attributes of Mexican Art?• What role does colour theory play within Day of the Dead Art?





<p>Alongside practical outcomes and developments students will also be expected to analyse, annotate and evaluate their work and the work of the artists in which they study to develop their literacy and analytical skills.</p> <p>Students will be developing the HPL attributes by linking, creating and analyzing.</p>	
<p>Assessment Overview and Format:</p> <p>Assessment Overview and Format:</p> <p>Students will be marked on 4 assessment objectives:</p> <p>Research Observations Developments Final Outcomes</p> <p>The aim of this is to get students confident with how work is assessed at Key Stage 4 and Key Stage, giving them prior knowledge and experience.</p> <p>Students will also be assessed on their written analyses and annotations and evaluations alongside their practical developments. They will be numerically graded from 1-9</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be given homework once every two weeks. This make be in the form of research tasks, completing classwork.</p> <p>Students will be given homework once every two weeks. This make be in the form of research tasks, completing classwork. Homework will be set on Go4 Schools and students will be expected to complete their homework by the set deadline.</p> <p>Students will also be expected to use the library alongside devices where necessary to complete their homework to a high and expectable standard.</p>





Key Stage 3 Design & Technology, Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><i>Product Design – Clock</i></p> <p>During this term, students will be asked to design and make a clock, which will be made from timber and plastic. Students will learn about the material plastic and understand where it comes from and be able to identify different types of plastics. Students will understand how to work safely in a workshop and how to use the tools and equipment accurately. Students will also utilize CAD/CAM in the manufacture of their products. Students will follow the design process throughout the project and once they have manufactured their phone holder they will test and evaluate their work.</p>	<p>How does having an inquiring mind benefit the research process? (Agile)</p> <p>What methods can you use to showcase fluent thinking and originality in your designs? (Creating)</p> <p>How can you demonstrate quality control when manufacturing a product, especially when applying speed and accuracy? (Realising)</p>
<p><i>Food Preparation and Nutrition – Pasta</i></p> <p>Students will know how to prepare food correctly and safely. They will explore the topic 'pasta' and make a variety of food products under this theme. Students will research Italian cuisines, explore carbohydrates and consider the nutritional information for the dishes they have made.</p>	<p>Why is hygiene and precision important in the food room? (Analysing)</p> <p>Are you confident taking risks and adapting recipes, taking into consideration the taste and function of ingredients? (Empathetic, Agile)</p> <p>Why is resilience and perseverance important when working with food? (Hard Working)</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><i>Product Design – Clock</i> <i>Food Preparation and Nutrition – Pasta</i> These 2 projects will continue until the February half term, each project is 8 weeks.</p>	
<p><i>Graphics – Board Game</i></p> <p>During this project, students will analyse what makes a board game successful and</p>	<p>Why is planning a significant step before manufacturing a product? (Analysing)</p>





<p>explore imaginative and original ways of creating character designs. They will prototype their ideas and make a final product including packaging. Students will research paper and card materials and understand their properties.</p> <p><i>Product Design – Storage Box</i></p> <p>During this term, students will design and make a storage box inspired by the UAE. Students will learn about timber and its properties and be able to name the different categories. Students will further develop their practical skills, focusing on measuring and marking accurately and manufacturing a finger joint. Students will use CAD/CAM in the design of their box and will follow the design process during this project.</p>	<p>Why is it important to be flexible and bend the rules when generating designs? (Creating)</p> <p>Why should you test your prototype before making your final product? (Hard working)</p> <p>How will you use what you learnt during the previous product design project to support you during this project? (Meta-thinking, Linking)</p> <p>Why is being open-minded important when analysing and interpreting a theme? (Agile)</p> <p>How can you use the CAD/CAM skills you learnt in product design to design the lid of your storage box? (Linking)</p>
<p>Term 3 – Topics/ Key Content</p> <p><i>Graphics – Board Game</i> <i>Product Design – Storage Box</i> These 2 projects will continue until the end of the year, each project is 8 weeks.</p>	<p>Term 3 - Overarching Key Questions</p> <p>See Above</p>
<p>Assessment Overview and Format:</p> <p>In Design & Technology we assess using the same format as in GCSE, students are assessed on the following:</p> <ul style="list-style-type: none"> • Research skills • Design and Development skills • Practical skills • Analysis and Evaluation <p>Students will also participate in a baseline assessment and an end-of-year</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Consolidation activities will be shared at the beginning of each term.</p>





assessment, these will test students' knowledge across all three subject areas.

They will be numerically graded from 1-9





Key Stage 3 Computing Curriculum Year 9

Term 1 – Topics/ Key Content	Overarching Key Questions
<p data-bbox="376 300 496 327">Networks</p> <p data-bbox="199 376 676 976">This unit covers the basic principles and architecture of local and wide area networks. Pupils will learn that the World Wide Web is part of the Internet, and how web addresses are constructed and stored as IP addresses using DNS. Pupils will learn about data transmission and through an understanding of different network topologies and network hardware, they will plan the structure of a local area network. Client-server, peer-to-peer networks and the concept of cloud computing are all described. Ways of keeping data secure and simple encryption techniques are also covered.</p>	<ul data-bbox="735 342 1385 976" style="list-style-type: none">• What are the key components and protocols that make up computer networks, and how do they facilitate communication and data transfer?• How can we configure and troubleshoot network devices, such as routers and switches, to ensure reliable connectivity?• What are the different types of networks, including LAN, WAN, and wireless networks, and how do they differ in terms of coverage, speed, and security?• How can we address network security concerns, including authentication, encryption, and intrusion detection, to protect data and maintain network integrity?• What are the emerging trends and technologies in networking, such as virtualization and cloud computing, and how do they impact network design and management?
<p data-bbox="233 1128 639 1155">HTML and Website Development</p> <p data-bbox="199 1173 676 2020">In the first three lessons, pupils will learn the basics of HTML and CSS, and how to create a responsive design which adapts to any size of screen for viewing on, say, a mobile phone or a PC. They will learn how to create text styles and add content, including text and graphics, in a specified position on a page, as well as navigation links to other pages on their website and to external websites. The basics of good design are covered and, with the help of worksheets, pupils will develop their own templates in a text editor such as Notepad. They will decide on a topic for their own websites, document their designs and collect suitable text and images. They will then use HTML templates to create their websites, including a web form. Pupils can view the data collected by the web form into a simulated database. This also helps to stimulate discussion on the privacy of data.</p>	<p data-bbox="871 1128 1198 1155">Overarching Key Questions</p> <ul data-bbox="735 1173 1385 1704" style="list-style-type: none">• What are the fundamentals of HTML (Hypertext Markup Language), and how can we use it to structure and format web content?• How can we incorporate CSS (Cascading Style Sheets) to enhance the visual appearance and layout of web pages?• What are the best practices for creating responsive and accessible websites that adapt to different devices and user needs?• How can we integrate multimedia elements, such as images, videos, and audio, into web pages to create engaging user experiences?• What are the techniques for testing, debugging, and deploying websites to ensure they function correctly across different browsers and platforms?





Term 2 – Topics/ Key Content	Overarching Key Questions
<p data-bbox="268 371 571 398">AI and machine learning</p> <p data-bbox="201 450 643 869">This unit gives students a first insight into the fascinating world of Artificial Intelligence and Machine Learning. Pupils begin by considering where AI is used from simple problems such as solving a maze to those more advanced, such as self-driving cars. Students will then look at how machine learning and deep learning are used in image recognition. This is a fast moving area of development, so the Ethics of AI is considered.</p>	<ul data-bbox="699 416 1394 909" style="list-style-type: none">• What is artificial intelligence (AI), and how does it relate to machine learning and intelligent systems?• What are the basic concepts and algorithms used in machine learning, such as supervised learning, unsupervised learning, and reinforcement learning?• How can we train and evaluate machine learning models using datasets, and what are the considerations for data preprocessing and feature selection?• What are the ethical implications and challenges associated with AI and machine learning, including bias, privacy, and transparency?• What are the practical applications of AI and machine learning in various domains, such as image recognition, natural language processing, and predictive analytics?
<p data-bbox="220 1048 619 1075">Sound Manipulation in Audacity</p> <p data-bbox="201 1093 643 1512">In this unit pupils will learn how sound is digitized and stored on computers. They will learn basic sound editing techniques and how to add sound effects and mix tracks. Ways of creating different sound effects (the job of a “Foley artist”) are described. Pupils will undertake a creative project to analyse, plan, record and edit a short sound file. This could take the form of a radio advertisement or short podcast.</p>	<ul data-bbox="699 1093 1394 1619" style="list-style-type: none">• What are the key features and tools available in Audacity, and how can they be used to edit, enhance, and manipulate audio recordings?• How can we apply effects and filters in Audacity to modify the sound characteristics, such as volume, pitch, and tempo?• What are the techniques for removing background noise, equalizing audio, and implementing fades and crossfades in Audacity?• How can we combine and mix multiple audio tracks in Audacity to create layered and immersive sound compositions?• What are the considerations for exporting and saving audio files in different formats for various purposes, such as podcasts, music, or sound effects?





Term 3 – Topics/ Key Content	Overarching Key Questions
Python next steps	
<p>This unit assumes that pupils already have some prior experience in Python or a similar language, and the first lesson has a series of tasks designed to revisit the basic skills already covered. Pupils then use For loops and compare their use with While loops, before moving on to arrays (lists), which are introduced as a new data structure and are used in conjunction with For loops. Procedures and functions with parameters are covered to help pupils understand the concept and benefits of modular programming. This unit is designed to take pupils right up to a point where a GCSE in Computing can pick up and should provide ample experience of programming in order to confirm any decision to pursue Computing as a GCSE option.</p>	<ul style="list-style-type: none"> • What are advanced programming concepts in Python, such as object-oriented programming, exception handling, and file I/O? • How can we work with external libraries and modules in Python to extend the language's capabilities and solve complex problems? • What are the best practices for structuring and organizing larger Python projects, including modularization and documentation? • How can we leverage Python for web development, data analysis, scientific computing, or other specialized domains through frameworks and libraries? • What are the resources and pathways for furthering Python skills, including exploring specialized topics like web scraping, game development, or network programming?
Assessment Overview and Format:	Links for Home Learning/Extension Resources:
<p>Each unit carries an equal weight in determining the final grade (5 units in total).</p> <p>Students' progress is assessed through multiple channels throughout the year. At the completion of each unit, students undergo a comprehensive end-of-unit assessment, which evaluates their understanding and mastery of the unit's concepts and skills. Additionally, students are regularly assessed through engaging mini projects that encourage practical application of knowledge, key word assessments to test their comprehension of essential terminology, and flipped learning activities conducted during class.</p>	<p>Networks: Website: Cisco Networking Academy (https://www.netacad.com/) Book: "Computer Networking: A Top-Down Approach" Online resource: NetworkLessons.com (https://networklessons.com/)</p> <p>HTML and Website Development: Website: Mozilla Developer Network (MDN) Web Docs (https://developer.mozilla.org/en-US/docs/Web) Online resource: W3Schools HTML Tutorial (https://www.w3schools.com/html/) Online course: Codecademy HTML course (https://www.codecademy.com/learn/learn-html)</p> <p>AI and Machine Learning: Online course: "Machine Learning" course by Andrew Ng on Coursera (https://www.coursera.org/learn/machine-learning)</p>





This multifaceted assessment approach ensures a comprehensive evaluation of students' performance, allowing for a well-rounded assessment of their abilities and progress in the subject matter. It promotes active engagement, application of knowledge, and a deep understanding of the topics covered in each unit.

Each computing unit is designed as a standalone module, meaning that the assessment and grading for each unit are independent of one another. This structure allows for the possibility of grades fluctuating throughout the year based on individual performance in each specific unit.

As students progress through the different units, they have the opportunity to demonstrate their understanding and skills in specific areas of computing. Each unit has its own set of learning objectives, content, and assessments that focus on specific topics or skills within the broader field of computing.

Due to the standalone nature of the units, a student's performance in one unit may not necessarily dictate their performance in subsequent units. This allows for potential fluctuations in grades as students encounter different topics, challenges, and assessment formats throughout the year.

It's important for students to recognize that while their grades may vary from unit to unit, the cumulative understanding and progress they make over the course of the entire curriculum will ultimately contribute to their overall proficiency in computing.

Online resource: Towards Data Science (<https://towardsdatascience.com/>) for articles and tutorials on AI and machine learning

Book: "Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow" by Aurélien Géron

Sound Manipulation in Audacity:

Official website: Audacity Manual (<https://manual.audacityteam.org/>)

Online resource: YouTube tutorials on Audacity sound manipulation techniques

Forum: Audacity Forum (<https://forum.audacityteam.org/>) for discussions and troubleshooting

Python Next Steps:

Online course: "Python Intermediate" course by Python Institute on edX (<https://www.edx.org/professional-certificate/python-intermediate>)

Online resource: Real Python (<https://realpython.com/>) for in-depth Python tutorials and articles

Book: "Fluent Python" by Luciano Ramalho for advanced Python concepts and techniques





Key Stage 3 Drama Curriculum Year 9

<p>Term 1 – Topics/ Key Content</p> <p>Practitioner Study</p> <p>Students will spend this term studying and practically exploring three key practitioners: Constantin Stanislavski, Bertolt Brecht and Augusto Boal.</p> <p>They will learn, create, and perform in the styles of epic theatre, naturalism and theatre of the oppressed.</p> <p>Devising</p> <p>Following on from their practitioner study, they will then create an original performance based on a given stimulus. This should be in the style of a chosen practitioner of their choice.</p>	<p>Term 1 - Overarching Key Questions</p> <p><i>What is political theatre?</i></p> <p><i>Does theatre have the power to change the world?</i></p> <p><i>How can theatre be used for change?</i></p> <p><i>What skills and techniques show a clear link to your chosen practitioner?</i></p> <p><i>How is this helpful in showing your intentions to your target audience?</i></p>
<p>Term 2 – Topics/ Key Content</p> <p>Macbeth</p> <p>In preparation for GCSE, students will perform extracts for a set text <i>Macbeth</i>.</p> <p>Students will have the option of completing this unit as a performer or a technical designer where they will focus on either costume, lighting, set or sound.</p> <p>Gothic Horror</p> <p>Students will explore extracts from Gothic Literature and experiment with how to bring this to life through characterisation and theatre tech.</p>	<p>Term 2 - Overarching Key Questions</p> <p><i>How can you clearly show the status between the characters in your duologue?</i></p> <p><i>What vocal skills are needed to give the impression of power?</i></p> <p><i>How can technical design enhance characterisation?</i></p> <p><i>What defines gothic horror or gothic literature?</i></p> <p><i>How can we enhance this through performance?</i></p>
<p>Term 3 – Topics/ Key Content</p>	<p>Term 3 - Overarching Key Questions</p>





Set Design

Students to study the concept of set design and create their own model set or digital set design for a given extract.

Public Speaking

Students will be introduced to the LAMDA syllabus and complete a speaking and listening unit where they will write their own speeches to perform publicly on a topic of their choosing.

What is the purpose of set design?

What should we be able to understand about a performance from the set design?

Are performance skills the same as presentational skills?





Key Stage 3 French Curriculum Year 9

<p>Term 1 – Topics/ Key Content</p> <p><u>Ma vie d'ado: My life</u></p> <ul style="list-style-type: none">• Say where you go and what you do at the weekend• Understanding invitations• Identify people accepting and declining invitations• Talking about what you are going to do next weekend• Saying what you did last weekend• Give your opinion in the past tense <p>Project Zone: French music and artists</p>	<p>Term 1 – Key grammar concepts</p> <ul style="list-style-type: none">• Aller in the present tense• Using pouvoir• The formation of the immediate future• The formation of the past tense• Using “on” in the past tense• Give your opinion in the past tense• Understand the difference between the 3 tenses• Time and frequency markers• Connectives
<p>Term 2 – Topics/ Key Content</p> <p><u>Mon métier et mes projets d'avenir : Jobs and future plans</u></p> <ul style="list-style-type: none">• Understanding a range of job titles• Picking out keywords related to job descriptions.• Giving advantages of learning languages• Talking about your life plans in 2 years, 5 years• Saying what job, you would like to do• Using the imperfect tense to say what job you wanted to do when you were young <p>Project Zone: Job-related to languages</p>	<p>Term 2 – Key grammar concepts</p> <ul style="list-style-type: none">• General vocabulary for jobs• Giving reasons• Understanding modal verbs “je dois”, “je peux”, “je veux”• Understanding why languages are important.• Future tense time phrases• Future tense formation (je vais + infinitive, je voudrais+ infinitive and ce serait...)• Opinions – both positive and negative• Understanding someone’s typical day at work.• Using the imperfect tense to say what you “used to” do.• Using frequency markers and sequencers
<p>Term 3 – Topics/ Key Content</p> <p><u>Bien dans sa peau- My health</u></p> <ul style="list-style-type: none">• Talking about food and drink• Recognizing body parts• Talking about which sport and exercise• Expressing opinions on what you like doing	<p>Term 3 – Key grammar concepts</p> <ul style="list-style-type: none">• Using “il faut” + infinitive• Using du / de la / des with food and drinks accurately• Present tense of jouer and faire• Forming the immediate future• Recognizing the future tense• Growing confidence using Past, Present, and Future tense formation.





<ul style="list-style-type: none">• Saying what you need to do to be a good sportsperson• Describing your level of fitness in the present tense• Saying how you will get fit• Understanding opinions on sport• Describing what other people do.• Describing what others will do to be fitter. <p>Project Zone: original and extreme sports.</p>	
<p>Assessment Overview and Format:</p> <p>There are 3 Key Assessment points throughout the year which contribute 100% to the current working at grade.</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> <p>Students are also given a booklet for each topic of study which contains everything they need.</p>





Key Stage 3 Geography Curriculum Year 9

<p>Term 1 – Topics/ Key Content</p> <p><u>Rivers and Coasts</u></p> <p>Students will examine the features of a river basin and the 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> <p><u>Global Fashion Industry</u></p> <p>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>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is a river basin?• River processes• Causes of flooding• Flood case study – impacts on people and the environment• Coastal processes – transportation and landforms caused by deposition.• Coastal processes – erosion and landforms• Coastal protection – decision-making activity. <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 a LIC and NIC?• Is there a better way to produce clothes?
<p>Term 2 – Topics/ Key Content</p> <p><u>Disease and development</u></p> <p>Students will examine how Geography links with disease, and it is a measure of how developed a country is.</p> <p><u>Population</u></p> <p>Students will examine what causes population density to vary and explore the impacts arising from over and under population.</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• Communicable and non-communicable disease• Disease transmitters• Development indicators• Waterborne disease – cholera, spread, and containment.• Malaria – are human or physical features more responsible for the spread? <ul style="list-style-type: none">• Why is there variation in population density?• What has caused the population explosion?• How does the demographic transition model show population change?
<p>Term 3 – Topics/ Key Content</p> <p><u>Population</u></p> <p>Students will examine what causes population density to vary and explore</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the impacts of over and under population?





<p>the impacts arising from over and underpopulation.</p> <p>Hot deserts Students will examine the location and features of hot desert environments, including adaptations to people and the environment</p> <p>Japan Complete a country study consolidating learning about the human and physical issues in Geography, through the Japan case studies</p>	<ul style="list-style-type: none">• Understanding population pyramids• What are the impacts of an aging population? • Where are hot deserts located?• Climate graph of a hot desert• Weathering and desert landforms• Plant adaptations• Animal adaptations• Human risks and challenges • Where is Japan located?• Physical features of the country• Population issues• Climate of Japan• Tectonic events – earthquakes and Tsunami• Culture and language of Japan
<p>Assessment Overview and Format:</p> <p>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.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>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</p>





Key Stage 3 History Curriculum Year 9

Term 1 – Topics/ Key Content <u>WW1</u> <u>The inter-war years</u>	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• What were the rivalries before 1914?• Does having a lot of friends 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 the '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 <u>The Rise of Hitler</u> <u>The Wall Street Crash</u> <u>Appeasement</u>	Term 2 - Overarching Key Questions <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?
Term 3 – Topics/ Key Content <u>WW2</u> <u>Civil Rights</u>	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• Dunkirk: Triumph or Disaster?• How did Hitler lose the Battle of Britain?• Where do you launch the counterattack?• Was Truman justified in using the Atomic Bomb against Japan?• End of the American Civil War – Jim Crow Laws• KKK• Civil rights Groups• MLK
Assessment Overview and Format:	Links for Home Learning/Extension Resources:





3 Key Assessments across the Year.

Essays/assessment on topics throughout the year on the reaction to the Suffragettes, whether it was WW1 or the Suffragettes that finally got women the vote, why WW1 started, whether Haig was guilty of crimes against his own soldiers, how much Hitler changed Germany and whether Dunkirk was a triumph or a disaster.

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

<https://www.bbc.com/bitesize/guides/zy2ycdm/revision/1>
<https://www.bbc.com/bitesize/topics/z4crd2p>
<https://www.bbc.com/bitesize/guides/zq6pmnb/revision/1>
<https://www.bbc.com/bitesize/guides/z3bp82p/revision/1>
<https://www.bbc.com/bitesize/guides/ztydcwx/revision/1>
<https://www.bbc.com/bitesize/guides/z9s9q6f/revision/1>





Key Stage 3 Islamic Curriculum Year 9

Term 1 – Topics/ Key Content <ul style="list-style-type: none">• Surat Ya-sin Honesty of the Prophet PBUH (verses 1-12)• Conquest of Makkah• Umrah rules• Travel Manners• Rules of Madd (Elongation) Natural Madd	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• When was Surah Yasin revealed?• How would you prove the honesty of Prophet Muhammad PBUH with evidence from Qur'an and Hadith?• How would you prove Islam is the religion of peace and mercy in the light of conquest of Makkah?• Analyse the causes of the conquest of Makkah• Differentiate between Umrah and Hajj?• Describe the actions prohibited during Umrah.• What are the pillars of Umrah?• Explain the manners of travelling in Islam?• Explain why it is important to follow the travel manners.• Give brief description of Madd Jaaz and Madd Wajib• Apply the rules of Madd in recitation of Qur'an.
Term 2 – Topics/ Key Content <ul style="list-style-type: none">• Peoples of the City (Surat Ya-sin verses 13-19 part 2)• Prayers for Certain Purposes• Social Cohesion• Belief in Divine Decree• Acts are Judged only by Intention	Term 2 - Overarching Key Questions <ul style="list-style-type: none">• Why did Allah send messengers to the city?• Explain how the people of the city responded to the messengers of Allah?• Deduce the wisdom of sunnah prayers being recommended in such situations• Demonstrate how to perform eclipse prayer.• Explain the concept of eclipse prayers.• Explain the concept of social cohesion• Infer means that achieve social cohesion• What is meant by believing in Divine Decree?• How believing in Divine Decree help face the difficulties in life.• Discuss our actions are judged according to the intention.• Suggest the ways that help us to be sincere in our actions and deeds.
Term 3 – Topics/ Key Content <ul style="list-style-type: none">• The power of Allah (Surat Ya-sin 4 verse 33-54)• Good Earning• The Battle of Hunayn• The Holiest Mosques• Oaths and Vows	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• Interpret the verses of Surah Yasin 33-54?• Describe the power of Allah in the light of Surah Yasin?• Define the terms Halal and Haram• Compare and contrast between halal and haram earnings• When did the battle of Hunayn take place?• Analyse the causes of the battle of Hunayn?• Find reasons for Muslims' trial in the battle of Hunayn?





	<ul style="list-style-type: none">• Deduce the qualities of the three mosques• Explain the manners that must be observed by the Muslims in the three mosques• Illustrate the types of oaths• Apply the rules concerning oaths and vows• Evaluate the expiation for oath
<p>Assessment Overview and Format:</p> <p>Students will have 3 key assessments throughout the year.</p> <p>Students will be judged on the following criteria</p> <ul style="list-style-type: none">• Qur'an recitation• Qur'an memorisation• Written Assessment• Home learning/note books	<p>Links for Home Learning/Extension Resources:</p> <p>www.awqaf.gov.ae</p> <p>www.quranexplorer.com</p> <p>www.iacad.gov.ae</p> <p>www.quran.com</p> <p>www.islamreligion.com</p> <p>http://harunyahya.com</p> <p>https://scholar.google.ae</p> <p>http://www.sultan.org</p> <p>https://sunnah.com</p>





Key Stage 3 Curriculum Mathematics Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>1.Algebra recap – factorise/expand</u></p> <p><u>2.solving equations</u></p> <p><u>3.Rearrange formula</u></p> <p><u>4.Quadratics</u></p> <p><u>5.Recurring decimals</u></p> <p><u>6.Bounds</u></p> <p><u>7.SDT & compound measures</u></p> <p><u>8.Probability and Venn diagrams</u></p> <p><u>9.Area recap and problem solving with area</u></p> <p><u>10.Volume & SA</u></p>	<p>Expand $8(3s - 2)$ Factorise $4t + 20$ Solve $2(w - 4) = 13$</p> <p>Expand and Simplify $7(t - 4) + 5(t - 2)$</p> <p>Make u the subject of the formula $v = u + at$</p> <p>a) Factorise $x^2 - 3x - 18$ (b) Solve $x^2 - 3x - 18 = 0$</p> <p>Prove algebraically that the recurring decimal 0.47 can be written as $\frac{43}{90}$</p> <p>A rectangle has a length of 21cm, to the nearest cm, and a width of 5.3cm, to the nearest mm.</p> <p>Work out the upper bound for the perimeter of the rectangle. Work out the lower bound for the area of the rectangle.</p> <p>A car travels a distance of 230 miles in 4 hours and 15 minutes. Work out the average speed of the car, in miles per hour. Give your answer to 1 decimal place.</p> <p>40 students were surveyed: 20 have visited France</p> <p>15 have visited Spain. 10 have visited both France and Spain. Use this information to complete the Venn Diagram.</p> <p>The diagram shows a right-angled triangle and a parallelogram. The area of the parallelogram is four times the area of the triangle. The perpendicular height of the parallelogram is h. Find the value of h.</p> <p>The diagram shows a triangular prism. The cross-section of the prism is a right-angled triangle. Calculate the volume of the prism.</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><u>11.Trigonometry SOHCAHTOA & Pythagoras</u></p> <p><u>12.Indices</u></p> <p><u>13.Linear graphs</u></p> <p><u>14.Simultaneous equations – linear & graph</u></p>	<p>ABC is an isosceles triangle. Calculate the perpendicular height of ABC. Give your answer correct to 3 significant figures.</p> <p>ABCD is a trapezium. Calculate the length of AC. Give your answer correct to 3 significant figures.</p> <p>Simplify $2m^2 \times 5n^3$</p> <p>Solve the simultaneous equations</p>





<p><u>15. Percentages</u></p> <p><u>16. Inequalities</u></p> <p><u>17. Quadratic graphs</u></p>	<p>$4x + 3y = 18$ $x - 3y = 7$</p> <p>Which is greater 25% of 90 or 28% of 82</p> <p>Richard gets a bonus of 30% of £130. Connor gets a bonus of £40. Work out the difference between the bonus Richard gets and the bonus Connor gets.</p> <p>Solve $4t + 7 \leq 19$</p> <p>Solve $2x - 5 > 8$</p> <p>Solve $4x + 6 \leq x + 21$</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>18. Averages</u></p> <p><u>19. cumulative frequency</u></p> <p><u>20. Ratio</u></p> <p><u>21 Direct and inverse proportion</u></p> <p><u>22. Parallel lines</u></p> <p><u>23. Polygons</u></p> <p><u>24. Probability -trees</u></p> <p><u>25. Transformations</u></p> <p><u>26. HCF and LCM</u></p>	<p>Term 3 - Overarching Key Questions</p> <p>Mark ran a mean distance of 13.2 km in five days.</p> <p>The next day Mark ran 20 km. Find the mean distance Mark ran in the six days.</p> <p>The cumulative frequency graph gives some information about the weights of some objects.</p> <p>Find the median weight.</p> <p>Find the inter quartile range.</p> <p>Alvin and Simon shared £540 in the ratio 4 : 5</p> <p>Alvin gave half of his share to Theo. Simon gave a tenth of his share to Theo. What fraction of the £540 did Theo receive? It takes 5 machines 6 hours to produce 1000 DVDs. Work out how long it would take 4 machines to produce 1000 DVDs. ABCD is a parallelogram. CBE is a straight line.</p> <p>Angle BAD = 128° Angle AEB = 39° Find the size of angle BAE.</p> <p>Describe fully the single transformation that maps trapezium P on trapezium Q.</p> <p>Write down the highest common factor (HCF) of 648 and 540.</p> <p>Find the lowest common multiple (LCM) of 648 and 540.</p>
<p>Assessment Overview and Format:</p> <p>There will be Key assessments each year:</p> <p>Baseline (where applicable)</p> <p>Key assessment 1 End of term 1</p> <p>Key assessment 2 End of term 2</p> <p>Key assessment 3 End of Year</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Sparxmaths - https://sparxmaths.com/</p> <p>Mr. Carter Math's - https://www.mrcartermaths.com/#</p> <p>Lesson starter tasks and daily revision.</p> <p>Login: wek@gems</p>





Password: wek@gems

Corbett Math's -

<https://corbettmaths.com/contents/>

Video examples, worksheets, daily revision.

MathsGenie -

<https://www.mathsgenie.co.uk/gcse.html>

Videos and Exam questions sorted by level

Dr Frost

www.drfrostmaths.com/resourceexplorer.php

Learning platform and video resources

Fun Mathematics:

Brilliant.org

<https://www.3blue1brown.com>

<https://www.numberphile.com>

<https://www.vsauce.com>





Key Stage 3 Moral, Cultural, and social studies Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions:
<p><u>Moral Rules and Assuming Responsibility</u></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>-How can I respect others around me? -How can I build positive relationships with others?</p>
<p><u>The Growth of Consultative Government in the UAE</u></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	<p>-How is diversity shown in the media? -What role has the government played in the growth of the UAE?</p>
<p>Assessment Overview and Format:</p> <p>Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests and personal reflections.</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 MSCS curriculum by using their digital booklets and class resources.</p>





Term 2 - Topics/Key content:

African Civilizations

Students will learn about African civilizations from ancient times to present day, including:

- Land and Resources in Africa
- Ancient African Civilizations
- Traditional African Art
- West African Islamic Civilizations
- Africa from Colonialism to Independence

North and South America

Students will learn to examine the continents of North and South America and important events that led to developments of the region and the world including:

- The land and Physical Geography of North America
- River, Seaways and Canal Transportation
- Indigenous People of North America
- Colonia North America
- American Civil War and Reconstruction
- Modern Canada
- South America

Assessment Overview and Format:

Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests and personal reflections.

Term 2 - Overarching Key Question:

How have past civilizations helped to shape the world we live in now?

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





Term 3 - Topics/Key content:

Ottoman Empire – Part 1

Students will examine the geography and modern history of the Middle East and North Africa, including:

- The Geography of West Asia
- The Geography of North Africa

Ottoman Empire – Part 2

Students will examine the geography and modern history of the Middle East and North Africa, including:

- The Rise of the Ottoman Empire
- Suleyman I and Ottoman Istanbul
- The Later Ottoman Empire through World War

Assessment Overview and Format:

Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests and personal reflections.

Term 3 - Overarching Key Question:

How was the Middle East and North Africa a major contributor to modern world history?

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





Key Stage 3 Music Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Dance Music 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. 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>Soundtracks The topic 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 pupils to critically engage with a range of film music through listening and appraising, together with some performing activities of famous film themes and leitmotifs.</p>	<ul style="list-style-type: none">• What are the different types and styles of dancing? What music would be used to accompany these different styles? Why?• What is simple and compound time? Why is this relevant or important in dance music?• How is time and metre important in dance music?• How are the steps, movements, and formation of physical dance connected to the musical elements within dance music?• How has “Classical Music” been used in films?• How does knowledge of how a film music composer creates a soundtrack allow us to create effective film soundtracks?• To what extent does film music enhance (or detract from) the visual on-screen action?
<p>Term 2 – Topics/ Key Content</p> <p>Computer and Video Game Music The unit 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 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</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What musical compositional and performance techniques are used in computer and video game music?• Do we need to create boundaries in computer and video game music?• To what extent can we define a computer or video game score as effectual or just functional?• What happened to music in the twentieth century?• What is minimalist, expressionist and serialist music?





a range of sound effects to match common actions and cues within games.

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.

- How can a minimalist composition be developed from a cell?
- How did expressionist composers use serialism?
- How did composers in the twentieth century 'break way' from the late Romantic composers' traditions?
- To what extent can a piece be long in length, but small in content?

Term 3 – Topics/ Key Content

Samba

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 follow the traditional layout of a piece of Samba including sections that feature call and response, syncopation, and the opportunity for rhythmic improvisation within an overall structure.

What Makes a Good Song

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. Through a series of performing and listening tasks, students use lead sheets of popular songs to perform parts from and to analyse musical features 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.

Term 3 - Overarching Key Questions

- What instruments are used in Samba?
- What are the roles of different players within a Samba band?
- Why is Samba performed at carnivals?
- How are Call and Response, Improvisation, Cyclic and Polyrhythms used within Samba music?
- How is a piece of Samba music structured?
- To what extent is music important at special events?
- To what extent does a Samba band need a Sambista/leader?
- How can we describe the form and structure and texture of different songs?
- How have songwriters used Primary and Secondary Chords as accompaniments to songs and as a basis for melodies and bass lines?
- Is change always relevant to create a new song or piece of music?
- To what extent will songs remain "popular"?
- When do new/modern songs become old/traditional songs?





