

2022-23

Key stage 4

Year 10 Curriculum





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Key Stage 4 Arabic A Curriculum Year 10

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

Reading: Learners will specify ideas, evidence, and points of view in texts and identify whether it is an informational or literary text. Students will read and analyze old and modern poetic texts and prose works including short stories, plays, and novels. In addition, students will link them with other literary works.

The course explores and encourages:

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

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

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

- fluency,
- confidence,
- organising ideas,
- clarity

and using the paralleled elements of the language including:

- tuning,
- accent,
- gesture,
- allusion

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

Term 1 – Topics/ Key Content

قصيدة شعرية في مكارم الأخلاق
أنواع التشبيه
الحال
نص استماع

Term 1- 2-3 Overarching Key Questions

The class teacher to choose the appropriate key question bases on the text taking into account the MOE



<p>استجابة أدبية حول القصيدة الشعرية(في مكارم الأخلاق) كتابة نصّ وصفي سردي حول (موضوع)الغضب قصة قصيرة (المنافرة) الاسم المشتق (اسم الفاعل) من الفعل الثلاثي وغير الثلاثي النص المعلوماتي:تعلمت من أوقات الفراغ كتابة مقال الرأي حول حدث محدد يدور حولنا الأسلوب الإنشائي والخبري اسم المفعول نص استماع مراجعة إعراب الأفعال وإعرابها إعرابا تاما نص معلوماتي:رؤية مستقبلية للقطاع السياحي كتابة سيرة ذاتية اختبار نهاية الفصل الدراسي الأول فهم المقروء مهارتي الإملاء والنحو مهارة الكتابة الإبداعية</p>	<p>national document expectations. (Below are samples of related key questions)</p> <p>ما الذي يجعل المقدمة والخاتمة فقرات العرض ناجحة؟ ما الذي يجعل كتابتك الوصفية، السردية، والإقناعية ناجحة؟ كيف يمكننا استخدام اللغة المجازية لجعل كتابتنا أكثر إثارة للاهتمام؟ كيف يمكننا إضافة وصف مثير للاهتمام؟ ما أهمية مرحلة التصميم والتحرير؟ ما هو شعور الكاتب وكيف نعرف ذلك؟ ما هي أوجه التشابه والاختلاف بين نصين؟ كيف يمكننا تكيف كتابتنا لجمهور وأغراض مختلفة؟ اللغة والبنية والشكل لتقديم أفكاره ومشاعره الكاتب/الشاعر كيف يستخدم ولإنشاء التأثيرات؟ الأنماط الموجودة في النص الشعري؟ / ما هي المواضيع على الطريقة التي (البلاغية - الدلالية- المعجمية) كيف تؤثر اختيارنا نقدم بها الأفكار؟ الأجهزة اللغوية لإنشاء صوت شعري؟ ... كيف يستخدم ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟ ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصاً عن تجاربهم؟ ما الذي يجعل النص فعالا في الوصول إلى غرضه؟ كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعاً؟ كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟ ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟ ما هي السمات المميزة للجملة؟ وكيف يساهم اختلافها في تغيير المعنى؟ ما هي القوالب اللغوية التي تجعل تدعم المعنى وتقويه؟ بشكل أفضل؟ ... كيف تساعدنا معرفة الغرض من المؤلف على فهم كيف يمكننا تحديد الكلمات والعبارات في القصص والقصائد التي تظهر المشاعر والحواس؟</p>
<p>Term 2 – Topics/ Key Content قصيدة الناس والزمان كتابة استجابة أدبية للقصيدة أنواع الاستعارة الأفعال التي تنصب مفعولين أصلهما مبتدأ وخير (القصة القصيرة) (العباءة) التوكيد (نصوص الرأي) (مقال التعليم) نص استماع الأسلوب الإنشائي والأسلوب الخبري اختبار نهاية الفصل الدراسي الثاني:في المهارات الآتية فهم المقروء الإملاء والنحو البلاغة الاستماع التحدث الكتابة الإبداعية</p>	<p>كيف يساهم الحقل الدلالي في النص في رسم الصور والمشاعر والأحداث والتنقل بينها؟ كيف نعلق على النص باستخدام المعرفة السابقة؟ كيف يتم بناء فهمنا للثقافة والمجتمع والتاريخ من خلال اللغة؟</p>



Term 3 – Topics/ Key Content

(نص السيرة الذاتية) تعلمت من أوقات الفراغ
مهارة البحث
العدد والمعدود
مراجعة عامة في أنواع التشبيه وأغراضه
كتابة النص الإقناعي
قصيدة لا تطرق الباب
قصة الشقاء
الطبيعة مدرسة دائمة
رواية الشيخ والبحر - هل تعاني من الأرق
عرض عن شاعر أو قاص أو روائي
رسالة أدبية- كتابة إقناعية
ضمانر الرفع والنصب والجرّ
التقديم والتأخير
اختبار نهاية الفصل الثالث في المهارات
الآتية:
فهم المقروء
الإملاء والنحو
الاستماع
التحدث
الكتابة الإبداعية

Assessment Overview and Format:

Formative assessments include regular and ongoing listening, oral presentations, composition, projects, and diagnostic assessments.
Summative Assessments include unit tests and mid/year-end of-year exams during the school's Key Assessment cycle.

Links for Home Learning/Extension Resources:

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



Key Stage 4 Arabic B Curriculum Year 10

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



Key Stage 4 3D Design Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p>The first term is all about skill building and experimentation with drawing skills of buildings. Students will experiment with marking, making, and drawing techniques. They will have experience working with a variety of modeling techniques such as foam and cardboard. They will also have experience working on a large scale. After the first 3 weeks, students will start on their first project – Architecture.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How can we manipulate materials for artistic purposes?</p> <p>What is mark-making? How can mark-making methods be combined?</p> <p>What does it mean 'Take inspiration'?</p> <p>How will you know you have picked the best solutions for your Architecture project?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Students will complete the first project mid-term and start on their second – Natural Forms.</p> <p>Students will need to ensure the topic within the broad topic is one that personally interests them, and they will be able to study the subject in depth.</p> <p>The work will lead to a final lamp.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you know you have chosen the best topic for you?</p> <p>What will make your design stand out?</p> <p>What methods will you use?</p> <p>What will make your sketchbook different from that of others?</p> <p>How will you create a path to your final outcome?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Students will continue with the Natural forms project mentioned in Term 2.</p> <p>Once the final Lamp is made, they will start Preparation for their Mock exam. The topic of this will be taken from current exams in January.</p> <p>Over the summer, the students will start the research for their mock exams.</p>	<p>Term 3 - Overarching Key Questions</p> <p>The GCSE course will include 2 projects that will be completed in this first year. The third in Yr11. Together this will form 60% of the final grade.</p> <p>The third project is the Mock exam to prepare the students for the final exam.</p> <p>In Year 11 in January, the students will start this final exam for GCSE Art. The Theme comes from the Exam board in January.</p>
<p>Assessment Overview and Format:</p> <p>There will be a continuous assessment through the skill building in term one and in the progress of the projects.</p> <p>Students will complete 2 Outcomes and be assessed on these this year. They will have two complete project grades by the end of the first year.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All students must spend 2-3 hours on their artwork in their own time. The work will not be a standalone exercise but part of their project.</p> <p>Students will all be part of the Showbie group on which all work will be submitted and marked.</p> <p>All resources will also be stored on this app to guide the students.</p>



