2022-23

Key stage 3

Year 9 Curriculum

GEMS WELLINGTON ACADEMY AL KHAIL

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Key Stage 3 Arabic A Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
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	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؟
Term 2 – Topics/ Key Content **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 و الاستيعاب (نص خارجي) ختبار مهاري لمهارة الكتابة الإبداعية في نوع النص التالي:	ما دور الفكرة التي اعتمد عليها 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 الافكار بطريقة منظمة متسلسلة من أجل إقناع القاريء بفكرة محددة؟ كيف تختلف النصوص المعلوماتية عن النصوص الأدبية من حيث:الفكرة الرئيسة ،اللغة ، الأسلوب؟ ما الأغراض البلاغية التي تساعد في كتابة نصوص أدبية ناجحة ؟ كيف أكتب مقالا ناجحا أعبر من خلاله عن فكرة أو قضية معينة؟

مقال الرأي: يكتب المتعلم مقال رأي مكتمل العناصر. مهارة قراءة النص الأدبي و تحليله. ختبار 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	

Term 3 – Topics/ Key Content	
النص المعلوماتي(الإدمان على الإنترنت) استجابة أدبية 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 تاما 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 : 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. يكتب المتعلم نصا تفسيريا . اختبار مهاري في المهارات التالية: المفردات البلاغة	ما الطريقة المثلى لتحليل نص ممعلوماتي يتمحور حول فكرة محددة؟ كيف يمكن للنصوص المعلوماتية أن تكون سببا 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 بناء على فهمك للفكرة الرئيسة 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:	Links for Home Learning/Extension Resources:
Formative assessments include regular and on-going listening, oral presentations, composition, projects, and diagnostic assessments. Summative Assessments include unit tests, mid/year, and end of year exams during the school's Key Assessment cycle.	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.

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Key Stage 3 Arabic B Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
1. Transportation In UAE.	• What are the different types of transportation? • Can you compare different types of transportation? • What is your opinion about public transportation? • What's your favourtie 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.
2. Dubai Traffic Jam.	• 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	**Term 2 - Overarching Key Questions**
3. Prepare a weather forecast.	• 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?
4. Media. Advantages and disadvantages	• 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 negative media?
Term 3 – Topics/ Key Content	**Term 3 - Overarching Key Questions**
5. Movies and TV Shows: I am a critic.	• 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?

	• What are the criteria you relied on in your rating/judgment? • What movie/TV show would you recommend and why?
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 9

Term 1 to 2 (until the Easter break)– Topics/ Key Content **Delicious Deserts** The 'Delicious Deserts project is a 3D sculpture project created using recycled materials. Students will begin this project by looking at the work of 3D artist Monami through an artist page and artist analysis. They will then each decide upon a 'desert' of their choice to recreate as their sculpture using varied materials. Students will develop skills in using and manipulating varied materials to show different textures and forms alongside creating dimension. Alongside practical outcomes and developments, students will also be expected to analyse, annotate, and evaluate their work and the work of the artists in whom they study to develop their literacy and analytical skills. Students will be developing the HPL (High-Performance Learning) attributes by **linking, creating, and analyzing.**	**Term 1 - Overarching Key Questions** 1. What influences will you take from the work of Monami for your own? 2. How can you use manipulate varied materials to show different textures? 3. How will you turn something 2D into something 3D?
Term 2 (after the Easter break until the end of Term 3) **'Day of the Dead'** The 'Day of the Dead' project is a cross-curricular project with Modern Foreign Languages. Students will be looking at the 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. 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 their observational studies.	**Term 2 - Overarching Key Questions** 1. What influences will you take from Thaneeya McCardle's work for your own? 2. What are the attributes of Mexican Art? 3. What role does colour theory play within Day of the Dead 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 to develop their literacy and analytical skills.

Students will be developing the HPL attributes by **linking, creating, and analyzing.**

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 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.