<p>Assessment Overview and Format:</p> <p>Students are assessed in an end of topic assessment after the completion of each unit through listening and appraising, composing and performing. Alongside this, students are assessed on mini projects, key word assessments and flipped learning during class.</p> <p>There will also be three Key Assessments which will include:</p> <ul style="list-style-type: none">Ensemble PerformanceSolo PerformancePerformance Project	<p>Links for Home Learning/Extension Resources:</p> <p>Explore how Samba has been used as a Latin-American dance in popular TV shows such as “Strictly Come Dancing” and the inter-relation between music and dance steps.</p> <p>Put together their ideas from exploring riffs, lyrics and melodies into a complete popular song which can be recorded (professionally).</p> <p>Be able to describe how a Character Theme/Motif can be adapted, changed and altered at different points within a computer game by manipulating the Elements of Music and using subject specific musical vocabulary.</p>





Key Stage 3 Physical Education Curriculum Year 9

<p>Term 1 – Topics/ Key Content</p> <p>Invasion Games and Swimming</p> <p><u>Half Term 1 (to October half term)</u> Girls – Netball and Football Boys – Football and Swimming</p> <p><u>Half Term 2 (to December vacation)</u> Girls – Swimming and Netball Boys – Football and Athletics</p>	<p>Term 1 - Overarching Key Questions</p> <p>Joints What are joints? Where can the different types be found?</p> <p>Movement How do joints bring about movement for sport?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Athletics and Invasion Games</p> <p>A key focus during Term 2 is preparing students for Sports Day.</p> <p><u>Half Term 1 (to February Half Term)</u> Girls - Athletics and Netball Boys - Athletics and Rugby</p> <p><u>Half Term 2 (to April vacation)</u> Girls – Basketball and Rounders Boys – Basketball and Cricket</p>	<p>Term 2 - Overarching Key Questions</p> <p>Muscle Fibers What are muscle fibres? Are different muscle fiber types used in different sports? Do people naturally have these fibre types?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>During Ramadan</u> Boys and Girls – Rock Climbing, Trampolining, Badminton</p> <p><u>Outside of Ramadan</u> Boys – Swimming, Cricket, Volleyball Girls – Swimming, Rounders, Volleyball</p>	<p>Term 3 - Overarching Key Questions</p> <p>Planes and Axes What are the different planes and axes? What is the different plane and axes combinations for movement?</p>





Key Stage 3 Science Curriculum Year 9

<p>Students will have 4 hours of science a week. One for each science and then an additional skills lesson.</p> <p>Class 9.7 will have one teacher only (ZAA) for all of their lessons</p>		
TERM 1		
BIOLOGY	CHEMISTRY	PHYSICS
UNIT 1: Organisation	UNIT 1 and UNIT 7- Atomic Structure and the Periodic Table	Unit 1.1 Forces and Energy
TERM 2		
Unit 2 Bioenergetics	UNIT 1 and UNIT 7- Atomic Structure and the Periodic Table	Unit 1.2 Energy resources
TERM 3		
Unit 2 Bioenergetics	UNIT 2- Structure, bonding, and the Properties of Matter	Unit 1.3 Kinetic theory
		Unit 1.4 Energy transfer by heating
<p>Assessment Overview and Format:</p> <p>For each topic, students will complete.</p> <ul style="list-style-type: none"> - exam question homework - short end-of-unit quizzes <p>Key Assessments will assess all content to the date of the assessment. They will have the format of iGCSE papers.</p> <p>Combined Science 1 hour 15 minutes</p> <p>Triple Science 1 hour 45 minutes</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All resources will be shared with students on TEAMS.</p> <p>Educake for quizzes www.educake.co.uk (students have log-ins)</p> <p>Physics and Math's Tutor – exam questions and revision notes https://www.physicsandmathstutor.com/</p> <p>BBC Bitesize https://www.bbc.com/bitesize/levels/z98jmp3</p> <p>iAQA Science - OxfordAQA (oxfordaqaexams.org.uk)</p> <p>UK (United Kingdom) National Curriculum standards https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf</p> <p>Revision Notes, Past Papers & Topic Questions Save My Exams</p>	





Key Stage 3 Social Enterprise Curriculum Year 9

All Social Enterprise units of work are focused on one of the UN's 17 Sustainable Development Goals (SDGs). Lesson content involves learning about the causes of these global issues, and then students collaboratively take-action to work towards these goals through the project work included in each unit. Each year group has one lesson per week on the following curriculum:

<p>Term 1 – Topics/ Key Content</p> <p><i>Are we equal? – (Gender Equality SDG 5)</i> To consider how gender is socially constructed and examine inequalities across the globe. To examine job roles and societal expectations of men and women. To understand how it impacts our choices, rights, and opportunities, and why it is a problem.</p>	<p>Term 1 - Overarching Key Questions</p> <p>What is the link between gender inequalities and other global issues such as poverty? How can an individual action help to tackle the Gender Equality SDG? How can we positively impact this goal through collaboration?</p>
<p>Term 2 – Topics/ Key Content</p> <p><i>Dragons' Den – (No Poverty SDG 1)</i> To produce a new innovative product, service, website, or app that can create opportunities, increase mobility, and have sustainability at the heart of its design. To pitch your design to a judging panel and make a prototype of it.</p>	<p>Term 2 - Overarching Key Questions</p> <p>Can your enterprise enhance communication or ease the transportation of people, goods, and ideas? Can your design contribute to the Industry and Innovation SDG? How can your enterprise ethically alter the way we utilize natural resources? How can your enterprise ensure the protection of the environment?</p>
<p>Term 3 – Topics/ Key Content</p> <p><i>Peace and Justice – (Peace and Justice SDG 16)</i> To understand the importance of peaceful societies and the role that justice plays in achieving sustainable development. Engage in critical thinking about the role that individuals, communities, and governments can play in promoting peace and justice, and identify opportunities for action.</p>	<p>Term 3 - Overarching Key Questions</p> <p>How can we create inclusive and peaceful societies that respect diversity and human rights? What are some of the biggest challenges to peace and justice in our world today? How can education and raising awareness help promote conflict resolution? How can we positively impact this goal through collaboration?</p>
<p>Assessment Overview and Format: Students do not work towards grades in this subject area but instead work to meet and exceed four principle areas of value: knowledge, project, service, and extension.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://worldslargestlesson.globalgoals.org/ https://www.globalgoals.org/</p>





Key Stage 3 Spanish Curriculum year 9

Term 1 – Key grammar concepts

- Using gustar in the present tense
- Using irregular verbs
- Using the present tense to talk about others
- Using ir in the present tense
- Using the near future tense
- Using adjectives correctly
- Using complex language to make your writing more interesting
- Understanding longer-spoken texts.
-

Term 2 – Key grammar concepts

- Using direct object pronouns
- Using negatives
- Using stem-changing verbs
- Using reflexive verbs eg: me levanto, me despierto
- Using different verbs to describe illness
- The difference between me duele and me duelen
- Using se debe + infinitive correctly
- Creating interesting sentences.

Term 3 – Key grammar concepts

- Using tener que + infinitive
- Using the correct adjectival agreement
- Using the near future voy a + infinitive correctly
- Using the conditional tense
- Using preterite tense of regular verbs
- Using two tenses together

Links for Home Learning/Extension Resources:

www.linguascope.com

www.languagesonline.org.uk

Students are also given a booklet for each topic of study which contains everything they need.

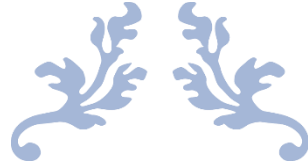




أكاديمية جيمس ولينغتون - شارع الخيل
GEMS Wellington Academy
AL KHAIL



LIMITLESS
LEARNING



KEY STAGE 4

Year 10



2023-2024
GEMS WELLINGTON ACADEMY
AL KHAIL



CONTENT

- Key Stage 4 Arabic A Curriculum Year 10
- Key Stage 3 Arabic B Curriculum Year 10
- Key Stage 4 3D Design Curriculum Year 10
- Key Stage 4 Art & Design Curriculum Year 10
- Key Stage 4 Business Curriculum Year 10
- Key Stage 4 Computing Curriculum Year 10
- Key Stage 4 Economics Curriculum Year 10
- Key Stage 4 Enterprise Curriculum Year 10
- Key Stage 4 Design Technology Curriculum Year 10
- Key Stage 4 Drama Curriculum - Year 10
- Key Stage 4 iGCSE English Language and English Literature Curriculum – Year 10
- Key Stage 4 Food Preparation and Nutrition Curriculum - Year 10
- Key Stage 4 Enterprise Curriculum Year 10
- Key Stage 4 French Curriculum Year 10
- Key Stage 4 Geography Curriculum - Year 10
- Key Stage 4 History Curriculum - Year 10
- Key Stage 4 Islamic Curriculum - Year 10
- Key Stage 4 Maths Curriculum - Year 10
- Key Stage 4 Media Curriculum - Year 10
- Key Stage 4 Music Curriculum - Year 10
- Keys Stage 4 GCSE Physical Education Curriculum Year 10
- Key Stage 4 Photography Curriculum - Year 10
- Key Stage 4 Psychology Curriculum - Year 10
- Key Stage 4 Science Curriculum Year 10
- Key Stage 4 Moral, Cultural, and Social Studies Curriculum Year 10
- Key Stage 4 Spanish Curriculum - Year 10





Key Stage 4 Arabic A Curriculum Year 10

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, evidence, and points of view in texts and identify whether it is an 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 Arabic Literature through the timeline of the literary eras
- Elicits the technical features of the texts and connects them with their literary eras.
- Compares the language, style, and ideas of some poems.
- Distinguish the emotive language in texts and explain rhetorical images in the verses.
- Shows the role of imagination and verbal images in creating an impact on poetry.
- Analyzes the texts intellectually and critically.

Writing: Learners will write concentrated and coherent essays, which reflect a clear vision and a good ability to present evidence and approach to the subject. Students will show their awareness about the recipient and the purpose of writing. Essays will contain a systematic introduction, supporting evidence, and logical conclusions.

Speaking: Learners will demonstrate their ability in conversation, such as:

- fluency
- confidence,
- organising ideas
- clarity

And using the paralleled elements of the language including:

- tuning
- accent
- gesture
- allusion

Listening: Learners 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

قصيدة شعرية في مكارم الأخلاق
أنواع التشبيه
الحال
نص استماع

Term 1- 2-3 Overarching Key Questions

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





استجابة أدبية حول القصيدة الشعرية (في مكارم الأخلاق)
كتابة نصّ وصفي سردي حول (موضوع) الغضب
قصة قصيرة (المناورة)
الاسم المشتق (اسم الفاعل) من الفعل الثلاثي وغير الثلاثي
النص المعلوماتي: تعلمت من أوقات الفراغ
كتابة مقال الرأي حول حدث محدد يدور حولنا
الأسلوب الإنشائي والخبري
اسم المفعول
نص استماع
مراجعة إعراب الأفعال وإعرابها إعراباً تاماً
نص معلوماتي: رؤية مستقبلية للقطاع السياحي
سيرة ذاتية كتابة
اختبار نهاية الفصل الدراسي الأول
فهم المقروء
مهارتي الإملاء والنحو
مهارة الكتابة الإبداعية

Term 2 – Topics/ Key Content

قصيدة الناس والزمان
كتابة استجابة أدبية للقصيدة
أنواع الاستعارة
الأفعال التي تنصب مفعولين أصلهما مبتدأ وخير
القصة القصيرة (العباءة)
التوكيد
نصوص الرأي (مقال التعليم)
نص استماع
الأسلوب الإنشائي والأسلوب الخبري
اختبار نهاية الفصل الدراسي الثاني: في المهارات الآتية
فهم المقروء
الإملاء والنحو
البلاغة

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 تكيف كتابتنا لجمهور وأغراض مختلفة؟
اللغة والبنية والشكل الكاتب / الشاعر كيف يستخدم لتقديم أفكاره ومشاعره ولإنشاء التأثيرات؟
الأنماط الموجودة في النص / ما هي المواضيع الشعري؟
(البلاغية - الدلالية- المعجمية) كيف تؤثر اختياراتنا على الطريقة التي نقدم بها الأفكار؟
الأجهزة اللغوية لإنشاء صوت كيف يستخدم شعري؟
ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟
ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصاً عن تجاربهم؟
ما الذي يجعل النص فعالاً في الوصول إلى إلى غرضه؟
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؟





<p>الاستماع التحدث الكتابة الإبداعية</p>	<p>... 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؟</p>
<p>Term 3 – Topics/ Key Content</p> <p>نص السيرة الذاتية (تعلمت من أوقات الفراغ) مهارة البحث العدد والمعدود مراجعة عامة في أنواع التشبيه وأغراضه كتابة النص الإقناعي قصيدة لا تطرق الباب قصة الشقاء الطبيعة مدرسة دائمة رواية الشيخ والبحر - هل تعاني من الأرق عرض عن شاعر أو قاصّ أو روائي رسالة أدبية- كتابة إقناعية ضمائر الرفع والنصب والجرّ التقديم والتأخير اختبار نهاية الفصل الثالث في المهارات الآتية: فهم المقروء الإملاء والنحو الاستماع التحدث الكتابة الإبداعية</p>	
<p>Assessment Overview and Format:</p>	<p>Links for Home Learning/Extension Resources:</p>





<p>Formative assessments include regular and ongoing 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.</p>	<p>All resources will be shared with students on TEAMS. HW will be shared with students on go4school. Pupils will be given a weekly HW assignment as well as extension activities. Encourage your child to read Arabic books, and stories and watch different documentaries in Arabic, then discuss it with them, free reading will be followed by the teacher weekly.</p>
<p>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.</p>	<p>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.</p>





Key Stage 3 Arabic B Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p><u>Identity and culture</u></p> <ul style="list-style-type: none">• Who am I?• Daily life• Cultural life	<p>Term 1 – Key grammar concepts</p> <ul style="list-style-type: none">• Who do I look like?• What does my teacher look like?• How can I compare my family members?• What do I like about my father?• Who is my favorite celebrity and why?• Who is my role model and why?
<p>Term 2 – Topics/ Key Content</p> <p><u>Local area, holiday, and travel</u></p> <ul style="list-style-type: none">• Town, region, and country.• Holidays.• Travel and tourist transactions.	<p>Term 2 – Key grammar concepts</p> <ul style="list-style-type: none">• What are your plans 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?
<p>Term 3 – Topics/ Key Content</p> <p><u>School</u></p> <ul style="list-style-type: none">• What school is like?• School activities.	<p>Term 3 – Key grammar concepts</p> <ul style="list-style-type: none">• What is my favorite subject and why?• What is my daily routine during the week?• What is the thing I like most in my school?• What are the advantages and Disadvantages of having uniforms in school?• What should I wear to school?• How do I spend my weekend?





<p>Assessment Overview and Format:</p> <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 cards and role-plays.	<p>Links for Home Learning/Extension Resources:</p> <p><u>GCSE text Arabic B text.</u></p> <p>https://www.interlingo.co.uk/new-companion-resources/new-gcse-arabic-companion-9-1-audio/</p>





Key Stage 4 3D Design Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Coursework project 1: 20% of the overall GCSE Grade.</p> <p>Theme: Architecture The aim of this project is to introduce students to a new range of skills and techniques within the GCSE 3D design course. Students will begin their project through the analysis of artists, designers and photographers relating within this theme, using their work as influence for their practical outcomes.</p> <p>Students will then record their observations in the form of photography, observational and secondary drawing.</p> <p>They will be expected to experiment with a range of techniques and mediums for both refinement and development within their work. This will then lead to students combining their developments and recordings into developing ideas before they produce their final outcome.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How will you add a 'twist' onto your theme?</p> <p>What influences will you take from the designers in which you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Coursework project 2: 20% of the overall GCSE Grade Theme: Natural Forms lighting</p> <p>Like project one, students will be given a choice of two titles which they will select as their chosen theme.</p> <p>The same structure and assessment objectives will be followed whereby students will begin their project through the analysis of artists, designers, and photographers relating within this theme, using their work as influence for their practical outcomes.</p> <p>Students will then record their observations in the form of</p>	<p>Term 2 - Overarching Key Questions</p> <p>Term 2 - Overarching Key Questions</p> <p>How will you add a 'twist' to your theme?</p> <p>What influences will you take from the designers which you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p>





<p>photography, observational and secondary drawing.</p> <p>They will be expected to experiment with a range of techniques and mediums for both refinement and Project within their work. This will then lead to students combining their developments and recordings into developing ideas before they produce their final outcome.</p>	
<p>Term 3 – Topics/ Key Content</p> <p>Coursework Project 2: Continued</p> <p>This term will predominantly focus on students developing their ideas into their Final Outcome.</p> <p>A final outcome may be in any form depending on the medium the student has experimented with. This may be in the form of 3D mixed materials.</p> <p>Students will then be expected to reflect upon their project in the form of a written analysis.</p>	<p>Term 3 - Overarch</p> <p>Does your Final Outcome show evidence of combining different skills and techniques together?</p> <p>How have your artists influenced your final outcome?</p> <p>What do you believe your strengths are from this project?</p> <p>What do you believe you need to improve on or focus on for further improvement?</p>
<p>Assessment Overview and Format:</p> <p>Students will be assessed both formatively and summatively. Verbal feedback will be given to students during the lesson.</p> <p>Work will be summatively assessed on Showbie. Students will be expected to upload their work throughout the coursework unit where the work will be graded, and written feedback will be given.</p> <p>Coursework is worth 60% of the final grade and students will be marked against the 4 assessment objectives.</p> <p>AO1</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Links for Home Learning/Extension Resources:</p> <p>The expectations of both quality and quantity within the GCSE means that for every hour students are in the classroom a minimum of one hour per lesson must be spent on extended learning.</p> <p>Homework will be set on Go4 Schools and students will be expected to complete this by the deadline date.</p> <p>Intervention sessions will also be available for students who will need extra time to catch up with coursework. This will be during lunchtimes and after school. Days will be confirmed with the subject teachers.</p>





AO2
AO3
AO4

The HPL focus within Year 10 will be to be **Hard working, Creative, Agile** alongside **Linking** and **Realising**. Students will be expected to demonstrate this during their lessons as it will in turn enable them to understand the assessment objectives with more confidence.





Key Stage 4 Art & Design Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Coursework project 1: 20% of the overall GCSE Grade.</p> <p>Theme: Indulgence: The aim of this project is to introduce students to a new range of skills and techniques within the GCSE Art course. Students will begin their project through the analysis of artists, designers and photographers relating within this theme, using their work as influence for their practical outcomes.</p> <p>Students will then record their observations in the form of photography, observational and secondary drawing.</p> <p>They will be expected to experiment with a range of techniques and mediums for both refinement and development within their work. This will then lead to students combining their developments and recordings into developing ideas before they produce their final outcome.</p>	<p>How will you add a 'twist' onto your theme?</p> <p>What influences will you take from the artists which you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p>





<p>Term 2 – Topics/ Key Content</p> <p>Coursework project 2: 20% of the overall GCSE Grade Theme: Natural Forms</p> <p>Like project one, students will be given a choice of two titles which they will select as their chosen theme.</p> <p>The same structure and assessment objectives will be followed whereby students will begin their project through the analysis of artists, designers and photographers relating within this theme, using their work as influence for their practical outcomes.</p> <p>Students will then record their observations in the form of photography, observational and secondary drawing.</p> <p>They will be expected to experiment with a range of techniques and mediums for both refinement and development within their work. This will then lead to students combining their developments and recordings into developing ideas before they produce their final outcome.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you add a 'twist' onto your theme?</p> <p>What influences will you take from the artists which you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p>
<p>Term 3 – Topics/ Key Content</p>	<p>Term 3 - Overarching Key Questions</p>





<p>Coursework project 2: Continued</p> <p>This term will predominantly focus on students developing their ideas into their final outcome.</p> <p>A final outcome may be in any form depending on the medium the student has experimented with. This may be in the form of either a 2D, 3D or a mixed media outcome.</p> <p>Students will then be expected to reflect upon their project in the form of a written analysis.</p>	<p>Does your final outcome show evidence of combining different skills and techniques together?</p> <p>How have your artists influenced your final outcome?</p> <p>What do you believe your strengths are from this project?</p> <p>What do you believe you need to improve on or focus on for further improvement?</p>
<p>Assessment Overview and Format:</p> <p>Students will be assessed both formatively and summatively. Verbal feedback will be given to students during the lesson.</p> <p>Work will be summatively assessed on Showbie. Students will be expected to upload their work throughout the coursework unit where the work will be graded, and written feedback will be given.</p> <p>Coursework is worth 60% of the final grade and students will be marked against the 4 assessment objectives.</p> <p>AO1</p>	<p>Links for Home Learning/Extension Resources:</p> <p>The expectations of both quality and quantity within the GCSE means that for every hour students are in the classroom a minimum of one hour per lesson must be spent on extended learning.</p> <p>Homework will be set on Go4 Schools and students will be expected to complete this by the deadline date.</p> <p>Intervention sessions will also be available for student who will need extra time to catch up with coursework. This will be during lunchtime and after school. Days will be confirmed with the subject teachers.</p>





AO2
AO3
AO4

The HPL focus within Year 10 will be to be **Hard working, Creative, Agile** alongside **Linking** and **Realising**. Students will be expected to demonstrate this during their lessons as it will in turn enable them to understand the assessment objectives with more confidence.





Key Stage 4 Business Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p><u>1 – Business activity and influences on business</u></p> <p>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>	<p>Term 1 - Overarching Key Questions</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?
<p>Term 2 – Topics/ Key Content</p> <p><u>1 – Business activity and influences on business</u> (continuation from term 1)</p> <p>1.7 External factors 1.8 What makes a business successful?</p> <p><u>2 – People in business</u> - This section looks at people in organisation's, focusing on their roles, relationships, and management in business.</p> <p>2.1 Internal and external communication 2.2 Recruitment and selection process 2.3 Training</p>	<p>Term 2 - Overarching Key Questions</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's 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 organisation?





<p>Term 3 – Topics/ Key Content</p> <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>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Can you explain the main aspects of Maslow, Taylor, and, Herzberg’s 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:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback, and self/peer assessment. Peer assessment techniques are used to stretch students’ knowledge and understanding.</p> <p>Summative assessment is utilised in two ways, knowledge check-ins and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>





Key Stage 4 Computing Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.</p> <p>Topic 2: Data – understanding of binary, data representation, data storage and compression.</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• How does computational thinking contribute to problem-solving by understanding algorithms, their purpose, and how they function?• How can one effectively follow and modify algorithms to achieve desired outcomes?• What is the significance of truth tables in computational thinking, and how can they aid in algorithm construction?• How does an understanding of binary support data representation and storage in computational systems?• What are the key principles and techniques involved in data compression, and why is it important in computational thinking?• How do algorithms and data representation interact to enable efficient computation and processing in computational systems?
<p>Term 2 – Topics/ Key Content</p> <p>Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• They interact with each other?• What are the distinguishing characteristics and features of different programming languages, and how do they impact software development?• How does an understanding of computer hardware and software components contribute to the effective design and implementation of computer systems and applications?
<p>Term 3 – Topics/ Key Content</p>	<p>Term 3 - Overarching Key Questions</p>





<p>Topic 4: Problem solving with programming. The main focus of this paper is: understanding what algorithms are, what they are used for and how they work in relation to creating programs. Understanding how to decompose and analyse problems. The ability to read, write, refine and evaluate programs</p>	<ul style="list-style-type: none">• Programming, and how do they contribute to the creation of effective programs?• How can the process of decomposing and analyzing problems help in the development of efficient and reliable programs?• What are the key components of algorithm design, and how do they contribute to the readability, writability, and refinement of programs?• How can one evaluate and assess the effectiveness of a program in solving a given problem, and what criteria should be considered in this evaluation?• How does a thorough understanding of algorithms and programming concepts enable individuals to effectively read, interpret, and modify existing programs for different purposes?
<p>Assessment Overview and Format:</p> <p>Assessment Overview and Format:</p> <p><u>Principles of Computer Science – All Topics – YEAR 11</u></p> <p>50% 1 hour and 30 minutes examination Multiple choice, short and extended open response questions.</p> <p><u>Application of Computational Thinking – YEAR 11</u></p> <p>50% 1 hour and 30 minutes examination This practical paper requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Seneca Learning: https://www.senecalearning.com/</p> <p>ExamSolutions: https://www.examsolutions.net/</p> <p>Teach-ICT: https://www.teach-ict.com/</p> <p>BBC Bitesize (Edexcel GCSE Computer Science): https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</p> <p>CGP Online: https://www.cgpbooks.co.uk/interactive_igcse_computer_science</p> <p>The Student Room (Edexcel GCSE Computer Science Forum): https://www.thestudentroom.co.uk/forumdisplay.php?f=331</p> <p>Edexcel (Pearson) - GCSE Computer Science: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html</p> <p>Craig'n'Dave Edexcel GCSE Computer Science playlist: Craig'n'Dave - YouTube</p>





Key Stage 4 Economics Curriculum Year 10

Term 1 – Topics/ Key Content <u>The market system</u> <ul style="list-style-type: none">• The economic problem• Economic assumptions• Demand, supply, and market equilibrium• Elasticity• The mixed economy• Externalities	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• How are PED and PES calculated?• What is a positive/negative externality and how do we fix it?• How are resources allocated in a mixed economy?
Term 2 – Topics/ Key Content <u>Business Economics</u> <ul style="list-style-type: none">• Productivity and division of labour• Business costs, revenues, and profit• Business competition	Term 2 - Overarching Key Questions <ul style="list-style-type: none">• What is specialization?• What is profit maximization and at what point does it occur?• How are prices set in different markets?
Term 3 – Topics/ Key Content <u>Business Economics</u> <ul style="list-style-type: none">• The labour markets• Government intervention <u>Government and the economy</u> <ul style="list-style-type: none">• Macroeconomic Objectives	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• How are wages set in a market economy?• Do minimum wages cause more problems than they fix?





Assessment Overview and Format:

Formative assessment completed during delivery by teacher Q&A, verbal feedback, and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding. Summative assessment is utilised in two ways, knowledge check-ins and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.

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





Key Stage 4 Enterprise Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Setting up a new enterprise Skills & and 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.	<p>Term 1 - Overarching Key Questions</p> <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?
<p>Term 2 – Topics/ Key Content</p> <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	<p>Term 2 - Overarching Key Questions</p> <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?





<p>Term 3 – Topics/ Key Content</p> <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.	<p>Term 3 - Overarching Key Questions</p> <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 interpret a cash flow forecast, break even and income statement for your enterprise?
<p>Assessment Overview and Format:</p> <p>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.mindyourownbiz.org/yourbizstudent.pdf http://business.timesonline.co.uk www.cobwebinfo.com/thebusiness-of-being-enterprising/</p>





Key Stage 4 Design Technology Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Theory</p> <p>Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 11.</p> <p><i>Core Technical Principles</i></p> <ul style="list-style-type: none">-Materials and their working properties <p><i>Specialist Technical Principles</i></p> <ul style="list-style-type: none">-Selection of materials or components-Forces and stresses-Ecological and social footprint-Sources and origins-Using and working with materials-Stock forms, types, and sizes-Scales of production-Specialist techniques and processes-Surface treatments and finishes	<p>What are the different classifications of materials? their properties and their common uses?</p> <p>What factors should you consider when selecting a material of component?</p> <p>What impact can force and stress have on a material?</p> <p>How can we reinforce and stiffen materials to make them stronger?</p> <p>What are the six Rs?</p> <p>What are the ecological and social issues in the design and manufacture of products?</p> <p>What is the source of timber, metal, and polymers?</p> <p>How are materials processed?</p> <p>In what ways can you shape and modify materials?</p> <p>How does a materials property affect a products performance?</p> <p>What are the stock forms and standard components available for each of the materials?</p> <p>What are scales of production?</p> <p>Why is quality control important during manufacture?</p> <p>What production aids, tools and equipment can be used in the manufacture of products?</p> <p>What is tolerance and why is it important?</p> <p>What finishes are available for each material?</p> <p>Why do we use surface treatments and finishes?</p>
<p><i>Project 1: Drawing & Rendering Skills</i></p> <p>Students will develop their design skills during this project. They will focus on shading, rendering and texture. Different 3D drawing style; isometric, one and two-point perspective, the crating technique and presentation methods.</p>	<p>How will you use what you learnt in previous years to support you during this project?</p> <p>(Meta-thinking, Linking)</p> <p>Why is being precise an important skill when designing?</p> <p>(Analysing)</p> <p>How can practice and perseverance benefit your drawing and rendering skills?</p> <p>(Hard Working)</p> <p>Why is being open-minded important when analysing and interpreting another designer's work?</p> <p>(Agile)</p> <p>What methods can you use to showcase fluent thinking and originality in your designs?</p> <p>(Creating)</p>
<p><i>Project 2: Speaker</i></p> <p>Students will undertake research into the different design movements and designers they need to know for their</p>	<p>How can you demonstrate quality control when manufacturing a product, especially when applying speed and accuracy?</p> <p>(Realising)</p>





<p>exam. They will then choose one of these for inspiration when designing and making a speaker. Students will follow the design process for this project.</p> <p>They will understand how create their design using CAD/CAM, specifically Onshape.</p>	
<p>Term 2 – Topics/ Key Content</p> <p><u>Theory</u> <i>Specialist Technical Principles will continue.</i></p> <p><i>Project 2: Speaker will continue.</i></p> <p><i>Project 3: Mini NEA</i> Students will continue to develop their design process skills during this project. They will follow the design process and complete a portfolio as they would for the NEA. This project will be based on a design context from the exam board and each student will manufacture a product of their choosing that fits within this context.</p>	<p>Term 2 - Overarching Key Questions</p> <p>Why should you develop your initial design idea during the iterative design process? (Creating)</p> <p>How can you use resilience to overcome problems you may face during manufacture? (Hard-working)</p> <p>Why is planning a significant step before manufacturing a project? (Analysing)</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Theory</u> Students will have a theory lesson once a week to cover the material</p>	<p>Term 3 - Overarching Key Questions</p> <p>How can you use primary and secondary data to understand client needs?</p>





needed for the exams at the end of year 11.

Designing & Making Principles

- Investigation, primary and secondary data
- Environmental, social, and economic challenge
- The work of others
- Design Strategies
- Communication of design ideas
- Prototype development
- Selection of materials and components
- Tolerances
- Materials management
- Specialist tools and equipment
- Specialist techniques and processes

Project 3: Mini NEA will continue.

NEA design context released by the exam board on June 1st.

Students will choose an appropriate context and will work through the design process to create a product that will fit into the context given.

This term they will focus on the research and design development.

This coursework will continue in Year 11.

What does an effective design brief and specification look like?

How does environmental, social and economic change influence the process of designing and making?

How can the work of other designers and companies help us with our own designs?

What strategies can you use to generate original creative designs?

What is iterative design?

How do you avoid design fixation?

What techniques can you use to enhance drawing skills and improve communication?

Why are prototypes useful?

Why do we evaluate prototypes critically?

Do you understand how to select appropriate materials and components for your designs?

Why should we measure twice cut once?

What is nesting and tessellation and why is it useful?

How can jigs and templates speed up production time?

Do you know how to use specialist tools and equipment correctly and safely?

How will you approach the design context?

What is an iterative design process?

How will you ensure you maximise the marks set out by the exam board?

How can you include primary research in your NEA?

Why is it important to have a client as you progress through your project?

How can looking at existing products benefit your design work?

What information does a design specification give us?

How can you write an effective design brief?

What strategies and techniques will you use to demonstrate originality and creativity on your designs?

Why are annotations important in your design work?

What information should be included in annotations?

How can you evaluate the success of your designs?





Assessment Overview and Format:

50% NEA – Coursework project.
50% Exam – 2-hour paper.

The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.

- 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 and wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of technical principles and designing and making principles.

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 retrieve the information needed in an exam. On occasions, this can be related to research for a topic, analysis of a design work piece, skill building exercises or revision for exams.





Key Stage 4 Drama Curriculum - Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Skills Development and Theatre Practitioners</p> <p>This introductory unit of work will allow students the opportunity to enhance and refine the skills obtained during KS3 and deepen their knowledge of key practitioners that will influence their work over the next two academic years.</p> <p>There will be both a written and performance assessment for this unit of work.</p>	<p>Term 1 - Overarching Key Questions</p> <p><i>What was your original response to the stimulus?</i></p> <p><i>How did this develop over time?</i></p> <p><i>What is your intended outcome for the performance?</i></p> <p><i>Were you successful and how do you know this?</i></p>
<p>Term 2 – Topics/ Key Content</p> <p>Component 1 Exam (Devising)</p> <p>Students will complete their first piece of coursework during this unit of work. They will be presented with a range of stimuli from which they must choose one to create a performance.</p> <p>They will also complete a 2500-word essay analysing and evaluating the success of their performance.</p> <p>This unit is internally marked and externally moderated.</p>	<p>Term 2 - Overarching Key Questions</p> <p><i>What was your original response to the stimuli and what were the intensions of the piece.</i></p> <p><i>What work did your group do in order to explore the stimuli and start to create ideas for your performance?</i></p> <p><i>What were some of the significant moments during the development process and when rehearsing and refining your work?</i></p> <p><i>How did you consider genre, structure, character, form, style, and language throughout the process?</i></p> <p><i>How effective was your contribution to the final performance?</i></p> <p><i>Were you successful in what you set out to achieve?</i></p>
<p>Term 3 – Topics/ Key Content</p>	<p>Term 3 - Overarching Key Questions</p> <p><i>How do your intensions as director differ from those of the original playwright or are they similar?</i></p>





Page to Stage: Exploration and Performance of a Set Text (DNA)

Students will practically explore the themes, issues, and characters from the examination text DNA. Throughout this unit of work, they will look at the text from the perspective of the performer, the designer, and the director. They must pay special attention to the purpose and intensions of the play in addition to the social and cultural contexts.

They will have an end of year practical examination where they will perform two extracts from the text AND a written examination which will be section A of the written paper.

Assessment Overview and Format:

Key assessment one will be both written and practical (devised).

Key Assessment Two will be both written and practical. As this assessment will form their GCSE coursework it will be marked internally and externally moderated by the examination board.

Their end of year examination will be both practical and written.

Links for Home Learning/Extension Resources:

Homework will be set regularly for year 10 students to consolidate learning but also to complete pre-reading/research for upcoming areas of study.

Students will also be provided with a textbook to further support their learning.

They should also try to get as much exposure to theatre as possible whether that be live or recorded.

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

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





Key Stage 4 iGCSE English Language and English Literature Curriculum - Year 10

<p>Term 1 – Topics/ Key Content</p> <p><i>Students will have two language and two literature lessons per week</i></p> <p>iGCSE English Language Studying Non-fiction extracts from the Pearson Edexcel Anthology</p> <p>iGCSE English Literature Modern Drama Coursework: <i>An Inspector Calls</i> which accounts for 20% of the final iGCSE Literature grade</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• How does the writer use language to engage the reader?• What techniques does the writer use to create tension?• What are the key themes of the anthology texts?• What dramatic techniques does J.B. Priestley use to deliver a strong moral message?• Which characters change over the course of the play and why?
<p>Term 2 – Topics/ Key Content</p> <p>iGCSE English Language Poetry and Prose Coursework which accounts for 20% of the final iGCSE Language grade.</p> <p>iGCSE English Literature Transactional Writing</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• How does the writer/poet use language to express their ideas?• How does the writer use structure for effect?• What techniques are used?• How can I vary my language use to suit audience and purpose?
<p>Term 3 – Topics/ Key Content</p> <p>iGCSE English Language Imaginative Writing Coursework which accounts for 20% of the final iGCSE Language grade</p> <p>iGCSE English Literature Literary Heritage Coursework: <i>Macbeth</i> which accounts for 20% of the final iGCSE Literature grade.</p>	<p>Term 3 - Overarching Key Questions</p> <p>How can I vary my language use to engage the reader? How can I create an effective setting and detailed description?</p> <p>Key questions for the <i>Macbeth</i> unit will vary depending on the coursework task set by the teacher.</p>
<p>Assessment Overview and Format:</p> <p>Students will be given timed, assessed pieces from each teacher at least once a month.</p> <p>In addition, they will sit two full, timed mocks throughout the year, as per the assessment calendar.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be given revision booklets to help them prepare for the examinations.</p> <p>Outside of the classroom, students are expected to work on their coursework, addressing any feedback given by their class teacher.</p>





Key Stage 4 Food Preparation and Nutrition Curriculum - Year 10

Term 1 – Topics/ Key Content <u>Food Nutrition and Health</u> Theory and related practical's Healthy Eating Guidelines Eatwell Guide Food Groups Protein Fat Carbohydrates Vitamins Minerals Fibre and Water Nutritional needs of different age groups Diet-related health problems Energy needs Nutritional Analysis Planning Meals for different groups	Term 1 - Overarching Key Questions What are the functions of the nutrients? What are the sources of the nutrients? What are the deficiencies of the nutrients? When is food not safe? Why is eating healthy important? What are the healthy eating guidelines? Why do we need fibre? What are the nutritional needs of each age group? What are the diet-related problems? Why is nutritional analysis?
Term 2 – Topics/ Key Content <u>Food Science</u> Theory and related food practical's Why food is cooked. Cooking methods Functional Properties of Protein Functional Properties of Carbohydrates Functional properties of fat Raising Agents	Term 2 - Overarching Key Questions Why is food cooked? What are the different methods of cooking? What are the functional properties of Protein? What are the functional properties of Carbohydrates? What are the functional properties of Fat? What are the different types of raising agents?
Term 3 – Topics/ Key Content Food Spoilage Storing food safely	Term 3 - Overarching Key Questions What causes food spoilage?





<p>Preparing food safely Food poisoning Use of Microorganisms</p>	<p>Why is it important to store food safely? How can one avoid cross-contamination? What are the causes of food poisoning? What are the beneficial uses of microorganisms?</p>
<p>Assessment Overview and Format:</p> <p>Students will be assessed both formatively and summatively</p> <p>Verbal feedback will be given to students in the lesson.</p> <p>The students will be assessed using exam-style questions and a revision workbook will be issued to each student along with revision questions.</p> <p>Practical work will be assessed based on the level of skills shown and presentation.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All students must be spending 2 hrs on Food work either homework / practical work or keeping up to date with content by revising class theory concepts.</p> <p>Students will be part of the showbie and team's groups where resources will be stored.</p> <p>Students will be encouraged to practice their practical skills at home.</p> <p>The students will be assessed using exam-style questions and a revision workbook will be issued to each student along with revision questions.</p>





Key Stage 4 Enterprise Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Setting up a new enterprise Skills & and 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.	<p>Term 1 - Overarching Key Questions</p> <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 an 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 could an enterprise have an impact on communities and society?• What are your ethical considerations within your enterprise?• Explain the different methods of identifying potential customers.
<p>Term 2 – Topics/ Key Content</p> <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.	<p>Term 2 - Overarching Key Questions</p> <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 monitor its plans to ensure success?
<p>Term 3 – Topics/ Key Content</p> <p>Sources of finance Marketing Cash flow, break-even & income statement</p> <p>Coursework focus</p>	<p>Term 3 - Overarching Key Questions</p> <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?