Key Stage 4 Art & Design Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Ian Murphy/Buildings The first term is all about skill-building and experimentation. Students will experiment with marking, making, and drawing techniques.</p> <p>They will experience working in a variety of mediums and learn about the AOs (assessment objectives). They will complete a full project. This will be completed during term 2.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How can we manipulate materials for artistic purposes?</p> <p>What is mark-making? How can mark-making methods be combined?</p> <p>What does it mean 'Take inspiration'?</p> <p>How will you know you have picked the best solutions?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Angie Lewins/Natural Forms Students will complete the first project mid-term and start on their second – Natural Forms.</p> <p>Students will need to ensure the topic within the broad topic is one that personally interests them, and they will be able to study the subject in depth.</p> <p>The work will lead to a final fabric print and postcard designs developed through editing photographs.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you know you have chosen the best topic for you?</p> <p>What will make your design stand out?</p> <p>What methods will you use?</p> <p>What will make your sketchbook different from that of others?</p> <p>How will you make your final Lino Print accurate and effective?</p> <p>How will you create a path to your final outcome?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Students will continue with the Natural forms project mentioned in Term 2.</p> <p>Once the final Textiles are printed they will be sent for printing.</p> <p>The students will need to do a summer project in which they will need to create a piece of art to complement their textile print. This will be discussed with the students before they leave for summer and examples will be shown.</p>	<p>Term 3 - Overarching Key Questions</p> <p>The GCSE course will include 2 projects that will be completed in this first year. The third in Yr11. Together this will form 60% of the final grade.</p> <p>The third project is the Mock exam to prepare the students for the final exam.</p> <p>In Year 11 January, the students will start this final exam for GCSE Art. The Theme comes from the Exam board in January.</p>
<p>Assessment Overview and Format:</p> <p>There will be a continuous assessment through the skill building in term one and in the progress of the projects.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All students must spend 2-3 hours on their artwork in their own time. The work will not be a standalone exercise but part of their project.</p>



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

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

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



Key Stage 4 Asdan award Year 10

<p>Term 1 – Topics/ Key Content Information Handling:</p> <p><u>Examples of Tasks include:</u></p> <ul style="list-style-type: none">• Plan a journey on a map• Research information from the library/internet• Give an illustrated talk to a group of students <p><u>The Community</u> Examples of Tasks include:</p> <ul style="list-style-type: none">• Working with others in the school community• Researching local charities• Researching local community issues <p><u>Sport and Leisure</u> Examples of Tasks include: Identify and research a leisure task you would like to try.</p> <ul style="list-style-type: none">• Carry out a survey of local leisure activities. Present this to the group.• Take part in two indoor activities e.g., table tennis <p><u>Home Management</u> Examples of Tasks include:</p> <ul style="list-style-type: none">• Work in a group to organize and equip a special room in the school• Plan and cook a basic two-course meal• Take part in a gardening project	<p>Term 1 - Overarching Key Skills</p> <p>Learning Use of IT Use of English</p> <p>Teamwork Use of IT Use of English Coping with Problems</p> <p>Learning Use of IT Use of English Teamwork</p> <p>Coping with Problems Teamwork Learning</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>The Environment</u> Examples of Tasks include:</p> <ul style="list-style-type: none">• Present a study of a wild plant or animal found in your native country• Improve the look of the garden in your school <p><u>Number Handling</u> Examples of Tasks include:</p> <ul style="list-style-type: none">• Decide how you would invest an agreed sum of money	<p>Term 2 - Overarching Key Skills</p> <p>Coping with Problems Teamwork Learning Use of IT</p> <p>Teamwork Learning Use of IT</p>



<ul style="list-style-type: none">• Show you can use a map and public transport timetable to plan a journey• Accurately keep the score of an indoor game• Draw a scale plan of a room, including the flooring and furniture.	
<p>Term 3 – Topics/ Key Content</p> <p><u>Health and Survival</u> Examples of Tasks include:</p> <ul style="list-style-type: none">• Compare your diet over several days to a balanced diet and discuss how to improve your diet.• Take part in a supervised program in an agreed fitness activity• Show you understand how to deal with some basic first-aid situations <p><u>World of Work</u> Examples of Tasks include:</p> <ul style="list-style-type: none">• Obtain information about training and further education• Write a CV and take part in a mock interview• Carry out an in-depth study into a career of your choice	<p>Term 3 - Overarching Key Questions</p> <p>Use of IT Coping with Problems Teamwork</p> <p>Use of English Use of IT Learning</p>
<p>Assessment Overview and Format:</p> <p>All assessments will be done by portfolio. Work is assessed by the class teacher and improvements will be made before submission to the folder. Students will be encouraged to use ICT so all work is spell-checked and presented to a high standard. Portfolio organization is a major part of the skill-based program.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://www.asdan.org.uk/</p> <p>No formal home learning will be set. Students may, on occasion, be asked to complete tasks but this will be avoided as often as possible. This will allow students time to focus their time and effort on their GCSE Home Learning.</p> <p>Alongside their Asdan work, students will have extra tuition in these lessons to support their progress in the core subjects of math, English, and science.</p>



Key Stage 4 Business Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>1 – Business activity and influences on business</u></p> <p>This term covers the various objectives of a business, changing business environments, and the criteria for judging success. The focus is on the importance of having clear business objectives and how the business environment provides opportunities for and imposes constraints on, the pursuit of these objectives.</p> <p>Key sections covered;</p> <p>1.1 Business objectives 1.2 Types of organisations 1.3 Classification of businesses 1.4 Decisions on location 1.5 Business and the international economy 1.6 Government objectives and policies</p>	<ul style="list-style-type: none">• What is the difference between aims & objectives?• Which is the best form of ownership?• Why has there been a decline in the primary sector industry in UAE?• Evaluate the best location of a business?• What is the benefit of globalisation?• What is the role of the government?
<p>Term 2 – Topics/ Key Content</p> <p><u>1 – Business activity and influences on business</u> (continuation from term 1)</p> <p>1.7 External factors 1.8 What makes a business successful?</p> <p><u>2 – People in business</u> - This section looks at people in organisations, focusing on their roles, relationships, and management in business.</p> <p>2.1 Internal and external communication 2.2 Recruitment and selection process 2.3 Training</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• Can you identify the different PESTLE factors that affect business success?• How can consumer income affect a business?• What impact do exchange rates have on the operations of transnational cooperation?• Evaluate the best way to measure business success?• Analyse the different documents used within recruitment.• What are the benefits of drawbacks of different training methods?• Evaluate if Internal or external recruitment growth is best for a Partnership organization?
<p>Term 3 – Topics/ Key Content</p> <p><u>2 – People in business</u> (continuation from term 1) 1) Key section covered: 2.4 Motivation and rewards 2.5 Organisation structure and employees</p> <p><u>3 – Business finance</u> - This section explores the use of accounting and financial information as an aid to decision-making.</p> <p>3.1 Business finance – sources 3.2 Cash flow forecasting</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Can you explain the main aspects of Maslow, Taylor, and Herzberg motivational theories?• Why do businesses need motivated staff?• What is the difference between centralized and decentralized structures?• Can you explain the benefits and drawbacks of various sources of finance?• Which is more impotent Cash flow or profitability?
<p>Assessment Overview and Format:</p>	<p>Links for Home Learning/Extension Resources:</p>



<p>Formative assessment completed during delivery by teacher Q&A, verbal feedback, and work check. Peer assessment techniques are used to stretch students' knowledge and understanding. Homework is set as a summative assessment used every week to monitor students' progress and benchmark against examinations. Mini internal assessments are carried out during delivery for each section. Three formal key assessments will be held with a full mock paper for key assessment 3.</p>	<p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams. Online access on e-book using login provided by teacher.</p>
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Key Stage 4 Computing Curriculum Year 10