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

Key Stage 3 Computing Curriculum - Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
Networks In this unit, we will be covering 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.	How did the internet come about? Who invented the internet? What is the difference between the internet and the WWW? Why are there different types of topologies within networks, and what are they? How does encryption work? How did encryption play a huge role in the world war?
HTML and Website Development In the first three lessons, pupils will learn the basics of HTML and CSS, and how to create a responsive design that adapts to any size of the 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.	What are the different components of using HTML to create websites? How important is design and how can CSS be used efficiently to master this? Should the design phase be prioritised over the development phase? How can we collect user input through a website we are creating?
Term 2 – Topics/ Key Content	**Term 2 - Overarching Key Questions**
AI and machine learning	

	Is artificial intelligence the future?
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.	Will AI take over the world? Can an AI robot ever be smarter than a human? Is this ethical? How mind-blowing can things get?
Sound Manipulation in Audacity 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 a short podcast.	Just how big is the sound industry? How can we digitize sound? What are the different types of sound file types that exist and how do they differ from one another? What is the process of converting analogue sound waves to digital format?
Term 3 – Topics/ Key Content	**Term 3 - Overarching Key Questions**
Python Next Steps 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.	What are the 3 major components which make up programming? How different are WHILE and FOR loops? Why can using a list be more efficient than using single variables? What is a procedure and why are they so important?

Creating a video In this unit, pupils will undertake a creative project to analyse, plan, shoot and edit a short advertisement for TV, a short movie on a topic such as Cyber Crime, or a short film trailer. The clip should ideally be limited to 30-60 seconds in order to fit within the timescales allowed. Pupils will first analyse existing TV advertisements, movie clips, or film trailers, then storyboard their ideas in small groups and shoot each scene. They will then edit the clips gathered in filming into a short movie or advert.	Does deep thought go into the filming techniques of advertisements? What really makes a good advertisement? How important is the planning/scripting stage prior to creating a video/film? Editing and reviewing footage is crucial. Why is this?
Assessment Overview and Format	**Links for Home Learning/Extension Resources**
Each unit contributes an equal weight toward the final grade (6 units). Students are formally assessed in an end-of-topic assessment after the completion of each unit, throughout the year. Alongside this, students are assessed on mini projects, keyword assessments ,and flipped learning during class.	A large library of resources is available in the TEAM section whereby students will have access to all their worksheets, assessments, and quizzes to revise from. **Networks** https://www.bbc.co.uk/bitesize/guides/zc6rcdm/revision/1 **HTML** https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/4 **Sound manipulation** https://www.bbc.co.uk/bitesize/guides/zpfdwmn/revision/3

Key Stage 3 Design & Technology Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
Product Design – Clock During this term, students will be asked to design and make a clock, which will be made from timber or plastic. 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. *Food Preparation and Nutrition – Pasta* 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 also explore carbohydrates and consider the nutritional information for the dishes they have made.	How does having an inquiring mind benefit the research process? (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) Why are hygiene and precision important in the food room? (Analysing) Are you confident taking risks and adapting recipes, taking into consideration the taste and function of ingredients? (Empathetic, Agile) Why are resilience and perseverance important when working with food? (Hard Working)
Term 2 – Topics/ Key Content	**Term 2 - Overarching Key Questions**
Product Design – Clock *Food Preparation and Nutrition – Pasta* **These 2 projects will continue until February half term, each project is 8 weeks.** *Graphics – Keyring* During this project, students will explore the work of graphic designer John Burgerman. They will explore imaginative and original ways of creating character designs, then they will create an original piece of work. Students will then turn this design into a keyring using CAD/CAM.	How will you use what you learnt during the previous product design project to support you during this project? (Meta-thinking, Linking) Why is being open-minded important when analysing and interpreting another designers work? (Agile) Can you adapt a real product into an original abstract character? (Linking, Creating) How can you use the CAD/CAM skills you learned in product design to adapt your design into a keyring? (Linking)