<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 methods of measuring customer satisfaction and retention?• Can you identify different methods of marketing communication for your enterprise?• Can you construct and interpret a cash flow forecast, break even and income statement for your enterprise?
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback, and work check. Peer assessment techniques are used to stretch students' knowledge and understanding of Exam content. Homework is set as a summative assessment based on exam questions. Coursework tasks are set with feedback offered to students. Three formal key assessments are held with a full mock paper for key assessment.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbooks, PowerPoints, team challenges, homework tasks, coursework tasks, revision booklet, learning journal, and past exam papers are all available on teams. Online access on e-book using the login provided by the 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.mindyourownbiz.org/yourbizstudent.pdf http://business.timesonline.co.uk www.cobwebinfo.com/thebusiness-of-being-enterprising/</p>





Key Stage 4 French Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>La famille: Family</u></p> <ul style="list-style-type: none">• Describing yourself and your family• Talking about getting on with others• Personal relationships• Future relationships <p><u>La technologie : technology</u></p> <ul style="list-style-type: none">• Talking about communicating online• Describing uses of social media• Advantages and disadvantages of mobile technology	<p>Term 1 – Key Grammar Concepts</p> <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• Present tense• Common irregular verbs• Ce/c'/ca• Using avec and sans• Using grâce à• Interrogative adjectives• Pronouns <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 - Overarching Key Questions
<p><u>Les fêtes: customs and festivals</u></p> <ul style="list-style-type: none">• Talking about celebrations• How we celebrate• Types of festivals• International festivals <p><u>La santé et les loisirs: health and fitness and free time activities</u></p> <ul style="list-style-type: none">• Talking about eating preferences• Talking about sport and leisure activities• Describing eating habits• Comparing old and new health habits	<ul style="list-style-type: none">• Imperfect tense• Reflexive verbs in perfect tense• Using en/au/aux/a + places• Indefinite adjectives• Deciding between perfect and imperfect• Perfect tense of regular verbs• Time phrases• Perfect tense with être• Opinion verbs• Demonstrative and emphatic pronouns• Using en and y• Using quand, lorsque and si• Devoir and pouvoir + infinitive• Il faut + infinitive• Imperfect tense of être/avoir/faire• Expressions of quantity





	<ul style="list-style-type: none">• Recognising the pluperfect tense <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given regularly to build more familiarity on these topics.</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Ma ville: My town</u></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. <p><u>Mes vacances: My holidays</u></p> <ul style="list-style-type: none">• Describing holiday destinations• Talking about holiday preferences• Holiday activities• Visiting regions in France	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Plurals of nouns• Negative phrases• Habiter and vivre• Demonstrative adjectives• Partitive articles• C'est and il y a• Prepositions• 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 <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given regularly to build more familiarity on these topics.</p>





Assessment Overview and Format:

Students will complete 3 x past papers for reading, listening, and writing throughout the key assessment periods.

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>

www.memrise.com

www.languagesonline.org.uk

www.language-gym.com

www.duolingo.com





Key Stage 4 Geography Curriculum - Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Physical Geography – Coastal environments</p> <p>Coastal Fieldwork – How does management have an impact on coastal landscapes and ecosystems? *The Coastal Field visit will take place in Year 11</p>	<p>Term 1 - Overarching Key Questions</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
<p>Term 2 – Topics/ Key Content</p> <p>Human Geography – Urban environments</p> <p>Urban fieldwork – Does Dubai follow traditional land-use models?</p>	<p>Term 2 - Overarching Key Questions</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
<p>Term 3 – Topics/ Key Content</p> <p>Hazardous environments</p>	<p>Term 3 - Overarching Key Questions</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?





	<ul style="list-style-type: none">• Why do earthquakes present a hazard to many people and need to be managed carefully?
<p>Assessment Overview and Format:</p> <p>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.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>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.</p> <p>You can also follow magazines like the National Geographic and The Geographical.</p>





Key Stage 4 History Curriculum - Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Germany: Developments of Dictatorship, 1918-1945</u></p> <p>The establishment of the Weimar Republic and its early problems</p> <p>The Recovery of Germany 1924-1929</p> <p>The Rise of Hitler and the Nazis to January 1933</p> <p>Nazi Germany 1933-1939</p>	<ul style="list-style-type: none">• The abdication of the Kaiser and the establishment of the Weimar Republic.• The Treaty of Versailles• Challenges to the Weimar Republic from left and right. • The Work of Gustav Stresemann – at home• Stresemann’s successes abroad • Hitler and the German Workers Party 1920-1922• Munich Putsch and the reorganization of the Nazi party.• Impact of the Great Depression • Setting up the Nazi dictatorship• Nazi methods of control• The impact of Nazi domestic policies• Nazi policies to reduce unemployment.
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><u>Germany: Developments of Dictatorship, 1918-1945</u></p> <p>Germany and the Occupied Territories During the Second World War</p> <p><u>A World Divided: Superpower Relations, 1943-1972</u></p> <p>Reasons for the Cold War</p>	<ul style="list-style-type: none">• Nazi policies towards the Jews• The home front during the war• The growth of opposition to Hitler • Long term rivalry between the Soviet Union and the West• The conferences at Tehran, Yalta and Potsdam





<p>Early Developments in the Cold War 1945-1949</p> <p>The Cold War in the 1950s</p>	<ul style="list-style-type: none">• Soviet expansion in Eastern Europe• The impact on US-Soviet relations of the Truman Doctrine and Marshall Plan• The 1948 Berlin crisis and its consequences. • From Korea to Hungary• The Hungarian Uprising 1956
<p>Term 3 – Topics/ Key Content</p> <p><u>A World Divided: Superpower Relations, 1943-1972</u> Three Crises: Berlin, Cuba, and Czechoslovakia</p> <p>The Thaw and Moves Towards Détente, 1963-1972</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Berlin 1953-1963: Increased tension and the impact of the Berlin Wall• The Cuban Missile Crisis• Czechoslovakia, 1968-1969 • The thaw begins.• Détente





Assessment Overview and Format:

We do two Mock Exams across the Year. These assessments will be on Germany first and then on the Cold War.

They also complete exam questions in 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:

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

[Germany - GCSE History Revision - Edexcel - BBC Bitesize](#)
[The Cold War and Vietnam - GCSE History Revision - Edexcel - BBC Bitesize](#)





Key Stage 4 Islamic Curriculum - Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<ul style="list-style-type: none">• Ethical advice and instructions (Surah Al Waqi'ah1-26)• The Farewell Pilgrimage and the death of the Prophet PBUH• Blind imitation• Permissible and forbidden foods and drinks• The forgiving (Al Ghafour) The Just (Al 'Adl)	<ul style="list-style-type: none">• Mention the different types of people that are mentioned in Surah Waqiah?• Discuss the deeds that are helpful to enter heaven.• Explain the 3 most important things mentioned by the Prophet PBUH in his farewell pilgrimage.• What lessons do we learn from the farewell pilgrimage of Prophet Muhammad PBUH?• Explain the ruling of Islam regarding Halal and Haram• Infer the wisdom of avoiding suspicious things from the Hadith of Prophet PBUH• Classify the Halal and Haram food in Islam• Mention the characteristics of Allah's forgiveness.• Explain the 3 domains of Allah's justice.
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<ul style="list-style-type: none">• In the presence of Allah His Messenger and the Ruler (Surah Al Hujurat 1-10)• (Zakat) Alms-giving in Islam• The seven grave sins (Hadith)• The Rules of Raa• The Permissible (Halal) is self-evident• Sharia Rule	<ul style="list-style-type: none">• When was Surah Al Hujurat revealed?• Explain how to show respect to the prophet Muhammad PBUH?• What are the conditions of Zakah• How does Zakah impact economic system of any country in a positive way?• Differentiate between Zakah and Sadaqah?• Discuss the categories eligible to receive Zakah?• How seven grave sins mentioned in Hadith, damage the individual and society?• What strategies would you propose to avoid seven grave sins?• Explain how to apply the rules of Raa• What is the logic behind making certain food and drink Halal or Haram?• How would you evaluate the characteristics of Shariah rules in Islam?• Can you give examples of five types of shariah rules?





<p>Term 3 – Topics/ Key Content</p> <ul style="list-style-type: none">• The safety of society and the unity of its members (Surah Al Hujurat 11-13)• Society is made up of men and women• The (Hajj) Pilgrimage• No to suicide• The Core of Religion is Sincerity (Naseeha)	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• How does Islam ensure the safety of society and the unity of its members?• Explain how bad habits damage the society?• Differentiate between Ghibah and Nameemah?• What are the conditions of Hajj?• What happens if someone delays performing Hajj despite being able to do so?• How does Hajj impact the Muslim society in a positive manner?• Discover the Islamic point of view about suicide• Explain the status of human soul in Islam• Justify the prohibition of suicide in Islam
<p>Assessment Overview and Format:</p> <p>Students will have 3 key assessments throughout the year. Students will be judged according to the following criteria. Qur'an recitation</p> <ul style="list-style-type: none">• Qur'an memorisation• Written Assessment• Home learning/note books.	<p>Links for Home Learning/Extension Resources:</p> <p>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</p>





Key Stage 4 Maths Curriculum - Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<u>Bounds/ error intervals</u>	H1.8A solve problems using upper and lower bounds where values are given to a degree of accuracy.
<u>Algebra skills & rearranging</u>	H2.3A 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.
<u>Indices</u>	H2.1A use index notation involving fractional, negative and zero powers.
<u>Algebraic fractions</u>	H2.2C manipulate algebraic fractions where the numerator and/or the denominator can be numeric, linear or quadratic.
<u>Set notation and venn diagrams</u>	F1.5E use Venn diagrams to represent sets. F6.3D find probabilities from a Venn diagram.
<u>Ratio/Proportion</u>	H1.5A understand sets defined in algebraic terms, and understand and use subsets.
<u>Shape transformations</u>	H1.5B use Venn diagrams to represent sets and the number of elements in sets.
<u>Angles - all</u>	H1.5C use the notation $n(A)$ for the number of elements in the set A
<u>Circle Theorems</u>	H1.5D use sets in practical situations.
<u>Percentages</u>	F1.7E solve word problems about ratio and proportion. F1.10C understand and carry out calculations using time, and carry out calculations using money, including converting between currencies. F5.2B rotate a shape about a point through a given angles. F5.2G translate a shape. F5.2L enlarge a shape given the scale factor. F5.2M identify and give complete descriptions of transformations. F4.1B use angle properties of intersecting lines, parallel lines and angles on a straight lines. F4.2C understand and use the properties of the parallelogram, rectangle, square, rhombus, trapezium and kite F4.2D understand the term 'regular polygon' and calculate interior and exterior angles of regular polygons. F4.2E understand and use the angle sum of polygons. H4.7A provide reasons, using standard geometrical statements, to support numerical values for angles





	<p>obtained in any geometrical context involving lines, polygons and circles.</p> <p>H4.6A understand and use the internal and external intersecting chord properties.</p> <p>H4.6B recognise the term 'cyclic quadrilateral'</p> <p>H4.6C understand and use angle properties of the circle (circle theorems in spec)</p> <p>F1.6B express a given number as a percentage of another number</p> <p>F1.6C express a percentage as a fraction and as a decimal</p> <p>F1.6D understand the multiplicative nature of percentages as operators</p> <p>F1.6E solve simple percentage problems, including percentage increase and decrease</p> <p>F1.6F use reverse percentages</p> <p>F1.6G use compound interest and depreciation</p> <p>H1.6A use repeated percentage change</p> <p>H1.6B solve compound interest problems</p>
<p>Term 2 – Topics/ Key Content</p> <p>Term 2 – Topics/ Key Content</p> <p><u>Trigonometry All – sine and cosine rule (3D trig)</u></p> <p><u>Cumulative frequency & IQR</u></p> <p><u>Surds</u></p> <p><u>Quadratics</u></p> <p><u>Compound measures</u></p> <p><u>Surface area and Volume</u></p>	<p>Term 2 - Overarching Key Questions</p> <p>F4.8C apply trigonometrical methods to solve problems in two dimensions</p> <p>H4.8A understand and use sine, cosine and tangent of obtuse angles</p> <p>H4.8B understand and use angles of elevation and depression</p> <p>H4.8C understand and use the sine and cosine rules for any triangle</p> <p>H4.8D use Pythagoras' theorem in three dimensions</p> <p>H4.8E understand and use the formula $\frac{1}{2} ab \sin C$ for the area of a triangle</p> <p>H4.8F apply trigonometrical methods to solve problems in three dimensions, including finding the angle between a line and a plane</p>





<p><u>Similar shapes</u></p> <p><u>Simultaneous equations</u></p>	<p>H6.1B construct cumulative frequency diagrams from tabulated data</p> <p>H6.1C use cumulative frequency diagrams</p> <p>H1.4A understand the meaning of surds</p> <p>H1.4B manipulate surds, including rationalising a denominator</p> <p>H2.7A solve quadratic equations by factorization</p> <p>H2.7B solve quadratic equations by using the quadratic formula or completing the square</p> <p>H2.7C form and solve quadratic equations from data given in a context</p> <p>F4.4G use compound measure such as speed, density and pressure</p> <p>F4.10C find the surface area of simple shapes using the area formulae for triangles and rectangles</p> <p>F4.10D find the surface area of a cylinder</p> <p>F4.10E find the volume of prisms, including cuboids and cylinders, using an appropriate formula</p> <p>H4.10A find the surface area and volume of a sphere and a right circular cone using relevant formulae</p> <p>H4.11A understand that areas of similar figures are in the ratio of the square of corresponding sides</p> <p>H4.11B understand that volumes of similar figures are in the ratio of the cube of corresponding sides</p> <p>H4.11C use areas and volumes of similar figures in solving problems</p> <p>H2.6A calculate the exact solution of two simultaneous equations in two unknowns.</p> <p>H2.7D solve simultaneous equations in two unknowns, one equation being linear and the other being quadratic</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Nth term & sequences</u></p> <p><u>Graphs – all including inequalities.</u></p> <p><u>Probability Recap (trees)</u></p> <p><u>Standard form</u></p>	<p>Term 3 - Overarching Key Questions</p> <p>H3.1A understand and use common difference (d) and first term (a) in an arithmetic sequence</p> <p>H3.1B know and use $\text{nth term} = a + (n - 1)d$</p> <p>H3.3A recognise, plot and draw graphs of polynomial</p> <p>H3.3D find the gradients of non-linear graphs</p> <p>H3.3E find the intersection points of two graphs, one linear (y1) and one non-linear (y2), and recognise</p>





<p><u>Averages from tables</u></p>	<p>that the solutions correspond to the solutions of $y_2 - y_1 = 0$</p> <p>H3.3G find the equation of a straight line parallel to a given line; find the equation of a straight line perpendicular to a given line</p> <p>F2.8D represent simple linear inequalities on rectangular Cartesian graphs</p> <p>F2.8E identify regions on rectangular Cartesian graphs defined by simple linear inequalities</p> <p>H2.8B identify harder examples of regions defined by linear inequalities</p> <p>H6.3A draw and use tree diagrams</p> <p>H6.3B determine the probability that two or more independent events will occur</p> <p>H6.3C use simple conditional probability when combining events</p> <p>H6.3D apply probability to simple problems</p> <p>H1.9A solve problems involving standard form</p> <p>F6.2A understand the concept of average</p> <p>F6.2B calculate the mean, median, mode and range for a discrete data set</p> <p>F6.2C calculate an estimate for the mean for grouped data</p> <p>F6.2D identify the modal class for grouped data</p>
<p>Assessment Overview and Format:</p> <p>There will be Key assessments each year:</p> <ul style="list-style-type: none">• Baseline (where applicable)• Key assessment 1 End of term 1• Key assessment 2 End of term 2• Key assessment 3 End of Year	<p>Links for Home Learning/Extension Resources:</p> <p>Sparxmaths - https://sparxmaths.com/ Mr. Carter Math's - https://www.mrcartermaths.com/# Lesson starter tasks and daily revision. Login: wek@gems Password: wek@gems Corbett Math's - https://corbettmaths.com/contents/ Video examples, worksheets, daily revision. MathsGenie - https://www.mathsgenie.co.uk/gcse.html Videos and Exam questions sorted by level. Dr Frost www.dr frostmaths.com/resourceexplorer.php Learning platform and video resources</p> <p>Fun Mathematics: Brilliant.org https://www.3blue1brown.com https://www.numberphile.com https://www.vsauce.com</p>





Key Stage 4 Media Curriculum - Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Media language and representation</u> Basic media language terminology in use in a music video – shot sizes, camera angles, edits.</p> <p>Representation as ‘re-presentation or reality’: How these media language elements and visual codes (e.g. 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>	<p>What is Media language?</p> <p>What are the different forms of media language?</p> <p>Media representations: How is media language used to represent an artist in specific ways?</p>
<p><u>Introduction to industries and audiences</u></p> <p>Linear models of communication (sender, message, and receiver) and how different audiences (receivers) might interpret the music video analysed previously.</p>	<p>What are Stereotypes and how are they used?</p> <p>Media representations: How does a media producer encode media for the target audience?</p> <p>How can an audience de-code a media product?</p> <p>Media language: What are codes and conventions?</p> <p>What are the differences between Mass and Niche audiences?</p>
<p><u>Advertising – Representation and Audiences</u></p> <p>Advertising and marketing: CSPs Advertising and marketing (targeted, focusing on media language and media representations): Television advertisement for Galaxy</p> <p>NHS Blood and Transplant online campaign video</p> <p>OMO Print advert from <i>Woman’s Own</i> magazine.</p> <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</p>	<p>Media representations: How can you use stereotypes when creating a media product?</p> <p>Media language: How can you use media language to encode a media product for a mass or niche audience?</p> <p>Media language: What forms of media language are used in these adverts and why?</p> <p>Why are theories of narrative relevant in advertising?</p> <p>Technology and media products – How is technology changing our interaction with the media?</p> <p>Media representations: Choice of media producers Representations of reality – What is hyperreality? Stereotypes Reflection of contexts</p>





<p>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>	
<p>Term 2 – Topics/ Key Content</p> <p><u>The film industry</u> CSPs Film industry (targeted, focusing on media industries): <i>Black Widow</i></p> <p><i>I, Daniel Blake.</i></p> <p>Set each CSP within its context.</p> <p>Focusing on the industry, not on the content of the films themselves.</p> <p><u>Music videos</u> CSPs Music videos (targeted, focusing on Media Audiences and Media Industries):</p> <p>Arctic Monkeys - <i>I bet you look good on the dancefloor.</i></p> <p>Black Pink – <i>How you like me now.</i> Focusing on the industry and audiences.</p> <p><u>Practical activities:</u> Devise the marketing plan for the single launch for one of these videos.</p> <p>Plan the website home page for the day before, or the day of the launch.</p> <p>Write the posts for the band’s official social media channels in the five days prior to the release of the single.</p> <p><u>Radio</u></p>	<p>Term 2 - Overarching Key Questions</p> <p>Media industries: How does media ownership affect media products and how do we consume them?</p> <p>What are the differences between commercial and independent industries? Who regulates the film industry and why do we need them?</p> <p>Media industries: The nature of media production – How are music videos produced to target their intended audience?</p> <p>Production processes – What media language has been used to communicate to the audience?</p> <p>Who regulates the music video industry and why do we need them?</p> <p>How would you use each of the available media platforms to reach your target audience?</p> <p>Media Industries: Production processes Working practices in media industries – How are the BBC different from commercial media companies?</p> <p>What funding models are used in the media industry?</p>





<p>CSPs Radio (targeted, focusing on media Industries and media audiences): Radio 1 Launch Day, Tony Blackburn Kiss FM Breakfast. .</p>	
<p>Term 3 – Topics/ Key Content</p> <p>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. Marcus Rashford Set each CSP within its context. Use notes in CSP booklet to help devise specific learning activities.</p> <p>CSPs Magazines (targeted, focusing on Media language and representations): <i>Tatler</i>, January 2021 <i>Heat</i>, November 2020.</p>	<p>Term 3 - Overarching Key Questions</p> <p>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? 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</p>
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback, and work check. Mini internal assessments are carried out at the end of each of each CSP. Mock coursework tasks are set after each section of the industry is covered.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All lesson resources and information sheets will be on Microsoft Teams. AQA GCSE media studies textbook. BBC Bitesize media studies.</p>





Three formal key assessments held with a full mock paper for key assessment 3.





Key Stage 4 Music Curriculum - Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Introduction to the GCSE course:</p> <ul style="list-style-type: none">• Build on knowledge and experience at KS3.• Consolidate basic musical vocabulary and knowledge.• Study exemplar performances and compositions• Look at the assessment criteria for the coursework tasks. <p>Instrumental Music 1700–1820 set works:</p> <p>J.S. Bach: 3rd Movement from Brandenburg Concerto no.5 in D major</p> <p>L. van Beethoven: 1st Movement from Piano Sonata no.8 in C minor ‘Pathétique’</p> <ul style="list-style-type: none">• These pieces will be explored using students’ knowledge and understanding of musical elements, musical contexts, and musical language to make critical judgements about the music. Comparative and evaluative skills will be practised between the two.• The set works show the link between Baroque instrumental music and dance genres. They also, and introduce fugue, and the 19th-century Romantic sensibility in music and its application to sonata form. <p>Instrumental Music 1700–1820 wider listening</p> <p>Explore pieces in genres related to the two-set works, which will include:</p> <ul style="list-style-type: none">• concerti by Vivaldi• concerto grosso by Handel• piano sonata movements by Haydn and Mozart. <p>Vocal Music set work:</p> <p>H. Purcell: ‘Music for a While’</p> <ul style="list-style-type: none">• Students’ will explore this piece using their knowledge and understanding of musical elements, musical contexts and	<ul style="list-style-type: none">• How do we use MAD T-SHIRT to analyse music?• What does ‘practice’ make?





<p>musical language to make critical judgements about the music.</p> <ul style="list-style-type: none">• This area of study is diverse and coverage at this stage will reflect Baroque approaches to songwriting, including ground bass structures. <p>Preparation for the performance component is ongoing.</p>	
<p>Term 2 – Topics/ Key Content</p> <p>Vocal Music set work: Queen: ‘Killer Queen’ (from the album <i>Sheer Heart Attack</i>)</p> <ul style="list-style-type: none">• Explore this piece using the students’ knowledge and understanding of musical elements, musical contexts, and musical language to make critical judgements about the music.• This area of study is diverse and coverage at this stage will reflect 20th-century popular approaches to songwriting, including ground bass and verse and chorus structures. <p>Vocal Music wider listening: Explore settings of words to music for soloist and accompaniment, which will include:</p> <ul style="list-style-type: none">• Arias by G.F. Handel and J.S. Bach• Songs by Beach Boys and Alicia Keys• If time, songs by Schubert, Faure and/or Britten <p>Free composition inspirations and task setting:</p> <ul style="list-style-type: none">• We will discuss possible routes into free composition, based on KS3 experiences, and providing examples and guidance towards inspirations. <p>Thereafter free composition is ongoing.</p> <p>Music for Stage and Screen set work: S. Schwartz: ‘Defying Gravity’ (from the album of the cast recording of <i>Wicked</i>)</p> <ul style="list-style-type: none">• Explore this piece by using the students’ knowledge and understanding of musical	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• How accessible is ‘old’ music to a young audience?• Why is an eclectic listening portfolio better for us as musicians?





<p>elements, musical contexts, and musical language to make critical judgements about the music.</p> <ul style="list-style-type: none">• The study of this set works will examine popular contemporary musical theatre styles. <p>Preparation for the performance component is ongoing.</p>	
<p>Term 3 – Topics/ Key Content</p> <p>Music for Stage and Screen set work. J. Williams: ‘Main title/rebel blockade runner’ (from the soundtrack to <i>Star Wars Episode IV: A New Hope</i>)</p> <ul style="list-style-type: none">• Students’ will explore this piece using their knowledge and understanding of musical elements, musical contexts, and musical language to make critical judgements about the music. Now that each piece has been studied, comparative and evaluative skills can be practised between the two.• The study of this set work will examine composing sound to match pictures. <p>Music for Stage and Screen wider listening:</p> <ul style="list-style-type: none">• Explore pieces in genres related to the first set work, which will include:• songs from musicals like <i>Matilda</i> and <i>Hairspray</i>. <p>Free composition is ongoing. Preparation for the performance component is ongoing.</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• How far have you come so far and how far do you still need to go?• What learning lessons have you learned?• What do you think is worth remembering about this work?• What would you do differently if you were to do this piece again? How could you improve it to the next level?• What new techniques and skills have you learned in listening/playing this piece of music?
<p>Assessment Overview and Format:</p> <p>Performance Minimum of 2 pieces 30 marks each Total of 60 marks</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Explore Wider Listening options for each Area of Study.</p>





Composition

Combination of 2 pieces

30 marks each

Total of 60 marks

Listening & Appraising Set Work

Exam 1hr 45mins

Total of 80 marks

Practice instruments for 20minutes per day and alongside private instrumental lessons.

Preparation for the performance & composition component is ongoing.





Keys Stage 4 GCSE Physical Education Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Fitness and Body Systems</u> <u>Musculo - skeletal system</u></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><u>Cardio-respiratory system</u></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 do the cardiovascular and respiratory systems work together to let us take part in sports? <p>Practical sports covered and Assessed:</p> <ul style="list-style-type: none">• Football• Swimming	<p>Why do sports people have such different bodies?</p> <p>What injuries might happen to bones and joints when taking part in sport?</p> <p>How do bones, joints and muscles work together to help you in your favourite sport?</p> <p>A strong heart, healthy blood and good lungs are important for any athlete – but why?</p> <p>Which component of blood is most important and why?</p> <p>Which are the sports where having good lung capacity is key?</p>
<p>Term 2 – Topics/ Key Content <u>Anaerobic and Aerobic Exercise</u></p> <ul style="list-style-type: none">• How the body uses glucose and oxygen to release energy.• How fats and carbohydrates give energy for different sorts of activity. <p><u>Short- and long-Term Effects of Exercise</u></p>	<p>Term 2 - Overarching Key Questions</p> <p>How does doing exercise affect your diet?</p> <p>Have you ever had a cramp? If so, when?</p> <p>What sort of exercise makes your muscles ache the most, and when?</p>





<ul style="list-style-type: none">• 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. <p><u>The Relationship Between Health and Fitness</u></p> <ul style="list-style-type: none">• What does 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. <p><u>Components of Fitness and How Fitness Can Be Measured</u></p> <ul style="list-style-type: none">• Basic components of fitness• Skills related components of fitness.• The use of interpretation and different fitness tests. <p>Practical sports covered and assessed:</p> <ul style="list-style-type: none">• Athletics• Netball	<p>Why does it take longer to recover from sports more than others do?</p> <p>How do you think fitness affects sporting performance?</p> <p>Can you be fit but not healthy? - Or healthy but not fit?</p> <p>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?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Principles of Training and Their Application</u></p> <ul style="list-style-type: none">• The principles of training include 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.	<p>Term 3 - Overarching Key Questions</p> <p>Why do some people go to specific places to train?</p> <p>How much do you think success depends on natural talent and how much on good training?</p> <p>Do you think all types of exercise and sports bring about the same long-term effects of exercise?</p> <p>Are some sorts of exercise back for you in the long term?</p>





Long Term Effects of Exercise

- The benefits of exercise on the aerobic and anaerobic system, musculoskeletal system, cardiorespiratory system and performance.

Personal Exercise Program (PEP) 10% of practical exam to be completed.

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 onto 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.





Key Stage 4 Photography Curriculum - Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Project 1:</p> <p>Theme: The Formal Elements</p> <p>Students will begin GCSE Photography by learning the formal elements of photography.</p> <p>Line Angle Shape Form Texture Pattern Colour Space Composition</p> <p>This will be in the form of mini workshop style lessons where students will both practically and theoretically understand and develop confidence of how these terms are used within photography. Students will also be introduced to the work of photographers and will analyse their work as a basis for influence within this project.</p>	<p>Term 1 - Overarching Key Questions</p> <p>Why are the formal elements important within a photograph?</p> <p>How do the formal elements enable us to produce a more effective photograph?</p> <p>Can there be more than one formal element within a photograph?</p> <p>How have the photographers in which you have analysed influenced you with your practical outcomes?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Project 2</p> <p>Contemporary still life photography</p> <p>Students will be given the title. 'Contemporary still life photography' and will be expected to develop their own theme under this title using the formal elements and structure in which they have learnt from project 1.</p> <p>Students can take any approach from product photography or food</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you add a 'twist' onto your theme?</p> <p>What influences will you take from the artists in which you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p>





<p>photography. They will be expected to analyse the work of photographers which they have independently selected and will be expected to develop photographic responses demonstrating an understanding of the formal elements.</p>	
<p>Term 3 – Topics/ Key Content</p> <p>Mixed media techniques</p> <p>Students will use the theme and photographs in which they have taken from Project 2 to develop in Project 3. The mixed media techniques will involve students experimenting with different mediums to make their photography look more unique and original enabling students to gain higher marks for AO2, AO3 and AO4. Students will then develop their ideas into an outcome. Their outcome will be expected to be in the form of an installation piece alongside final prints.</p> <p>Some examples of mixed media techniques include.</p> <p>Scratching Burning Sewing Painting Using various substances Collage</p>	<p>Term 3 - Overarching Key Questions</p> <p>How does the mixed media theme in which you have chosen help convey the theme or message you are trying to show within your photography?</p> <p>Are you able to combine different mediums together?</p> <p>Why do you believe mixed media techniques are important within photography and what role do you believe it plays?</p>
<p>Assessment Overview and Format:</p> <p>Students will be assessed both formatively and summatively.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>The expectations of both quality and quantity within the GCSE means that for every hour students are in the</p>





<p>Verbal feedback will be given to students during the lesson.</p> <p>Work will be summatively assessed on Showbie. Students will be expected to upload their work throughout the coursework unit where the work will be graded, and written feedback will be given.</p> <p>Coursework is worth 60% of the final grade and students will be marked against the 4 assessment objectives.</p> <p>AO1 DEVELOP AO2 REFINE AO3 RECORD AO4 PRESENT</p>	<p>classroom a minimum of one hour per lesson must be spent on extended learning.</p> <p>Homework will be set on Go4Schools and students will be expected to complete this by the deadline date.</p>
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Key Stage 4 Psychology Curriculum - Year 10

<p>Term 1 – Topics/ Key Content</p> <p><u>Introducing GCSE skills and concepts</u></p> <p>Introducing assessment objectives and exam skills</p> <ul style="list-style-type: none">• 9-mark questions and how to structure them. <p><u>Research methods</u></p> <ul style="list-style-type: none">• Aims, hypothesis.• Variables• Sampling• Experimental methods• Experimental designs• Ethics• Types of data• Descriptive statistics• Presentation of data: graphs, distribution	<p>Term 1 - Overarching Key Questions</p> <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?
<p>Term 2 – Topics/ Key Content</p> <ul style="list-style-type: none">• <u>Memory</u> The multi-store model of memory• Types of long-term memory• The primacy and recency effect in recall• The working memory model.• Dual task performance• Theory of reconstructive memory, War of the ghosts• Factors affecting the accuracy of memory: interference, context, and false memories. <p><u>Perception</u></p> <ul style="list-style-type: none">• Sensation and perception• Visual cues and constancies• Gibson’s theory of direct perception• Explanations for visual illusions• Gregory’s constructivist theory• Factors affecting perception: expectation, emotion, culture and motivation.• Key studies: Nisbett and Miyamoto, Gilchrist and	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• How does your memory work?• How do short-term and long-term memory work?• How is memory structured?• How long do memories last?• Why do factors affect how accurate our memories are? <ul style="list-style-type: none">• Why do people see images differently?• What factors affect our perception?• How reliable is research into perception?





<p>Nesburg, Kunst-Wilson and Zajonc and Bruner and Minturn.</p>	
<p>Term 3 – Topics/ Key Content</p> <p><u>Mental health</u></p> <ul style="list-style-type: none">• Characteristics of mental health• Incidences and variations• Effects of mental health on individuals and society• OCD: classification and diagnosis• OCD: explanations• OCD: treatments• OCD key study: Kearn• PTSD: classification and diagnosis• PTSD: explanations• PTSD: treatments• PTSD key study: Eftekhari <p>Revision of Year 10 topics</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Why is there a 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?
<p>Assessment Overview and Format:</p> <p>Students will be assessed at the end of every topic – knowledge checks.</p> <p>This will also include keyword tests throughout each topic area.</p> <p>Key assessments will include a combination of topic areas reflecting exam papers and preparing students for the final examinations.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students have access to a course textbook, which is also on Teams.</p> <p>The following link can help students to revise the content: https://quizlet.com/ https://learndojo.org/aqa/gcse-psychology-revision/NEW: International GCSE Psychology (9218) OxfordAQA International Qualifications</p>





Key Stage 4 Science Curriculum Year 10

B, C or P indicates that this is triple science content only and combined will not cover this.