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



Term 3 – Topics/ Key Content	Term 3 - Overarching Key Questions
Revision of all previous content	N/A
<p data-bbox="189 344 624 376">Assessment Overview and Format:</p> <p data-bbox="189 416 635 483"><u>Principles of Computer Science – All Topics</u></p> <p data-bbox="189 488 703 629">50% 1 hour and 40 minutes examination Multiple-choice, short and extended open response questions</p> <p data-bbox="189 701 668 732"><u>Application of Computational Thinking</u></p> <p data-bbox="189 736 703 913">50% 2 hours Scenario-based examination Short and extended open-response questions.</p>	<p data-bbox="703 344 1278 376">Links for Home Learning/Extension Resources:</p> <p data-bbox="703 416 1321 483">Websites https://www.bbc.com/education/subjects/z34k7ty</p> <p data-bbox="703 524 1294 591">Videos Edexcel Computer Science Tutorial Video Playlist</p>



Key Stage 4 Design & Technology Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Theory Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 11.</p> <p><i>Designing & Making Principles</i> -Investigation, primary and secondary data -Environmental, social, and economic challenges -The work of others -Design Strategies -Communication of design ideas -Prototype development -Selection of materials and components -Tolerances -Materials management -Specialist tools and equipment -Specialist techniques and processes</p>	<p>How can you use primary and secondary data to understand client needs? What does an effective design brief and specification look like? How does environmental, social and economic change influence the process of designing and making? How can the work of other designers and companies help us with our own designs? What strategies can you use to generate original creative designs? What is iterative design? How do you avoid design fixation? What techniques can you use to enhance drawing skills and improve communication? Why are prototypes useful? Why do we evaluate prototypes critically? Do you understand how to select appropriate materials and components for your designs? Why should we measure twice cut once? What is nesting and tessellation and why is it useful? How can jigs and templates speed up production time? Do you know how to use specialist tools and equipment correctly and safely?</p>
<p><i>Project 1: Drawing & Rendering Skills</i> Students will develop their design skills during this project. They will focus on shading, rendering and texture. Different 3D drawing style; isometric, one and two-point perspective, the crating technique and presentation methods.</p>	<p>How will you use what you learnt in previous years to support you during this project? (Meta-thinking, Linking) Why is being precise an important skill when designing? (Analysing) How can practice and perseverance benefit your drawing and rendering skills? (Hard Working)</p>
<p><i>Project 2: Speaker</i> Students will undertake research into the different design movements and designers they need to know for their exam. They will then choose one of these for inspiration when designing and making a speaker. Students will follow the design process for this project.</p>	<p>Why is being open-minded important when analysing and interpreting another designers work? (Agile) What methods can you use to showcase fluent thinking and originality in your designs? (Creating) How can you demonstrate quality control when manufacturing a product, especially when applying speed and accuracy? (Realising)</p>



<p>Term 2 – Topics/ Key Content</p> <p>Theory Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 11.</p> <p>Core Technical Principles -New and emerging technologies -Energy generation and storage -Developments in new materials -Understanding a systems approach when designing -Mechanical devices -Materials and their working properties</p> <p>Project 3: Lamp Students will continue to develop their design process skills during this project. They will understand how to create their design using CAD/CAM, specifically 2D Design and the laser cutter.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How do new and emerging technologies impact the design and organization of the workplace? How does technology push/market pull affect choice? Can you identify the ways in which new products have positive and negative impacts? How is energy generated and stored? What is the difference between a modern material and a smart material? Why were composite materials created? What is a systems approach? What are the different classifications of materials? their properties and their common uses?</p> <p>Why should you develop your initial design idea during the iterative design process? (Creating) How can you use resilience to overcome problems you may face during manufacture? (Hard-working) Why is planning a significant step before manufacturing a project? (Analysing)</p>
<p>Term 3 – Topics/ Key Content</p> <p>Theory Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 11.</p> <p>Specialist Technical Principles -Selection of materials or components -Forces and stresses -Ecological and social footprint -Sources and origins -Using and working with materials -Stock forms, types, and sizes -Scales of production -Specialist techniques and processes -Surface treatments and finishes</p>	<p>Term 3 - Overarching Key Questions</p> <p>What factors should you consider when selecting a material of component? What impact can force and stress have on a material? How can we reinforce and stiffen materials to make them stronger? What are the six Rs? What are the ecological and social issues in the design and manufacture of products? What is the source of timber, metal and polymers? How are materials processed? In what ways can you shape and modify materials? How does a materials property affect a products performance? What are the stock forms and standard components available for each of the materials?</p>



<p><i>Project 4: CAD/CAM</i> Students will continue to develop their design process skills during this project. They will understand how to create their design using CAD/CAM, specifically Onshape and the 3D printer.</p> <p>NEA design context was released by the exam board on June 1st.</p> <p>Students will choose an appropriate context and will work through the design process to create a product that will fit into the context given. This term they will focus on research and design development.</p> <p><i>This coursework will continue in Year 11.</i></p>	<p>What are scales of production? Why is quality control important during manufacture? What production aids, tools, and equipment can be used in the manufacture of products? What is tolerance and why is it important? What finishes are available for each material? Why do we use surface treatments and finishes?</p> <p>Why is it important to be flexible and bend the rules when generating designs? (Creating) Why is prototyping important before making your final product? (Hard working) What effective process for problem-solving have you found? (Analysing)</p> <p>How will you approach the design context? What is an iterative design process? How will you ensure you maximise the marks set out by the exam board? How can you include primary research in your NEA? Why is it important to have a client as you progress through your project? How can looking at existing products benefit your design work? What information does a design specification give us? How can you write an effective design brief? What strategies and techniques will you use to demonstrate originality and creativity on your designs? Why are annotations important in your design work? What information should be included in annotations? How can you evaluate the success of your designs?</p>
<p>Assessment Overview and Format:</p> <p>50% NEA – Coursework project. 50% Exam – 2-hour paper.</p> <p>The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none">• AO1: Identify, investigate and outline design possibilities to address needs and wants.• AO2: Design and make prototypes that are fit for purpose.	<p>Links for Home Learning/Extension Resources:</p> <p>All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students retrieve the information needed in an exam. On occasions, this can be related to research for a topic, analysis of a design work piece, skill building exercises or revision for exams.</p>



- AO3: Analyse and evaluate: design decisions and outcomes, including for prototypes made by themselves and others and wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of: technical principles and designing and making principles.



Key Stage 4 Drama Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Skills Development and Theatre Practitioners</p> <p>This introductory unit of work will allow students the opportunity to enhance and refine the skills obtained during KS3 and deepen their knowledge of key practitioners that will influence their work over the next two academic years.</p> <p>There will be both a written and performance assessment for this unit of work.</p>	<p>Term 1 - Overarching Key Questions</p> <p>Key questions will differ depending on the stimulus, style, and genre of the performance content. An idea of key questions will include:</p> <p>What was your original response to the stimulus? How did this develop over time? What is your intended outcome for the performance? Were you successful and how do you know this?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Page to Stage: Exploration and Performance of a Set Text (DNA)</p> <p>Students will practically explore the themes, issues and characters from the examination text DNA. Throughout this unit of work, they will look at the text from the perspective of the performer, the designer and the director. They must pay special attention to the purpose and intensions of the play in addition to the social and cultural contexts.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How have you included symbolism in your designs? How do your intensions as director differ from those of the original playwright or are they similar?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Component 1 Exam (Devising)</p>	<p>Term 3 - Overarching Key Questions</p> <p>Questions for this unit of work are set by the examination board.</p>



Students will complete their first piece of coursework during this unit of work. They will be presented with a range of stimuli from which they must choose one to create a performance.

