



KEY STAGE 3

Year 9 Curriculum



2023-2024
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 |
|---|---|
| <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 الأول 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> |
| <p>Term 2 – Topics/ Key Content</p> <p>القصة القصيرة: (العقد) للكتاب والروائي الفرنسي: جي دي موباسان. النحو يتعرف المتعلم أدوات جزم الفعل المضارع. مراجعة الأسلوب الخبري والإنشائي وأنواع التشبيه كتابة استجابة أدبية</p> <p>النص المعلوماتي</p> <p>(أدمغتنا تحب القصص)</p> <p>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 .</p> <p>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
للأسماء
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

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| 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? |





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| | <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

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| <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? |





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| <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 |
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| <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> |





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| <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></p> <p>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 |
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| <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 |
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| <p data-bbox="268 369 571 398">AI and machine learning</p> <p data-bbox="199 448 646 869">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="699 414 1394 907" 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 1046 619 1075">Sound Manipulation in Audacity</p> <p data-bbox="199 1086 646 1507">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> | <p data-bbox="853 1046 1189 1075">Overarching Key Questions</p> <ul data-bbox="699 1086 1394 1624" 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 |
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| 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

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| <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

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| <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. |





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| <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

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| <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? |





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| <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

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| 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

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| 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? |





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| | <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 |
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| <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.</p> <p>Calculate the perpendicular height of ABC.</p> <p>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> |





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| <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: |
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| <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 |
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| <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?





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| <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

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| <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, Trampoline, 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

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| <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:

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| <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.
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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.





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LIMITLESS
LEARNING