TERM 1		
BIOLOGY	CHEMISTRY	PHYSICS
<p>Unit 3.2 Bioenergetics</p> <p>Breathing</p> <p>3.4 Aerobic respiration 3.5 Effect of exercise on the body 3.6 Anaerobic respiration</p> <p>3.1 Exchanging materials 3.2 Gas exchange in the lungs 3.3 Artificial breathing aids B</p> <p>Circulation</p> <p>4.1 The Circulatory system and the heart 4.2 Helping the heart B 4.3 Keeping the blood flowing B 4.4 Transport in the blood 4.5 Immune system and blood groups B</p> <p>Digestion</p> <p>5.4 The Digestive system 5.5 Making digestion efficient 5.6 Exchange in the gut</p> <p>5.1 Carbohydrates, lipids, and proteins 5.2 Enzymes</p>	<p>Unit 3 Chemical Changes</p> <p>4.1 Reactivity of metals 4.2 Reactions of acids 4.3 Electrolysis</p> <p>Unit 1 Acids, bases, and salts</p> <p>1.3 The properties of acids and bases 1.4 Preparation of salts</p> <p>Unit 3 Quantitative Chemistry</p> <p>3.1 <i>Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations</i> 3.2 <i>Use of amount of substance in relation to masses of pure substances</i></p>	<p>Unit 1 Energy</p> <p>1.4 Energy transfers, conservation, and dissipation of energy</p> <p>Unit 2 Forces</p> <p>2.1 Forces and their interactions 2.2 Motion 2.3 Resultant forces 2.4 Momentum 2.5 Safety in public transport 2.6 Forces and terminal velocity P</p>
TERM 2		
BIOLOGY	CHEMISTRY	PHYSICS
<p>Plants as organisms</p> <p>9.1 Photosynthesis 9.2 Limiting factors 9.3 How plants use glucose 9.4 Exchange in plants</p> <p>Unit 3.3 Ecology</p> <p>Ecology</p> <p>13.1 Pyramids of biomass 13.2 Energy transfers 13.3 Making food production efficient B 13.4 Decay processes 13.5 The carbon cycle</p> <p>Human population and pollution</p> <p>14.2 The human population explosion B 14.2 Land pollution B 14.3 water pollution B</p>	<p>3.3 <i>Yield and atom economy of chemical reactions C</i> 3.4 <i>Using concentration of solutions in mol/dm³ C</i> 3.5 <i>Use of amount of substance in relation to volumes of gases C</i></p>	<p>Unit 3 Electricity and magnetism</p> <p>3.1 <i>Current, potential difference and resistance</i> 3.2 <i>Series and parallel circuits</i> 3.3 <i>Domestic uses and safety</i> 4.4 <i>Energy transfers</i> 3.5 <i>Static electricity P</i></p> <p>3.6 <i>Permanent and induced magnetism, magnetic forces, and fields</i> 3.7 <i>The motor effect</i> 3.8 <i>Induced potential, transformers, and the National Grid P</i></p>





14.4 Deforestation B 14.5 Global warming B		
TERM 3		
BIOLOGY	CHEMISTRY	PHYSICS
Unit 3.4 Organisms' interaction with the environment Nervous coordination and behaviour 6.1 Responding to change 6.2 Reflex actions 6.3 Animal behaviour and communication Homeostasis 7.1 Principles of homeostasis 7.2 Removing waste products B 7.3 The human kidney B 7.4 Controlling body temperature 7.5 Controlling blood glucose & Diabetes Defending ourselves against disease 8.1 Pathogens 8.2 Defence 8.3 Immunity	Unit 8 The rate and extent of chemical change 8.1 Rate of reaction 8.2 Reversible reactions and dynamic equilibrium 8.3 Redox reactions	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 P 4.4 Nuclear fission and fusion 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 iGCSE 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 logins)

Physics and Maths Tutor – exam questions and revision notes

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

BBC Bitesize

<https://www.bbc.com/bitesize/levels/z98jmp3>

iAQA

Science - OxfordAQA (oxfordaqaexams.org.uk)





UK National Curriculum standards

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





Key Stage 4 Moral, Cultural, and social studies Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p><u>Finance Management:</u></p> <p>This Unit focuses on building the basic understanding of the values of money and wealth, and obtaining the necessary tools to live a financially independent and responsible life, ultimately creating individuals ready to be entrepreneurs and proactive members of society.</p> <p><u>Assessment Overview and Format</u></p> <p>Students will have summative assessments throughout the year. This may be in the form of multiple-choice tests and personal reflections.</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is the value of money?• What are the dangers of Wealth and Greed• How can wealth be a Force of Good• How can I develop Entrepreneurship Skills• How to become an entrepreneur <p><u>Links for Home Learning/Extension Resources:</u></p> <p>Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>UAE History and Heritage</u></p> <p>Students will learn the land, prehistory, and archaeology of the UAE from the Neolithic, Bronze, and Iron Ages. They will also explore the changing climate and ecology that led to the falaj system of irrigation of farmland. Topics explored will include:</p> <ul style="list-style-type: none">-UAE Landscape and Javel Faya-The Bronze Age and Umm an-Nar-The Impact of the Falaj during the Iron Age-Domestication of Camels and Muweilah-Shipbuilding and Trade: Ed-Dur and the Arabian Gulf	<p>Term 2 - Overarching Key Questions</p> <p>Why is it important to preserve the heritage of the UAE?</p> <p>-What can be learned from the heritage sites in the UAE?</p> <p>-How do the different federal authorities work together to govern the UAE?</p>





<p><u>Developments Leading Up to the UAE</u> Students will learn about the development of the UAE: -The Rise of Islamic Civilization in the Land of the UAE -Emergence of Bani Yas and Qawasim of the Beginnings of the Colonial Period -The British Maritime System and National Identity -The Trucial States Leading up to Nationalisation</p> <p><u>Assessment Overview and Format</u> Students will have summative assessments throughout the year. This may be in the form of multiple-choice tests and personal reflections.</p>	<p><u>Links for Home Learning/Extension Resources:</u> Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.</p>
<p><u>Term 3 - Topics/Key Content:</u> <u>The UAE in the 21st Century – Part 1</u> Students will explore the future direction and challenges set forth by the Nation’s leaders and how its citizens may contribute to the development and success of the country, including: -Transition to the Knowledge Economy -21st Century Infrastructure and Smart Initiatives -Innovation in Healthcare, Education and Social Services -Sustainability and the Modern UAE.</p> <p><u>The UAE in the 21st Century – Part 2</u> Students will explore the future direction and challenges set forth by the Nation’s leaders and how its citizens may contribute to the development and success of the country, including: -Civic Responsibilities of Citizens and Residents -Trends in Local and International Trade -Taking the UAE into the Future</p>	<p><u>Term 3 - Overarching Key Questions</u></p> <p>What does the future of the UAE look like and how can we get there?</p> <p>-What are the roles and responsibilities of the citizens in the UAE and how will this help its development?</p> <p>-What makes a ‘successful’ country?</p>





Assessment Overview and Format

Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests and personal reflections

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





Key Stage 4 Spanish Curriculum - Year 10

<p>Term 1 – Topics/ Key Content</p> <p><u>Unit 1: Me, my family, and friends</u></p> <ul style="list-style-type: none">• Talk about Friends• Describe family relationships• Talk about future plans• Talk about relationships <p><u>Unit 2: Technology in everyday life</u></p> <ul style="list-style-type: none">• Giving opinions about online messaging• Advantages and disadvantages of social media• Opinions on mobile technology• Use and overuse of technology!	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Agreement and preposition of adjectives• Using ser and estar• Using the immediate future tense• Using irregular adjectives and adjectives of nationality• Using the perfect tense of regular verbs• Using verbs with prepositions• Using estar and the present continuous• Using cuyo <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given each week to build more familiarity with these topics.</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>Unit 3: Free time activities</u></p> <ul style="list-style-type: none">• Talking about free time• Weekend plans• Special occasion meals• Sports in the world <p><u>Unit 4: customs and festivals</u></p> <ul style="list-style-type: none">• Learning about local customs• Learning about Spanish customs• Festivals in Spain <p>Festivals in the Hispanic world.</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• Revising the regular present tense• Using two verbs together• Forming regular adverbs• Revising the immediate future• Using the future tense• Recognising irregular verbs in the future <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given regularly to build more familiarity with these topics.</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Unit 5: Home, town, neighborhood, and region</u></p> <ul style="list-style-type: none">• Saying what your house is like• Describing your house and area• Talking about your city	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Using prepositions to say where things are• Formulating more complex questions• Using demonstrative adjectives and pronouns• Using possessive pronouns• Using me gustaria• Using the conditional tense





<ul style="list-style-type: none">• Advantages and disadvantages of living in a city/countryside <p>Unit 6: Social Issues</p> <ul style="list-style-type: none">• Talking about charities and voluntary work• Healthy and unhealthy lifestyles <p>Opinions related to health</p>	<ul style="list-style-type: none">• Using negative words <p>Learning about the present subjunctive</p>
<p>Assessment Overview and Format:</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers</p>





KEYSTAGE 4

Year 11 Curriculum



2023-2024
GEMS WELLINGTON ACADEMY
Al Khail



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Key Stage 4 Arabic A Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1- 2 – 3 Overarching Key Questions
<p>إذا المرء لم يدنس) قصيدة شعرية الاستعارة مراجعة الميزان الصرفي بحث عن العصر الجاهلي وخصائصه نص استماع قصة قصيرة (الخبز) استجابة أدبية لقصة الخبز اسم الفاعل من الفعل الثلاثي نصوص الرأي (العتاب صابون القلب) كتابة مقال الرأي نص السيرة الذاتية (اسمها تجربة) اشتقاق صيغ المبالغة نص معوماتي (التسوق الإلكتروني) مراجعة إعراب المضاف والمضاف إليه مراجعة إملاء الهمزة المتوسطة اختبار مهاري لمهارة القراءة في الفرعين التالين: مهارة الفهم و الاستيعاب (نص خارجي) مهارة قراءة النص الأدبي و تحليله. اختبار مهاري لمهارة الكتابة الإبداعية في نوع النص التالي: مقال الرأي: يكتب المتعلم مقال رأي مكتمل العناصر.</p>	<p>The class teacher chooses the appropriate key question based on the text taking into account the MOE national document expectations. (Below are samples of related key questions)</p> <p>اللغة والبنية والشكل الشاعر/ الكاتب كيف يستخدم التأثيرات؟ لإنشاء لتقديم أفكاره ومشاعره للمفارقة في الشاعر/ الكاتب ما مدى فعالية استخدام النص؟ ما الذي يجعل النص ... جيدا؟ ما هي أوجه التشابه والاختلاف بين قصيدتين؟ 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؟ 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 قصصًا عن تجاربهم؟ ما الذي يجعل القصة فعالة في الوصول إلى غرضها؟ كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعًا؟ 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؟</p>
<p>Term 2 – Topics/ Key Content</p> <p>"أنا من بدل بالصحب الكتابا" أحمد شوقي (العصر الحديث) كتابة الاستجابة الأدبية للقصيدة أنواع الاستعارة التي تم استخدامها في النص الشعري أسلوب الاستثناء. القصة القصيرة: "زعترو زنجبيل"</p>	





<p>الطباق و المقابلة. نص السيرة الذاتية: "الأيام مراجعة إعراب الأفعال (الماضي - المضارع) إعرابًا تامًا صحيحًا. اشتقاق صيغ المبالغة و يوظفها في مواقف حياتية اختبار مهاري لمهارة القراءة في الفرعين التاليين: مهارة الفهم و الاستيعاب (نص خارجي) مهارة قراءة النص الأدبي و تحليله. اختبار مهاري لمهارة الكتابة الإبداعية في نوع النص التالي: مقال الرأي: يكتب المتعلم مقال رأي مكتمل العناصر. اختبار لمهارة الاستماع : يستمع المتعلم لنص و يجيب عن أسئلة الفهم و الاستيعاب للنص المسموع. اختبار لمهارة التحدث: عمل مشاهد تمثيلية توضح مظاهر "بر الوالدين" و أثرها على الفرد و المجتمع. اختبار مهاري في المهارات التالية: 1. المفردات 2. البلاغة 3. الإملاء 4. النحو</p>	<p>... 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؟</p>
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Term 3 – Topics/ Key Content

إلى أمي سمو الشيخ محمد بن راشد
المسؤولية المجتمعية
المشي وآثاره على الصحة
رواية رجال في الشمس
أفعال المقاربة والرجاء والشروع
تدريبات متنوعة
الجناس
التطوع





<p>كيف تكون شابا ناجحا وتحقق أحلامك العقل السليم في الجسم السليم أشجار القرم نسعة آثار ساحرة للامتنان التطوع الرياضة اختبار نهاية الفصل الدراسي الثالث في المهارات الآتية: الفهم والاستيعاب النحو والإملاء الكتابة الإبداعية التحدث الاستماع</p>	
<p>Assessment Overview and Format:</p> <p>Formative assessments include regular and on-going listening, oral presentations, composition, projects, and diagnostic assessments.</p> <p>Summative Assessments include unit tests, mid/year, and end of year exams during the school's Key Assessment cycle.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>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.</p> <p>Encourage your child to read Arabic books, and stories watch different documentaries in Arabic, then discuss it with them, Free reading will be followed by the teacher weekly.</p>





Key Stage 4 Arabic B Curriculum Year 11

<p>Term 1 – Topics/ Key Content</p> <p><u>Identity and culture</u></p> <ul style="list-style-type: none">• Who am I?• Daily life• Cultural life	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What do I look like?• What does my teacher look like?• How do 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?
<p>Term 2 – Topics/ Key Content</p> <p><u>Local area, holiday, and travel</u></p> <ul style="list-style-type: none">• Town, region, and country.• Holidays.• Travel and tourist transactions.	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are your plans for the summer?• How was your trip?• What can I change about the trip?• What are the tourist 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?
<p>Term 3 – Topics/ Key Content</p> <p><u>School</u></p> <ul style="list-style-type: none">• What school is like?• School activities.	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is my favorite subject and why?• What is my daily routine during the week?• What is the you I like most about my school?• What are the advantages and disadvantages of having uniform's 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 cards and role-plays.	Links for Home Learning/Extension Resources: <p><u>GCSE text Arabic B text.</u></p> <p><u>https://www.interlingo.co.uk/new-companion-resources/new-gcse-arabic-companion-9-1-audio/</u></p>
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Key Stage 4 3D Design Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Coursework: 60% of the overall GCSE Grade.</p> <p>Theme: Teacher gives past questions to choose from.</p> <p>Students will continue the first term in Year 11 working on their chosen themed coursework. They will be expected to continue to develop responses from the artists and photographers which they have chosen under this theme.</p> <p>Students will develop ideas from the recordings which they have produced before they produce their final outcome for this unit.</p> <p>Students will be assessed against the 4 Assessment Objectives</p> <p>AO1 Develop AO2 Refine AO3 Record AO4 Present</p>	<p>How will you add a 'twist' to your theme?</p> <p>What influences will you take from the artists that you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p> <p>Have you shown confidence within the 4 assessment objectives?</p> <p>Do you know which areas of your work tie in with which assessment objectives?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p>Exam Question set by the Edexcel Examination Board</p> <p>40% of final GCSE Grade</p> <p>Students will receive their question paper which they will select one question from as the title of the exam theme.</p> <p>They will have approximately 4 weeks to produce their developmental studies before they sit their 10-hour exam.</p> <p>The 10-hour exam will involve students producing a personal response using their recordings and observations produced from their exam prep period.</p>	<p>How will you add a 'twist' onto your theme?</p> <p>What influences will you take from the artists which you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p> <p>Have you shown confidence within the 4 assessment objectives?</p> <p>Do you know which areas of your work tie in with which assessment objectives?</p>





Term 3 – Topics/ Key Content Exam Question set by the Edexcel Examination Board 40% of the final outcome	Term 3 - Overarching Key Questions How will you add a 'twist' to your theme? What influences will you take from the artists that you have looked at in this project? How will you create a unique and original outcome? How can you develop ideas from your recordings? Have you shown confidence within the 4 assessment objectives? Do you know which areas of your work tie in with which assessment objectives?
Assessment Overview and Format: Students will be assessed both formatively and summatively. Verbal feedback will be given to students during the lesson. Work will be summatively assessed on Showbie. Students will be expected to upload their work throughout the coursework unit where the work will be graded, and written feedback will be given. Coursework is worth 60% of the final grade and students will be marked against the 4 assessment objectives. AO1 AO2 AO3 AO4	Links for Home Learning/Extension Resources: The expectations of both quality and quantity within the GCSE means that for every hour students are in the classroom a minimum of one hour per lesson must be spent on extended learning. Homework will be set on Go4 Schools and students will be expected to complete this by the deadline date. Intervention sessions will also be available for students who will need extra time to catch up with coursework. This will be during lunchtime and after school. Days will be confirmed with the subject teachers.





Key Stage 4 Art & Design Curriculum Year 11

<p>Term 1 – Topics/ Key Content</p> <p>Coursework: 60% of the overall GCSE Grade.</p> <p>Theme: The teacher gives past questions to choose from.</p> <p>Students will continue the first term in Year 11 working on their chosen themed coursework. They will be expected to continue to develop responses from the artists and photographers that they have chosen under this theme.</p> <p>Students will develop ideas from the recordings which they have produced before they produce their final outcome for this unit.</p> <p>Students will be assessed against the 4 Assessment Objectives</p> <p>AO1 Develop AO2 Refine AO3 Record AO4 Present</p>	<p>Term 1 - Overarching Key Questions</p> <p>How will you add a 'twist' to your theme?</p> <p>What influences will you take from the artists that you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p> <p>Have you shown confidence within the 4 assessment objectives?</p> <p>Do you know which areas of your work tie in with which assessment objectives?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Exam Question set by the Edexcel Examination Board</p> <p>40% of final GCSE Grade</p> <p>Students will receive their question paper in which they will select one question from as the title of the exam theme.</p> <p>They will have approximately 4 weeks to produce their developmental studies before they sit their 10- hour exam.</p> <p>The 10- hour exam will involve students producing a personal response using their recordings and observations produced from their exam prep period.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you add a 'twist' onto your theme?</p> <p>What influences will you take from the artists that you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p> <p>Have you shown confidence within the 4 assessment objectives?</p> <p>Do you know which areas of your work tie in with which assessment objectives?</p>





Term 3 – Topics/ Key Content	Term 3 - Overarching Key Questions
<p>Exam Question set by the Edexcel Examination Board</p> <p>40% of final outcome</p>	<p>How will you add a 'twist' onto your theme?</p> <p>What influences will you take from the artists that you have looked at in this project?</p> <p>How will you create a unique and original outcome?</p> <p>How can you develop ideas from your recordings?</p> <p>Have you shown confidence within the 4 assessment objectives?</p> <p>Do you know which areas of your work tie in with which assessment objectives?</p>
<p>Assessment Overview and Format:</p> <p>Students will be assessed both formatively and summatively.</p> <p>Verbal feedback will be given to students during the lesson.</p> <p>Work will be summatively assessed on Showbie. Students will be expected to upload their work throughout the coursework unit where the work will be graded, and written feedback will be given.</p> <p>Coursework is worth 60% of the final grade and students will be marked against the 4 assessment objectives.</p> <p>AO1 AO2 AO3 AO4</p> <p>The HPL focus within Year 11 will be to be Hard working, Creative, Agile alongside Linking and Realising. Students will be expected to demonstrate this during their lessons as it will in turn enable them to understand the assessment objectives with more confidence.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>The expectations of both quality and quantity within the GCSE means that for every hour students are in the classroom a minimum of one hour per lesson must be spent on extended learning.</p> <p>Homework will be set on Go4 Schools and students will be expected to complete this by the deadline date.</p> <p>Intervention sessions will also be available for students who will need extra time to catch up with coursework. This will be during lunchtimes and after school. Days will be confirmed with the subject teachers.</p>





Key Stage 4 Economics Curriculum Year 11

<p>Term 1 – Topics/ Key Content</p> <p><u>Government and the economy</u> This section covers:</p> <p>2.1.1 Macroeconomic objectives 2.2.1 Government policies 2.3.1 Relationships between objectives and policies 2.2.1 Globalisation</p>	<p>Term 1 - Overarching Key Questions</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 globalization.• 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?
<p>Term 2 – Topics/ Key Content</p> <p><u>The global economy</u> This section covers:</p> <p>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>	<p>Term 2 - Overarching Key Questions</p> <p>Term 2 - Overarching Key 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?





	<ul style="list-style-type: none">• What are the different reasons for trade increasing in developed and developing countries?• What factors affect the supply and demand of currencies?• Assess the effect that an appreciation in exchange rates can have on a country's imports and exports?
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 are used to stretch students' knowledge and understanding. Homework is set as a 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 the teacher.





Key Stage 4 Business Curriculum Year 11

<p>Term 1 – Topics/ Key Content</p> <p><u>3 – Business finance</u></p> <p>This section explores the use of accounting and financial information as an aid to decision making.</p> <p>3.3 Costs and break-even analysis 3.4 Financial documents 3.5 Accounts analysis</p> <p><u>4 – Marketing</u></p> <p>This section focuses on identifying and satisfying customer needs in a changing and competitive international environment.</p> <p>4.1 Market research 4.2 The market</p>	<p>Term 1 - Overarching Key Questions</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?
<p>Term 2 – Topics/ Key Content</p> <p><u>4 – Marketing</u> (Continued from term 1)</p> <p>4.3 The marketing mix</p> <p><u>5 – Business operations</u></p> <p>This section examines the way organisations use and manage resources to produce goods and services.</p> <p>5.1 Economies and diseconomies of scale 5.2 Production 5.3 Factors of production 5.4 Quality</p>	<p>Term 2 - Overarching Key Questions</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?
<p>Term 3 – Topics/ Key Content</p>	<p>Term 3 - Overarching Key Questions</p>





<p>Mock exam 2 for paper 1 and 2 Revision Mind maps</p>	<p>Can you complete SWOT and Subject Audit for Business studies? Which areas do you need support with?</p>
<p>Assessment Overview and Format:</p> <p>delivery by teacher Q&A, verbal feedback, and self/peer assessment. Peer assessment techniques are used to stretch students' knowledge and understanding.</p> <p>Summative assessment is utilised in two ways, knowledge check-in and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.</p>	<p>Links for Home Learning/Extension Resources:</p>





Key Stage 4 Computer Science Curriculum Year 11

<p>Term 1 – Topics/ Key Content</p> <p>Topic 4: Networks – understanding of computer networks and network security</p> <p>Topic 5: Issues and impact – 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>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the fundamental principles and components of computer networks, and how do they enable communication and data exchange between devices?• What are the common threats and vulnerabilities in computer networks, and how can network security measures be implemented to protect against them?• How do protocols and technologies such as TCP/IP, DNS, and VPNs contribute to the functionality and security of computer networks?• How can network administrators detect, prevent, and respond to potential security breaches and attacks in a computer network?• What are the ethical and legal considerations related to network security, and what responsibilities do individuals and organizations have in safeguarding network infrastructure and data?• What are the fundamental principles and components of computer networks, and how do they enable communication and data exchange between devices?• What are the common threats and vulnerabilities in computer networks, and how can network security measures be implemented to protect against them?• How do protocols and technologies such as TCP/IP, DNS, and VPNs contribute to the functionality and security of computer networks?• How can network administrators detect, prevent, and respond to potential security breaches and attacks in a computer network?• What are the ethical and legal considerations related to network security, and what responsibilities do individuals and organizations have in safeguarding network infrastructure and data?
<p>Term 2 & 3 – Topics/ Key Content</p> <p>Topic 6: Problem solving with programming. The focus of this paper is: understanding what algorithms are, what they</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is the role of algorithms in problem solving with programming, and how do they contribute to the creation of effective programs?





<p>are used for and how they work in relation to creating programs. Understanding how to decompose and analyse problems. The ability to read, write, refine, and evaluate programs.</p> <p>.</p>	<ul style="list-style-type: none">• How can the process of decomposing and analyzing problems help in the development of efficient and reliable programs?• What are the key components of algorithm design, and how do they contribute to the readability, writability, and refinement of programs?• How can one evaluate and assess the effectiveness of a program in solving a given problem, and what criteria should be considered in this evaluation?• How does a thorough understanding of algorithms and programming concepts enable individuals to effectively read, interpret, and modify existing programs for different purposes?
<p>Assessment Overview and Format:</p> <p><u>Principles of Computer Science – All Topics – YEAR 11</u></p> <p>50% 1 hour and 30 minutes examination Multiple choice, short, and extended open-response questions.</p> <p><u>Application of Computational Thinking – YEAR 11</u></p> <p>50% 1 hour and 30 minutes examination This practical paper requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Seneca Learning: https://www.senecalearning.com/</p> <p>ExamSolutions: https://www.examsolutions.net/</p> <p>Teach-ICT: https://www.teach-ict.com/</p> <p>BBC Bitesize (Edexcel GCSE Computer Science): https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</p> <p>CGP Online: https://www.cgpbooks.co.uk/interactive_igcse_computer_science</p> <p>The Student Room (Edexcel GCSE Computer Science Forum): https://www.thestudentroom.co.uk/forumdisplay.php?f=331</p> <p>Edexcel (Pearson) - GCSE Computer Science: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html</p> <p>Craig'n'Dave Edexcel GCSE Computer Science playlist: Craig'n'Dave - YouTube</p>





Key Stage 4 Design Technology Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Theory Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 11.</p> <p>Core Technical Principles -New and emerging technologies -Energy generation and storage -Developments in new materials -Understanding a systems approach when designing -Mechanical devices</p> <p>NEA 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• Test and evaluate models• Begin to manufacture final prototype <p><i>Please note some students may want to tweak sections of their NEA from the previous term. This is perfectly acceptable.</i></p>	<p>How do new and emerging technologies impact the design and organization of the workplace? How does technology push/market pull affect choice? Can you identify the ways in which new products have positive and negative impacts? How is energy generated and stored? What is the difference between a modern material and a smart material? Why were composite materials created? What is a systems approach?</p> <p>Why is so important to evaluate and test our products thoroughly?</p> <p>What CAM could I use to help speed up and improve the quality of my final prototype?</p> <p>What improvements do I need to make to maximise the marks set out by the exam board?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Theory Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 11.</p> <p>Core Technical Principles will continue.</p> <p>Students will continue their NEA. 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>During this term, students will primarily focus on the following:</p> <ul style="list-style-type: none">• Manufacturing final prototype• Test and evaluate final outcome	<p>Term 2 - Overarching Key Questions</p> <p>Why is so important to evaluate and test our products thoroughly?</p> <p>What improvements do I need to make to maximise the marks set out by the exam board?</p>





<p><i>Please note some students may want to tweak sections of their NEA from the previous term. This is perfectly acceptable.</i></p> <p>After February half term, the full focus will be on revision in line with specification set out by the exam board.</p>	<p>What does effective revision look like?</p> <p>How can I maximize time and marks during the exam?</p> <p>What are the command words and how do I effectively answer exam questions?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Full focus will be on revision in line with specification set out by the exam board.</p>	<p>Term 3 - Overarching Key Questions</p> <p>What does effective revision look like?</p> <p>How can I maximize time and marks during the exam?</p> <p>What are the command words and how do I effectively answer exam questions?</p>
<p>Assessment Overview and Format:</p> <p>50% NEA – Coursework project. 50% Exam – 2-hour paper.</p> <p>The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives. Worth 50%</p> <ul style="list-style-type: none">• 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 and wider issues in design and technology.• AO4: Demonstrate and apply knowledge and understanding of technical principles and designing and making principles.	<p>Links for Home Learning/Extension Resources:</p> <p>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 retrieve the information needed in an exam. On occasions, this can be related to research for a topic, analysis of a design work piece, skill building exercises or revision for exams.</p>





Key Stage 4 Drama Curriculum – Year 11

<p>Term 1 – Topics/ Key Content</p> <p>Written Paper (Section B)</p> <p>Students will analyse and evaluate the successes of a live piece of theatre that they watch throughout the duration of the course. They will focus on both performance and technical design elements.</p> <p>This unit will also include ample exam practice in preparation for mock examinations.</p> <p>Written Paper (Section A)</p> <p>Students will revise section A of the written paper which is on the text DNA. The focus will be on answering exam-style questions to secure the best possible grade for students.</p>	<p>Term 1 - Overarching Key Questions</p> <p><i>Key questions will be heavily based on past examination papers for example;</i></p> <p><i>How did the use of lighting enhance the performance?</i></p> <p><i>In what way did the actor's use of movement help to communicate meaning?</i></p>
<p>Term 2 – Topics/ Key Content</p> <p>Component 2 – Performance of a set text</p> <p>Students will study and perform a set text which is in contrast to the text studied for component 1 (DNA).</p> <p>They will complete two extracts from the play and perform for an external examiner.</p> <p>This is a practical examination and will be assessed externally.</p>	<p>Term 2 - Overarching Key Questions</p> <p><i>What are your intentions for your character?</i></p> <p><i>How are you making this clear?</i></p> <p><i>Can your use of movement/space enhance this at all?</i></p> <p><i>Can you explain the journey that your character makes throughout this piece?</i></p>
<p>Term 3 – Topics/ Key Content</p> <p>Revision for the external examination</p> <p>This term will be dedicated to the revision of the written paper to ensure that students are fully prepared for the examination in the Summer.</p>	<p>Term 3 - Overarching Key Questions</p> <p><i>Questions will be focused on the examination paper.</i></p>





<p>Assessment Overview and Format:</p> <p>Key assessment one will be focused on Section A of the written paper and will be written only.</p> <p>Mock examinations will take place in line with the rest of the cohort in January 2023.</p> <p>Component 2 acting examination will take place in March 2023. This is a practical examination.</p> <p>The written examination will take place in the Summer 2023 exam series.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Homework will be set regularly for year 11 students to consolidate learning but also to complete pre-reading/research for upcoming areas of study.</p> <p>Students will also be provided with a textbook to further support their learning.</p> <p>They should also try to get as much exposure to theatre as possible whether that be live or recorded.</p> <p>https://www.bbc.co.uk/bitesize/subjects/zbckjxs</p> <p>https://www.digitaltheatreplus.com/</p>





Key Stage 4 iGCSE English Language Curriculum Year 11

<p>Term 1 – Topics/ Key Content</p> <p>Imaginative Writing Coursework which accounts for 20% of the final iGCSE Language grade</p> <p>Non-fiction anthology and exam skills</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• How can I vary my language use to engage the reader?• How can I create an effective setting and detailed description?• How does the writer use language to engage the reader?• What techniques does the writer use to create tension?• What are the key themes of the anthology texts?
<p>Term 2 – Topics/ Key Content</p> <p>Poetry and Prose coursework which accounts for 20% of the final iGCSE Language grade.</p> <p>Transactional Writing</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• How does the writer/poet use language to express their ideas?• How does the writer use structure for effect?• What techniques are used?• How can I vary my language use to suit the audience and purpose?
<p>Term 3 – Topics/ Key Content</p> <p>Examination skills</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• How does the writer/poet use language to express their ideas?• How does the writer use structure for effect?• What techniques are used?• How can I vary my language use to suit audience and purpose?
<p>Assessment Overview and Format:</p> <p>Students will be given timed, assessed pieces from each teacher at least once a month.</p> <p>In addition, they will sit two full, timed mocks throughout the year, as per the assessment calendar.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be given revision booklets to help them prepare for the examinations.</p> <p>Outside of the classroom, students are expected to work on their coursework, addressing any feedback given by their class teacher.</p>





Key Stage 4 iGSE English Literature Curriculum Year 11

Term 1 – Topics/ Key Content Literary Heritage Coursework: Macbeth Literature anthology poetry and unseen	Term 1 - Overarching Key Questions Key questions for the <i>Macbeth</i> unit will vary depending on the coursework task set by the teacher.
Term 2 – Topics/ Key Content Literature anthology poetry and unseen Novel study: <i>Of Mice and Men</i> This examination is closed book so students must memorise key quotations.	Term 2 - Overarching Key Questions <ul style="list-style-type: none">• How does the writer/poet use language and structure to express their ideas?• What techniques are used?• How do contextual factors affect the events in the novel?• Can I explain the sequence of events in the novel?• What are the key themes?• Can I support the points I make using quotation?
Term 3 – Topics/ Key Content Examination skills	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• How does the writer/poet use language to express their ideas?• How does the writer use structure for effect?• What are the key themes?• What techniques are used?
Assessment Overview and Format: Students will be given timed, assessed pieces from each teacher at least once a month. In addition, they will sit two full, timed mocks throughout the year, as per the assessment calendar.	Links for Home Learning/Extension Resources: Students will be given revision booklets to help them prepare for the examinations. Outside of the classroom, students are expected to work on their coursework, addressing any feedback given by their class teacher.





Key Stage 4 Enterprise Curriculum Year 11

<p>Term 1 – Topics/ Key Content Cash flow, break-even & income statement Negotiation Communication Help and support for enterprise.</p> <p>Coursework focus 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.</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Can you construct and interpret 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?
<p>Term 2 – Topics/ Key Content</p> <p>Evaluation</p> <p>Course focus 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).</p>	<p>Term 2 - Overarching Key Questions</p> <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?
<p>Term 3 – Topics/ Key Content</p>	<p>Term 3 - Overarching Key Questions</p>





Mock exam 2 Revision	<ul style="list-style-type: none">• 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 are 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 are 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/





Key Stage 4 Economics Curriculum Year 11

<p>Term 1 – Topics/ Key Content</p> <p><u>Government and the economy</u></p> <p>This section covers:</p> <ul style="list-style-type: none">2.1.1 Macroeconomic objectives2.2.1 Government policies2.3.1 Relationships between objectives and policies2.2.1 Globalisation	<p>Term 1 - Overarching Key Questions</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?
<p>Term 2 – Topics/ Key Content</p> <p><u>The global economy</u></p> <p>This section covers:</p> <ul style="list-style-type: none">2.2.2 International trade2.2.3 Exchange rates <p>Revision recap/review Unit 1 Exam focus practice paper Unit 1 questions</p>	<p>Term 2 - Overarching Key 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?





Term 3 – Topics/ Key Content Mock exam 2 for papers 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 are 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.





Key Stage 4 Food Preparation and Nutrition Curriculum Year 11

<p>Term 1 – Topics/ Key Content</p> <p>NEA 1 – Science Investigation as released by exam board on 1st September.</p> <p>Task Title Research Research Findings Hypothesis Plan of Action Investigations Ingredients Equipment Method Controls Results of Investigation Photos of samples annotated. Write up of results. Conclusion</p>	<p>Term 1 - Overarching Key Questions</p> <p>Why is it important to carry out concise research?</p> <p>What is a hypothesis?</p> <p>How should one plan Investigations?</p> <p>Why is it important to use a variety of methods to display results?</p> <p>Why are annotated photos required?</p> <p>What makes a perfect conclusion?</p>
<p>Term 2 – Topics/ Key Concepts</p> <p>NEA 2 – Task title as released by exam board on 1st November</p> <p>Research Demonstrating technical skills Planning for final Menu Making Analyse and Evaluate</p>	<p>Term 2 - Overarching Key Questions</p> <p>Why is concise and relevant research very important?</p> <p>What are the 12 technical skills you must demonstrate?</p> <p>Why is planning crucial in achieving to the highest level?</p> <p>What do you need to demonstrate in the making of both trial dishes and final dishes?</p> <p>How do analysis and evaluation techniques allow one to achieve a higher level?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Food Provenance</u> Grown Food Reared Food Caught Food Waste Food and packaging Food Miles and carbon Footprint Global Food Production Primary food processing</p>	<p>Term 3 - Overarching Key Questions</p> <p>What is organic farming?</p> <p>What are genetically modified foods?</p> <p>What are free range foods?</p> <p>What is sustainable fishing?</p> <p>Why are food miles and carbon footprint significant?</p> <p>What is food security?</p> <p>Explain primary and secondary food processing?</p>





<p>Secondary food processing Food Fortification</p> <p>Revision:</p> <p>1. Food Nutrition and Health</p> <p>2. Food science</p> <p>3. Food safety</p> <p>4. Food Choice</p> <p>5. Food Provenance</p>	<p>What are the functions of the nutrients? What are the sources of the nutrients? What are the deficiencies of the nutrients? When is food not safe Why is eating healthy important? What are the healthy eating guidelines? Why do we need fibre? What are the nutritional needs for each age group? What are the diet related problems? Why is nutritional analysis?</p> <p>Why is food cooked? What are the different methods of cooking? What are the functional properties of Protein? What are the functional properties of Carbohydrates? What are the functional properties of Fat? What are the different types of raising agents?</p> <p>What causes food spoilage ? Why is it important to store food safely? How can one avoid cross contamination ? What are the causes of food poisoning? What are the beneficial uses of micro organisms?</p> <p>What factors influence food choice? What are the legal requirements on a food label? Define and explain sensory analysis?</p> <p>What is organic farming? What are genetically modified foods? What are free range foods? What is sustainable fishing? Why are food miles and carbon footprint significant What is food security? Explain primary and secondary food processing</p>
<p>Assessment Overview and Format:</p> <p>Students will be assessed both formatively and summatively</p> <p>Verbal feedback will be given to students in the lesson.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All students must be spending 2 hours on Food work either homework / practical work or keeping up to date with content by revising class theory concepts.</p>





<p>The students will be assessed using exam style questions and a revision workbook will be issued to each student along with revision questions.</p> <p>Practical work will be assessed based on level of skills shown and presentation and exam board criteria.</p>	<p>Students will be part of the showbie and teams' groups where resources will be stored.</p> <p>Students will be encouraged to practice their practical skills at home.</p> <p>The students will be assessed using exam style questions and a revision workbook will be issued to each student along with revision questions and knowledge check questions.</p>
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Key Stage 4 French Curriculum Year 11

<p>Term 1 – Topics/ Key Content</p> <p><u>Theme 3: Current and Future Study and Employment</u></p> <ul style="list-style-type: none">• Describing a school day• Describing school life in different countries• Talking about school rules and uniform• Talking about your ideal school• Future options• Discussing university and apprenticeships• Discussing how to get a job.• Advantages and disadvantages of jobs <p>**Draft 1 of speaking exam preparation to be completed over the winter break **</p>	<p>Term 1 – Key grammar concepts</p> <ul style="list-style-type: none">• Revision of perfect tense verbs• Revision of <i>pouvoir, vouloir</i> and <i>devoir</i>• Revision of the conditional• Using adverbs• Using the comparative of adverbs• Using <i>ce qu'and ce qui</i>• Verbs of liking and disliking• Using <i>si</i> clauses in the present tense• Using <i>quand</i> clauses with future tense• The passive voice in the present tense• Avoiding the passive
<p>Term2 – Topics/ Key Content</p> <p><u>Theme 2: Healthy and Unhealthy living</u></p> <ul style="list-style-type: none">• Describing eating habits• Comparing old and new health habits• Describing health resolutions <p>**Mock speaking exam takes place Feb / March**</p>	<p>Term 2 – Key grammar concepts</p> <ul style="list-style-type: none">• <i>Devoir</i> and <i>pouvoir</i> + infinitive• Imperfect tense of <i>être, avoir</i> and <i>faire</i>• Expressions of quantity• Revision of negative structures• <i>Il vaut/il vaudrait mieux</i>
<p>Term 3 – Topics/ Key Content</p> <p><u>Theme 2: Environment/Poverty and Homelessness</u></p> <ul style="list-style-type: none">• Discussing environmental problems and their solutions	<p>Term 3 – Key grammar concepts</p> <ul style="list-style-type: none">• Recognising modal verbs in conditional• <i>Si</i> clauses + present + future• The imperative• Verbs of possibility• The subjunctive





<ul style="list-style-type: none">• Discussing local and global issues• Discussing social issues• Discussing inequality and poverty in the world. <p>The remainder of this term will be spent revisiting all the previously studied topics in both Years 9 and 10.</p> <p>GCSE Speaking Exam will take place April/ May [TBC]*</p> <p>GCSE Examinations start May 2023.</p>	<p>Term 3 – Skills</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>There are only 2 more assessment points before GCSE Examinations start:</p> <p>*Speaking mock and final exam =TBC. The class teacher will liaise directly with students regarding dates.</p> <p>Students will complete as many past papers and practice questions throughout the year to ensure they are fully prepared for the exam.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://revisionworld.com/gcse-revision/french</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr</p> <p>Students are given booklets/ Knowledge Organisers for each topic of study which contain everything they need.</p> <p>Students must also ensure that they keep hold of their Year 10 folder and they keep all previous booklets, past papers and exemplar writings etc. so they can refer back to them for revision.</p>





Key Stage 4 Geography Curriculum Year 11

Term 1 – Topics/ Key Content Human Geography – Economic activity and energy	Term 1 - Overarching Key Questions <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 that increasingly experience an energy gap and therefore seek energy security by developing a balanced energy mix and sustainable energy use.
Term 2 – Topics/ Key Content Human Geography: <u>Globalisation and migration</u>	Term 2 - Overarching Key Questions <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 3 – Topics/ Key Content <u>Consolidation and revision of IGCSE course</u>	Term 3 - Overarching Key Questions N/A
Assessment Overview and Format: Formative assessment in lesson by teacher during Q&A, and classwork activities. Peer assessment techniques are used to stretch students' knowledge and understanding. Mini internal assessments carried out during course	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/





of unit, using past exam papers. Termly key assessments held with a mock exam paper for key assessment 2.