They will also complete a 2500-word essay analysing and evaluating the success of their performance.

This unit is internally marked and externally moderated.

What was your original response to the stimuli and what were the intensions of the piece.

What work did your group do in order to explore the stimuli and start to create ideas for your performance?

What were some of the significant moments during the development process and when rehearsing and refining your work?

How did you consider genre, structure, character, form, style and language throughout the process?

How effective was your contribution to the final performance?

Were you successful in what you set out to achieve?

Assessment Overview and Format:

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

Key assessment two will be a performance / design-based assessment.

Key Assessment three will be both written and practical. As this assessment will be part of their GCSE course it will be marked internally and externally moderated by the examination board.

Links for Home Learning/Extension Resources:

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

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

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

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

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



Key Stage 4 Economics Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p><u>The market system</u></p> <p>The economic problem</p> <ul style="list-style-type: none">• Economic assumptions• Demand, supply and market equilibrium• Elasticity• The mixed economy• Externalities	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• How are PED and PES calculated?• What is a positive/negative externality and how do we fix them?• How are resources allocated in a mixed economy?
<p>Term 2 – Topics/ Key Content</p> <p><u>Business Economics</u></p> <ul style="list-style-type: none">• Productivity and division of labour• Business costs, revenues and profit• Business competition	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• What is specialization?• What is profit maximization and at what point does it occur?• How are prices set in different markets?
<p>Term 3 – Topics/ Key Content</p> <p>Business Economics</p> <ul style="list-style-type: none">• The labour market• Government intervention <p>Government and the economy</p> <ul style="list-style-type: none">• Macroeconomic Objectives	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• How are wages set in a market economy?• Do minimum wages cause more problems than they fix?
<p>Assessment Overview and Format:</p> <p>Formative assessment completed during delivery by teacher Q&A, verbal feedback, and self/peer assessment. Peer assessment techniques are used to stretch students' knowledge and understanding.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams. Online access on e-book using login provided by the teacher</p>



Summative assessment is utilised in two ways, knowledge check-ins and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.



Key Stage 4 English Curriculum Year 10

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

<p>IGCSE English Language</p> <p>Term 1 – Topics/ Key Content</p> <p>Imaginative Writing Coursework.</p> <p>Their imaginative writing should be approximately 650-800 words in length. <i>This piece of coursework represents 20% of their final iGCSE grade.</i></p> <p>Non-Fiction Texts</p> <p>Students will cover the ten non-fiction texts in their anthologies, focusing on how writers use language and structure to present their ideas and perspectives.</p> <p>Whilst studying these texts, students will be given a range of past paper style questions to help them prepare for their examination.</p>	<p>Term 1 - Overarching Key Questions</p> <p>What makes an effective piece of descriptive writing?</p> <p>How can we use language techniques to make our writing more interesting?</p> <p>How can we vary vocabulary and sentence structures for effect?</p> <p>Why is the re-drafting process so important?</p> <p>How do writers use language and structure to create effects?</p> <p>What is the writer feeling and how do we know this?</p> <p>How does the writer describe their experiences?</p> <p>What are the similarities and differences between two texts?</p> <p>Which answer format should we use for each exam question?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Poetry and Prose Coursework</p> <p>Students will write an essay exploring how language and structure are used in three texts they have studied. Texts are to be decided by the class teacher and questions will vary from class to class. <i>This piece of coursework represents 20% of their final iGCSE grade.</i></p> <p>Transactional Writing</p> <p>Students will learn how to write non-fiction for a range of different audiences and purposes. These include writing to persuade, inform and argue. They will also look at model examples and analyse why these are effective. This is in preparation for Section B of their English Language examination.</p>	<p>Term 2 - Overarching Key Questions</p> <p>How do writers use language and structure to create effects?</p> <p>How is the key theme presented in this text?</p> <p>Can I use the PETAL structure to analyse key quotations?</p> <p>How can we tailor our writing for different audiences and purposes?</p> <p>What are the features of a good piece of transactional writing?</p> <p>What do we gain marks for in our exam?</p>
<p>Term 3 – Topics/ Key Content</p>	<p>Term 3 - Overarching Key Questions</p>



<p>Students will begin to study 'An Inspector Calls' as a coursework text for iGCSE English Literature. <i>This piece of coursework represents 20% of their final iGCSE grade.</i></p>	<p>How does Priestley use language to present key characters and themes? How do characters change over the course of the play? What is the role of the Inspector in the play? How does Priestley present his personal views through the events of the play?</p>
<p>Assessment Overview and Format:</p> <p>The iGCSE English Language examination is at the end of Year 10. This is worth 60% of the iGCSE, with coursework forming the other 40%. There will be regular mock examinations to help students prepare.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students are provided with an anthology which includes all of the texts studied. A revision guide exploring each text is also shared.</p> <p>Students will be expected to act upon feedback given for their coursework drafts.</p> <p>In addition, we recommend that students read for at least 20 minutes per day in order to develop their vocabulary and fuel their imagination; there is a WEK Reading Challenge in the student planner.</p>



Key Stage 4 Enterprise Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Setting up a new enterprise Skills & Behavior of enterprising people Opportunities, risk, legal & Ethical considerations Market research</p> <p>Coursework focus</p> <ul style="list-style-type: none">Task 1 Choosing a suitable project, including a formal written report of approximately 1200 words.	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">What is the meaning of enterprise?Who are the Stakeholders in your enterprise?Identify and describe the different ways of being enterprising at home and at school?Can you explain the skills of enterprising person like Elon Musk?Evaluate how enterprising people have used their skills to be successful?What is the risk involved in your enterprise?What is the impact of laws and regulations to protect stakeholders?How an enterprise may have an impact on communities and society?What are your ethical considerations within your enterprise?Explain the different methods of identifying potential customers?
<p>Term 2 – Topics/ Key Content</p> <p>Business planning Action plans and review</p> <p>Coursework focus</p> <ul style="list-style-type: none">Task 2 Planning the project, including the following:<ol style="list-style-type: none">Task 2a Planning to manage potential problems or issues in the action plan	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">What are the different aims & objectives of enterprises?Can you identify the content, purpose, and importance of action plans?What is the purpose, importance and contents of business plans?How can a business monitoring its plans to ensure success?
<p>Term 3 – Topics/ Key Content</p> <p>Sources of finance Marketing Cash flow, break-even & income statement</p> <p>Coursework focus</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">What are the different sources of finance including their advantages and disadvantages?Can you evaluate appropriate sources of finance for different situations?How can marketing be used to achieve your enterprise aims?What are the different methods of measuring customer satisfaction and retention?Can you identify different methods of marketing communication for your enterprise?



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



Key Stage 4 Food preparation & Nutrition Curriculum Year 10

Term 1 – Topics/ Key Content 1. Food Nutrition and Health Theory and related practical's Healthy Eating Guidelines Eatwell Guide Food Groups Protein Fat Carbohydrates Vitamins Minerals Fibre and Water Nutritional needs of different age groups Diet related health problems Energy needs Nutritional Analysis Planning Meals for different groups	Term 1 - Overarching Key Questions What are the functions of the nutrients? What are the sources of the nutrients? What are the deficiencies of the nutrients? When is food not safe? Why is eating healthy important? What are the healthy eating guidelines? Why do we need fibre? What are the nutritional needs for each age group? What are the diet related problems? Why is nutritional analysis?
Term 2 – Topics/ Key Content 1. Food Science Theory and related food practical's Why food is cooked Cooking methods Functional Properties of Protein Functional Properties of carbohydrates Functional properties of fat Raising Agents	Term 2 - Overarching Key Questions Why is food cooked? What are the different methods of cooking? What are the functional properties of Protein? What are the functional properties of Carbohydrates? What are the functional properties of Fat? What are the different types of raising agents?
Term 3 – Topics/ Key Content Food Spoilage Storing food safely Preparing food safely Food poisoning Use of Microorganisms	Term 3 - Overarching Key Questions What causes food spoilage? Why is it important to store food safely? How can one avoid cross-contamination? What are the causes of food poisoning? What are the beneficial uses of microorganisms?
Assessment Overview and Format:	Links for Home Learning/Extension Resources:



Students will be assessed both formatively and summatively

Verbal feedback will be given to students in the lesson.