Textiles – Textiles Art During this term, students will make a piece of art using textiles as the medium. The art piece will be made using a variety of textile skills such as dying, printing, appliqué, and decorative process like button application. Students will understand how to use tools and equipment correctly and safely in the manufacture of their art piece. Students will follow the design process during this project.	Why is planning a significant step before manufacturing a product? (Analysing) Why is it important to be flexible and bend the rules when generating designs? (Creating) Why should you practice textiles skills before making your final product? (Hard working)
Term 3 – Topics/ Key Content *Graphics – Keyring* *Textiles – Textiles Art* **These 2 projects will continue until the end of the year, each project is 8 weeks.**	**Term 3 - Overarching Key Questions** See Above
Assessment Overview and Format: In Design & Technology we assess using the same format as in GCSE, students are assessed on the following: • Research skills • Design and Development skills • Practical Students will also participate in a baseline assessment and an end of year assessment, these will test students' knowledge across all three-subject areas. They will be numerically graded from 1-9	**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, used as retrieval exercises, as this helps students prepare for the style of homework if the subject is taken at GCSE. On occasions, this can be related to research for a topic, analysis of a design work piece or a skill building exercise.

Key Stage 3 Drama Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
Devising This unit of work is a development of devising from the previous year. Students will work in the style of a particular theatre practitioner when creating their work. This unit of work will be structured much like the GCSE coursework to give students an idea of what the course entails.	What was your initial response to the stimulus? What rehearsal strategies did you employ and how were they effective? Were you successful in achieving your aim?
Exploration of a set text: Naughts and Crosses Naughts and Crosses is a play adaptation of Malorie Blackman's novel of the same name. Students will sensitively, and practically explore the themes, issues, and characters within the dystopian play. Students will be assessed on a performance of an extract from the play which will be marked against the GCSE component 2 criteria.	What are your character's motivations? How are you making that clear to your audience? Do you want the audience to feel a specific way after watching your performance? What performance skills will ensure this happens? Were you successful in achieving your aim and how do you know this?
Term 2 – Topics/ Key Content	**Term 2 - Overarching Key Questions**
Migration Throughout this unit of work, students will explore the theme of migration and the pros and cons that come along with this. They will also discover how to create theatre and performance for impact/change and look to practitioners such as Augusto Boal.	What is the theatre of the oppressed? How can theatre be used as a tool for change? Evaluate how successful your piece was in creating an impact for your audience.
Term 3 – Topics/ Key Content	**Term 3 - Overarching Key Questions**

Verbatim Theatre/Docudrama

Students will study the genre of verbatim theatre. They will conduct their own research and create their own scripts and performances from the evidence they have collected. They will be introduced to verbatim plays such as *'The Riots'* and '*The Colour of Justice.*

Is docudrama/verbatim theatre totally un-bias if it's based on truth?
What is the purpose of this type of theatre?
Which practitioners are most influential with this type of theatre?

Assessment Overview and Format:

Drama is assessed in three key areas; creating, performing, and responding. Towards the end of each unit of work, students will be assessed on the learning of that unit.

Students will be made aware of which assessment objectives they are being looked at ahead of the assessment.

Links for Home Learning/Extension Resources:

Students will be set an extended piece of homework/research to complete throughout the academic year. In addition to this, they should try to expose themselves to as much theatre as possible whether that be live or recorded.

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

Key Stage 3 English Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
Sherlock	How does the writer use language to explore different features of detectives in literature? How can I analyse the language used to describe the setting in detective fiction? How do writers create a sense of mystery in detective fiction? Can I write a PETAL paragraph to analyse key quotations?
CSI Dubai	How can I use language to effectively describe a murder scene? Who was Jack the Ripper? How does Agatha Christie use language and structure to intrigue the reader? What are the features of a newspaper report? How can I use inference and deduction when exploring a crime scene?

Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
Macbeth	How does a knowledge of context help our understanding of the play? How can I apply knowledge of the context of the play in my PETAL paragraphs? Is Macbeth a tragedy play? How can I explore the form and structure of Macbeth? How does Shakespeare use language and structure to present key characters/themes/ ideas? How do the characters Macbeth and Lady Macbeth change? Is Lady Macbeth a purely evil character?