<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 National Geographic and The Geographical.





Key Stage 4 History Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Migration empires and the people</u></p> <p>Vikings</p> <p>Normans</p> <p>Angevin Empire and 100 Years War</p> <p>American Colonies</p> <p>Huguenots, Ulster Plantations and Highland Clearances</p> <p>India</p> <p>Africa</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?• How did Normans, Vikings, and Saxons all have claims to the English throne?• Why were three men trying to claim the throne in 1066?• 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?• 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?• Why did England give asylum to the Huguenots?• How did religion change the population in the 16th and 17th century?• 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?• Why did the Europeans scramble for Africa?• Was Cecil Rhodes a 'hero' or a '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?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions





19th and 20th century migration

- Why did people move around the British 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?

Elizabethan England 1568-1603

Elizabeth and her court

- 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?
- 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?
- Why was there so much poverty in the 'Golden Age'?
- Were Elizabethans charitable?
- How brutal was the government's treatment of the poor?
- Were Elizabethans sympathetic to the poor?
- Was the Elizabethan Age an 'Age of Discovery'?
- Did voyages abroad make England rich and powerful?
- 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?

Class, wealth, and society

Poverty in Elizabeth and England

Elizabethan explorers

Religion in Elizabethan times





	<ul style="list-style-type: none">• 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 beat the mighty Armada?
Term 3 – Topics/ Key Content Revision: Opportunity and Inequality 1920-73, Conflict and Tension between East and West 1945-72, Migration, Empires and the People and Elizabeth 1558-1603	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.





Key Stage 4 Islamic Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<ul style="list-style-type: none">• Surat Al Kahf (Verses 1-8)• The Prophet’s PBUH methodology in Da’wah• Faith in unseen• Dressing etiquettes• Prophet’s Sunnah• Jihad in the cause of Allah	<ul style="list-style-type: none">• What is the reason Allah reveals the Surah Al Kahf?• Why Surah Al Kahf is so important Surah in the Qur’an?• Why did Allah mention in the story of the people of the cave?• How would you prove that faith in the unseen is an integral part of Islamic belief?• What is the definition of the term Jihad?• What strategies can be used to remove people’s misconceptions about Jihad?• How would you prove from Qur’an that the Jihad should aim to provide security and protect the rights of people?• What methods can be used for Jihad against the soul and the Devil with the reference from Qur’an?• Explain the importance of Sunnah in Islam• Explain three categories of Sunnah.• What is the dressing etiquette in 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• Makki and Madani Surahs• Stages of collection of Qur’an• The mind in Islam• Juristic Fiqh Schools• Endowment (Giving and growth)	<ul style="list-style-type: none">• What do you think is the reason, Allah kept the people of the cave alive for 309 years?• What should a Muslim do if he fears about his faith and belief?• What would have happened if the people of the cave could not have escaped from 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 the Sunnah of Prophet PBUH recorded and preserved?• How would you differentiate between Makkah and Madani Surahs?• What are the aspects in which Islam has honored the mind?• What is the concept of Fiqh in Islam?





	<ul style="list-style-type: none">• How does endowment affect the individual and society?• What is difference between Waqf and Sadaqah?
Term 3 – Topics/ Key Content <ul style="list-style-type: none">• Surah Al Kahf (Ayah 60-82) Prophet Musa• The scholars’ efforts in preserving Sunnah• Tolerance• The Prophet’s Method in taking care of his Family.• Human development in Islam	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• What is the story of Musa and Khidr?• What lesson do we learn from the story of Musa and Khidr?• How would you analyse the efforts of scholars in preserving Sunnah?• What did Prophet Muhammad PBUH say about maintaining the relationship with family?• How did Prophet PBUH demonstrate to be a good husband?• How did Prophet PBUH emphasize on being gentle to women in his farewell sermon?• What is the concept of tolerance in Islam?
Assessment Overview and Format: <p>Students will have 3 key assessments throughout the year.</p> <p>Students will be judged according to the following criteria.</p> <ul style="list-style-type: none">• Qur’an recitation• Qur’an memorisation• Written Assessment• Home learning/notebook.	Links for Home Learning/Extension Resources: <ul style="list-style-type: none">www.awqaf.gov.aewww.quranexplorer.comwww.iacad.gov.aewww.quran.comwww.islamreligion.comhttp://harunyahya.comhttps://scholar.google.aehttp://www.sultan.orghttps://sunnah.com





Key Stage 4 Maths Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 – Success Criteria
Quadratics and simultaneous equations	H2.7A solve quadratic equations by factorization H2.7B solve quadratic equations by using the quadratic formula or completing the square.
Recurring decimals	H2.7C form and solve quadratic equations from data given in a context.
Functions	H2.6A calculate the exact solution of two simultaneous equations in two unknowns.
Histograms	H2.7D solve simultaneous equations in two unknowns, one equation being linear and the other being quadratic
Proportion direct & inverse	H1.3A convert recurring decimals into fractions H3.2A understand the concept that a function is a mapping between elements of two sets.
Cumulative frequency & IQR	
Vectors	H3.2C understand the terms 'domain' and 'range' and which values may need to be excluded from a domain.
Arithmetic sequence	H3.2D understand and find the composite function fg and the inverse function f^{-1}
Trigonometry recap	H6.1A construct and interpret histograms.
Surds	H2.5A set up problems involving direct or inverse proportion and relate algebraic solutions to graphical representation of the equations.
Similar shapes	H6.1B construct cumulative frequency diagrams from tabulated data.
	H6.1C use cumulative frequency diagrams.
	H6.2D estimate the interquartile range from a cumulative frequency diagram.
	H5.1A understand that a vector has both magnitude and direction.
	H5.1B understand and use vector notation including column vectors.
	H5.1C multiply vectors by scalar quantities.
	H5.1D add and subtract vectors.
	H3.1A understand and use common difference (d) and first term (a) in an arithmetic sequence.
	H3.1B know and use n th term $= a + (n - 1)d$
	H3.1C find the sum of the first n terms of an arithmetic series (S_n)
	F4.8C apply trigonometrical methods to solve problems in two dimensions.
	H4.8A understand and use sine, cosine and tangent of obtuse angles.
	H4.8B understand and use angles of elevation and depression.
	H4.8C understand and use the sine and cosine rules for any triangle.





	<p>H4.8D use Pythagoras' theorem in three dimensions.</p> <p>H4.8E understand and use the formula $\frac{1}{2} ab \sin C$ for the area of a triangle.</p> <p>H4.8F apply trigonometrical methods to solve problems in three dimensions, including finding the angle between a line and a plane.</p> <p>H1.4A understand the meaning of surds.</p> <p>H1.4B manipulate surds, including rationalising a denominator.</p> <p>H4.11A understand that areas of similar figures are in the ratio of the square of corresponding sides.</p> <p>H4.11B understand that volumes of similar figures are in the ratio of the cube of corresponding sides.</p> <p>H4.11C use areas and volumes of similar figures in solving problems.</p>
<p>Term 2 – Topics/ Key Content</p> <p>Trig graphs</p> <p>Vectors advanced</p> <p>Calculus</p>	<p>Term 2 – Success Criteria</p> <p>H3.3A recognise, plot and draw graphs of polynomial and trigonometric functions. (more detail in spec)</p> <p>H3.3B 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,</p> <p>H5.1A understand that a vector has both magnitude and direction.</p> <p>H5.1B understand and use vector notation including column vectors.</p> <p>H5.1C multiply vectors by scalar quantities.</p> <p>H5.1D add and subtract vectors.</p> <p>H5.1E calculate the modulus (magnitude) of a vector.</p> <p>H5.1F find the resultant of two or more vectors.</p> <p>H5.1G apply vector methods for simple geometrical proofs.</p> <p>H3.4A understand the concept of a variable rate of change.</p> <p>H3.4B differentiate integer powers of x.</p> <p>H3.4C determine gradients, rates of change, stationary points, turning points (maxima and minima) by differentiation and relate these to graphs.</p> <p>H3.4D distinguish between maxima and minima by considering the general shape of the graph only.</p> <p>H3.4E apply calculus to linear kinematics and to other simple practical problems.</p>





Term 3 – Topics/ Key Content REVISION	
Assessment Overview and Format: There will be Key assessments each year: <ul style="list-style-type: none">• Baseline (where applicable)• Key assessment 1 End of term 1• Year 11 Mock Exam term 2	Links for Home Learning/Extension Resources: Sparxmaths - https://sparxmaths.com/ Mr. Carter Math's - https://www.mrcartermaths.com/# Lesson starter tasks and daily revision. Login: wek@gems Password: wek@gems Corbett Math's - https://corbettmaths.com/contents/ Video examples, worksheets, daily revision. MathsGenie - https://www.mathsgenie.co.uk/gcse.html Videos and Exam questions sorted by level. Dr Frost www.drfrstmaths.com/resourceexplorer.php Learning platform and video resources Fun Mathematics: Brilliant.org https://www.3blue1brown.com https://www.numberphile.com https://www.vsauce.com





Key Stage 4 Media Curriculum Year 11

<p>Term 1 – Topics/ Key Content</p> <p>NEA project, e.g., Brief Three: Magazine Design from the sample briefs – briefs change annually but will be related to the CSPs.</p> <p>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.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How can technology be used to communicate to target audiences?</p> <p>How can you use codes and conventions to communicate to a target audience?</p> <p>As a media producer, how will you encode your media product for your chosen audience?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Revision of the four areas of the theoretical framework, plus each of the CSPs.</p> <p>Revision of advertising and marketing, and magazines.</p> <p>Revision of film industry.</p> <p>Revision of music industry and radio.</p> <p>Revision of online, social, and participatory media.</p> <p>Revision of newspapers and television.</p>	<p>Term 3 - Overarching Key Questions</p> <p>Can you bring together all the key areas of media studies to create a solid explanation of how media products are produced and encoded for their audiences?</p>
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback, and work check.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All lesson resources and information sheets will be on Microsoft Teams.</p> <p>AQA GCSE media studies textbook.</p>





<p>Coursework will be internally assessed (30% of final grade) and marks sent to exam board.</p> <p>Mini internal assessments carried out at the end of each of each CSP.</p> <p>Mock coursework tasks set after each section of the industry is covered.</p> <p>Three formal key assessments held with a full mock paper for key assessment 3.</p>	<p>BBC Bitesize media studies.</p>
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Key Stage 3 Moral, Cultural, and social studies Curriculum Year 11

Term 1 – Topics/ Key Content

Ethics and Global Economy

In this unit, students will be exploring how the increase in connectivity between nations has led to an increase in global trade. Students will explore the impact of this change and look at the ethical issues which arise, including how we, as individuals, can reflect on our own consumer choices.

Assessment Overview and Format:

Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests or personal reflections.

Term 1 - Overarching Key Questions:

What is Meant by the Terms 'Economy' and 'Globalisation'?

What are the Benefits and Costs of Globalisation?

What is Meant by the Term 'Inequality'?

What is Fair Trade?

What are the Ethical Consequences of Our Own Consumer Choices?

What is Socially Responsible Investing?

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





Term 2 - Topics/Key content:

The Beginning of History – Ancient Civilizations - Part 1

Students will learn about economics and how this affects every part of your life, including:

- How and Why, We Study History
- Early Human Migration
- The Rise of Civilization

The Beginning of History – Ancient Civilizations - Part 2

Students will learn about economics and how this affects every part of your life, including:

- The Birth of Written Language
- Ancient Civilizations - Mesopotamia

Assessment Overview and Format:

Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests or personal reflections.

Term 2 Overarching Key Questions:

-How can studying the past help to benefit us today?

-Do events that happened hundreds or thousands of years ago influence our lives in the present day?

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





Term 3 - Topics/Key content:

Ancient Civilizations

Students will learn about ancient civilizations at the dawn of recorded history through to the edge of the modern era, including:

- Rise and Fall of Ancient Civilizations
- Archaic Greece
- Greece – Classical to Roman Period
- Trade and Migration
- Early Golden Ages – Athens and India
- Later Golden Ages – Tang Dynasty, Bulgaria, and Mali
- Colonialism and its Impact

Post War World

Students will focus on important events that have shaped modern history and the impact on society from a political, social, and economic perspective, including:

- The Post-War World
- Pandemics and Disasters
- Modern Migration Patterns
- Economic World
- Going into Business

Assessment Overview and Format:

Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests or personal reflections.

Term 3 Overarching Key Question:

- What can be learned from ancient civilizations?
- What social and technological impact does war have on a society?

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.





Key Stage 4 Music Curriculum Year 11

<p>Term 1 – Topics/ Key Content</p> <p>Fusions set works: Afro Celt Sound System: ‘Release’ (from the album <i>Volume 2: Release</i>) Esperanza Spalding: ‘Samba em Preludio’ (from the album <i>Esperanza</i>)</p> <ul style="list-style-type: none">• Students will explore these pieces by using their knowledge and understanding of musical elements, musical contexts, and musical language to make critical judgments about the music.• The individual cultures that have been ‘fused’ should be isolated and the resulting fusion evaluated as a work of popular culture. <p>Preparation for the performance component is ongoing.</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• How do we use MAD T-SHIRT to analyse music?• What does ‘practice’ make?
<p>Term 2 – Topics/ Key Content</p> <p>Mock exam 1.</p> <p>Composing a brief is ongoing.</p> <p>Preparation for the performance component is ongoing.</p> <p>Revision of all set works and consolidation of wider listening.</p> <p>Complete composition to a brief.</p> <p>Record performances.</p>	<p>Term 2 - Overarching Key Questions</p> <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?!
<p>Term 3 – Topics/ Key Content</p> <p>Revision of all set works and consolidation of wider listening (5 weeks).</p> <p>Complete free composition.</p> <p>Performing and composing submitted for moderation by 15 May (1 week).</p>	<p>Term 3 - Overarching Key Questions</p> <p>Aiming beyond expectation.</p>





Written examination	
Assessment Overview and Format: Performance Minimum of 2 pieces 30 marks each Total of 60 marks Composition Combination of 2 pieces 30 marks each Total of 60 marks Listening & Appraising Set Work Exam 1hr 45mins Total of 80 marks	Links for Home Learning/Extension Resources: Explore Wider Listening options for each Area of Study. Practice instruments for 20 minutes per day and alongside private instrumental lessons. Preparation for the performance &and composition component is ongoing.





Key Stage 4 Physical Education Curriculum Year 11

Term 1 – Topics/ Key Content Choice of recreational/competitive activities (First 6-week block) Girls Football Boys Football Fitness Rock Climbing (Second 6-week block) Netball Rugby Athletics Fitness Rock Climbing	Term 1 - Overarching Key Questions N/A
Term 2 – Topics/ Key Content Choice of recreational/competitive activities (First 6-week block) Badminton Fitness Rock Climbing Swimming Dodgeball (Second 6-week block) Tennis Rounders Cricket Fitness Rock Climbing	Term 2 - Overarching Key Questions N/A
Term 3 – Topics/ Key Content Choice of recreational/competitive activities Swimming Water polo Fitness Rock climbing Indoor football Benchball	Term 3 - Overarching Key Questions N/A
Assessment Overview and Format:	Links for Home Learning/Extension Resources:





<p>No Assessment in Core PE. Students are given an ATL grade throughout the year.</p>	<p>N/A</p>
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Key Stage 4 Photography Curriculum Year 11

<p>Term 1 – Topics/ Key Content</p> <p>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 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. Each student will choose their own theme and direction for this project.</p>	<p>Term 1 - Overarching Key Questions</p> <p>What will make your coursework stand out and create interest for the moderator?</p> <p>What artists will you use to influence your project direction?</p> <p>What will make your final set of photographs be the best response to the theme?</p> <p>How will you know you have planned the best solution?</p>
<p>Term 2 – Topics/ Key Content</p> <p>This term will see the start of the Final 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.</p> <p>Students will need to create a sketchbook of work that will lead to the final 10-hour exam.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you interpret the Exam question?</p> <p>What photography style will best show your talent?</p> <p>How will you know you have achieved the best plan for the outcome?</p>
<p>Assessment Overview and Format:</p> <p>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>Links for Home Learning/Extension Resources:</p> <p>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>





The Exam will have no internal assessment whilst in process and will get a final judgment 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.

All feedback and other resources will be on Showbie. Images and files will be stored on ONEDRIVE.





Key Stage 4 Psychology Curriculum Year 11

<p>Term 1 – Topics/ Key Content</p> <p>Recap of Year 10 topics</p> <p><u>Brain and Neuropsychology</u></p> <ul style="list-style-type: none">• 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. <p><u>Language, Thought and Communication</u></p> <ul style="list-style-type: none">• Importance of communication; verbal vs nonverbal communication• Human and animal communication• Relationship between language and thought.• Research evidence and theories investigating communication.	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• How does our brain affect and control our behaviour?• How and where are things stored in our brain?• What does damage to the brain look like? <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 communication?
<p>Term 2 – Topics/ Key Content</p> <p><u>Social Influence</u></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 behavior; helping behavior, situational vs dispositional factors when it comes to helping others.	<p>Term 2 - Overarching Key Questions</p> <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">• Crowds; reasons why people's behaviour changes in the presence of others.• Research studies and theories analysing social influence. <p><u>Psychological Problems</u></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.	<ul style="list-style-type: none">• Why is there a 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?
<p>Term 3 – Topics/ Key Content</p> <p>Recap of Year 10 topics</p> <p>Exam preparation</p>	<p>Term 3 - Overarching Key Questions</p>
<p>Assessment Overview and Format:</p> <p>Students will be assessed at the end of every topic. This will also include keyword tests throughout each topic area.</p> <p>Key assessments will include a combination of topic areas reflecting exam papers and preparing students for the final examinations.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students have access to a course textbook, which is also on Teams.</p> <p>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</p>





Key Stage 4 Science Curriculum Year 11

B, C or P indicates that this is triple science content only and combined will not cover this.

TERM 1		
BIOLOGY	CHEMISTRY	PHYSICS
<p>Unit 3.3 Ecology 13.1 Pyramids of biomass 13.2 Energy transfer 13.3 Making food production B 13.4 Decay processes 13.5 The Carbon cycle</p> <p>Human population and pollution 14.2 The human population explosion B 14.2 Land pollution B 14.3 water pollution B 14.4 Deforestation B 14.5 Global warming B</p> <p>Unit 3.4 Organisms' interaction with the environment Nervous coordination and behaviour 6.1 Responding to change 6.2 Reflex actions 6.3 Animal behaviour and communication</p>	<p>Unit 8 The Rate and extent of chemical change 8.1 Rate of reaction 8.2 Reversible reactions and dynamic equilibrium</p> <p>Unit 10 Organic Chemistry 10.1 Carbon compounds as fuels and feedstocks 10.2 Reactions of alkenes and alcohols C 10.3 Synthetic and naturally occurring polymers C</p>	<p>Unit 2.2 Forces and motion 2.2 Motion 2.3 Resultant forces 2.4 Momentum 2.5 Safety in public transport 2.6 Forces and terminal velocity P</p> <p>Unit 5 Waves 5.1 General properties of waves 5.2 The electromagnetic spectrum 5.3 Sound and ultrasound 5.4 Reflection 5.5 Refraction and total internal reflection P 5.6 Lenses and the eye P</p> <p>Unit 3 Electricity and magnetism 3.6 Permanent and induced magnetism, magnetic forces, and fields 3.7 The motor effect 3.8 Induced potential, transformers, and the National Grid P</p>





Homeostasis 7.1 Principles of homeostasis 7.2 Removing waste products B 7.3 The human kidney B 7.4 Controlling body temperature 7.5 Controlling blood glucose & Diabetes		
TERM 2		
Biology	Chemistry	Physics
Unit 3.5 Inheritance Variation and inheritance 10.1 Inheritance 10.2 DNA and family trees 10.3 Inherited conditions Genetic manipulation 11.1 Cloning 11.2 Genetic engineering 11.3 Genetic technology Evolution adaptation and interdependence 12.1 Adaptations of plants and animals 12.2 Adaptations in parasites B 12.3 Competition in plants and animals	Unit 4 Chemical Analysis <i>4.1 Purity, formulations, and chromatography</i> <i>4.2 Identification of common gases</i> <i>4.3 Identification of ions by chemical and spectroscopic means C</i> Mock exam and closing the gap revision	Unit 6 Space physics 6.1 Life cycle of a star 6.2 Solar system and orbital motion 6.3 Red shift and the expanding universe P Mock exam and closing the gap revision





12.4 Natural selection 12.5 Evolution		
TERM 3		
BIOLOGY	CHEMISTRY	PHYSICS
Closing the Gap Revision iGCSEs		





Key Stage 4 Spanish Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 – Key grammar concepts
<p><u>Mi colegio: My school</u></p> <ul style="list-style-type: none">Expressing likes and dislikes towards school subjects.Talking about your schoolDescribing the facilities and uniformTalking about school rulesDescribing the good and bad aspects of your schoolComparing your present school to your previous schoolTalking about your ideal school. <p><u>El Futuro: The Future- Post 16 options</u></p> <ul style="list-style-type: none">Discussing choices at 18: work or universityTalking about future optionsAdvantages of going to university or workingApprenticeshipsUnderstanding job advertsAdvantages and disadvantages of jobsDescribing your dream job <p>**Draft 1 of speaking exam preparation to be completed over the winter break**</p>	<ul style="list-style-type: none">Using the imperativeUsing the imperfect and preterite togetherUsing the personal 'a'Desde hace + the perfect tenseVerbs that take the infinitiveRevising se debe, hay que and tener queUsing lo que and lo + adjectiveUsing the present subjunctive
Term 2 – Topics/ Key Content	Term 2 – Key grammar concepts
<p><u>La salud: Health</u></p> <ul style="list-style-type: none">Comparing old and new health habitsTalking about what you should doGiving people adviceDescribing health resolutions <p><u>Las obras benéficas: Charity Work</u></p> <ul style="list-style-type: none">Describing charity workUnderstanding the importance of charity	<ul style="list-style-type: none">Formation and use of the gerundUsing the conditional tenseUsing negative wordsUsing debe, tener que and hay queRevising the imperfect tenseUsing 'if' sentencesLooking at the present subjunctiveUsing reflexive constructionsUsing modal verbs





<p><u>El medio ambiente: The Environment</u></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 Feb / March**</p>	
<p>Term 3 – Topics/ Key Content</p> <p>This term will be spent revisiting all the previously studied topics in both Years 9 and 10.</p> <p>GCSE Speaking Exam will take place April/ May [TBC]*</p> <p>GCSE Examinations start May 2023.</p>	<p>Term 3 – Key grammar concepts</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>There are only 2 more assessment points before GCSE Examinations start:</p> <ul style="list-style-type: none">• 31st October = Key Assessment 1• 2nd January = Mock Exam <p>*Speaking mock and final exam =TBC. The class teacher will liaise directly with students regarding dates.</p> <p>Students will complete as many past papers as possible and practice questions throughout the year to ensure they are fully prepared for the exam.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers</p> <p>www.languagesonline.org.uk</p> <p>www.spanishdict.com</p> <p>Students are given booklets / Knowledge Organisers for each topic of study which contain everything they need.</p> <p>Students must also ensure that they keep hold of their Year 10 folder and they keep all previous booklets, past papers and exemplar writings etc. so they can refer back to them for revision.</p>





KEY STAGE 5

Year 12 Curriculum



2023-2024
GEMS WELLINGTON ACADEMY
Al Khail



CONTENT

- Key Stage 5 Arabic A Curriculum Year 12
- Key Stage 5 Art & Design Curriculum Year 12
- Key Stage 5 Biology Curriculum Year 12
- Key Stage 5 BTEC International Enterprise and Entrepreneurship Year 12
- Key Stage 5 Business Curriculum Year 12
- Key Stage 5 Chemistry Curriculum Year 12
- Key Stage 5 Curriculum: BTEC International level 3 Subsidiary Diploma in Information Technology Year 12
- Key Stage 5 Curriculum Design & Technology Year 12
- Key Stage 5 BTEC Performing Arts Curriculum - Year 12
- Key Stage 5 Economics Curriculum Year 12
- Key Stage 5 Economics Curriculum BTEC Enterprise Year 12
- Key Stage 5 English Language Curriculum Year 12
- Key Stage 5 English Literature Curriculum Year 12
- Key Stage 5 Geography Curriculum Year 12
- Key Stage History Curriculum Year 12
- Key Stage 5 Mathematics Curriculum Year 12

- Key Stage 5 Islamic Curriculum Year 12
- Key Stage 5 Media Curriculum Year 12
- Key Stage 5 Moral Social and Cultural Studies Curriculum Year 12
- Key Stage 5 Music Curriculum Year 12
- Key Stage 5 Nutrition & Food Science Curriculum Year 12
- Key Stage 5 Photography Curriculum Year 12
- Key Stage 5 Physics Curriculum Year 12
- Key Stage 5 Psychology Curriculum Year 12
- Key Stage 5 Physical Education A Level Year 12
- Key Stage 5 Sociology Curriculum Ye





Key Stage 5 Arabic A Curriculum Year 12

MOE national document expectations in year 12 in the 4 skills. Most of the resources used are based on specifications made by the UAE Ministry of Education.

Reading: The learners read distinguished literary works and interact with them in a way that supports the subjects that they study and read in the other knowledge fields such as history, Sociology, psychology, and others, to reach a deep level in their analysis of 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 including short stories, plays, and novels which are different in their contents and the issues discussed, as well as write about the texts to show their ability to analyze such artistic texts and explain the ideas contained 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. It shows the historical stages of Arabic Literature through the timeline of the literary eras, as well as mentioning distinguished and famous persons. Elicits the technical features of the texts and connects them with their literary eras. Compare the language, style, and ideas of some poems. Distinguish the emotive language in texts and explain the rhetorical images in the verses. Shows the role of imagination and verbal images in creating an impact on poetry.

Writing: The learner shows his understanding of 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 evidence in coherent and convincing form, which expresses deep thinking on the subject and supports that with proof and persuasive examples. Uses the language in bright and vibrant. Drafts a simple research paper and applies the basic steps to do so. (He may employ the topics assigned in other subjects for drafting the paper), develops his research by asking clear and precise questions about the subject, and applying 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 participating 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

قصيدة :
"المثقب العبدى"
العصر الجاهلي) القصة القصيرة:
"حادثة"
الميزان الصرفي (مراجعة)
الاستجابة الأدبية للقصة (حادثة)
اسم الآلة

Term 1-2-3 - Overarching Key Questions

اللغوية ولماذا هي مهمة؟ المحسنات البلاغية؟ ما هي
متى يكون ما نقوله مختلفاً عما نعلمه؟
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؟





<p>التشبيه التمثيلي نصوص الرأي: مقال: "الاستهتار برهان السأم" كتابة مقال الرأي نص السيرة الذاتية: يوم العيد" يكتب المتعلم نص سيرة ذاتية مكتملة العناصر بعنوان (ذكرى من أيام الطفولة). مراجعة إعراب الأفعال (الماضي - المضارع) إعرابًا تامًا صحيحًا. اسم التفضيل اختبارات نهاية الفصل الدراسي الأول اختبار مهاري لمهارة القراءة في الفرعين التاليين: مهارة الفهم والاستيعاب (نص خارجي) مهارة قراءة النص الأدبي وتحليله. اختبار مهاري لمهارة الكتابة الإبداعية في نوع النص التالي: مقال الرأي</p>	<p>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 فعالًا 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 صحيحًا؟ 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 إقناعًا؟ كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟</p>
<p>Term 2 – Topics/ Key Content بحث مطول (شعراء المهجر) قصيدة الطين استجابة أدبية للقصيدة (الطين) نص استماع تص إقناعي أفعال المقاربة والشروع موشح جادك الغي اختبارات نهاية الفصل الدراسي الأول في المهارات الآتية المطالعة والأدب الإملاء والنحو الكتابة الإبداعية (النص الإقناعي) التحدث والاستماع</p>	<p>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 (وثقافاه) منذ مئات السنين وما زالت صالحة حتى اليوم؟ هل هناك موضوعات عالمية في الأدب، أي موضوعات تهم جميع الثقافات والمجتمعات؟ ما هو الغرض من: الخيال العلمي؟ هجاء؟ الروايات التاريخية...؟</p>
<p>Term 3 – Topics/ Key Content محمود درويش إلى أمي شعر التفعيلة الموسيقى في العلم الإعلانات التلفزيونية الغرافين مادة المستقبل استجابة أدبية تأملية الجر والإضافة- التوابع حتى آخر رمق الاستعارات استجابة أدبية</p>	<p>Assessment Overview and Format: Formative assessments include regular and on-going listening, oral presentations, composition, projects, and diagnostic assessments.</p>
<p>Links for Home Learning/Extension Resources: All resources will be shared with students on TEAMS. Homework will be shared with students on go4school. Pupils will be given a weekly HW assignment as well as extension activities.</p>	





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

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.





Key Stage 5 Art & Design Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p>The first term is all about skill-building and experimentation. Students will experiment with marking, making, and drawing techniques. They will have experience working in a variety of materials such as textiles and modelling materials. They will also look at ways in which to create sculptures and create work in scale.</p> <p>The theme will be Pattern and Texture with Natural Forms.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How can we manipulate materials for art purposes?</p> <p>What materials work best together?</p> <p>How will you know you have picked the best solutions?</p>
<p>Term 2 – Topics/ Key Content</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you know you have chosen the best personal study for you?</p> <p>What is your personal interest in the topic?</p> <p>What methods will you use?</p> <p>What will make your sketchbook different to that of others?</p> <p>How will you create a path to your Final outcome?</p>
<p>Term 3 – Topics/ Key Content</p> <p>This term will be a continuation of the above with the first development finished and the second being worked towards.</p> <p>The directions 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.</p>	<p>Course Structure</p> <p>The A Level Art and Design course content is broken down into 2 components:</p> <p>Components 1 Personal Study makes up 60% of the total grade.</p> <p>Component 2 Exam makes up 30% of the total grade.</p> <p>Students will be choosing their own topics for the Personal Study.</p>
<p>Assessment Overview and Format:</p> <p>There will be a continuous assessment through the skill building in term one and in</p>	<p>Links for Home Learning/Extension Resources:</p>





the progress of the Personal Study. These will help monitor the ongoing progress of the students.

Students will complete 3 Outcomes and be assessed on these 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.

All students must spend 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.





Key Stage 5 Biology Curriculum Year 12

We follow the international iAQA specification with exams in January and June.

TERM 1 – UNIT 1	
Textbook Chapters: 1. Biological Molecules 3. Biochemical Reactions in Cells 6. Variation 7. DNA, genes and Chromosomes 8. Protein Synthesis 10. Biodiversity Exam practice and gap filling	Textbook Chapters: 2. Cells and Cell Structure 4. Transport in and out of Cells 5. Gas Exchange 6. Variation 9. Genetic Diversity 10. Biodiversity Exam practice and gap filling
TERM 2 – UNIT 2	
Textbook Chapters: 11. Causes of Disease 13. Human Disease 15. Mass transport systems 18. Populations Exam practice and gap filling	Textbook Chapters: 12. Digestion and Absorption 14. Mammalian Blood 16. Cell Division 18. Populations Exam practice and gap filling
TERM 3 - Revision	
Revision Preparation for Exams	
Assessment Overview and Format: For each topic, students will complete: - exam questions for homework - short end of unit tests Key Assessments will assess all of the content that has been covered before the date of the assessment. They will have the same format as that of the real AS papers.	Links for Home Learning/Extension Resources: All resources will be shared with students on TEAMS. The 'Physics and Maths Tutor' website provides exam questions and revision notes: https://www.physicsandmathstutor.com/ IAQA specification: oxfordaqa-international-as-and-a-level-physics-specification.pdf (oxfordaqaexams.org.uk)





Key Stage 5 BTEC International Enterprise and Entrepreneurship Year 12

Diploma Programme	Subsidiary Diploma Programme
<p>Term 1 – Topics/ Key Content Enterprise BTEC will begin the year with a number of introductory tasks, ensuring students are familiar with the terminology and requirements of the course. Units are broken into a variety of sub-tasks which are delivered throughout the year with finite deadlines for coursework submission.</p> <p>Units to begin Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs Unit 22 – Market Research Unit 7 – Business Decision making</p>	<p>Term 1 Enterprise BTEC will begin the year with a number of introductory tasks, ensuring students are familiar with the terminology and requirements of the course. In the Subsidiary diploma students will have two units to be covered each year, these units will run concurrently throughout Year 12</p> <p>Units to begin Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs</p>
<p>Term 2 – Topics/ Key Content</p> <p>Units to be continued Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs Unit 7 – Business Decision making Unit 22 Market Research</p>	<p>Term 2 - Overarching Key Questions</p> <p>Units to be continued Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs</p>
<p>Term 3 – Topics/ Key Content</p> <p>Units to be completed Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs Unit 7 – Business Decision making Unit 22 Market Research</p>	<p>Term 3 - Overarching Key Questions</p> <p>Units to be completed Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs</p>
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students’ knowledge and understanding. Summative assessment is utilised as coursework throughout the course where teachers follow specific criteria outlined by the exam board.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>





Key Stage 5 Business Curriculum Year 12

<p>Term 1 – Topics/ Key Content In Year 12, students will progress through Units 1 and 2, sitting external examinations in the June exam window. Unit 1 Marketing & People - This unit enables students to understand how businesses identify opportunities and explore how businesses focus on developing a competitive advantage through interacting with customers. Unit 2: Managing business activities - This unit enables students to develop an understanding of raising and managing finance and measuring business performance.</p> <p>Key concepts covered in Term 1 Unit 1:</p> <ul style="list-style-type: none">• Meeting customer needs• The market• Marketing mix and strategy <p>Key aspects covered in Unit 2 in term 1:</p> <ul style="list-style-type: none">• Raising finance• Financial planning• Managing finance	<p>Term 1 - Overarching Key Questions</p> <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 different sources of finance available for growth?• What are the Legal implications of liability?• What are the different ways of sales forecasting purpose's and the factors influencing sales forecasts?
<p>Term 2 – Topics/ Key Content</p> <p>Unit 1 content continues Key concepts include:</p> <ul style="list-style-type: none">• Managing people• Entrepreneurs and leaders <p>Unit 2 content continues Key concepts include:</p> <ul style="list-style-type: none">• 2.4 Resource management• 2.5 External influences	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• 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?• 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?
<p>Term 3 – Topics/ Key Content</p> <p>Units 1 and 2 are concluded with an external examination, Units 3 and 4 are introduced with the remaining curriculum time.</p> <p>Unit 3: Business decisions and strategy This unit moves from functions to strategy, enabling students to develop their understanding of the core concepts</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Which Macroeconomic variables affect business success?• Explain the different areas of businesses affected by legislation?• How is globalisation impacting the supply chain?





and to take a strategic view of business opportunities and issues. We will work to complete the below.