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

Practical work will be assessed based on level of skills shown and presentation

All students must be spending 2 hrs on Food work either homework / practical work or keeping up to date with content by revising class theory concepts

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

Students will be encouraged to practice their practical skills at home

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



Key Stage 4 Food Technology Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p>In year 10 students will cover all the theory content for the course, focusing on 5 topics:</p> <ol style="list-style-type: none">1. Food, nutrition, and health2. Food science3. Food safety4. Food choice5. Food provenance <p>As students complete the sections, they will complete workbooks and develop practical cooking skills by making a range of dishes.</p> <p>In term 1 we will focus on the first topic of nutrition and complete a mini-NEA 2.</p>	<p>Term 1 - Overarching Key Questions</p> <p>What is meant by nutrition and health?</p> <p>Is eating healthy important?</p> <p>What are the essential nutrients our bodies need?</p> <p>Do our nutritional needs change as we progress through life?</p> <p>What is meant by a special diet?</p> <p>What are the basic skills we need to cook a dish successfully?</p>
<p>Term 2 – Topics/ Key Content</p> <p>We will continue with theory, covering food safety, choice, and food provenance.</p> <p>The practical dishes the students will make will become more challenging as the year progresses.</p>	<p>Term 2 - Overarching Key Questions</p> <p>What causes food to become dangerous to consume?</p> <p>What is the best practice when preparing food to ensure safety?</p> <p>What is the difference between British and International cuisines?</p> <p>What factors affect what food people choose to consume?</p> <p>Where does the food we eat come from?</p> <p>What impact does food production have on the environment?</p> <p>How is technology used in food production?</p>
<p>Term 3 – Topics/ Key Content</p> <p>This term we will focus on food science, covering the theory and completing several practical experiments.</p> <p>Students will also complete a practice NEA 1 in preparation for September.</p>	<p>Term 3 - Overarching Key Questions</p> <p>What are the methods of heat transfer?</p> <p>What are the functional and chemical properties of macronutrients?</p> <p>What is gluten?</p> <p>What are raising agents used for?</p>



	What are the high-level skills used in cooking and baking?
Assessment Overview and Format: <ul style="list-style-type: none">• <u>NEA 1</u>: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. 20% of GCSE• <u>NEA 2</u>: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. 30% of GCSE• <u>Written Exam</u>: 1 hour 45 minutes, 100 marks, 50% of GCSE	Links for Home Learning/Extension Resources: <p>All students must spend 2-3 hours on their Food Technology work in their own time.</p> <p>Students will all be part of the Showbie group on which all work will be submitted and marked.</p> <p>All resources will also be stored on this app to guide the students.</p>



Key Stage 4 French Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p><u>La famille: Family</u></p> <ul style="list-style-type: none">• Describing yourself and your family• Talking about getting on with others• Personal relationships• Future relationships <p><u>La technologie : technology</u></p> <ul style="list-style-type: none">• Talking about communicating online• Describing uses of social media• Advantages and disadvantages of mobile technology	<p>Term 1 – Key Grammar Concepts</p> <ul style="list-style-type: none">• Using avoir and être• Reflexive verbs• Position of adjectives• The immediate future• Possessive adjectives• Adjective agreement• Comparatives and superlatives• Using qui and que• Direct and indirect object pronouns• Present tense• Common irregular verbs• Ce/c'/ca• Using avec and sans• Using grâce à• Interrogative adjectives• Pronouns <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given each week to build more familiarity on these topics.</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>Les fêtes: customs and festivals</u></p> <ul style="list-style-type: none">• Talking about celebrations• How we celebrate• Types of festivals• International festivals <p><u>La santé et les loisirs: health and fitness and free time activities</u></p> <ul style="list-style-type: none">• Talking about eating preferences• Talking about sport and leisure activities• Describing eating habits• Comparing old and new health habits	<p>Term 2 – Key Grammar Concepts</p> <ul style="list-style-type: none">• Imperfect tense• Reflexive verbs in perfect tense• Using en/au/aux/a + places• Indefinite adjectives• Deciding between perfect and imperfect• Perfect tense of regular verbs• Time phrases• Perfect tense with être• Opinion verbs• Demonstrative and emphatic pronouns• Using en and y• Using quand, lorsque and si• Devoir and pouvoir + infinitive• Il faut + infinitive• Imperfect tense of être/avoir/faire• Expressions of quantity• Recognising the pluperfect tense <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given regularly to build more familiarity on these topics.</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Ma ville: My town</u></p> <ul style="list-style-type: none">• Describing furniture	<p>Term 3 – Key Skills</p> <ul style="list-style-type: none">• Plurals of nouns• Negative phrases



<ul style="list-style-type: none">• Describing your home• Talking about compass points, surroundings, and types of accommodation• Describing what a town is like and its attractions <p>Mes vacances: My holidays</p> <ul style="list-style-type: none">• Describing holiday destinations• Talking about holiday preferences• Holiday activities• Visiting regions in France	<ul style="list-style-type: none">• Habiter and vivre• Demonstrative adjectives• Partitive articles• C'est and il y a• Prepositions• Using prepositions for countries and modes of transport• Sequencing words and phrases• Revision of the perfect tense• Using negatives• Depuis+ present tense• The pronoun y <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given regularly to build more familiarity on these topics.</p>
<p>Assessment Overview and Format:</p> <p>Students will complete 3 x past papers for reading, listening, and writing throughout the key assessment periods.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>AQA GCSE French textbook</p> <p>www.revisionworld.com</p> <p>www.languagesonline.org.uk</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr</p> <p>www.memrise.com</p> <p>www.languagesonline.org.uk</p> <p>www.language-gym.com</p> <p>www.duolingo.com</p>



Key Stage 4 Geography Curriculum - Year 10

<p>Term 1 – Topics/ Key Content</p> <p>Physical Geography – Coastal environments</p> <p>Coastal Fieldwork – How does management have an impact on coastal landscapes and ecosystems? *The Coastal Fieldvisit will take place in Year 11</p>	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• How do Physical processes and human intervention give rise to characteristic coastal landforms?• What are the distinctive ecosystems, which develop, along particular stretches of coastline?• Why are coastal environments of great importance to people and need to be sustainably managed?• Investigation of coastal processes and form through primary and secondary fieldwork evidence
<p>Term 2 – Topics/ Key Content</p> <p>Human Geography – Urban environments</p> <p>Urban fieldwork – Does Dubai follow traditional land-use models?</p>	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• Why is a growing percentage of the world’s population living in urban areas?• What are the social and environmental challenges, faced in cities, resulting from rapid growth and resource demands?• What different strategies can be used to manage social, economic and environmental challenges in a sustainable manner?• Investigating the changing use of central/inner urban environments through primary and secondary evidence
<p>Term 3 – Topics/ Key Content</p> <p>Hazardous environments</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• With reference to earthquakes, volcanic eruptions and tropical storms, why are some places more hazardous than others?• What are the impacts hazards have on people and the environment?• Why do earthquakes present a hazard to many people and need to be managed carefully?