Term 3 – Topics/ Key Content	Term 3 - Overarching Key Questions
iGCSE Transition	What are they key features of speeches, articles and letters? How can I use language to persuade, argue or advise? How does the writer use language and structure to present key themes in the anthology extracts? How does the writer use language and structure to engage the reader? Can I use the PETAL structure to analyse key quotations?

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 9 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 9 will be set Home Learning tasks on www.noredink.com

noredink

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 9

Term 1 – Topics/ Key Content	Term 1 – Key grammar concepts
Ma vie d'ado: My life • 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 **Project Zone:** French music and artists	• 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
Term 2 – Topics/ Key Content	**Term 2 – Key grammar concepts**
Mon métier et mes projets d'avenir: Jobs and future plans • Understanding a range of job titles • Picking out key words 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 **Project Zone:** Job related to languages	• 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
Term 3 – Topics/ Key Content	**Term 3 – Key grammar concepts**
Bien dans sa peau- My health • Talking about food and drink • Recognizing body parts • Talking about which sport and exercise • Expressing opinions on what you like doing • Saying what you need to do to be a good sportsperson	• 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.

- 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.

Project Zone: original and extreme sports.

Assessment Overview and Format:	**Links for Home Learning/Extension Resources:**
There are 3 Key Assessment points throughout the year which contribute 100% to the current working at grade.	www.linguascope.com
	www.languagesonline.org.uk
Summative assessment of Listening, Reading, and Writing at the end of each module.	**Students are also given a booklet for each topic of study which contains everything they need.**
Formative assessment of speaking through classwork and participation.	

Key Stage 3 Geography Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
Rivers and Coasts 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.	• 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.
Global Fashion Industry Why is fashion, produced by multinational companies in commodity chains? What are the impacts of fast fashion on people and the environment? What are the sustainable solutions?	• 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?
Term 2 – Topics/ Key Content **Disease and development** Students will examine how Geography links with disease, and it is a measure of how developed a country is. **Population** Students will examine what causes population density to vary and explore the impacts arising from over and under population.	**Term 2 - Overarching Key Questions** • Communicable and non-communicable disease • Disease transmitters • Development indicators • Water borne disease – cholera, spread, and containment. • Malaria – are human or physical features more responsible for the spread? • Why is there variation in population density? • What has caused the population explosion? • How does the demographic transition model show population change?
Term 3 – Topics/ Key Content **Population** Students will examine what causes population density to vary and explore	**Term 3 - Overarching Key Questions** • What are the impacts of over and under population? • Understanding population pyramids

the impacts arising from over and underpopulation. **Hot deserts** Students will examine the location and features of hot desert environments, including adaptions to people and the environment	• 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
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 Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
WW1 **The inter war years**	• What were the rivalries before 1914? • Does having a lot of mates make you safer in a fight? • How can pride lead you into a fight? • How can jealousy create tension? • How did one bullet cause 20 million deaths? • What sparked 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	**Term 2 - Overarching Key Questions**
The Rise of Hitler **The Wall Street Crash** **Appeasement**	• 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	**Term 3 - Overarching Key Questions**
WW2 **Civil Rights**	• 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	Term 1 - Overarching Key Questions
• Surat Ya-sin Honesty of the Prophet PBUH (verses 1-12) • Belief in divine decree and predestination • Prayers for certain purposes • Conquest of Makkah • Travel Manners • Acts are judged according to their intentions. • Vow and oaths	• When was Surah Yasin revealed? • How would you prove the honesty of Prophet Muhammad PBUH with evidence from Qur'an and Hadith? • Why should we believe in Divine decree? • How does believing in divine decree help human beings face challenges in life? • Can you explain the prayers that are offered for certain purposes? • How praying for certain purposes helps Muslims to build confidence in Allah? • How would you prove Islam is the religion of peace and mercy in light of the conquest of Makkah? • What are the manners of travelling in Islam? • Differentiate between vow and oath • What is oath and vow from the Islamic point of view? • How would you justify the importance of fulfilling the vows? • Can you distinguish between swearing that constitute an oath and swearing that does not?
Term 2 – Topics/ Key Content	**Term 2 - Overarching Key Questions**
• Surat Ya-sin part 2 (People of the city verses 13-19) • Surah Yasin Part 3 • The Holiest mosques (Hadith) • Secondary Madd • Umrah rules • I am the best of you to my family	• Why did Allah send messengers to the city mentioned in Surah Yasin? • How did people of the city respond to the messengers of Allah? • Which are the holiest mosques in the world according to the Hadith of Prophet PBUH? • How would you differentiate between Umrah and Hajj? • What are the actions prohibited during Umrah? • How performing Umrah helps a Muslim to get closer to Allah? • How would you prove that the Prophet Muhammad PBUH was best in taking care of his family?
Term 3 – Topics/ Key Content	**Term 3 - Overarching Key Questions**
• Surat Ya-sin 4 (The power of Allah verse 33-54) • Maintaining the ties of kinship	• Can you interpret the verses of Surah Yasin 33-54? • How would you describe the power of Allah in the light of Surah Yasin?