Unit 4: Global Business.

In this unit students will explore big business, globalisation and multinational companies as well as the impact they have on the modern world.

Unit 3 topic to be explored:

- Business objectives and strategy

Unit 4 topic to be explored:

- Globalisation

Assessment Overview and Format:

Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding. Summative assessment is utilised in two ways, knowledge check-ins and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.

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.





Key Stage 5 Chemistry Curriculum Year 12

TERM 1	
3.1 Physical Chemistry 3.1.1 Atomic structure 3.1.2 Amount of substance 3.1.3 Bonding 3.1.4 Energetics 3.1.5 Redox Exam practice and gap filling	3.2 Inorganic Chemistry 3.2.1 Periodicity 3.2.2 Group 2 3.2.3 Group 7 Exam practice and gap filling
Revision Preparation for Exams (unit 1)	
TERM 2	
3.1 Physical Chemistry 3.1.6 Kinetics 3.1.7 Equilibria Exam practice and gap filling	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 Exam practice and gap filling
TERM 3	
Core Practical Revision Preparation for Exams (unit 2)	
3.2 Inorganic Chemistry 3.2.4 Properties of Period 3 elements and their oxides	3.1 Physical Chemistry 3.1.8 Thermodynamics
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/





Key Stage 5 Curriculum: BTEC International level 3 Subsidiary Diploma in Information Technology Year 12

<p>Term 1 – Topics/ Key Content</p> <p>UNIT 1 - Information Technology Systems – Strategy, Management and Infrastructure</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. 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>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• How do hardware and software components interact to form an IT system, and what are the key considerations for selecting and using appropriate IT systems effectively?• What are the relationships between individual IT systems and their integration into larger systems, and how do these relationships impact the overall functionality and performance of the systems?• How does the interaction between users and IT systems affect the usability, accessibility, and overall user experience, and what strategies can be employed to enhance these aspects?• What are the key issues and challenges associated with the use of IT systems, and how do these systems impact organizations and their stakeholders in terms of productivity, efficiency, security, and privacy? <p>In what ways do IT systems enable organizations to access, manage, and leverage data, information, and users both locally and globally, and what are the implications of this for organizations in today's interconnected world?</p>
<p>Term 2 & 3 – Topics/ Key Content</p> <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</p>	<p>Term 2 & 3- Overarching Key Questions</p> <ul style="list-style-type: none">• What are the various social media platforms available for businesses to promote their products and services, and what are the unique features and advantages of each platform?• How does social media impact the traditional methods of business promotion, and what are the key differences and similarities between social media marketing and traditional marketing approaches?





<p>develop a plan to use social media strategies for business purposes to achieve specific aims and objectives.</p>	<ul style="list-style-type: none">• What are the potential challenges and pitfalls businesses may face when using social media for promotional purposes, and how can these challenges be effectively managed or mitigated?• How can businesses develop an effective social media strategy to achieve specific aims and objectives, and what are the key components and considerations in creating such a plan?• What are some successful examples of businesses using social media strategies to promote their products and services, and what lessons can be learned from these examples to inform and optimize future social media marketing efforts?
<p>Assessment Overview and Format:</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Links for Home Learning/Extension Resources:</p> <ul style="list-style-type: none">• <i>Documentary on Netflix – ‘The Social Dilemma’</i>• The use of it - Business Case Studies <p>The Importance of Information Technology In Business Today - Business 2 Community</p>





Key Stage 5 Curriculum Design & Technology Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Theory Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 13.</p> <p>Paper 2 <i>Design methods and Processes</i> <i>Design Theory</i> <i>How technology and cultural changes can impact on the work of designers</i> <i>Design processes</i> <i>Critical Analysis and Evaluation</i> <i>Selecting appropriate tools, equipment and processes</i> <i>Accuracy in design and manufacture</i> <i>Responsible design</i> <i>Design for manufacture and project management</i> <i>National and international standards in product design</i></p>	<p>What is an iterative design process? How have historical design styles, movements and designers influenced current product design and manufacture? How have socio economic influences and developments in technology shaped product design and manufacture? What are the social, moral and ethical issues in product design? What are the stages of a product life cycle? Why should we test and evaluate products and consider third party feedback? Why is it important to use correct tools, equipment and process for specific tasks? How can testing eliminate errors? How can measuring aids improve quality control? What is a circular economy? What is the difference between quality assurance and quality control? Can you name and explain any national and international standards in product design?</p>
<p>Project 1: Design movement chair Students will undertake research into the different design movements and designers they need to know for their exam. They will then choose one of these for inspiration when designing and making a scale model of a chair using timber materials. Students will follow the design process for this project.</p>	<p>How can historic designs influence current design thinking? Why is being open-minded important when analysing and interpreting another designers work? (Agile) What methods can you use to showcase fluent thinking and originality in your designs? (Creating) How can you demonstrate quality control when manufacturing a product, especially when applying speed and accuracy? (Realising)</p>
<p>Project 2: Mini Plant Pot Students will advance their design skills during this project explore how to incorporate a theme into their design work. They will develop their computer aided design skills using the online platform Onshape and understand how</p>	<p>Can you create a sophisticated product from a simple concept? Why should you develop your initial design idea during the iterative design process? (Creating) How can you use resilience to overcome problems you may face during development? (Hard-working) Why is planning a significant step before manufacturing a project? (Analysing)</p>





<p>to develop a prototype using the 3D printer.</p>	
<p>Term 2 – Topics/ Key Content</p> <p>Theory Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 13.</p> <p>Paper 2 will continue</p> <p>Project 3: Hairdryer Students will focus on product analysis and how to sketch and present design work during this project. They will use Styrofoam to make a high-quality prototype of their final design. Students will also create a 3D CAD version</p> <p>Project 4: Lamp Students will spend time producing detailed research for this project and will continue to develop their 2-point perspective drawing skills. They will undertake some soldering and create an acrylic lamp using CAD/CAM which will be laser cut.</p>	<p>Term 2 - Overarching Key Questions</p> <p>Does your design work tell a story? How will you use what you learnt during the previous projects to support you during this project? (Meta-thinking, Linking) Why is it important to be flexible and bend the rules when generating designs? (Creating) Why is prototyping important before making your final product? (Hard working)</p> <p>Will digital design and manufacture replace traditional methods? How does having an enquiring mind benefit the research process? (Agile) Why is so important to consider our target market in the design and development of new products? (Empathetic) What effective process for problem solving have you found? (Analysing)</p>





Key Stage 5 BTEC Performing Arts Curriculum - Year 12

<p>Term 1 & 2 – Topics/ Key Content</p> <p><u>Module A1 & A3: Exploring Performance Styles & Performing for an Audience</u></p> <p>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.</p> <p>For their assessment, students then choose two contrasting performance styles to present to an audience.</p> <p><i>*Students will participate in three technique classes a week in the areas of voice, movement and acting.</i></p>	<p>Term 1 - Overarching Key Questions</p> <p><i>How have you been influenced by theatre practitioners in your piece?</i></p> <p><i>How can we develop skills to near professional standards?</i></p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Module F16: Planning a Career in the Industry.</u></p> <p>Unit F allows the students to understand the development of the performing arts industry in relation to 3 specific areas within of performance. They will consider how technological and sociological changes and advancements have had an effect on their chosen specialisms and how they are consumed.</p> <p><u>Unit G18: Personal Project (Diploma Only)</u></p> <p>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.</p>	<p>Term 3 - Overarching Key Questions</p> <p><i>What different elements of design, performance, and production do you need to consider ensuring your project is a success.</i></p>





<p><i>*Students will participate in three technique classes a week in the areas of voice, movement and acting.</i></p>	
<p>Assessment Overview and Format:</p> <p>Unit A is an assignment that is set by Pearson. It is a practical assignment, followed by a review of the performance and rehearsal process.</p> <p>Unit F16 is a research-based assignment.</p> <p>Unit G18 will include performance and research projects.</p> <p>Students have a choice of how they submit their work whether it is in essay format, presentation, or a vlog.</p>	<p>Links for Home Learning/Extension Resources:</p> <p><i>The Frantic Assembly book of Devising Theatre</i> by Scott Graham</p> <p>https://www.digitaltheatreplus.com/education</p> <p>Stanislavski – An Actor Prepares</p>





Key Stage 5 Economics Curriculum Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Unit 1: Markets in action</u></p> <p>This unit gives students an introduction to the fundamentals of Microeconomics and examines how the price mechanism allocates resources in local, national and global markets.</p> <p>1.1 Nature of Economics 1.1 Nature of economics 1.2 How markets work</p> <p><u>Unit 2: Macroeconomic performance and policy</u></p> <p>This unit gives students insight into the fundamentals of Macroeconomics including national economic performance measures and impacts</p> <p>2.1 Quantitative methods 2.1 Measures of economic performance 2.2 Aggregate demand (AD) 2.3 Aggregate supply (AS)</p>	<ul style="list-style-type: none">• Can you draw 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?• 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 are the components of the balance of payments?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><u>Unit 1 continues with:</u></p> <p>1.3 Market failure 1.4 Government intervention</p> <p><u>Unit 2 continues with:</u></p> <p>2.4 National income 2.6 Macroeconomic objectives and policies</p>	<ul style="list-style-type: none">• What are the reasons why consumers may not behave rationally?• Can you analyse supply and demand curves with the concept of diminishing marginal utility?• Explain the significance of elasticities of demand to firms and government?• 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 assess the limitations of CPI/RPI in measuring the rate of inflation?





<p>Term 3 – Topics/ Key Content</p> <p>In term 3 students sit their Unit 1 and Unit 2 examinations so they will spend some time preparing for these, then begin learning content from Units 3 and 4.</p> <p><u>Unit 3: Business behaviour</u> This unit expands student microeconomic understanding, it deals with the nature of competition between firms is affected by the number and size of market participants. Topic to be covered in Unit 3: Types and sizes of business</p> <p>Unit 4: Developments in the global economy This unit extends student macroeconomic understanding, linking more with global issues and the constraints and opportunities presented by the more interconnected world. Topic to be covered in Unit 4: Causes and effects of globalisation</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Reasons why some firms tend to remain small and why others grow?• What are the reasons for demergers?• What is globalisation and how does it impact different nations?
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding. Summative assessment is utilised in two ways, knowledge check-ins and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>





Key Stage 5 Economics Curriculum BTEC Enterprise Year 12

Diploma Programme	Subsidiary Diploma Programme
<p>Term 1 – Topics/ Key Content Enterprise BTEC will begin the year with a number of introductory tasks, ensuring students are familiar with the terminology and requirements of the course. Units are broken into a variety of sub-tasks which are delivered throughout the year with finite deadlines for coursework submission.</p> <p>Units to begin Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs Unit 22 – Market Research Unit 7 – Business Decision making</p>	<p>Term 1 Enterprise BTEC will begin the year with a number of introductory tasks, ensuring students are familiar with the terminology and requirements of the course. In the Subsidiary diploma students will have two units to be covered in each year, these units will run concurrently throughout Year 12</p> <p>Units to begin Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs</p>
<p>Term 2 – Topics/ Key Content</p> <p>Units to be continued Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs Unit 7 – Business Decision making Unit 22 Market Research</p>	<p>Term 2 - Overarching Key Questions</p> <p>Units to be continued Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs</p>
<p>Term 3 – Topics/ Key Content</p> <p>Units to be completed Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs Unit 7 – Business Decision making Unit 22 Market Research</p>	<p>Term 3 - Overarching Key Questions</p> <p>Units to be completed Unit 2 – Research and Plan a Marketing Campaign Unit 33 – Enterprise and Entrepreneurs</p>
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding. Summative assessment is utilised as coursework throughout the course where teachers follow specific criteria outlined by the exam board.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>





Key Stage 5 English Language Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p>AS Unit One: Language and Context</p> <p>Section A: <i>Understanding texts</i> <i>Understanding context: audience, purpose, genre, and mode.</i></p> <p>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. Pupils will sit a short baseline assessment at the end of this topic.</p> <p>Section B: <i>Directed writing</i> Writing to a specific brief, involving the transformation of some or all of the material in Section A in order to create a new text.</p>	<p>Term 1 - Overarching Key Questions</p> <p>Is individual language use as unique as a fingerprint? What factors affect our language use? 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 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 our analysis?</p>
<p>Term 2 and Term 3 – Topics/ Key Content</p> <p>AS Unit 2: Language and society</p> <p>Section A: <i>Language and social groups: texts</i> <i>Understanding the ways in which people use language to: express identities, construct and maintain relationships, mark group membership, claim power and status, and play and entertain themselves and others.</i></p> <p>Section B: <i>Language and social groups: writing</i> <i>Developing the skills of academic argument in written language.</i></p>	<p>Term 2 - Overarching Key Questions</p> <p>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?</p>
<p>Assessment Overview and Format:</p> <p>Students will complete a timed response for each teacher at least once a month. In addition, there will be an assessed piece each half term.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students should be revisiting their notes outside of the classroom to consolidate their learning. Furthermore, it is recommended that they engage in wider reading of academic</p>





As the AS course is modular, students can sit the external AS exams in January and June.

journals related to the topics of study using <https://www.jstor.org>





Key Stage 5 English Literature Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p>The course is taught by two teachers who each cover different topics from the specification.</p> <p>Unit 1, Section A: Elizabethan and Jacobean tragedy William Shakespeare – Othello</p> <p>Students will explore 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.</p> <p>Unit 1, Section B: Later dramatic tragedies</p> <p>Tennessee Williams - A Streetcar Named Desire</p> <p>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.</p>	<p>Term 1 - Overarching Key Questions</p> <p>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?</p> <p>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?</p>
<p>Term 2 & 3 –Topics/ Key Content</p> <p>Unit 2, Section A: Prose - F. Scott Fitzgerald - The Great Gatsby</p> <p>Students will study F. Scott Fitzgerald’s ‘The Great Gatsby.’ They will focus, in particular, on Fitzgerald’s language, structure and presentation of key themes; they will also consider how contextual factors may have impacted Fitzgerald’s choices.</p> <p>Unit 2, Section B: Poetry: Seamus Heaney selection</p> <p>Students will read a collection of poems by Seamus Heaney. They will analyse his linguistic choices and evaluate how these choices help to create a strong poetic voice.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How does Fitzgerald present key themes in ‘The Great Gatsby’? To what extent are the relationships in the novel doomed? What point(s) may Fitzgerald be trying to make about 1920s America?</p> <p>How does Heaney use linguistic devices to create a poetic voice? What are the key themes explored by Heaney?</p>
<p>Assessment Overview and Format:</p> <p>Students will complete a timed response for each teacher at least once a month. In addition, there will be an assessed piece each half term.</p>	





As the AS course is modular, students can sit the external AS exams in January and June.





Key Stage 5 Geography Curriculum Year 12

<p>Term 1 – Topics/ Key Content <i>Students will study a Core Human Geography and Core Physical Geography unit concurrently. Each unit will have a 6-8-week duration.</i></p> <p>Core Physical: Geography Hydrology and fluvial geomorphology</p> <p>Core Human: Settlement dynamics</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is the drainage basin system?• What are discharge relationships within drainage basins?• Analysing river channel processes and landforms• Investigating human impacts <ul style="list-style-type: none">• Investigating Changes in rural settlements• Analysing Urban trends and issues of urbanization• Analysing the changing structure of urban settlements• How are urban settlements being managed?
<p>Term 2 – Topics/ Key Content Core Human: Population</p> <p>Core Physical Rocks and weathering</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• Investigating Natural increase as a component of population change• Analysing Demographic transition• Investigating Population–resource relationships• How is natural increase managed? <ul style="list-style-type: none">• Investigating Plate tectonics• Investigating weathering and slope processes• What are the human impacts?
<p>Term 3 – Topics/ Key Content Core Human: Migration</p> <p>Core Physical: Atmosphere and weather</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Investigating Migration as a component of population change• Analysing Internal and International migration• How is international migration managed? <ul style="list-style-type: none">• What are Diurnal and Global energy budgets?





(IA Level unit, to be completed in Year 13)

Advanced Human:
Global Interdependence
Development of International tourism

Advanced Physical:
Hazardous environments

- Investigating Weather processes and phenomena
- What are the human impacts?

- Reasons for, and trends in, the growth of international tourism.
- The impacts of tourism on the environments, societies and economies (local and national) of tourist destinations.
- Carrying capacity and the tourism multiplier effect.
- Recent developments in different types of tourism (including ecotourism).
- Evaluate the life cycle model of tourism.
- The management of a tourist destination - its growth and development, showing the issues of sustainability it faces and evaluating the impacts of tourism on the destination's environment, society and economy

- Analysing Hazards resulting from mass movements

- Analysing Hazards resulting from atmospheric disturbances

- Investigating Sustainable management in hazardous environments

Assessment Overview and Format:

In June students will sit their IAS Level Geography exam. Each unit has an examination of 1 hour and 30 minutes.

Once the examination has been completed, students will continue to follow the IA Level programme.

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 Geography textbook.

This is an essential website, which gives you the specification.

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/>

Useful websites for revision and exam practice

www.bbc.co.uk

<https://www.theguardian.com/uk>

<http://www.nationalgeographic.com/>





The school subscribes to two online magazines. Use these resources which are free and you would otherwise have to pay for!

Geographical Magazine

<https://login.exacteditions.com/login.do>

username: r.madaser_wek@gemsedu.com

password: exactly

Wide World Magazine – Hodder

Username 35496140

Password erteach

Centre ID 354961





Key Stage History Curriculum Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<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'état?• 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?	<p><u>Revolution and Dictatorship: Russia 1917-1953</u></p> <p>*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><u>The Rise of Stalin 1917-1929</u></p> <p><u>Stalin's rule 1929-1941</u></p> <p><u>Stalinism: politics and control 1929-1941</u></p>





- 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?

Term 2 – Topics/ Key Content

- 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?

Term 2 - Overarching Key Questions

The 'Great Patriotic War' and the emergence of the Soviet Union as a Superpower





<ul style="list-style-type: none">• Why do Russians consider the greatest mass murderer in human history as the greatest Russian leader? • How did Lincoln reconstruct America?<ul style="list-style-type: none">• 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?<ul style="list-style-type: none">• 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?	<p><u>A Level coursework: Civil War to Civil Rights: The struggle for Civil Rights for Black Americans 1863-1968</u></p>
<p>Term 3 – Topics/ Key Content</p> <ul style="list-style-type: none">• What was the Double V campaign?<ul style="list-style-type: none">• 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?	<p>Term 3 - Overarching Key Questions</p> <p><u>Coursework on America:</u> Civil Wars to Civil Rights 1863-1968</p>





<ul style="list-style-type: none">• How significant was the Voting Rights Act?• How did Black Power rise?• How and why did Black Americans participate in the Vietnam War? <p>Why was Martin Luther King killed and what was his legacy?</p>	
<p>Assessment Overview and Format:</p> <p>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>1) Stuart Britain and the Crisis of Monarchy 1603-1702 = 40% of the final mark 2) Revolution and Dictatorship: Russia 1917-1953 = 40% of the final mark 3) A Level coursework: Civil War to Civil Rights: The struggle for Civil Rights for Black Americans 1863-1968 = 20% of the final mark</p>	<p>Links for Home Learning/Extension Resources:</p> <p>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 from 1863-1968.</p>





Key Stage 5 Economics Law Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p>Unit 1: Legal systems Rule of Law Justice/morality/society/ fault Criminal v civil Parliamentary Law Making Delegated legislation Statutory interpretation Judicial Precedent Civil Courts and process Alternative dispute resolution Criminal Courts and process</p> <p>Unit 2: Actus Reus / Mens Rea Causation Intent Recklessness, Transferred Malice, Contemporaneity rule Theft: Appropriation / Property Theft: Belonging to another / Dishonesty /Intention to deprive / Sentencing Robbery Blackmail: Actus rea, Mens rea, sentencing</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is the Rule of Law and how does it impact the way laws are made/enforced?• How are laws made?• How do judges use digression by interpreting laws?• How are cases settled outside of the courtroom?• What are the degrees of mens rea?• How are the elements of theft satisfied?• What is contemporaneity?• How is a robbery distinguished from a theft?
<p>Term 2 – Topics/ Key Content</p> <p>Unit 1 continues with: Criminal Courts and process Police Powers Legal Personnel - judges Legal personnel - sols, bars, legal execs Lay People</p> <p>Unit 2 continues with: Burglary Handling Stolen Goods Making off without payment Criminal Damage Fraud</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is the appeals process for criminal/civil courts?• What powers to police have regarding evidence collection?• What are the limits of police powers?• What is the role of juries/magistrates?• What are the key components of burglary?• What is the difference between theft and making off without payment?• What are the key aspects of fraud and how does it differ from Theft?
<p>Term 3 – Topics/ Key Content</p> <p>In term 3 students sit their Unit 1 and Unit 2 examinations so they will spend some time</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is a Tort?





<p>preparing for these, then begin learning content from Units 3 and 4.</p> <p><u>Unit 3: Business behaviour</u> Topic to be covered: Introduction to Tort - civil recap Duty of Care Breach of Duty Damage - Causation and remoteness Novus Actus Interveniens</p> <p><u>Unit 4:</u> Introduction to Contract Formation of a contract: Nature of contract / Offer and Acceptance / Intention / Consideration / Capacity</p>	<ul style="list-style-type: none">• How can you prove negligence? What at the aspects you need to show?• How do you prove causation (legal and factual) in a civil claim?• What is remoteness? <ul style="list-style-type: none">• What is a contract?• What are the key aspects to contract formation?• What is the key assumption about intending to create legal relations?
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding.</p> <p>Summative assessment is utilised in two ways, knowledge check-ins and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>





Key Stage 5 Islamic Curriculum Year 12

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)• Aql and Naql (Reason and Revelation)• Aspects of Prophet’s mercifulness• Equity in Islam• Authentic, Good and weak Hadith• The prohibited degree of female relationship.	<ul style="list-style-type: none">• Can you interpret the verses 1-8 of Surah Al Ahzab?• Differentiate between Tawakkul and Tawakul.• What are the rules of Shariah regarding adopted children?• How would you prove the relationship between reason and revelation?• How did Prophet PBUH show mercy to his family, friends and animals?• How would you evaluate the methodology followed by the Prophet PBUH?• How would you differentiate between weak and authentic Hadith?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<ul style="list-style-type: none">• Surah Al Ahzab Ayah 28-35 Ethical advice and instructions• The methodology of Islam in family building• Shura (Consultation) in Islam• Financial Contracts in Islam• Source of Islamic Sharia• Abstinence• Planning milestones in the Seerah of Prophet Muhammad PBUH	<ul style="list-style-type: none">• How would you analyse the ethical advises mentioned in Surah Ahzab?• How does Islam emphasise family building?• Can you explain the aspects of care for family in Islam?• Can you explain the sources of Islamic Shariah?• How would you prove the importance of Shura from Qur’an and Hadith?• 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?• Differentiate between various types of financial contracts in Is• What are the sources of Islamic Shariah?





	<ul style="list-style-type: none">• Differentiate between primary and secondary sources of Shariah.
Term 3 – Topics/ Key Content <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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?• Why does Islam promote critical thinking?• How would you demonstrate the need of commitment to the characteristic of equity in speech and action?• How would you explain the following domains of equity?• Man being equitable to himself• Equity towards relatives• Equity in work• Equity in society• Describe the effect of equity on society.





Key Stage 5 Mathematics Curriculum Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Pure Mathematics 1</p> <p>Algebra and functions Algebraic expressions: basic algebraic manipulation, indices and surds. Quadratic functions: factorising, solving, graphs and discriminants. Equations: quadratic/linear simultaneous. Inequalities: linear and quadratic (including graphical solutions). Graphs: cubic and reciprocal. Transformations: transforming graphs; $f(x)$ notation.</p> <p>Trigonometry Trigonometric ratios and graphs, and area of a triangle in the form $\frac{1}{2}ab\sin C$. Radians (exact values), arcs and sectors.</p> <p>Coordinate geometry in the (x, y) plane: Straight-line graphs, parallel/perpendicular, length and area problems.</p> <p>Differentiation Definition, differentiating polynomials, second derivatives. Gradients, tangents and normal.</p> <p>Integration Definition as opposite of differentiation, indefinite integrals of x^n.</p> <p>Statistics 1</p> <p>Representation and summary of data Calculation and interpretation of measures of location; Calculation and interpretation of measures of variation; Understand and use coding. Use statistical diagrams for single-variable data to draw simple conclusions and to compare distributions; Understand and identify outliers; Understand and determine skewness.</p> <p>Probability Mutually exclusive events; Independent events. Using set notation for probability; Conditional probability.</p>	<p>The path of an object thrown can be modelled using quadratic graphs. Various questions can be posed about the path: When is the object at a certain height? What is the maximum height? Will it clear a wall of a certain height, a certain distance away? Examples which involve calculating areas of shapes with side lengths expressed as surds. Exact solutions for Pythagoras questions is another place where surds occur naturally.</p> <p>The conditions in which a circle and a line intersect can be investigated, with students justifying which will and will not intersect. Investigate finding the equation of a circle given three points on its circumference.</p> <p>Cover questions in which sequences can be used to model a variety of different situations. For example finance, growth models, decay, periodic (tide height for example) etc. Can you tell from the structure of a recurrence relation how it will behave, and the type of sequence it will generate?</p>





Term 2 – Topics/ Key Content

Pure Mathematics 2

Proof

Examples including proof by deduction, proof by exhaustion and disproof by counter-example.

Algebra and functions

Algebraic division and the factor and the remainder theorems.

Coordinate geometry in the (x, y) plane

Circles: equation of a circle, geometric problems on a grid.

Sequences and series

Recurrence and iterations, Arithmetic and geometric sequences and series (proofs of 'sum formulae'), Sigma notation, The binomial expansion.

Exponentials and logarithms

Exponential functions and the laws of logarithms.

Trigonometry

Trigonometric identities and equations.

Differentiation

Maxima and minima.

Integration

Definite integrals and areas under curves.

Statistics 1

Correlation and regression

Scatter diagrams and least squares linear regression.

The product moment correlation coefficient.

Discrete random variables

Use a discrete probability distribution to model simple situations; Identify the discrete uniform distribution.

Mean and variance of discrete probability distributions.

The Normal distribution

Understand and use the Normal distribution

Term 3 – Topics/ Key Content

Revision - Pure Mathematics 2

Revision - Statistics 1

Term 2 - Overarching Key Questions

Students should be able to solve equations such as $\sin(x + 70^\circ) = 0.5$ for $0 < x < 360^\circ$; $3 + 5 \cos 2x = 1$ for $-180^\circ < x < 180^\circ$; and $6\cos 2x + \sin x - 5 = 0$ for $0 < x < 360^\circ$, giving their answers in degrees.

Students should be comfortable factorising quadratic trigonometric equations and finding all possible solutions. It should be noted that in some cases only one of the factorisations will give solutions, but in most cases there will be two sets of solutions.

Students need to know how to identify when functions are increasing or decreasing. For example, given that $f'(x) = x^2 - 2 + 1/x^2$, prove that $f(x)$ is an increasing function.

Term 3 - Overarching Key Questions





<p>Assessment Overview and Format:</p> <p>There will be Key assessments each year:</p> <ul style="list-style-type: none">• Baseline (When students join in year 12)• Key assessment 1 P1 (End of term 1)• Key assessment 2 P1 (End of term 2)• Key assessment 3 P2 and S1 (End of term 3)	<p>Links for Home Learning/Extension Resources:</p> <p>www.physicsandmathstutor.com www.examsolutions.net</p> <p>Video examples, worksheets, daily revision. MathsGenie - https://www.mathsgenie.co.uk/gcse.html</p> <p>Videos and Exam questions sorted by level DrFrost www.drfrostmaths.com/resourceexplorer.php</p> <p>Learning platform and video resources</p> <p>Fun Mathematics: Brilliant.org https://www.3blue1brown.com https://www.numberphile.com https://www.vsauce.com</p>





Key Stage 5 Media Curriculum Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Media language</u> <u>Semiotics including Barthes.</u></p> <ul style="list-style-type: none">• Sign• Signifier• Signified• Icon• Index• Symbol• Denotation• Connotation• Myth• Ideology	<p>How are the different modes and language associated with different media forms communicate multiple meanings?</p> <p>How are the combination of elements of media language influence meaning?</p> <p>How do audiences respond to and interpret media language?</p>
<p>Students to engage with a number of media products and identify media language use, genre codes, narrative devices in a relatively informal way.</p>	
<p><u>Genre theory</u></p>	
<p><u>Narratology</u></p>	
<p><u>Media representation</u> Development of analysis to include representational ideas from Hall and Gauntlett.</p>	
<p><u>Theories of representation</u> Hall's ideas and theories on representation</p> <ul style="list-style-type: none">• Encoding/decoding	
<p><u>Theories of identity as summarized by Gauntlett</u></p> <ul style="list-style-type: none">• Fluidity of identity• Constructed identity• Negotiated identity• Collective identity	<p>How are events, issues, individuals (including self-representation) and social groups (including social identity) are represented through processes of selection and combination?</p>
<p><u>Theories of representation</u></p> <ul style="list-style-type: none">• Positive and negative stereotypes• Countertypes• Misrepresentation• Selective representation• Dominant ideology• Constructed reality• Audience positioning	<p>How are media products encoded by producers using media language?</p> <p>How are products designed to be decoded by the target audience?</p>
<p>Hall's ideas and theories on representation</p> <ul style="list-style-type: none">• Encoding/decoding	
<p><u>Media effects including Bandura</u></p> <ul style="list-style-type: none">• Uses and gratifications	





<ul style="list-style-type: none">• Hypodermic needle theory• Moral panic• Imitation• Cumulation• Media literacy	How do media producers target, attract, reach, address and potentially construct audiences?
<p><u>Reception theory including Hall</u></p> <ul style="list-style-type: none">• Encoding/decoding• Hegemonic/negotiated/oppositiona	How do audiences use media in different ways, reflecting demographic factors as well as aspects of identity and cultural capital?
<ul style="list-style-type: none">• Agenda setting• Framing• Myth making• Conditions of consumption	
<p><u>Media industries</u></p> <p>Processes of production, distribution and circulation by organisations, groups, and individuals in a global context.</p>	How do audience interpretations reflect social, historical and cultural circumstances?
<p><u>Power and media industries as summarised by Curran and Seaton</u></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	How have the various media industries had to adapt to the changing climate of technology and globalisation?
<p><u>Regulation as summarized by Livingstone and Lunt</u></p> <ul style="list-style-type: none">• Public sphere• Governance• Regulation• Public interest/PSB• Media literacy• Power• Value• Transnational culture• 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?
<p>Term 2 – Topics/ Key Content</p> <p><u>Advertising and Marketing</u></p> <p>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"> • Sephora – Black is Beauty (online ad) • Score hair cream print advert <i>Get what you always wanted</i> (1970s) <p><u>Media Language</u></p> <p>Detailed study of the Black is Beauty 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><u>Score advert</u> Media language Detailed study of <i>Score Get what you always wanted</i> should enable students to develop an understanding of the dynamic and changing relationships between media forms, products and audiences</p> <p><u>Music Video</u> <i>Ghost Town – The Specias</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: Old Town Road – Lil Nas Media Language Detailed study of <i>Music videos</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><u>Newspapers</u> 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:</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none"> • How does the Sephora advert position its audience? • How does the Sephora 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 <i>Score</i> 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 music video genre use intertextuality and hybridity to establish meanings?





Print: Newspaper - *The Guardian*

This is a targeted CSP for which you will need to focus on the following areas of the theoretical framework:

- media industries
- media audiences.

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.

GQ magazine, Jan/Feb 2019

Gentlewoman

Social and cultural contexts

Gentlewoman 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.

- 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?

- How do processes of production and circulation shape the *Daily Mail*?

- What is the specialised and institutionalised nature of media production and circulation?

- What is the impact and effects of technological change including digital convergence and the relationship between the print product and *Mail Online*?

- 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-





	<p>Leveson debates re Impress, Royal Charter.</p> <ul style="list-style-type: none"> • Demographics and Psychographics of target audience • How <i>The Guardian</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? <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • Can you apply Structuralism including Lévi-Strauss? • Can you apply Narratology including Todorov?
<p>Term 3 – Topics/ Key Content</p> <p>The NEA briefs will be released on 1 June. The main focus of the second half of this term will be on the NEA.</p> <p>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</p>	<p>Term 3 - Overarching Key Questions</p> <p>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>





understanding in the completion of a mock exam which may include unseen media products

Assessment Overview and Format:

A 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 the content will be available on Microsoft Teams.

The year textbooks will be made available to all students.





Key Stage 5 Moral Social and Cultural Studies Curriculum Year 12

<p>Term 1 – Topics/ Key Content/Learning Objectives</p> <p><u>Peace and Conflict Studies</u></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><u>Reflection and Transition</u></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.	<p>Term 1 - Overarching Key Questions</p> <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? <ul style="list-style-type: none">- 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?
<p>Term 2 – Topics/ Key Content/Learning Objectives</p> <p><u>Universal Culture</u></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><u>Global Citizenship (Part 1)</u></p>	<p>Term 2 - Overarching Key Questions</p> <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’?





<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 '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'?
<p>Term 3 – Topics/ Key Content/Lesson Objectives</p> <p><u>Global Citizenship (Part 2)</u></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><u>Developing a Global Outlook</u></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. 	<p>Term 3 - Overarching Key Questions</p> <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:</p> <p>Students will have summative assessment throughout the year. This may be in the</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</p>





form of multiple choice tests or personal reflections.

curriculum by using their digital notebook and class resources.