Assessment Overview and Format:

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

Links for Home Learning/Extension Resources:

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

<http://www.sporcle.com/games/category/geography>

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

<http://www.bbc.co.uk/news/>

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

<http://www.gapminder.org/>

<https://www.cia.gov/library/publications/the-world-factbook/>

http://news.bbc.co.uk/1/hi/country_profiles/default.stm

<http://www.statistics.gov.uk/hub/index.html>

<http://www.metoffice.gov.uk/>

For GCSE you should read the copies of the Wider World magazine. You can find a digital link to this in the school library.

You can also follow magazines like the National Geographic and The Geographical.



Key Stage 4 History Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p data-bbox="188 315 600 383"><u>America 1920-1973: Opportunity and Inequality</u></p> <p data-bbox="188 421 268 454">1920s</p> <p data-bbox="188 958 268 992">1930s</p>	<ul data-bbox="699 315 1369 1059" style="list-style-type: none">• How did mass production change the American economy?• Did Cars make America a Superpower?• Did Henry Ford and the Model T create the ‘boom’?• How dangerous was the stock exchange?• How did the Republican Presidents affect ‘booming’ America?• Were the 20s a golden age for entertainment?• What impact did Prohibition and organised crime have on society?• Who did not prosper in the ‘boom’?• In the 20s, why did mothers and daughters clash?• Why was Black America ‘strange fruit’ in 1920s America?• Why did the KKK rise in the 1920s?• Did America like foreigners in the 1920s?• How did millionaires go from their mansions to the gutter in a matter of days?• How did Hoover go from hero to zero?• What was the New Deal?• Was the New Deal a success?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p data-bbox="188 1243 392 1276"><u>Post War/1950s</u></p> <p data-bbox="188 1637 331 1671"><u>Civil Rights</u></p>	<ul data-bbox="699 1243 1385 2024" style="list-style-type: none">• What was the impact of WW2 on the American Economy?• Did WW2 change life for women and Black Americans?• What was the American Dream?• What was the importance of 50s popular culture in Post War America?• What was life like for the typical American housewife?• How did a witch hunt happen in the 50s? • How can you change society?• How and why did the Civil Rights movement change in the mid-60s?• Does Martin Luther King deserve his reputation?• Was Black Power inevitable due to the lack of change for Black Americans?• What was more successful: Non-Violent protest or Black Power? • Why was the 60s a hotbed of social change?• How did Women fight for their rights in the 60s?



<p><u>Domestic change and Women's Liberation</u></p> <p><u>Conflict and Tension between East and West 1945-1972</u></p> <p><u>The Start of the Cold War (1945-1950)</u></p>	<ul style="list-style-type: none">• Is the enemy of your enemy, my enemy?• Did the Big 3 make any lasting agreements?• Can you buy freedom?• What did the USA and USSR think of each other in 1948?• Can you starve a city?
<p>Term 3 – Topics/ Key Content</p> <p><u>Cold War in Asia (1950-53)</u></p> <p><u>Arms Race and Space Race (1949-1962)</u></p> <p><u>'Thaw' period (1953-1962)</u></p> <p><u>Cuban Missile Crisis (1959-1962)</u></p> <p><u>Czechoslovakian Uprising (1968)</u></p> <p><u>Détente and SALT (1969-1972)</u></p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• How did the Cold War travel to Asia?• Why did America 'need' the Korean War?• Who 'won' the Korean war? • Why did an Arms Race develop?• Did M.A.D make everyone safer?• What was the impact of the Arms Race and Space Race? • Would Stalin's death calm down the Cold War?• What was the Hungarian Uprising?• Why did the Soviet Union build a wall in Berlin?• How did a spy plane nearly cause WW3? • What would you have done to avoid nuclear war over Cuba?• Who blinked first?• What were the effects of the Cuban Missile Crisis? • Can you leave the Eastern Bloc?• Were tensions relaxing in the 1970s?
<p>Assessment Overview and Format:</p> <p>Students do three Key Assessments across the Year. The first one is on America: Opportunity, Inequality, and the second is on Conflict and Tension between East and West 1945-1972. The final Key Assessment is a whole GCSE past paper comprising both sections.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will use a course book, which will be used in school and available to use at home. Lessons will be put onto TEAMS, so students can review and catch up with work.</p> <p>https://www.bbc.com/bitesize/examspecs/zxjk4j6 https://www.youtube.com/watch?v=VfOR1XCMf7A&t=428s https://www.youtube.com/watch?v=6bMq9Ek6jnA https://www.youtube.com/watch?v=S64zRnnn4P0 https://www.youtube.com/watch?v=y9HjvHZfCUI</p>



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



Key Stage 4 Islamic Curriculum Year 10

Term 1 – Topics/ Key Content <ul style="list-style-type: none">• Surah Al Waqiah• The Seven Grave Sins (Hadith)• The Farewell Pilgrimage and the death of the Prophet PBUH• The forgiving (AL Ghafoor) The Just• Sharia rules	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• What types of people are mentioned in Surah Waqiah?• What are the different names of the Day of Judgement?• Can you explain the seven grave sins?• How seven grave sins mentioned in Hadith, damage the individual and society?• What strategies would you propose to avoid seven grave sins?• What are the 3 major things mentioned by the Prophet PBUH in his farewell pilgrimage?• What are the characteristics of Allah's forgiveness?• What are the 3 domains of Allah's justice?• What is the concept of Shariah rule?• How would you analyse the characteristics of Shariah rule in Islam?• How would you evaluate the characteristics of Shariah rules in Islam?• Can you give examples of five types of shariah rules?
Term 2 – Topics/ Key Content <ul style="list-style-type: none">• Surah Al Hujurat 1-10 (The Safety of society and the unity of its members)• The Prophet's Method of Educating a Generation• Security and Safety• Zakat• Halal and Haram food and drinks	Term 2 - Overarching Key Questions <ul style="list-style-type: none">• When was Surah Al Hujurat revealed?• How should one show respect to the prophet Muhammad PBUH?• How did Prophet's unique method of education influence the Arab society?• Can you explain the concept of security in Islam?• How would you apply the rules of Surah Al Hujurat in real life situation?• What are the conditions of Zakah• How does Zakah impact economic system of any country in a positive way?• What is difference between Zakah and Sadaqah?• What are the categories eligible to receive Zakah?• What is the logic behind making certain food and drink Halal or Haram?
Term 3 – Topics/ Key Content <ul style="list-style-type: none">• Surah Al Hujurat part 2• Imam Ahmed Ibn Hanbal• Hajj• Intellectual tolerance	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• How does Islam ensure the safety of society and the unity of its members?• How do bad habits damage the society?• How would you differentiate between Ghibah and Nameemah?