• Knowledge brings enlightenment and high status • The battle of Hunayn • My health is my responsibility	• Can you elaborate UAE's efforts in strengthening the culture of reading in society? • When did the battle of Hunayn take place? • Can you analyse the causes of the battle of Hunyan? • What are the reason Muslims got defeated initially in the battle of Hunayn? • How would you explain the Islamic principles concerning prevention of diseases? • What is the role of purity/cleanliness in preventing diseases?
Assessment Overview and Format: Students will have 3 key assessments throughout the year. Students will be judged on the following criteria • Qur'an recitation • Qur'an memorisation • Written Assessment • Home learning/notebooks	**Links for Home Learning/Extension Resources:** www.awqaf.gov.ae www.quranexplorer.com www.iacad.gov.ae www.quran.com www.islamreligion.com http://harunyahya.com https://scholar.google.ae http://www.sultan.org https://sunnah.com

Key Stage 3 Mathematics Curriculum Year 9

Term 1 to February half term– Topics/ Key Content
Unit 1: Number Rounding to SF, Upper and lower bounds, Recap of standard form
Unit 2: Geometry Volume of prisms, Volume of Spheres, Volume of Cones/Pyramid/Frustum/Hemispheres
Unit 3: Algebra Quadratics – Factorising (Including diff of 2 squares), Quadratics – Completing the square, Quadratics – Solving (with and without a calculator), Problems leading to quadratic equations, Expanding (2 and 3 brackets)
Unit 4: Averages recap Mean, Median, Mode, Range, Grouped Frequency tables, Reverse mean, IQR

Term 2 February half term onwards – Topics/ Key Content
Unit 5: Algebra Inequalities, representing inequalities graphically (regions), Index laws (negative and fractional), Changing the subject of a formula
Unit 6: Number Direct/Inverse proportions, Compound measures (S/D/T, D/M/V, F/P/A)
Unit 7: Algebra Revise straight line graphs, Graphs of quadratic functions, Simultaneous equations (Linear), Simultaneous equations (Linear and quad), Graphs and simultaneous equations
Unit 8: Geometry Recap Pythagoras, Recap trig (SOH CAH TOA), 3D Pythagoras, 3D Trigonometry
Unit 9: Statistics Set notation Venn diagrams, Probability diagrams, Tree diagrams

Term 3 – Topics/ Key Content
 Unit 10: Algebra Sequences, Arithmetic sequences, Sum of an arithmetic sequence
Unit 11: Number Recurring decimals, Percentages recap (from year 8), Real life problems involving percentages and money, Better value for money, Convert between currencies
Unit 12: GCSE Preparation

Assessment Overview and Format:
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

	Year 7	Year 8	Year 9	Year 10
Baseline	All new students will take a Baseline			
Term 1	9th Nov	9th Nov	9th Nov	9th Nov
Team 2	1st Mar	1st Mar	1st Mar	1st Mar
End of Year	Jun 14th	Jun 14th	31st May	31st May