Key Stage 5 Music Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p>Exemplar performances will be studied so that the assessment criteria and the expected standard will then become familiar to the students.</p> <p>While studying the exemplar materials, students will note the way the musical elements, techniques and resources are used to interpret and communicate musical ideas with technical control and expression. They should be able to evaluate whether the performance demonstrates control, making expressive use of phrasing and dynamics, appropriate to the style and mood of the piece.</p> <p>What makes a good composition? To focus on the use of musical elements, techniques and resources to create and develop musical ideas with technical control and expressive understanding.</p> <p>Schumann, Berlioz and The Beatles - Background and Context</p>	<p>Term 1 - Overarching Key Questions</p> <p>What title would you give to this piece of music? What made you decide on that title? *What other titles could we give it? *Pretend you are inside this piece. What does it feel like?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Selection of the final pieces to be prepared for performance.</p> <p>Preparation for composition to a brief assessing technique</p> <p>Preparatory work for each to begin – which will include: harmonisation; development of melodic ideas; or the use of software to create the remix.</p> <p>The Beatles, Kate Bush, Courtney Pine & Bach - Background and Context</p>	<p>Term 2 - Overarching Key Questions</p> <p>Why do you suppose the composer made this work? What makes you think that? *What other instruments might be appropriate in this ensemble? *Is the composer trying to put across a message with this music?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Students appraise their own performance through their use of articulation, phrasing and dynamics, reflecting on the ways in which they</p>	<p>Term 3 - Overarching Key Questions</p> <p>*What do you think is worth remembering about this work?</p>





<p>can create a successful interpretation of their chosen music.</p> <p>Free composition</p> <p>Preparation for composition to a brief assessing</p> <p>Bach, Vaughan Williams & Physco Background and Context</p>	<p>*What would you do differently if you were to do this piece again? How could you improve it to the next level?</p> <p>*What would you do with this piece if you owned it?</p> <p>*What new techniques and skills have you learned in listening/playing this piece of music?</p>
<p>Assessment Overview and Format:</p> <p>30% Performance Solo Ensemble</p> <p>30% Composition Free Set Brief</p> <p>40% Listening and Appraising</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Explore Wider Listening options for each Area of Study.</p> <p>Practice instruments for 20 minutes per day and alongside private instrumental lessons.</p> <p>Preparation for the performance & composition component is ongoing.</p>





Key Stage 5 Nutrition & food science Curriculum Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
AS1: Principles of Nutrition	
Protein	What are the functions of protein? Identify plant, animal and novel sources of protein? What are dispensable and indispensable amino acids, complementary value, biological value? Explain nitrogen balance?
Fat	What are the functions of fat? What are the sources of fat? Explain the structure of fats? What are the effects of blood cholesterol on the following fatty acids -- saturated, mono-unsaturated and polyunsaturated fats? What is the role of essential fatty acids in the diet?
Carbohydrates	What are the functions of carbohydrate? What are the sources of carbohydrate? What is the nutritional significance of the following carbohydrates –? Sugars – intrinsic, extrinsic, non-milk extrinsic sugars Starch Non starch polysaccharides (NSP) What are the effects of different carbohydrates on blood sugar levels? What is glycaemic index and glycaemic loading in relation to carbohydrate absorption?
Vitamins	What is the role of fat soluble and water-soluble vitamins? What are valuable food sources of both these groups? Describe the effects on health deficiencies and excesses of each vitamin? What factors affect bioavailability and absorption of vitamins?
Minerals	What are the respective functions of the different minerals? What are valuable food sources of the various minerals? Describe the effects on health deficiencies and excesses of each major mineral and trace element? What factors affect bioavailability and absorption of major mineral and trace elements?
Water	





<p>Nutrition through life</p> <p>Nutrient requirements</p>	<p>What are the sources and functions of water and other fluids in the body? What are the nutritional benefits derived from consuming fluids other than water? What factors impact on hydration? What are the effects of dehydrations and water intoxication?</p> <p>What are the specific nutritional needs and energy requirements for –? Pre- conception, pregnancy and lactation Infants and preschool children School age children and teenagers Adult men and women Older adults and frail elderly</p> <p>How can these specific nutritional needs and energy requirements be met through appropriate food choices?</p> <p>Describe Dietary Reference Values (DRV's) for nutrients and Estimated Average Requirements (EARs) for energy?</p> <p>How can DRV's and EAR's be used to evaluate diets?</p>
<p>Term 2 – Topics/ Key Concepts</p> <p>AS2: Diet Lifestyle and Health</p> <p>Eating Patterns</p> <p>Energy and Energy Balance</p> <p>Diet Related Disorders Obesity</p> <p>Cardiovascular disease</p>	<p>What trends in food consumption have led to increased prevalence of diet- related disorders? Discuss the barriers that prevent consumers from making healthy food choices?</p> <p>Why does the body need energy? What factors affect energy expenditure? What is energy balance?</p> <p>Define overweight and obesity and describe ways these can be measured? What are the possible reasons for trends in childhood and adult obesity? What possible barriers are there to achieving a healthy weight</p> <p>What is cardiovascular disease? What are the non-modifiable and modifiable risk factors?</p>





<p>Cancer</p> <p>Type 2 Diabetes</p> <p>Alcohol</p> <p>Physical Activity</p>	<p>Discuss these factors? Propose and justify dietary and lifestyle recommendations that help to prevent CHD? Define cancer and outline how it can develop? Discuss factors which may influence an individuals cancer risk? Propose and justify dietary and lifestyle recommendations that help to prevent CHD?</p> <p>Define type two diabetes and outline its symptoms? Outline the risk factors for Type 2 Diabetes? Propose and justify dietary and lifestyle recommendations for the management and prevention of Type 2 Diabetes?</p> <p>What is the relationship between alcohol and obesity, CHD and cancer? Explain how alcohol consumption in pregnancy can affect the baby? Explain the nutritional consequences for adult men and women of excess alcohol consumption?</p> <p>What are the current guidelines for physical activity for children and adults? Discus the health benefits of regular physical activity for children and adults?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Internal assessment</u></p> <p><u>A mini research-based project. On an AS Topic.</u></p> <p><u>For example:</u></p> <p>Antioxidant Supplements: Friend or Foe!</p> <p>In this unit, students submit a report on a research project of their own choice. The report should not exceed 4000 words. The project gives students opportunities to demonstrate appropriate knowledge, understanding and skills demanded by the process. In this project, students</p> <ul style="list-style-type: none">• identify and discuss issues associated with their chosen research area;• select and interpret appropriate and relevant information;	<p>Term 3 - Overarching Key Questions</p> <p>What topic will you choose and why? What issues are associated with your chosen area? What information will you research? What type of research will you use? What methods will you use to present findings? What reasoning shall you use to draw conclusions? What recommendations will you make for future study</p>





- analyse information and judge its relevance to their chosen research area;
- plan and conduct primary research
- present and interpret findings from research they have undertaken;
- draw conclusions using reasoned arguments; and
- make recommendations for future study.

Assessment Overview and Format:

Students will be assessed both formatively and summatively

Verbal feedback will be given to students in the lesson.

The students will be assessed using exam style questions and also a revision workbook with past exam papers will be issued to each student along with revision questions.

Links for Home Learning/Extension Resources:

All students must be spending 3 hrs on Food work either homework / exam questions or keeping up to date with content by revising class theory concepts

Students will be part of the showbie and teams groups where resources will be stored

Students will be encouraged to carry out extra research on topics covered and to relate to everyday menu planning.

Mark schemes will be shared to allow sample answers to be written





Key Stage 5 Photography Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p>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.</p> <p>The theme will be Shadow and Light.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How can we produce photographs for a purpose?</p> <p>What lenses work best for different scenarios?</p> <p>How will you know you have picked the best settings and lens?</p>
<p>Term 2 – Topics/ Key Content</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you know you have chosen the best personal study for you?</p> <p>What is your personal interest in the topic?</p> <p>What methods will you use?</p> <p>What will make your portfolio different to that of others?</p> <p>How will you create</p>
<p>Term 3 – Topics/ Key Content</p> <p>Project 3</p> <p>This term will be a continuation of the above with the first development finished and the second being worked towards.</p> <p>The direction would now be very clear. Students should now be thinking about their Art</p>	<p>Term 3 - Overarching Key Questions</p> <p>N/A</p> <p>The A Level Art and Design course content is broken down into 2 components:</p> <p>Component 1: Personal Study makes up 60% of the total grade.</p>





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.

Component 2: Exam makes up 40% 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 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.





Key Stage 5 Physics Curriculum Year 12

We follow the international iAQA specification with exams in January and June.

TERM 1	
3.1 Measurements and their errors 3.1.1 SI Units and their prefixes	3.1 Measurements and their errors 3.1.2 Limitation of physical measurement 3.1.3 Estimation of physical quantities
3.2 Mechanics and materials 3.2.1 Force, energy and momentum	3.2 Particles and Radiation 3.3.1 Particles 3.3.2 Electromagnetic radiation and quantum phenomena
Exam practice and gap filling	Exam practice and gap filling
Revision Preparation for Exams (unit 1)	
TERM 2	
3.5 Waves 3.5.1 Progressive and stationary waves 3.5.2 Refraction, diffraction and interference	3.4 Electricity 3.4.1 Current electricity
TERM 3	
Revision Preparation for Exams (unit 2)	
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/ IAQA specification oxfordaqa-international-as-and-a-level-physics-specification.pdf (oxfordaqaexams.org.uk)





Key Stage 5 Psychology Curriculum Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Introduction to A-Level exam terminology and assessment objectives.</p> <p>Recap of summer pre-reading on psychological approaches and issues and debates</p> <p>Research methods</p> <ul style="list-style-type: none">• Aims, hypothesis• Variables• Sampling• Experimental methods• Experimental designs• Pilot studies• Ethics• Types of data• Descriptive statistics• Presentation of data: graphs• Distributions• Content analysis (A2)• Reliability (A2)• Validity (A2)• Designing psychological investigations (A2)• Inferential testing: significance, probability, when to use a test (A2) <p>Psychopathology</p> <ul style="list-style-type: none">• Definitions of abnormality• Phobias: characteristics, explanations, treatments• Depression: characteristics, explanations, treatments	<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? <ul style="list-style-type: none">• What is normal behavior?• What affects does the labels 'abnormal' and 'mental health' have on individuals?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p>Memory</p> <ul style="list-style-type: none">• Multistore model of memory• Types of long term memory• Working memory model• Factors affecting the accuracy of eyewitness testimony: leading questions, post-event discussion• Cognitive interview <p>Social psychology</p> <ul style="list-style-type: none">• Types of and explanations for conformity	<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? <ul style="list-style-type: none">• How do other people affect our behaviour?





<ul style="list-style-type: none">• Asch's key study and variables• Obedience: explanations• Milgram's key study and variations• Resistance to social influence	<ul style="list-style-type: none">• Why do we obey authority?• How does our environment or situation affect our behaviour?• Are we likely to obey people in uniform?
<p>Term 3 – Topics/ Key Content</p> <p>Biopsychology</p> <ul style="list-style-type: none">• The nervous system• Structure and functions of neurons• The endocrine system• Localisation of function in the brain• Split brain research• Plasticity and functional recovery <p>Cognitive development</p> <ul style="list-style-type: none">• Piaget's theory: schemas, assimilation, accommodation and the stages• Baillargeon's violation of expectation research• Vygotsky's theory: zone of proximal development and scaffolding• Social cognition: theory of mind and the Sally-Anne studies	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• How do we investigate the brain?• What are the effects of different brain functions on the body and behaviour?• What has scientific research found out about the brain?• How does the brain perform after damage? <ul style="list-style-type: none">• How do children's brains develop?• What is our brain responsible for?• How do we know which area controls our behaviour?• What factors influence our development?• How do we learn new things?





Key Stage 5 Physical Education A Level Year 12

<p>Term 1 – Topics/ Key Content</p> <p><u>Anatomy and Physiology</u></p> <ul style="list-style-type: none">• Cardiovascular System• Respiratory System• Neuromuscular System• Musculoskeletal System	<p>Term 1 – Key words and specific components</p> <ul style="list-style-type: none">• Cardiac Conduction System• Structure of the Heart• Venous Return Mechanisms • Structure of the lungs• Mechanics of breathing• Gaseous exchange • Muscle fibre types• Proprio-muscular facilitation• Types of synovial joints• Types of Muscular contractions• Planes and axis
<p>Term 2 – Topics/ Key Content</p> <p><u>Skill Acquisition</u></p> <ul style="list-style-type: none">• Skill Characteristics• Transfer and Practice• Principles and Theories of Learning and Performance	<p>Term 2 – Key words and specific components</p> <ul style="list-style-type: none">• Skill Classifications• Skill Continuums• Transfers of Learning -Positive, Negative, Zero and Bilateral• Methods of Presenting Practice• Types of Practice• Principles of Learning and Learning Theories• Methods of Guidance• Theories of Learning – Behavioural, Social Development Theory, Insight Learning
<p>Term 3 – Topics/ Key Content</p> <p><u>Sport and Society</u></p> <ul style="list-style-type: none">• Pre-Industrial Britain (pre-1780)• Industrial and Post-Industrial Britain (1780-1900)• The British Empire• Modern day Britain• Sociology of Sport	<p>Term 3 – Key words and specific components</p> <ul style="list-style-type: none">• Characteristics of Popular Recreation• How did sport reflect society during this time? • Social and cultural factors influence on the development of rational recreation• Industrial Revolution• Urbanisation –• Transport revolution• Communications• Amateurism and Professionalism• Sport and the Media• The Golden Triangle• Social processes and social change





- Inequality
- Social processes and sport
- Barriers to participation





Key Stage 5 Sociology Curriculum Year 12

<p>Term 1 – Topics/ Key Content</p> <p>Teacher 1 : UNIT 1 – Socialisation and Identity</p> <p>Term 2 – Topics/ Key Content UNIT 2- Family</p>	<p>Term 1 - Overarching Key Questions</p> <p>What is the process of learning and socialisation?</p> <p>How does society balance consensus and social control?</p> <p>How does social identity form and change?</p> <p>What is the role of the family?</p> <p>Diversity in family</p> <p>What are the changing roles within family, marriage, and relationships?</p> <p>What are the challenges of the social construct of age?</p>
<p>Teacher 2: Term1-2 UNIT 1 –Research Methods</p>	<p>Term 2 - Overarching Key Questions</p> <p>How is research conducted?</p> <p>What are the theoretical approaches to research and Sociology as a phy?</p> <p>What are the practical, ethical, and theoretical issues of sociological research?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Teacher 1: UNIT 3 Education</p> <p>Teacher 2: UNIT 4 Religion (IA Level unit, to be completed in Year 13)</p>	<p>Term 3 - Overarching Key Questions</p> <p>What are theories about the role of education?</p> <p>What are the functions of religion in society?</p>
<p>Assessment Overview and Format:</p>	<p>Links for Home Learning/Extension Resources:</p>





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 and Religion units.

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.

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/>

This is an essential website, which gives you the specifications.

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-sociology-9699/>

Useful websites for revision and exam practice

<https://hecticteachersalevelsociologysite.wordpress.com/>

<http://sociology.org.uk/>

<https://www.tutor2u.net/sociology/reference>





KEY STAGE 5

Year 13 Curriculum



2023-2024

GEMS WELLINGTON ACADEMY

Al Khail



CONTENT

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- Key Stage 5 Nutrition and Food Science Curriculum Year 13**
- Key Stage 5 Photography Curriculum Year 13**
- Key Stage 5 Physics Curriculum Year 13**
- Key Stage 5 Psychology Curriculum Year 13**
- Key Stage 5 Physical Education A-Level Year 13**
- Key Stage 5 Sociology Curriculum Year 13**





Key Stage 5 Arabic A Curriculum Year 13

MOE national document expectations in year 12 in the 4 skills. Most of the resources used are based on specifications made by the UAE Ministry of Education.

Reading: The learners will read distinguished literary works and interact with them in a way that supports the subjects they will also study and read in the other knowledge fields such as history, Sociology, psychology, and others, to reach a deep level in their analysing to the texts which they read and specify the ideas of 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 including short stories, plays, and novels which are different in their contents and the issues discussed, as well as write about them texts to show their ability to analyse such artistic texts and explain the ideas contained 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. It shows the historical stages of Arabic Literature through the timeline of the literary eras, as well as mentioning distinguished and famous persons. Elicits the technical features of the texts and connects them with their literary eras. Compare the language, style, and ideas of some poems. Distinguish the emotive language in texts and explain rhetorical images in the verses. Shows the role of imagination and verbal images in creating an impact on poetry.

Writing: The learner shows his understanding of 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 evidence in coherent and convinced form, which expresses deep thinking in the subject and supports that with proof and persuasive examples. Uses the language in bright and vibrant. Drafts a simple research paper and applies the basic steps to do so. (He may employ the topics assigned in other subjects for drafting 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

أنواع النصوص الأدبية (مراجعة)
بحث حول الشاعر المتنبي
قصيدة ارق على أرق
أنواع التشبيه والتشبيه التمثيلي
نص استماع
الميزان الصرفي
استجابة أدبية حول القصيدة

Term 1-2-3 - Overarching Key Questions

كيف نستطيع تحديد نوع النص الذي ندرسه؟
ما أهم أنواع النصوص الأدبية؟
لماذا يجب علينا التنوع في النصوص الأدبية؟ وما أثر ذلك على القارئ؟
لماذا سمي المتنبي بالشاعر الذي قتل نفسه؟
ما أهم الأغراض الشعرية في شعر المتنبي؟
ما الأساليب اللغوية التي استخدمها الشاعر في قصيدة ارق على أرق؟
ما علاقة عنوان القصيدة بمضمونها؟





<p>قصة حادثة التحدث نص وصفي سردي اختبارات نهاية الفصل الدراسي الأول في المهارات الآتية: الفهم والاستيعاب مهارات النحو والإملاء الكتابة الإبداعية</p>	<p>ما اثر العاطفة على أفكار القصيدة ومضمونها؟ ما معايير الاستماع الناجح؟ ما أهم عناصر عناصر الاستجابة الأدبية التي تجعل الكاتب قادرا على استيفاء جميع الأفكار الموجودة في النص؟ كيف يؤثر موضوع القصة على فكرتها ورسالتها؟ ما أثر السرد والوصف على أحداث القصة وشخصياتها؟ ما المقصود بالشخصية النامية أو الثابتة في العمل القصصي؟ ما أثر الوصف الفني واستخدام القوالب اللغوية المختلفة على النص السردى الوصف؟</p>
<p>Term 2 – Topics/ Key _Content</p>	<p>.....</p>
<p>قصيدة: "جاذك الغيث" لسان الدين بن الخطيب (العصر الأندلسي) لبلاغة: يحدد أنواع الاستعارة التي تم استخدامها في النص الشعري ويشرح مواطن الجمال بها.</p>	<p>ما المقصود بفن الموشحات؟ وما أهم الخصائص الأدبية التي تميزه عن غيره من فنون الأدب؟ ما نوع الأساليب اللغوية والبلاغية التي وظفها الشاعر للوصول إلى فكرته؟ ما الفرق بين الموشح والشعر الحر؟ ما الفرق بين التشبيه والاستعارة؟ ما الفوائد اللغوية التي يضيفها استخدام الاستعارة في النصوص المختلفة؟ كيف تستطيع توظيف الأفعال المختلفة لزيادة الثروة اللغوية في كتاباتك؟ كيف أستطيع أن أعبّر عما بخاطري نستخدمنا قوالب لغوية متنوعة لإثراء موضوعي وأفكاري؟ ما المقصود بالبحث؟ وما أهم شروطه؟ ما سمات الأسلوب اللغوي والفكري الذي تستخدمه أثناء البحث؟ ما المقصود ببراءة البحوث؟ وما علاقة ذلك بذكر قائمة المصادر والمراجع؟ كيف أستطيع تحليل شخصيات القصة من خلال لغة السارد عنها؟ ما دور كل من الزمان والمكان في رسم أحداث القصة؟ ما الإيحاءات الدلالية التي استخدمها كاتب القصة لإيصال فكرته؟</p>
<p>النحو: المتعلم أفعال المقاربة والرجاء والشروع. التحدث: يعرض ما كتبه من استجابة أدبية على أن يكون قادرًا على التفاعل مع المتلقي من خلال الإجابة على الأسئلة المطروحة.</p>	<p>كيف تستطيع استخدام أسلوب النداء في مهارات اللغة المختلفة؟ ما الفرق بين التشبيه الضمني والتشبيه التمثيلي؟ ما الذي يضيفه النص المعلوماتي من أفكار ومعلومات مباشرة وغير مباشرة بالنسبة إليك؟ برأيك: كيف نضع الرجل المناسب في المكان المناسب حسب فهمك لمقال الحلاق المثقف؟ ما أثر الصدق والأمانة على تصرفاتك اليومية مع من حولك؟</p>
<p>الاستماع: يحدد المتعلم أفكار النص المسموع و يحللها، محددًا الفكر والنقاط الرئيسة. كتابة الاستجابة الأدبية للقصيدة كتابة بحث عن العصر الأندلسي وسماته و خصائص الشعر فيه. القصة القصيرة: "السماور"</p>	<p>ما المقصود بالنقد الأدبي؟ ما رأيك بما سمعته من حيث الأفكار واللغة والأسلوب؟</p>
<p>البلاغة: يتعرف المتعلم التشبيه المركب (الضمني).</p>	
<p>نصوص الرأي: مقال:</p>	





"الحلاق المثقف"

ياسر حارب

البلاغة:

يميز المتعلم الأسلوب الإنشائي والخبري و كيفية استخدامها في كتابة نص الرأي.

النحو:

يتعرف المتعلم البديل.

التحدث:

يعرض المقالة شفويًا مع تحري الموضوعية و الصدق و الأمانة خلال العرض للقضية عارضًا كل الجوانب دون إغفال أي جانب و منظمًا عرضه بشكل متسلسل مبدئيًا رأيه بكل حيادية.

الاستماع:

ينقد النص المسموع (المقالة) من حيث كيفية ارتقاء الكاتب من المقدمة و صولا لذروة الموضوع و ختامًا برؤيته.

يظهر تفاعلا مع النص المسموع (المقالة) عن طريق المناقشة و طرح الأسئلة و افجابه عليها، مظهرًا فهمًا للموضوع مستخدمًا اللغة العربية الفصيحة.

الاختبار النهائي للفصل الدراسي الأول في

المهارات النتية:

الفهم والاستيعاب

المهارات النحوية

المهارات الإملائية

الكتابة الإبداعية

التحدث والاستماع

ما أثر الجمل الفنية الوصفية على وصف المكان؟
ما الأسلوب الذي اعتمد عليه الشاعر للوصول إلى فكرته؟
ما نوع العاطفة التي اعتمد عليها الشاعر للتعبير عن مشاعره؟

ما المقصود بالسيرة الذاتية؟ وكيف يعبر الطالب عن محطات حياته
بأسلوب شيق؟

ما المميزات الفنية والفكرية لكاتب فن السيرة الذاتية؟

Term 3 – Topics/ Key Content

نص السيرة الذاتية:

"دارنا الدمشقية"

نزار قباني

نحو و الإملاء:

• مراجعة

ماسبق دراسته من قواعد

نحوية في الفصل الدراسي

الثاني

البلاغة:

مراجعة ماسبق دراسته من أساليب

بلاغية في الفصل الدراسي الثاني





<p>تحدث:</p> <ul style="list-style-type: none">• يعرض ما كتبه من من سيرة ذاتية على أن يكون قادرًا على التفاعل مع المتلقي من خلال الإجابة على الأسئلة المطروحة. <p>الاستماع:</p> <p>يحدد المتعلم أفكار النص المسموع و يحللها، محدّدًا الفكر و النقاط الرئيسية</p> <p>نص سيرة ذاتية مكتملة العناصر</p> <p>اختبارات نهاية الفصل الدراسي الثالث</p> <p>في المهارات الآتية:</p> <ul style="list-style-type: none">الفهم والاستيعابالمهارات النحويةالمهارات الإملائيةالتحدث والاستماعالكتابة الإبداعية	
<p>Assessment Overview and Format:</p> <p>Formative assessments include regular and on-going listening, oral presentations, composition, projects, and diagnostic assessments.</p> <p>Summative Assessments include unit tests, mid/year, and end of year exams during the school's Key Assessment cycle.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All resources will be shared with students on TEAMS. Homework will be shared with students on go4school. Pupils will be given a weekly HW assignment as well as extension activities.</p> <p>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.</p>





Key Stage 5 Art Curriculum Year 13

Term 1 – Topics/ Key Content Students will continue in term 1 with their Personal Projects. This will form 60% of their final coursework and has been based completely on their own choice of topic. Students will have completed two Outcomes 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 Hour 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 on the 1 st of May.	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	Links for Home Learning/Extension Resources: Students need to spend 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.





estimated grade, but nothing can be confirmed until results day. The moderators do not give feedback.





Key Stage 5 Biology Curriculum Year 13

We follow the international iAQA specification with exams in January and June.

TERM 1 – UNIT 3	
Textbook Chapters: 19. Photosynthesis 20. Respiration 23. Inheritance and Selection Exam practice and gap-filling	Textbook Chapters: 21. Energy in Ecosystems 22. Nutrient Cycles 23. Inheritance and Selection Exam practice and gap-filling
TERM 2 – UNIT 4	
Textbook Chapters: 24. Response to Stimuli 25. Skeletal Muscles 26. Control Systems in Plants Exam practice and gap-filling	Textbook Chapters: 27. Homeostasis 28. Control of Transcription and Translation 29. Recombinant DNA Technology Exam practice and gap-filling
TERM 3 - Revision	
Revision Preparation for Exams (Units 1,2&3)	
Assessment Overview and Format: For each topic, students will complete: - exam questions for homework - short end of unit tests Key Assessments will assess all of the content that has been covered before the date of the assessment. They will have the same format as that of the real AS papers.	Links for Home Learning/Extension Resources: All resources will be shared with students on TEAMS. The 'Physics and Maths Tutor's website provides exam questions and revision notes: https://www.physicsandmathstutor.com/ iAQA specification: oxfordaqa-international-as-and-a-level-physics-specification.pdf (oxfordaqaexams.org.uk)





Key Stage 5 International A Level Business Year 13

<p>Term 1 – Topics/ Key Content In Year 13, students will progress through Units 3 and 4, sitting external examinations in the June exam window.</p> <p>Unit 3: Business decisions and strategy - 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.</p> <p>Key content covered: 3.1 Business objectives and strategy 3.2 Business growth 3.3 Decision-making techniques</p> <p>Unit 4: Global Business - 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.</p> <p>4.1 Globalisation 4.2 Global markets and business expansion</p>	<p>Term 1 - Overarching Key Questions</p> <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, and Boston Matrix?• What are the problems of growth?• Compare and contrast with mergers and takeovers, and reasons for staying small.• 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?
<p>Term 2 – Topics/ Key Content Unit 3: Business decisions and strategy</p> <p>Unit 3 Concepts continued:</p> <p>3.4 Influences on business decisions 3.5 Assessing competitiveness</p> <p>Unit 4 Concepts Continued</p> <p>Key concepts covered; 4.3 Global marketing 4.4 Global industries and companies</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• 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?• Are Trading bloc opportunities or threats to businesses or a reaction to protectionism between countries?• Explain the Reasons for global mergers or joint ventures?
<p>Term 3 – Topics/ Key Content</p> <p>Unit 4: Global Business - Continue content of unit until Exam in May. Key concepts covered; 4.5 Role of the state in the macroeconomic</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• 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?





	<ul style="list-style-type: none">• What are is the local impacts versus national impacts of globalisation?
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding. Knowledge checks are conducted to ensure thorough revision and understanding is being consolidated regularly.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>





Key Stage 5 Business Curriculum Year 13

<p>Term 1 – Topics/ Key Content In Year 13, students will progress through Units 3 and 4, sitting external examinations in the June exam window.</p> <p>Unit 3: Business decisions and strategy - 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.</p> <p>Key content covered: 3.1 Business objectives and strategy 3.2 Business growth 3.3 Decision-making techniques</p> <p>Unit 4: Global Business - 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.</p> <p>4.1 Globalisation 4.2 Global markets and business expansion</p>	<p>Term 1 - Overarching Key Questions</p> <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• 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?
<p>Term 2 – Topics/ Key Content Unit 3: Business decisions and strategy</p> <p>Unit 3 Concepts continued:</p> <p>3.4 Influences on business decisions 3.5 Assessing competitiveness</p> <p>Unit 4 Concepts Continued</p> <p>Key concepts covered; 4.3 Global marketing 4.4 Global industries and companies</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• 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?• Are Trading bloc opportunities or threats to businesses or a reaction to protectionism between countries?• Explain the Reasons for global mergers or joint ventures?
<p>Term 3 – Topics/ Key Content</p> <p>Unit 4: Global Business - Continue content of unit until Exam in May. Key concepts covered; 4.5 Role of the state in the macroeconomic</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• 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?





	<ul style="list-style-type: none">• What are is 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. Knowledge checks are conducted to ensure thorough revision and understanding is being consolidated regularly.	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.





Key Stage 5 BTEC Enterprise & Entrepreneurship International Curriculum Year 13

Diploma Programme	Subsidiary Diploma Programme
<p>Term 1 – Topics/ Key Content Enterprise BTEC is 100% coursework and Units are broken into a variety of sub-tasks which are delivered throughout the year with finite deadlines for coursework submission.</p> <p>Units to begin Unit 34 – Launch and run an enterprise Unit 37 – Intrapreneurship and innovation in an Enterprise Unit 3 – Business Finance Unit 35 – Survival and Growth</p>	<p>Term 1 Enterprise BTEC is 100% coursework and this is broken into units. In the Subsidiary diploma students will have two units to be covered in each year, these units will run concurrently throughout Year 13</p> <p>Units to begin Unit 37 – Intrapreneurship and innovation in an Enterprise Unit 34 – Launch and run an enterprise</p>
<p>Term 2 – Topics/ Key Content</p> <p>Units to be continued Unit 34 – Launch and run an enterprise Unit 37 – Intrapreneurship and innovation in an Enterprise Unit 3 – Business Finance Unit 35 – Survival and Growth</p>	<p>Term 2 - Overarching Key Questions</p> <p>Units to be continued Unit 37 – Intrapreneurship and innovation in an Enterprise Unit 34 – Launch and run an enterprise</p>
<p>Term 3 – Topics/ Key Content</p> <p>Units to be completed Unit 3 – Business Decision Making Unit 35 – Survival and Growth Unit 34 – Launch and run an enterprise Unit 37 – Intrapreneurship and Innovation in an Enterprise</p>	<p>Term 3 - Overarching Key Questions</p> <p>Units to be completed Unit 37 – Intrapreneurship and innovation in an Enterprise Unit 34 – Launch and run an enterprise</p>
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques are used to stretch students' knowledge and understanding. Summative assessment is utilised as coursework throughout the course where teachers follow specific criteria outlined by the exam board.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>





Key Stage Enterprise Curriculum Year 13

Diploma Programme	Subsidiary Diploma Programme
<p>Term 1 – Topics/ Key Content Enterprise BTEC is 100% coursework and Units are broken into a variety of sub-tasks which are delivered throughout the year with finite deadlines for coursework submission.</p> <p>Units to begin Unit 34 – Launch and run an enterprise Unit 37 – Intrapreneurship and innovation in an Enterprise Unit 3 – Business Finance Unit 35 – Survival and Growth</p>	<p>Term 1 Enterprise BTEC is 100% coursework and this is broken into units. In the Subsidiary diploma students will have two units to be covered in each year, these units will run concurrently throughout Year 13</p> <p>Units to begin Unit 37 – Intrapreneurship and innovation in an Enterprise Unit 34 – Launch and run an enterprise</p>
<p>Term 2 – Topics/ Key Content</p> <p>Units to be continued Unit 34 – Launch and run an enterprise Unit 37 – Intrapreneurship and innovation in an Enterprise Unit 3 – Business Finance Unit 35 – Survival and Growth</p>	<p>Term 2 - Overarching Key Questions</p> <p>Units to be continued Unit 37 – Intrapreneurship and innovation in an Enterprise Unit 34 – Launch and run an enterprise</p>
<p>Term 3 – Topics/ Key Content</p> <p>Units to be completed Unit 3 – Business Decision Making Unit 35 – Survival and Growth Unit 34 – Launch and run an enterprise Unit 37 – Intrapreneurship and innovation in an Enterprise</p>	<p>Term 3 - Overarching Key Questions</p> <p>Units to be completed Unit 37 – Intrapreneurship and innovation in an Enterprise Unit 34 – Launch and run an enterprise</p>
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding. Summative assessment is utilised as coursework throughout the course where teachers follow specific criteria outlined by the exam board.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>





Key Stage 5 Chemistry Curriculum Year 13

TERM 1	
3.2 Inorganic Chemistry 3.2.4 Properties of period 3 elements 3.2.5 Transition metals 3.2.6 Reactions of ions in aqueous solutions Exam practice and gap filling	3.1 Physical Chemistry 3.1.8 Thermodynamics 3.1.9 Electrode potentials 3.1.10 Acids and bases Exam practice and gap filling
Close the gap revision EXAMS (unit 1,2&3)	
TERM 2	
3.1 Physical Chemistry 3.1.11 Rate equations 3.1.12 Equilibrium constants (K_p) Exam practice and gap filling	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 3.3.12 Polymers 3.3.13 Amino acids and proteins 3.3.14 Organic synthesis 3.3.15 NMR Spectroscopy 3.3.16 Chromatography Exam practice and gap filling
Close the gap revision EXAMS (unit 4,5)	
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/





Key Stage 5 International A Level Economics Year 13

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Unit 3: Business Behaviour</u></p> <p>This unit adds sophistication to the student’s microeconomic understanding, it pushes them to consider the market structures and how the interactions of competitive firms can influence pricing and other behaviours.</p> <p>□□</p> <ul style="list-style-type: none">• Types and sizes of businesses• Revenue, costs and profits• Market structures and contestability <p><u>Unit 4: Developments in the global economy</u></p> <p>This unit develops student understanding of the macroeconomy, building upon the foundations of Unit 2 with more complexity.</p> <ul style="list-style-type: none">• Causes and effects of globalisation• Trade and the global economy• Balance of payments, exchange rates and international competitiveness	<ul style="list-style-type: none">• How do market behaviours influence pricing decisions?• How can interventions control monopolies?• Explain the concept of oligopoly markets using a diagram• What is globalisation and how has it impacted the world?• Explain the various accounts in the balance of payments
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><u>Unit 3 continues with:</u></p> <ul style="list-style-type: none">• Labour markets• Government intervention <p><u>Unit 4 continues with:</u></p> <ul style="list-style-type: none">• Poverty and inequality• Growth and development in developing, emerging and developed economies<ul style="list-style-type: none">• The role of the state in the macroeconomy	<ul style="list-style-type: none">• How do labour markets set wages?• How do governments intervene in the labour market?• What are the drawbacks of leaving the labour market to market forces?• What is poverty, what are the causes of poverty and potential solutions?





<p>Term 3 – Topics/ Key Content</p> <p>In term 3 students sit their Unit 3 and Unit 4 examinations so they will spend some time preparing for these</p> <p>Priority in this term is to conclude the specification topics from Term 2 and begin a thorough revision programme.</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Which topics are most troubling?• Have you mastered the essay questions?
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding.</p> <p>Summative assessment is utilised in two ways, knowledge check-ins and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>





Key Stage 5 Economics Curriculum Year 13

Diploma Programme	Subsidiary Diploma Programme
<p>Term 1 – Topics/ Key Content Enterprise BTEC is 100% coursework and Units are broken into a variety of sub-tasks which are delivered throughout the year with finite deadlines for coursework submission.</p> <p>Units to begin Unit 34 – Launch and run an enterprise Unit 37 – Intrapreneurship and innovation in an Enterprise Unit 3 – Business Finance Unit 35 – Survival and Growth</p>	<p>Term 1 Enterprise BTEC is 100% coursework and this is broken into units. In the Subsidiary diploma students will have two units to be covered in each year, these units will run concurrently throughout Year 13</p> <p>Units to begin Unit 37 – Intrapreneurship and Innovation in an Enterprise Unit 34 – Launch and run an enterprise</p>
<p>Term 2 – Topics/ Key Content</p> <p>Units to be continued Unit 34 – Launch and run an enterprise Unit 37 – Intrapreneurship and innovation in an Enterprise Unit 3 – Business Finance Unit 35 – Survival and Growth</p>	<p>Term 2 - Overarching Key Questions</p> <p>Units to be continued Unit 37 – Intrapreneurship and Innovation in an Enterprise Unit 34 – Launch and run an enterprise</p>
<p>Term 3 – Topics/ Key Content</p> <p>Units to be completed Unit 3 – Business Decision Making Unit 35 – Survival and Growth Unit 34 – Launch and run an enterprise Unit 37 – Intrapreneurship and innovation in an Enterprise</p>	<p>Term 3 - Overarching Key Questions</p> <p>Units to be completed Unit 37 – Intrapreneurship and innovation in an Enterprise Unit 34 – Launch and run an enterprise</p>
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding. Summative assessment is utilised as coursework throughout the course where teachers follow specific criteria outlined by the exam board.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>





Key Stage 5 Curriculum: BTEC International level 3 Subsidiary Diploma Information Technology Year 13

<p>Term 1 – Topics/ Key Content</p> <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>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• What are the key considerations for website developers in creating engaging and innovative websites that effectively serve customers and potentially generate revenue for international organizations?• How do scripting languages such as HTML, CSS, and JavaScript contribute to the development of websites, and what are the essential skills and techniques required to solve various scenarios and problems encountered during website development?• How can existing websites be effectively reviewed and analyzed in terms of their overall design and effectiveness, and what insights can be gained from these reviews to inform and improve the development process?• What are the primary roles of HTML, CSS, and JavaScript in enhancing website design and functionality, and how can website developers effectively utilize these technologies to create user-friendly and interactive web experiences?• What is the significance of testing and review processes in website development, and how can these processes be employed to ensure the optimal design, functionality, and performance of websites developed using scripting languages and other tools?
<p>Term 2 & 3 – Topics/ Key Content</p> <p>UNIT 2: Creating Systems to Manage Information</p> <p>Students will explore the significance of relational databases in managing and processing data, both in personal and business contexts. From small-scale projects to large multinational online retailers' stock control systems, databases serve as crucial repositories of information, fulfilling organizational operating requirements.</p>	<p>Term 2 & 3- Overarching Key Questions</p> <ul style="list-style-type: none">• How do relational databases support business processes and social lives, and why are they widely used for managing and processing data?