<ul style="list-style-type: none">• Etiquettes in the market	<ul style="list-style-type: none">• What are the etiquettes of market in Islam?• What are the conditions of Hajj?• What happens if someone delays performing Hajj despite being able to do so?• How does Hajj impact the Muslim society in a positive manner?• How did Imam Ahmed Ibn Hanbal face difficulties in the way of Allah?
<p>Assessment Overview and Format:</p> <p>Students will have 3 key assessments throughout the year. Students will be judged on the following criteria</p> <ul style="list-style-type: none">• Qur'an recitation• Qur'an memorisation• Written Assessment• Home learning/notebooks	<p>Links for Home Learning/Extension Resources:</p> <p>www.awqaf.gov.ae www.quranexplorer.com www.iacad.gov.ae www.quran.com www.islamreligion.com http://harunyahya.com https://scholar.google.ae http://www.sultan.org https://sunnah.com</p>



Key Stage 3 Mathematics Curriculum Year 10

Term 1 to February half term – Topics/ Key Content

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

Powers and Roots express integers as product of powers of prime factors, find highest common factors (HCF) and lowest common multiples (LCM), understand the meaning of surds, manipulate surds, including rationalising a denominator, use index laws to simplify and evaluate numerical expressions involving integer, fractional and negative powers, use index notation and index laws for multiplication and division of positive and negative integer powers including zero, calculate with and interpret numbers in the form $a \times 10^n$ where n is an integer and $1 \leq a \leq 10$, solve problems involving standard form, use index notation involving fractional, negative and zero powers, use index laws in simple cases,

Algebra collect like terms, multiply a single term over a bracket, take out common factors, expand the product of two or more linear expressions, understand the concept of a quadratic expression and be able to factorise such expressions, manipulate algebraic fractions where the numerator and/or the denominator can be numeric, linear or quadratic, complete the square for a given quadratic expression, use algebra to support and construct proofs, substitute positive and negative integers, decimals and fractions for words and letters in expressions and formulae, use formulae from mathematics and other real-life contexts expressed initially in words or diagrammatic form and convert to letters and symbols, derive a formula or expression

understand the process of manipulating formulae or equations to change the subject, to include cases where the subject may appear twice or a power of the subject occurs, set up problems involving direct or inverse proportion and relate algebraic solutions to graphical representation of the equations

Working with Shape and Space understand the terms 'isosceles', 'equilateral' and 'right-angled triangles' and the angle properties of these triangles, understand and use the term 'quadrilateral' and the angle sum property of quadrilaterals

understand and use the properties of the parallelogram, rectangle, square, rhombus, trapezium and kite understand the term 'regular polygon' and calculate interior and exterior angles of regular polygons

understand and use the angle sum of polygons, provide reasons, using standard geometrical statements, to support numerical values for angles obtained in any geometrical context involving lines, polygons and circles

use compound measure such as speed, density and pressure, convert measurements within the metric system to include linear and area units, convert between units of volume within the metric system

Term 2 February half term onwards – Topics/ Key Content

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



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

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

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

Term 3 – Topics/ Key Content

Probability

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

Geometric Constructions

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

Pythagoras and Intro to Trigonometry



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

Working with Data

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

Simultaneous Equations

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

Sequences and Series

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

Travel and other graphs

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

Circle Theorems

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

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

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



	Year 7	Year 8	Year 9	Year 10	
Baseline	All new students will take a Baseline				Corbett Maths - https://corbettmaths.com/contents/ Video examples, worksheets, daily revision.
Term 1	9 th Nov	9 th Nov	9 th Nov	9 th Nov	MathsGenie - https://www.mathsgenie.co.uk/gcse.html
Team 2	1 st Mar	1 st Mar	1 st Mar	1 st Mar	Videos and Exam questions sorted by level DrFrost www.drfrostmaths.com/resourceexplorer.php
End of Year	Jun 14 th	Jun 14 th	31 st May	31 st May	Learning platform and video resources

Assessment data will be calculated using the most recent assessment,
(where available) previous exam data will also be considered.

Fun Mathematics:
Brilliant.org
<https://www.3blue1brown.com>
<https://www.numberphile.com>
<https://www.vsauce.com>



Key Stage 4 Media Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Media language and representation</u></p> <ul style="list-style-type: none">• Basic media language terminology in use in a music video – shot sizes, camera angles, edits.• Representation as ‘re-presentation or reality’: How these media language elements and visual codes (e.g. colour, basic aspects of mise-en-scène) have been selected to represent the artist in the music video in specific ways. Stereotypes and how they become established.	<p>What is Media language?</p> <p>What are the different forms of media language?</p> <p>Media representations: How is media language used to represent an artist in specific ways?</p> <p>What are Stereotypes and how are they used?</p> <p>Media representations: How does a media producer encode media for the target audience?</p>
<p><u>Introduction to industries and audiences</u></p> <p>Linear models of communication (sender, message, and receiver) and how different audiences (receivers) might interpret the music video analysed previously.</p>	<p>How can an audience de-code a media product?</p> <p>Media language: What are codes and conventions?</p> <p>What are the differences between Mass and Niche audiences?</p>
<p><u>Advertising – Representation and Audiences</u></p> <p>Advertising and marketing: CSPs Advertising and marketing (targeted, focusing on media language and media representations):</p> <ul style="list-style-type: none">• Television advertisement for Galaxy• NHS Blood and Transplant online campaign video• OMO Print advert from <i>Woman’s Own</i> magazine. <p>Introduce terms code, anchorage, sign, icon and symbol.</p> <p>Look at the three CSPs in order, as well as other advertising and marketing products, analysing how media language creates meanings and giving a brief introduction to</p>	<p>Media representations: How can you use stereotypes when creating a media product?</p> <p>Media language: How can you use media language to encode a media product for a mass or niche audience?</p> <p>Media language: What forms of media language are used in these adverts and why?</p> <p>Why are theories of narrative relevant in advertising?</p> <p>Technology and media products – How is technology changing our interaction with the media?</p> <p>Media representations: Choice of media producers Representations of reality – What is hyperreality? Stereotypes Reflection of contexts</p>



<p>how developments in technology impact on content.</p> <p>Analyse representation and use of stereotypes.</p> <p>Mock coursework – Plan and create an advertising campaign based on the concepts learnt from the three CSP products.</p>	
<p>Term 2 – Topics/ Key Content <u>The film industry</u> CSPs Film industry (targeted, focusing on media industries):</p> <ul style="list-style-type: none">• <i>Black Widow</i>• <i>I, Daniel Blake.</i> <p>Set each CSP within its context.</p> <p>Focusing on the industry, not on the content of the films themselves.</p> <p><u>Music videos</u> CSPs Music videos (targeted, focusing on Media Audiences and Media Industries):</p> <ul style="list-style-type: none">• Arctic Monkeys - <i>I bet you look good on the dancefloor</i>• Black Pink – <i>How you like me now.</i> <p>Focusing on the industry and audiences.</p> <p><u>Practical activities:</u></p> <ul style="list-style-type: none">• Devise the marketing plan for the single launch for one of these videos.	<p>Term 2 - Overarching Key Questions</p> <p>Media industries: How does media ownership affect media products and how we consume them?</p> <p>What are the differences between commercial and independent industries?</p> <p>Who regulates the film industry and why do we need them?</p> <p>Media industries: The nature of media production – How are music videos produced to target their intended audience?</p> <p>Production processes – What media language has been used to communicate to the audience?</p> <p>Who regulates the music video industry and why do we need them?</p> <p>How would you use each of the available media platforms to reach your target audience?</p> <p>Media Industries: Production processes</p>



<ul style="list-style-type: none">• Plan the website home page for the day before, or the day of the launch• Write the posts for the band's official social media channels in the five days prior to the release of the single. <p>Radio CSPs Radio (targeted, focusing on media Industries and media audiences):</p> <ul style="list-style-type: none">• Radio 1 Launch Day, Tony Blackburn• Kiss FM Breakfast.	<p>Working practices in media industries – How are the BBC different from commercial media companies?</p> <p>What funding models are used in the media industry?</p>
<p>Term 3 – Topics/ Key Content Online, social and participatory media CSPs Online, social and participatory media (in-depth, all four areas of the theoretical framework):</p> <ul style="list-style-type: none">• Kim Kardashian; Hollywood• Lara Croft Go.• Marcus Rashford <p>Set each CSP within its context.</p> <p>Use notes in CSP booklet to help devise specific learning activities.</p> <p>CSPs Magazines (targeted, focusing on Media language and representations):</p> <ul style="list-style-type: none">• <i>Tatler</i>, January 2021• <i>Heat</i>, November 2020.	<p>Term 3 - Overarching Key Questions Media representations: Re-presentation – How are online personalities represented differently?</p> <p>What are the theoretical perspectives on gender? Viewpoints.</p> <p>What is the Social, cultural and political significance of these products?</p> <p>Media Industries: What is Convergence?</p> <p>Questions will bring together all aspects of the media industry to cover the following points.</p> <p>Media Languages: What are the Codes and conventions of magazines? Theoretical perspectives on genre.</p> <p>Media Representations: Re-presentation Reflection of contexts</p>



Assessment Overview and Format:

Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check.