Links for Home Learning/Extension Resources:
Sparxmaths - https://sparxmaths.com/
Mr Carter Maths - https://www.mrcartermaths.com/#
Lesson starter tasks and daily revision.
Login: wek@gems
Password: wek@gems
Corbett Maths - https://corbettmaths.com/contents/
Video examples, worksheets, daily revision.
MathsGenie - https://www.mathsgenie.co.uk/gcse.html
Videos and Exam questions sorted by level

Assessment data will be calculated using the most recent assessment, (where available) previous exam data will also be considered.	DrFrost 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:
Moral Rules and Assuming Responsibility • 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	-How can I respect others around me? -How can I build positive relationships with others?
The Growth of Consultative Government in the UAE • 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	-How is diversity shown in the media? -What role has the government played in the growth of the UAE?
Assessment Overview and Format: Students will have summative assessment throughout the year. This may be in the form of key word tests or short essay style questions.	Links for Home Learning/Extension Resources: Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their booklets and class resources.

Term 2 - Topics/Key content:	Term 2 - Overarching Key Question:
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	How have past civilizations helped to shape the world we live in now?
Assessment Overview and Format: Students will have summative assessment throughout the year. This may be in the form of key word tests or short essay style questions.	**Links for Home Learning/Extension Resources:** Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their 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

Term 3 - Overarching Key Question:

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

Assessment Overview and Format:

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

Links for Home Learning/Extension Resources:

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

Key Stage 3 Music Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
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. **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.	• 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?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
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 much computer game music including jumping bass lines, staccato articulation, chromatic movement and syncopation are included as musical knowledge through composing and performing	• 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 are minimalist, expressionist, and serialist music?

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

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	Term 3 - Overarching Key Questions
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 follows the traditional layout of a piece of Samba including sections which feature call and response, syncopation and the opportunity for rhythmic improvisation within an overall structure **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,	- 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?

knowledge and understanding to prepare them to create their own complete musical arrangement of a song which is covered in Year 9.

Assessment Overview and Format:	Links for Home Learning/Extension Resources:
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: Ensemble Performance Solo Performance Band Project	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. Put together their ideas from exploring riffs, lyrics, and melodies into a complete popular song that can be recorded (professionally). 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

Key Stage 3 Physical Education Curriculum Year 9

Term 1 – Topics/ Key Content Invasion Games and Swimming <u>Half Term 1 (to October half term)</u> Girls – Netball and Football Boys – Football and Swimming <u>Half Term 2 (to December vacation)</u> Girls – Swimming and Netball Boys – Football and Athletics	**Term 1 - Overarching Key Questions** **Joints** What are joints? Where can the different types be found? **Movement** How do joints bring about movement for sport?
Term 2 – Topics/ Key Content Athletics and Invasion Games A key focus during Term 2 is preparing students for Sports Day. <u>Half Term 1 (to February Half Term)</u> Girls - Athletics and Netball Boys - Athletics and Rugby <u>Half Term 2 (to April vacation)</u> Girls – Basketball and Rounders Boys – Basketball and Cricket	**Term 2 - Overarching Key Questions** **Muscle Fibers** What are muscle fibres? Are different muscle fiber types used in different sports? Do people naturally have these fibre types?
Term 3 – Topics/ Key Content <u>During Ramadan</u> Boys and Girls – Rock Climbing, Trampolining, Badminton <u>Outside of Ramadan</u> Boys – Swimming, Cricket, Volleyball Girls – Swimming, Rounders, Volleyball	**Term 3 - Overarching Key Questions** **Planes and Axes** What are the different planes and axes? What is the different plane and axes combinations for movement?
Assessment Overview and Format: Students are assessed 90% on their practical ability and a further 10% on their knowledge and understanding of the theoretical content covered. The theory content will be assessed by 3 termly written exams.	**Links for Home Learning/Extension Resources:**

Key Stage 3 Science Curriculum Year 9

B, C, or P indicates that this is triple science content only and combined will not cover this
9.1,9.2 and 9.4 are on a rotation while 9.3 and 9.5 are fixed with the same teacher delivering all 3 sciences to that class for this year.