In this unit, students will delve into the structure and origins of data, understanding how an efficient data design contributes to the development of an effective and valuable database. Through practical exercises and scenarios, students will have the opportunity to develop well-thought-out design solutions for database systems. These solutions will undergo rigorous testing to ensure their functionality and accuracy.

Moreover, students will critically evaluate each stage of the development process, reflecting on the effectiveness of their database solutions. This evaluation process will enable students to gain insights into the strengths and weaknesses of their approach and make necessary improvements.

To successfully complete the assessment tasks in this unit, students will draw upon the knowledge and skills they have acquired throughout their academic program. The unit will provide students with the opportunity to apply their learning, demonstrate their ability to design and develop database solutions, and evaluate their effectiveness.

- What is the importance of understanding the structure and origins of data in developing an efficient and effective database design?
- How can we develop an effective design solution for a given scenario to create a functional database system?
- What are the key considerations and methods for testing a database solution to ensure its correctness and functionality?
- How can we evaluate each stage of the development process and assess the effectiveness of a database solution in meeting organizational operating requirements?

Assessment Overview and Format:

UNIT 6 ASSIGNMENT: Students will be given a case study that 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.

Links for Home Learning/Extension Resources:

UNIT 6:

MDN Web Docs (<https://developer.mozilla.org/en-US/docs/Web>): MDN Web Docs is an excellent resource for web development. It offers comprehensive documentation, tutorials, and guides on HTML, CSS, JavaScript, and other web technologies.

W3Schools (<https://www.w3schools.com/>): W3Schools provides tutorials, examples, and references on various web technologies, including HTML, CSS, JavaScript, and more. It covers the basics as well as advanced concepts.





UNIT 2 ASSIGNMENT: Students will be given a case study and based on the theory they have been taught, they will be expected to implement this by liaising with a business, designing a database system for the business, revise it based on feedback, and then re-create the final version.

FreeCodeCamp (<https://www.freecodecamp.org/>): FreeCodeCamp is an interactive learning platform that offers a wide range of coding challenges and projects to help you learn web development. It covers HTML, CSS, JavaScript, and other web technologies.

CSS-Tricks (<https://css-tricks.com/>): CSS-Tricks is a website dedicated to CSS. It provides tutorials, tips, and tricks on CSS, including modern techniques and best practices.

Stack Overflow (<https://stackoverflow.com/>): Stack Overflow is a popular community-driven question-and-answer website. It is an excellent resource for troubleshooting coding issues and finding answers to specific programming problems.

Google Developers
(<https://developers.google.com/web/>): Google Developers provides resources, guides, and best practices for web development. It covers a wide range of topics, including performance optimization, responsive design, and accessibility.

Codecademy (<https://www.codecademy.com/>): Codecademy offers interactive coding courses on various web development topics. It provides hands-on exercises and projects to help you learn and practice web development skills.

UNIT 2:

W3Schools (<https://www.w3schools.com/sql/>)
W3Schools provides tutorials and examples for various aspects of SQL, including creating databases. It covers different database management systems like MySQL, SQL Server, Oracle, and more.

PostgreSQL Tutorial
(<https://www.postgresqltutorial.com/>)
This website offers a comprehensive tutorial specifically for PostgreSQL, covering topics such as creating databases, tables, and other database objects.





Oracle Database Documentation

(<https://docs.oracle.com/en/database/>)

Oracle provides detailed documentation for their database management system, including information on creating and managing databases. The documentation is comprehensive and covers various versions of Oracle Database.

Microsoft SQL Server Documentation

(<https://docs.microsoft.com/en-us/sql/>)

Microsoft offers extensive documentation for SQL Server, which includes detailed guides on creating and managing databases. The documentation covers different editions and versions of SQL Server.

MySQL Tutorial (<https://www.mysqltutorial.org/>)

This website provides a step-by-step tutorial for MySQL, covering topics like creating databases, tables, and other database-related operations.

MongoDB University

(<https://university.mongodb.com/>)

MongoDB University offers free online courses on MongoDB, a popular NoSQL database. The courses cover various topics, including creating and managing databases in MongoDB.

YouTube Channels:

Derek Banas

(<https://www.youtube.com/user/derekbanas>)

Derek Banas provides comprehensive tutorials on different programming and database-related topics, including database creation.

The Net Ninja

(<https://www.youtube.com/c/TheNetNinja>)

The Net Ninja offers a series of videos on database management, including creating databases using different technologies.





Key Stage 5 Design & Technology Curriculum Year 13

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Theory Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 13.</p>	<p>What are the different scales of production? How are computer systems used in production distribution and storage? What is the relationship between material cost, manufacturing processes and the scale of production How are CAD/CAM used to develop and present ideas and manufacture products? What is rapid prototyping? Why is it important to critically assess products? Why should we design inclusive products? What are ergonomics and anthropometrics? and how are they used in design? Why do we use risk assessments? What does COSHH stand for and why is it important? What legislation and standards body are used to ensure safe working practices and safe products? Why are copyright, patents registered designs, trademarks and logos important to a designer? What is 'open design' How can we apply the six Rs of sustainability to product design and manufacture? How can products be designed to allow for efficient manufacture and disassembly? How are feasibility studies used to assess the practicality of production? Why are marketing and branding important for a product? How are products advertised and promoted? How can you present design proposals effectively?</p>
<p>Paper 1</p> <ul style="list-style-type: none">• <i>Modern industrial and commercial practice</i>• <i>Digital design and manufacture</i>• <i>The requirements for product design and development</i>• <i>Health and Safety</i>• <i>Protecting designs and intellectual property</i>• <i>Design for manufacturing maintenance, repair and disposal</i>• <i>Feasibility studies</i>• <i>Enterprise and marketing in the development of products</i>• <i>Design communication</i>	<p>What design problem do you want to solve? What is an iterative design process? How will you ensure you maximise the marks set out by the exam board? How can you include primary research in your NEA? Why is it important to have a client as you progress through your project? What materials are suitable for prototyping? How will you demonstrate a range of skills in the manufacture of your final prototype? What CAM could you use to help speed up and improve the quality of your final prototype? Do you need to research materials, components or finishes? Why is so important to evaluate and test our products thoroughly?</p>
<p>Non-Exam Assessment (NEA) 50% of final grade will continue</p> <p>Students will continue to work through the design process to create a design solution to the problem they have identified. This term they will focus on the development of their final prototype and evaluation.</p>	





<p>Term 2 – Topics/ Key Content</p> <p>Theory Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 13.</p> <p>Paper 1 will continue</p> <p>Non-Exam Assessment (NEA) 50% of final grade will continue students will have until February half term to respond to feedback and improve their NEA before submission.</p> <p>After February half term, the full focus will be on revision in line with specification set out by the exam board.</p>	<p>Term 2 - Overarching Key Questions</p> <p>What improvements do you need to make to maximise the marks set out by the exam board?</p> <p>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?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Full focus will be on revision in line with specification set out by the exam board.</p>	<p>Term 3 - Overarching Key Questions</p> <p>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?</p>
<p>Assessment Overview and Format:</p> <p>Final Assessment: 50% NEA – Coursework project. 50% Exam – Paper 1: Technical Principles (30%) 2 hours Paper 2: Designing and making principles (20%) 1.5 hours</p> <p>The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives:</p> <ul style="list-style-type: none">• AO1: Identify, investigate and outline design possibilities to address needs and wants.• AO2: Design and make prototypes that are fit for purpose.	<p>Links for Home Learning/Extension Resources:</p> <p>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 retrieve the information needed in an exam. On occasions, this can be related to research for a topic, analysis of a design work piece, skill building exercises or revision for exams.</p>





- A03: Analyse and evaluate:
 - design decisions and outcomes, including for prototypes made by themselves and others
 - wider issues in design and technology.
- A04: Demonstrate and apply knowledge and understanding of:
 - technical principles
 - designing and making principles.





Key Stage 5 English Literature Curriculum Year 13

<p>Term 1 – Topics/ Key Content</p> <p>Teacher 1 Students will explore the short stories of Robert Louis Stevenson including: Jekyll & Hyde, Markheim, The Body Snatcher and A Lodging for the Night</p> <p>Teacher 2 Students will study Agatha Christie’s ‘The Murder of Roger Ackroyd’ in preparation for their examination</p>	<p>Term 1 - Overarching Key Questions</p> <p>How are the key themes presented in the text? How does the writer use language, structure and convey their ideas? How are the texts influenced by their context?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Coursework Students will continue to redraft their poetry and prose coursework essays.</p>	<p>Term 2 - Overarching Key Questions</p> <p>Key Questions will vary depending on the topic students choose for their coursework.</p>
<p>Term 3 – Topics/ Key Content</p> <p>Personalised revision</p>	<p>Term 3 - Overarching Key Questions</p> <p>n/a</p>
<p>Assessment Overview and Format:</p> <p>Students will be given timed, assessed pieces from each teacher at least once a month.</p> <p>In addition, they will sit two full, timed mocks throughout the year, as per the assessment calendar.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be given revision booklets to help them prepare for the examinations.</p>





Key Stage 5 Geography Curriculum Year 13

<p>Term 1 – Topics/ Key Content</p> <p>Human Geography: Global Interdependence</p> <p>Physical Geography: Hazardous environments</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Trade flows and trading patterns• International debt and International Aid• The role of the World Trade Organization (WTO) and free trade. Evaluate the impacts of trade on exporting and importing countries.• The nature and role of Fairtrade• Hazards resulting from mass movements• Hazards resulting from atmospheric disturbances• Sustainable management in hazardous environments
<p>Term 2 – Topics/ Key Content</p> <p>Human Geography: Environmental management</p> <p>Physical geography: Coastal environments</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• Sustainable energy supplies• Management of energy supplies• Environmental degradation• Management of a degraded environment• Coastal processes• Characteristics and formation of coastal landforms• Coral reefs• Sustainable management of coasts
<p>Term 3 – Topics/ Key Content</p> <p>Revision and consolidation</p>	<p>Term 3 - Overarching Key Questions</p>





<p>Assessment Overview and Format:</p> <p>In November students have a resit opportunity for the Year 12 AS content.</p> <p>In June Students sit the Advanced Human and Physical Geography Papers, which together comprise 50% of the final grade weighting.</p> <p>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.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be issued a copy of the Cambridge International Examination IA Level Geography textbook.</p> <p>This is an essential website, which gives you the specification. https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/</p> <p>Useful websites for revision and exam practice www.bbc.co.uk https://www.theguardian.com/uk http://www.nationalgeographic.com/</p> <p>The school subscribes to two online magazines. Use these resources which are free and you would otherwise have to pay for!</p> <p>Geographical Magazine https://login.exacteditions.com/login.do username: r.madaser_wek@gemsedu.com password: exactly</p> <p>Wide World Magazine – Hodder Username 35496140 Password erteach Centre ID 354961</p>
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Key Stage 5 History Curriculum Year 13

Term 1 – Topics/ Key Content

- 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 between James I and Charles I?
- How important were the favourites of James I and Charles I?
- How weak were 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?

Term 1 - Overarching Key Questions

Stuart Britain and the Crisis of the Monarchy 1603-1702

Absolutism Challenged: Britain 1603-49

Revolution 1629-49





<p>Term 2 – Topics/ Key Content</p> <ul style="list-style-type: none">• 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 General’s rule come to an end?• How did the Restoration take place?• What was the emergence of the country and city parties?• How important were 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 to 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?	<p>Term 2 - Overarching Key Questions</p> <p><u>Stuart Britain and the Crisis of the Monarchy 1603-1702</u></p> <p><u>From Republic to restored and limited monarchy 1649-78</u></p> <p><u>The establishment of constitutional monarchy 1678-1702</u></p>
<p>Term 3 – Topics/ Key Content</p> <p>Revision of Stuart Britain and the Crisis of Monarchy 1603-1702 and Revolution and Dictatorship: Russia 19170-1953 before the final exams.</p>	<p>Term 3 - Overarching Key Questions</p>





<p>Assessment Overview and Format:</p> <p>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.</p> <ol style="list-style-type: none">1) Stuart Britain and the Crisis of Monarchy 1603-1702 = 40% of the final mark2) Revolution and Dictatorship: Russia 1917-1953 = 40% of the final mark3) A Level coursework: Civil War to Civil Rights: The struggle for Civil Rights for Black Americans 1863-1968 = 20% of the final mark	<p>Links for Home Learning/Extension Resources:</p> <p>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.</p>





Key Stage 5 Islamic Curriculum Year 13

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 ‘Ā’isha• Extremism• Responsibility in Islam• Allah’s Messenger PBUH and social life• The five purposes of Islamic legislation• Divine laws	<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?• 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?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<ul style="list-style-type: none">• 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• Separation of Spouses	<ul style="list-style-type: none">• 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?





	<ul style="list-style-type: none">• Why did Prophet Muhammad PBUH discourage the act of separation between spouses? (Talaq)• How does divorce affect the individual and society?
Term 3 – Topics/ Key Content <ul style="list-style-type: none">• Surah An Noor Ayah 46-57) Politeness with the Messenger PBUH• The Islamic Economic System<ul style="list-style-type: none">• Observance (Ittiba) and Imitation (Taqlid)• Sheikh Zayed bin Sultan• Islam and Knowledge Economy	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• 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?
Assessment Overview and Format: <p>Students will have 3 key assessments throughout the year. Students will be judged according to the following criteria</p> <ul style="list-style-type: none">• Qur'an recitation• Qur'an memorisation• Written Assessment• Home learning/note books	Links for Home Learning/Extension Resources: <ul style="list-style-type: none">www.islamreligion.comhttp://harunyahya.comhttps://scholar.google.aehttp://www.sultan.orghttps://sunnah.comwww.awqaf.gov.aewww.quranexplorer.comwww.iacad.gov.aewww.quran.com





Key Stage 5 Mathematics Curriculum Year 13

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Pure Mathematics 3</p> <p>Algebra and functions Simplifying algebraic fractions, Composite and inverse functions, Modulus function Transformations.</p> <p>Trigonometry Secant, cosecant and cotangent (definitions, identities and graphs) & inverse trigonometrical functions. Compound and double (and half) angle formulae. $r \cos (x \pm \alpha)$ or $r \sin (x \pm \alpha)$</p> <p>Exponentials and logarithms Exponential functions and natural logarithms.</p> <p>Differentiation Differentiating exponentials, logarithms and the trigonometric functions $\sin x$ and $\cos x$, and their sums, differences and multiples. Differentiating products, quotients and using the chain rule.</p> <p>Integration Integrating x^n (including when $n = -1$), exponentials and trigonometric functions. Integration by recognition of known derivatives and using trigonometric identities.</p> <p>Numerical methods Location of roots. Solving by iterative methods</p>	<p>When does the function machine fail to find an inverse? Do any functions have a self-inverse? Is an inverse function always possible?</p> <p>Students need to know how to find the inverse of a function and it is worth stressing the notation here as lots of students still differentiate when they see this in an exam. Students should know that if f^{-1} exists, then $f f^{-1}(x) = f^{-1} f(x) = x$. It follows from this that the inverse of a many-one function can only exist if its domain is restricted to make it a one-one function.</p>
<p>Decision Mathematics 1</p> <p>Algorithms Introduction to algorithms. Sorting, searching and packing algorithms.</p> <p>Algorithms on graphs Introduction to graph theory. Minimum connectors (spanning trees) Dijkstra's algorithm</p>	<p>What does the full network look like? Would the minimum spanning tree remain the same if this edge was added? Can you draw a different spanning tree? Can you find a shorter tree? What strategy did you use? Can you write your strategy in a formal way (as an algorithm)? What are the similarities and differences?</p>





Term 2 – Topics/ Key Content

Pure Mathematics 4

Proof

Proof by contradiction.

Algebra and functions

Partial fractions.

Coordinate geometry in the (x, y) plane

Definition and converting between parametric and Cartesian forms.

Binomial expansion

Expanding $(a + bx)^n$ for rational n ; knowledge of range of validity.

Differentiation

Differentiating implicit and parametric functions

Rates of change problems (including growth and decay)

Integration

Volumes of revolution

Integration by substitution

Integration by parts

Use of partial fractions

Differential equations

Vectors

Definitions, magnitude/direction, addition and scalar multiplication

Position vectors, distance between two points, geometric problems

Vector equation of a line

Decision Mathematics 1

Algorithms on graphs II

Route inspection problem

Travelling salesman problem

Critical path analysis

Activity networks; precedence tables

Critical path algorithm; earliest and latest event times

Total float; Gantt charts

Scheduling

Linear programming

Formulation of problems

Graphical solutions

Integer solutions

Term 2 - Overarching Key Questions

What shape is given by $x = 4 \cos t$, $y = 2 \sin t$?

Name and properties of curve?

The trigonometric identities (such as $\sec^2 x = 1 + \tan^2 x$) can be used to convert from parametric to Cartesian form.

In a lake the amount of a particular weed (P) grows at a rate proportional to the amount of weed already present in the lake.

The weed is removed by fish eating it at a constant rate of 10 kg per day.

(a) Write down a differential equation relating P, the amount of weed in kg, and t, the time which has elapsed since the start of the investigation.

(b) Given that the weed grows at a rate of 5 kg per day when there is 90 kg of weed present in the lake, find the rate of growth of the weed, in kg/day, when there is 120 kg of weed present.

Consider an aircraft landing in a cross-wind – what direction does it need to fly?

Link examples to mechanics (kinematics and forces). For example, consider questions such as:

The velocity of an object is given by vector $v = 3t\mathbf{i} + t^2\mathbf{j} + 4t\mathbf{k}$. What is its speed after 5 seconds?





Term 3 – Topics/ Key Content Revision - Pure Mathematics 4 Revision – Decision 1	Term 3 - Overarching Key Questions
Assessment Overview and Format: There will be Key assessments each year: <ul style="list-style-type: none">• Baseline (When students join in year 12)• Key assessment 1 P3 (End of term 1)• Key assessment 2 P4 (End of term 2)• Key assessment 3 P4 and D1 (End of term 3) Jan Exam: All students will be completing the P3 exam entry in January. Assessment data will be calculated using the most recent assessment, (where available) previous exam data will also be considered.	Links for Home Learning/Extension Resources: www.physicsandmathstutor.com www.examsolutions.net Video examples, worksheets, daily revision Maths Genie Videos and exam questions sorted by level – Dr Frost Fun Mathematics: Brilliant.org https://www.3blue1brown.com https://www.numberphile.com https://www.vsauce.com





Key Stage 5 Mathematics Curriculum Year 13

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Radio Product: <i>War of the Worlds</i> (1938) 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>Online – The Voice 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>Zendaya The social media profile and target audience of the actress and musician known as Zendaya</p> <p>Techniques of Persuasion Historical, social and cultural contexts</p>	<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.
<p>Video games</p> <p>These are in-depth CSPs and needs to be studied with reference to all four elements of the theoretical framework and all relevant contexts.</p> <p><i>Tomb Raider Anniversary</i> (2007) Extracts can be accessed online.</p> <p><i>Sims Freeplay</i> Metroid Prime 2 Echoes</p> <p><i>Tomb Raider</i> The study focuses on:</p> <ul style="list-style-type: none">• the game• the game covers. <p>Television</p> <p>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>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.</p> <p>How have these products been created to be decoded by their target audiences?</p>





<p>Either <i>Capital</i> (Series 1, Episode 1) and <i>Deutschland 83</i> (Series 1, Episode 1) Or <i>Witnesses</i> (Series 1, Episode 1) and <i>The Missing</i> (Series 2 Episode 1)) Or <i>No Offence</i> (Series 1, Episode 1) and <i>The Killing</i> (Series 1, Episode 1) Two set products</p>	
<p>Term 2 and 3 – Topics/ Key Content Production of NEA is ongoing throughout the term. The deadline for completion to be set internally by centres. All marks submitted to us by 15 May. Colleges may decide to allocate more lesson time in the week to NEA completion 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. Mock Exam and target setting. 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> <p>Term 3 - Revision of all CSP's</p> <p>Further exam preparation.</p>	<p>Term 2 - Overarching Key Questions</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). <p>How are the codes and conventions of a website used in the product?</p> <p>How are these conventions used to influence meaning?</p> <ul style="list-style-type: none">• 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? <p>How can you ensure that you are able to apply all theories to the specific AQA CSP products?</p>





	What is the best way to prepare for each media paper?
Assessment Overview and Format: 70% = 2 Exams, 2 hours each 30% = Coursework A 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 lesson resources are on TEAMS and Text books





Key Stage 5 Moral Social and Cultural Studies Curriculum Year 13

Term 1 – Topics/ Key Content/Learning Objectives Finance management – how can we be smart consumers and manage our money effectively? Ethics in real life – Recognising corruption and unethical behaviour and how this can be challenged	Term 1 - Overarching Key Questions How to be a smart consumer. Borrowing and lending. Saving and investment Financial management Recognising how corruption occurs Impacts of corruption Dealing with unethical behaviour
Term 2 – Topics/ Key Content/Learning Objectives Globalisation – students will explore the pros and cons of globalization and what effect it has had, and continues to have on the UAE, also looking ahead to the future	Term 2 - Overarching Key Questions What is globalisation? What are the pros and cons of globalisation? What are the impacts?
Term 3 – Topics/ Key Content/Lesson Objectives Consolidation and preparation for study leave	Term 3 - Overarching Key Questions
Assessment Overview and Format: Students will have summative assessment throughout the year. This may be in the form of multiple choice tests or personal reflections.	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 digital notebook and class resources.





Key Stage 5 Nutrition and Food Science Curriculum Year 13

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Question
A: Food Security and Sustainability	
Food Security	What are the challenges to achieving food security? -climate change and secure weather -land degradation through intensive farming -population growth
Food Poverty	What is food poverty? Is it a global issue? Is it a local and national issue? What is being done to reduce food poverty -food banks -Fair Share -The Trussel Trust
Food Sustainability	What is the impact of the following ethical and environmental factors on climate change and natural resources (water, soil)? -animal farming -locally and seasonally produced food -organic farming How does the following contribute positively to local economies? -locally and seasonally produced food -Fairtrade How do the following schemes help consumers who want to make sustainable food choices-? -Red Tractor -Carbon Footprint -Conservation Grade -Linking Environment and Farming Rainforest Alliance Marine stewardship Council How do environment claims made by the food industry influence consumer food choice?
Food Waste	What are the effects of food and associated packaging waste as an environmental and ethical issue? What role do the following play as contributors to the problem of food and associated packaging waste? -primary producers -food manufacturers -retailers -consumers





Changing Consumer Behaviour	<p>How do the following organisations aim to reduce food and associated packaging waste?</p> <ul style="list-style-type: none">• WRAP UK• Courtauld Commitment• Love Food Hate Waste <p>What advice would you give to consumers on how to make food choices that have a positive impact on food security and sustainability?</p> <p>What barriers prevent consumers from making food choices that have a positive impact on food security and Sustainability?</p> <p>What are the environmental and social cost of shopping for food in supermarkets</p>
<p>Term 1 – Topics/ Key Content A: Food Safety and Quality</p> <p>Food Safety</p> <p>Safety through the Chain</p>	<p>Explain why Food safety is a public health priority as defined by the World Health Organisation (WHO)</p> <p>Why is food safety a shared responsibility throughout the food chain?</p> <p>What are the risks to food safety of the following? -Animal health, for examples veterinary medicines and animal feed -plant health, for example pesticide residues and mycotoxins</p> <p>What is the role of the Food Standards Agency (FSA) and Depart of Agriculture, Environmental and Rural Affairs (DAERA) in relation to animal and plant health and food safety?</p> <p>How do food manufacturers ensure safe food production by using the following quality assurance systems? -Good Manufacturing Practice (GMP) -Quality Assurance standards - Food Traceability</p> <p>Explain the following in relation to food safety in establishments that serve food -hazard Analysis Critical Control Points (HACCP) -Food hygiene rating schemes -Food inspection laws</p>





Microbiological Contamination	<p>Explain the role of the Environmental Health Officer (EHP) in relation to food safety</p> <p>Describe the possible risks to public health of each of the following bacteria?</p> <ul style="list-style-type: none">-Salmonella-Campylobacter-Listeria-Escherichia Coli <p>Identify and discuss the foods that pose the greatest risk of food- borne illnesses?</p> <p>Outline how the risk of microbial contamination can be minimised by?</p> <ul style="list-style-type: none">-Primary producers-Food manufacturer-establishments that serve food-the consumer
Chemical Contamination	<p>Describe the possible risks to public health of each of the following chemical contaminants?</p> <ul style="list-style-type: none">-acrylamide-arsenic in rice-Bisphenol – A (BPA)-dioxins-heavy metals, for example mercury, lead and cadium <p>What is being done to minimize the risk to public health of each of the chemical contaminants listed above?</p>
Additives	<p>Evaluate the use of additives in food and explore the controversy surrounding the use of the following additives?</p> <ul style="list-style-type: none">-colours-flavour enhancers-Sweeteners-preservatives
Allergens	<p>Explain how food additives are regulated?</p> <p>Discuss the possible theories influencing the incidence of food allergies?</p> <p>Explain food allergen labelling and information regulations and demonstrate knowledge and understanding of the work of the Food Standards Agency in relation to food allergy and food intolerance?</p>
Controls and legislation	<p>Examine the work of the European Food Safety Authority (EFSA) in relation to risk assessment and food safety?</p>





	What are the key principles of EC Regulations no 852.853.854 Food Hygiene Package
Term 2 /3– Topics/ Key Concepts A2 – 2 : Research Project <u>For example:</u> Antioxidant Supplements: Friend or Foe! In this unit, students submit a report on a research project of their own choice. The report should not exceed 4000 words. The project gives students opportunities to demonstrate appropriate knowledge, understanding and skills demanded by the process. In this project, students <ul style="list-style-type: none">• identify and discuss issues associated with their chosen research area;• select and interpret appropriate and relevant information;• analyse information and judge its relevance to their chosen research area;• plan and conduct primary research• present and interpret findings from research they have undertaken;• draw conclusions using reasoned arguments; and• make recommendations for future study.	Term 3 - Overarching Key Questions What topic will you choose and why? What issues are associated with your chosen area? What information will you research? What type of research will you use? What methods will you use to present findings? What reasoning shall you use to draw conclusions?
Report Format Title Abstract – 150 words Introduction – 350 words Literature Review- 1000 words Methodology- 700 words Discussion of Results -1500 words Conclusions- 150 words Recommendations – 150 words Bibliography Appendices	





<p>Assessment Overview and Format:</p> <p>Students will be assessed both formatively and summatively</p> <p>Verbal feedback will be given to students in the lesson.</p> <p>The students will be assessed using exam style questions and also a revision workbook with past exam papers will be issued to each student along with revision questions.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All students must be spending 3 hrs on Food work either homework / exam questions or keeping up to date with content by revising class theory concepts</p> <p>Students will be part of the showbie and teams groups where resources will be stored</p> <p>Students will be encouraged to carry out extra research on topics covered and to relate to everyday menu planning.</p> <p>Mark schemes will be shared to allow sample answers to be written</p>





Key Stage 5 Photography Curriculum Year 13

<p>Term 1 – Topics/ Key Content Students will continue in term 1 with their Personal Projects. 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.</p>	<p>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?</p>
<p>Term 2 – Topics/ Key Content 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. Students will need to create a sketchbook of work that will lead to the final 15-hour exam.</p>	<p>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?</p>
<p>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.</p>	<p>FINAL EXHIBITION After May 28th</p>
<p>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.</p>	<p>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. Students will create a digital pdf file of</p>





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.

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.





Key Stage 5 Physics Curriculum Year 13

We are following the international IAQA specification with exams in January and June

TERM 1	
3.7 Gravitational fields 3.8 Electric fields & Capacitance 3.10 Magnetic fields Close the gap revision EXAMS (Unit 3)	3.6 Further mechanics and thermal physics 3.6.1 Periodic motion 3.9 Exponential change Close the gap revision EXAMS (Unit 3)
Close the gap revision EXAMS (Unit 1,2 &3)	
TERM 2	
3.12 - Nuclear energy Unit 4/5 revision	3.11 Thermal physics 3.14 Energy stores
TERM 3	
Close the gap revision EXAMS (Unit 4/5)	
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 iA-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/ IAQA specification oxfordaqa-international-as-and-a-level-physics-specification.pdf (oxfordaqaexams.org.uk)





Key Stage 5 Psychology Curriculum Year 13

Term 1 – Topics/ Key Content	Overarching Key Questions
<p><u>Issues and Debates</u></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><u>Relationships</u></p> <ul style="list-style-type: none">• The evolutionary explanations for partner preferences• Factors affecting attraction in romantic relationships• Theories of romantic relationships• Virtual relationships in social media• Para social relationships	<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?••• What are the different types of relationships?• What influences our relationships?• Why do people stay in / leave relationships?• How are relationships formed online? Are they stronger than those formed in person?• What causes a relationship to breakdown?
<p>Term 2 – Topics/ Key Content</p> <p><u>Forensic Psychology</u></p> <ul style="list-style-type: none">• Measuring crime• Offender profiling• Explanations of offender behaviour.• Dealing with offender behavior <p><u>Schizophrenia</u></p> <ul style="list-style-type: none">• Classification and diagnosis of schizophrenia• Biological explanations: genetics and neural• Psychological explanations: family dysfunctions and cognitive explanations• Drug therapy• Therapy: cognitive behavioural and family therapy• Token economies• The interactionist approach	<ul style="list-style-type: none">• Are individuals born criminals?• What factors affect the likeliness of committing crimes?• How can we explain criminal behaviour?• Can criminals be ‘cured’? • What is schizophrenia?• How do we diagnose schizophrenia?• How do we explain schizophrenia?• How do we treat schizophrenia?•
<p>Term 3 – Topics/ Key Content</p> <p><u>Exam preparation</u></p>	





<ul style="list-style-type: none">Exam practice and consolidation of Year 12 and 13 content.	
<p>Assessment Overview and Format:</p> <p>Students will be assessed at the end of each topic area. Homework will focus on the practice of the longer 16-mark question technique.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Link for exam board and earlier exam materials: https://www.aqa.org.uk/subjects/psychology/as-and-a-level</p>





Key Stage 5 Physical Education A-Level Year 13

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Applied Anatomy and Physiology</u></p> <ul style="list-style-type: none">• Energy Systems <p><u>Exercise Physiology</u></p> <ul style="list-style-type: none">• Injury Prevention and Rehabilitation of Injury <p><u>Biomechanics</u></p> <ul style="list-style-type: none">• Linear Motion• Angular Motion• Projectile Motion• Fluid Mechanics	<ul style="list-style-type: none">• Aerobic and Anaerobic Energy Systems• ATP-PC Systems, Anaerobic Glycolytic system• Energy Continuum <ul style="list-style-type: none">• Chronic and Acute injuries• Recovery Methods• Rehabilitations methods <ul style="list-style-type: none">• Definitions, equations and units of vectors and scalars• Acceleration, Momentum, Speed, Velocity• Impulse• Force-time graphs• Moment of inertia and distribution of mass• Horizontal displacement• Drag force and The Bernoulli Principle
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<ul style="list-style-type: none">• Sport Psychology• Psychological factors that can influence an individual within sport and physical activity	<ul style="list-style-type: none">• Personality• Attitudes -formation• Arousal – 4 theories• Anxiety – state and trait• Aggression in sport – theories and causes• Motivation• Social inhibition and social facilitation• Group dynamics• Cohesion in sport• Goal Setting – SMARTER model• Achievement Motivation• Self-efficacy and Confidence• Leadership- styles and theories• Stress Management – cognitive and somatic• Attribution theory





<p>Term 3 – Topics/ Key Content</p> <p>Sport and Society and the Role of Technology in Physical Activity and Sport</p>	<p>Term 3 – Overarching Key Questions</p> <ul style="list-style-type: none">• Concepts of physical activity in sport• Development of elite performers in sport – UK Sport and Sport England• Ethics in sport – Sportsmanship, Gamesmanship and Deviance• Violence in sport – causes and implications• Drugs in sport – physiological and psychological performance• Sport and the law• Impact of Commercialisation on physical activity and sport and the relationship between sport and the media• Role of technology in physical activity and sport
<p>Assessment Overview and Format:</p> <ul style="list-style-type: none">• Three Key Assessment points throughout the year.• Coursework to be completed by May and send to moderators• MOCKS to be sat in January• Students will sit real exam papers so they can start to familiarize themselves with expectations. <p>Formative assessment throughout the course including mini-tests, quizzes, consolidation work</p>	<p>Links for Home Learning/Extension Resources:</p> <p>The WATCH/READ/DO Consolidation work will be sent home to parents half termly and shared with students via TEAMS.</p>





Key Stage 5 Sociology Curriculum Year 13

<p>Term 1-2 – Topics/ Key Content</p> <p>Teacher 1: UNIT 3 – Education</p> <p>UNIT 4 –Mass Media</p>	<p>Term 1 - Overarching Key Questions</p> <p>How has social mobility impacted education?</p> <p>What are the influences on the curriculum?</p> <p>How is attainment impacted by ability, class, gender, and ethnicity?</p> <p>What is the global perspective of media?</p> <p>Theoretical approaches to media ownership</p> <p>Impact of new media</p> <p>Media representations</p> <p>Media effects</p>
<p>Teacher 2: Term 1-2– Topics/ Key Content</p> <p>Unit 4 - Religion</p> <p>Religion and social order</p> <p>The influence of religion</p>	<p>Term 2 - Overarching Key Questions</p> <p>What is the role of Religion in society?</p> <p>How does Religion ensure social order?</p> <p>How is Religion a source of social change?</p> <p>What is the secularisation debate?</p> <p>How does religion represent Gender and feminism?</p> <p>What is the role of Religion within postmodernity?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Consolidation and Revision</p>	<p>Term 3 - Overarching Key Questions</p>
<p>Assessment Overview and Format:</p> <p>In November, students will get an opportunity to re-sit their AS exam and bank 50% of their final grade.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be issued a copy of the Cambridge International Examination IA Level Sociology textbook.</p>





<p>In June 2022, students will sit 2 exams; Paper 3 on Education (1hr 15 minutes) and Paper 4 on Mass Media and Religion (1hr 45 minute)</p> <p>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.</p>	<p>Students are recommended to download a free digital copy of Sociology in Focus</p> <p>https://www.shortcutstv.com/blog/2019/02/08/free-textbook-sociology-in-focus-for-as/</p> <p>https://www.shortcutstv.com/blog/2019/02/10/sociology-in-focus-for-a2-free-textbook/</p> <p>This is an essential website, which gives you the specifications.</p> <p>https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-sociology-9699/</p> <p>Useful websites for revision and exam practice</p> <p>https://hecticteachersalevelsociologysite.wordpress.com/</p> <p>http://sociology.org.uk/</p> <p>https://www.tutor2u.net/sociology/reference</p>
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