TERM 1		
BIOLOGY (9.2)	**CHEMISTRY (9.1 9.3,9.5)**	**PHYSICS (9.4)**
Unit 3.1 Organisation 1.1 Animal and Plant Cells 1.2 Eukaryotes and Prokaryotes 1.3 Specialised Cells 1.4 Tissues and Organs 1.5 Organ Systems 1.6 Diffusion 1.7 Osmosis 1.8 Active Transport **Unit 3.2 Bioenergetics** 3.4 Aerobic Respiration 3.5 Exercise 3.6 Anaerobic Respiration 3.1 Exchangin	**Unit 1 Atomic structure** 1. States of matter 2. Evidence of particles 3. History of the atom 4. Atoms 5. Atomic structure 6. Electron arrangement 7. Atoms and isotopes **Unit 2 Structure and bonding** 1. Atoms into ions 2. Ionic bonding 3. Covalent bonding 4. Bonding in metals 5. Giant ionic structures 6. Simple molecules 7. Giant covalent structures 8. Giant metallic structures 9. Nanoscience (C) **Unit 3 The periodic table** 1. The periodic table 2. Group 1 metals 3. Transition metals (C) 4. Group 7 - halogens 5. Explaining trends	**Unit 1 Energy** 1.4 Energy transfers, conservation, and dissipation of energy **Unit 2 Forces** 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

g Materials 3.2 Breathing 3.3 Breathing Aids 4.1 The circulatory System 4.4 Transport in the Blood 5.4 The Digestive system 5.5 Making digestion efficient 5.6 Exchange in the gut 5.1 Carbohydrates, lipids, and proteins 5.2 Enzymes		

TERM 2		

BIOLOGY (9.1,9.3,9.5)	CHEMISTRY (9.4)	PHYSICS (9.2)
Unit 3.1 Organisation 1.1 Animal and Plant Cells 1.2 Eukaryotes and Prokaryotes 1.3 Specialise	**Unit 1 Atomic structure** 8. States of matter 9. Evidence of particles 10. History of the atom 11. Atoms 12. Atomic structure 13. Electron arrangement 14. Atoms and isotopes **Unit 2 Structure and bonding** 10. Atoms into ions 11. Ionic bonding 12. Covalent bonding 13. Bonding in metals	**Unit 1 Energy** 1.4 Energy transfers, conservation, and dissipation of energy **Unit 2 Forces** 2.1 Forces and their interactions 2.2 Motion 2.3 Resultant forces 2.4 Momentum

| d Cells
1.4 Tissues and Organs
1.5 Organ Systems
1.6 Diffusion
1.7 Osmosis
1.8 Active Transport

Unit 3.2 Bioenergetics

3.4 Aerobic Respiration
3.5 Exercise
3.6 Anaerobic Respiration
3.1 Exchanging Materials
3.2 Breathing
3.3 Breathing Aids
4.1 The circulatory System
4.4 Transport in the Blood
5.4 The Digestive system
5.5 Making digestion efficient | 14. Giant ionic structures
15. Simple molecules
16. Giant covalent structures
17. Giant metallic structures
18. Nanoscience (C)

Unit 3 The periodic table
6. The periodic table
7. Group 1 metals
8. Transition metals (C)
9. Group 7 - halogens
10. Explaining trends | 2.5 Safety in public transport
2.6 Forces and terminal velocity P |

5.6 Exchange in the gut 5.1 Carbohydrates, lipids, and proteins 5.2 Enzymes		

TERM 3		
BIOLOGY (9.4)	**CHEMISTRY (9.2)**	**PHYSICS (9.1,9.3,9.5)**
Unit 3.1 Organisation 1.1 Animal and Plant Cells 1.2 Eukaryotes and Prokaryotes 1.3 Specialised Cells 1.4 Tissues and Organs 1.5 Organ Systems 1.6 Diffusion 1.7 Osmosis 1.8 Active Transport **Unit 3.2 Bioenergetics** 3.4 Aerobic Respiration	**Unit 1 Atomic structure** 15. States of matter 16. Evidence of particles 17. History of the atom 18. Atoms 19. Atomic structure 20. Electron arrangement 21. Atoms and isotopes **Unit 2 Structure and bonding** 19. Atoms into ions 20. Ionic bonding 21. Covalent bonding 22. Bonding in metals 23. Giant ionic structures 24. Simple molecules 25. Giant covalent structures 26. Giant metallic structures 27. Nanoscience (C) **Unit 3 The periodic table** 11. The periodic table 12. Group 1 metals 13. Transition metals (C) 14. Group 7 - halogens 15. Explaining trends	**Unit 1 Energy** 1.4 Energy transfers, conservation, and dissipation of energy **Unit 2 Forces** 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

3.5 Exercise 3.6 Anaerobic Respiration 3.1 Exchanging Materials 3.2 Breathing 3.3 Breathing Aids 4.1 The circulatory System 4.4 Transport in the Blood 5.4 The Digestive system 5.5 Making digestion efficient 5.6 Exchange in the gut 5.1 Carbohydrates, lipids, and proteins 5.2 Enzymes		

Assessment Overview and Format:	Links for Home Learning/Extension Resources:
	All resources will be shared with students on TEAMS. Educake for quizzes www.educake.co.uk (students have log ins) Physics and Math's Tutor – exam questions and revision notes https://www.physicsandmathstutor.com/
For each topic, students will	BBC Bitesize https://www.bbc.com/bitesize/levels/z98jmp3 iAQA Science - OxfordAQA (oxfordaqaexams.org.uk)

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	UK (United Kingdom) National Curriculum standards https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf

Key Stage 3 Social Enterprise Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
Are we equal? – 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.	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?
Term 2 – Topics/ Key Content Dragons' Den - To produce a new innovative product, service, website, or app that can create opportunities, increase mobility, and has sustainability at the heart of its design. To pitch your design to a judging panel and make a prototype of it.	**Term 2 - Overarching Key Questions** 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?
Term 3 – Topics/ Key Content Energy STEAM project – To understand renewable and non-renewable energy types and their environmental impact. To design a simple system to generate electricity from moving water. To collaboratively create a prototype that functions effectively.	**Term 3 - Overarching Key Questions** In what way is the planet's survival dependent on finding renewable energy sources? How can we work together to take-action for the Affordable and Clean Energy SDG? Can we make a difference in this global goal?
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.	**Links for Home Learning/Extension Resources:** https://worldslargestlesson.globalgoals.org/ https://www.globalgoals.org/

Key Stage 3 Spanish Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 – Key grammar concepts
Los trabajos – Jobs • Saying what you must do at work • Saying what job, you would like to do • Talking about future plans • Saying what you did at work yesterday • Describing your job	• 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
Term 2 – Topics/ Key Content **En forma – Staying in shape** • Learning vocabulary for food and drink • Saying if your diet is healthy or not • Talking about an active lifestyle • Telling the time • Talking about your daily routine • Saying what body parts are hurting • Talking about getting fit and what you must / must not do	**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 duele**n** • Using se debe + infinitive correctly • Creating interesting sentences.
Term 3 – Topics/ Key Content **Cosas que me molan – Things that I like** • Learning vocabulary for things you like and dislike • Talking about your week and what activities you do and when • Saying what films, you like to watch and why • Talking about birthday celebrations [3 tenses]	**Term 3 – 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.
Assessment Overview and Format: There are 3 Key Assessment points throughout the year which contribute 100% to the current working grade.	**Links for Home Learning/Extension Resources:** **www.linguascope.com** **www.languagesonline.org.uk**

Summative assessment of Listening, Reading, and Writing at the end of each module. Formative assessment of speaking through classwork and participation.	**Students are also given a booklet for each topic of study which contains everything they need.**