Mini internal assessments carried out at the end of each of each CSP.

Mock coursework tasks set after each section of the industry is covered.

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

Links for Home Learning/Extension Resources:

All lesson resources and information sheets will be on Microsoft Teams.

AQA GCSE media studies textbook.

BBC Bitesize media studies.



Key Stage 3 Moral, Cultural, and social studies Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<u>Assessment Overview and Format:</u>	<u>Links for Home Learning/Extension Resources:</u>
<ul style="list-style-type: none">• Students will have summative assessments throughout the year. This may be in the form of keyword tests or shortessay-style questions	<p>Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their booklets and class resources.</p>



Term 2 - Topics/Key Content:

UAE History and Heritage

Students will learn the land, prehistory, and archaeology of the UAE from the Neolithic, Bronze, and Iron Ages. They will also explore the changing climate and ecology that led to the falaj system of irrigation of farmland. Topics explored will include:

- UAE Landscape and Javel Faya
- The Bronze Age and Umm an-Nar
- The Impact of the Falaj during the Iron Age
- Domestication of Camels and Muweilah
- Shipbuilding and Trade: Ed-Dur and the Arabian Gulf

Developments Leading Up to the UAE

Students will learn about the development of the UAE:

- The Rise of Islamic Civilization in the Land of the UAE
- Emergence of Bani Yas and Qawasim of the Beginnings of the Colonial Period
- The British Maritime System and National Identity
- The Trucial States Leading up to Nationalisation

Assessment Overview and Format

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

Term 2 Overarching Key Question:

-Why is it important to preserve the heritage of the UAE?

-What can be learned from the heritage sites in the UAE?

-How do the different federal authorities work together to govern the UAE?

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:

The UAE in the 21st Century – Part 1

Students will explore the future direction and challenges set forth by the Nation's leaders and how its citizens may contribute to the development and success of the country, including:

- Transition to the Knowledge Economy
- 21st Century Infrastructure and Smart Initiatives
- Innovation in Healthcare, Education and Social Services
- Sustainability and the Modern UAE.

The UAE in the 21st Century – Part 2

Students will explore the future direction and challenges set forth by the Nation's leaders and how its citizens may contribute to the development and success of the country, including:

- Civic Responsibilities of Citizens and Residents
- Trends in Local and International Trade
- Taking the UAE into the Future

Assessment Overview and Format

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

Term 3 Overarching Key Question:

- What does the future of the UAE look like and how can we get there?
- What are the roles and responsibilities of the citizens in the UAE and how will this help its development?
- What makes a 'successful' country?

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 4 Music Curriculum Year 10

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



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



<ul style="list-style-type: none">The study of this set works will examine popular contemporary musical theatre styles. <p>Preparation for the performance component is ongoing</p>	
<p>Term 3 – Topics/ Key Content</p> <p>Music for Stage and Screen set work J. Williams: ‘Main title/rebel blockade runner’ (from the soundtrack to <i>Star Wars Episode IV: A New Hope</i>)</p> <ul style="list-style-type: none">Students’ will explore this piece using their knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Now that each piece has been studied, comparative and evaluative skills can be practised between the two.The study of this set work will examine composing sound to match pictures. <p>Music for Stage and Screen wider listening:</p> <ul style="list-style-type: none">Explore pieces in genres related to the first set work, which will include:<ul style="list-style-type: none">songs from musicals like <i>Matilda</i> and <i>Hairspray</i>. <p>Free composition is ongoing. Preparation for the performance component is ongoing</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">How far have you come so far and how far do you still need to go?What learning lessons have you learned?!



Keys Stage 4 GCSE Physical Education Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Fitness and Body Systems</u> <u>Musculo - skeletal system</u></p> <ul style="list-style-type: none">• The different functions of the skeleton and its importance in physical activities.• The structure of the musculo-skeletal system.• The different movement possibilities at joints within the body.• The role of ligaments, tendons, and their relevance to physical activity and sport.• The classification of muscle types• How many muscles are used during physical activity?• How the muscular system works with the skeleton to allow participation in physical activity and sport. <p><u>Cardio-respiratory system</u></p> <ul style="list-style-type: none">• The main functions and structure of the cardiovascular system and its role in physical activity• The structure and role of arteries, veins, and capillaries and blood distribution• The function and importance of the components of the blood• The structure of the alveoli and gaseous exchange.• How do the cardiovascular and respiratory systems work together to let us take part in sports? <p>Practical sports covered and Assessed:</p> <ul style="list-style-type: none">• Football• Swimming	<p>Why do sports people have such different bodies?</p> <p>What injuries might happen to bones and joints when taking part in sport?</p> <p>How do bones, joints and muscles work together to help you in your favourite sport?</p> <p>A strong heart, healthy blood and good lungs are important for any athlete – but why?</p> <p>Which component of blood is most important and why?</p> <p>Which are the sports where having good lung capacity is key?</p>
<p>Term 2 – Topics/ Key Content <u>Anaerobic and Aerobic Exercise</u></p> <ul style="list-style-type: none">• How the body uses glucose and oxygen to release energy.• How fats and carbohydrates give energy for different sorts of activity. <p><u>Short- and long-Term Effects of Exercise</u></p>	<p>Term 2 - Overarching Key Questions</p> <p>How does doing exercise effect your diet?</p> <p>Have you ever had a cramp? If so, when?</p> <p>What sort of exercise makes your muscles ache the most, and when?</p>



<ul style="list-style-type: none">• The short and long-term effects of exercise on the heart, muscles, and respiratory system.• How to interpret graphs showing HR, stroke volume and cardiac output during rest and exercise. <p><u>The Relationship Between Health and Fitness</u></p> <ul style="list-style-type: none">• What does the Terms health, exercise, fitness, and performance mean?• The relationship between health and fitness.• The role that exercise plays in keeping someone fit and healthy. <p><u>Components of Fitness and How Fitness Can Be Measured</u></p> <ul style="list-style-type: none">• Basic components of fitness• Skills related components of fitness• The use of interpretation and different fitness tests. <p>Practical sports covered and assessed:</p> <ul style="list-style-type: none">• Athletics• Netball	<p>Why does it take longer to recover from sports more than others do?</p> <p>How do you think fitness affects sporting performance?</p> <p>Can you be fit but not healthy? - Or healthy but not fit?</p> <p>What have you done to try to improve your fitness?</p> <p>Imagine you are a PT. What aspects of someone's fitness might you want to help them with?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Principles of Training and Their Application</u></p> <ul style="list-style-type: none">• The principles of training include individual needs, specificity, progressive overload, and FITT.• How to use these principles when planning a PEP• Overtraining and how to prevent it• Reversibility and its impact on performance• Training thresholds and how to calculate MHR• What to consider when deciding different training methods to use for different activities• How to use different training methods to improve specific components of fitness. <p><u>Long Term Effects of Exercise</u></p>	<p>Term 3 - Overarching Key Questions</p> <p>Why do some people go to specific places to train?</p> <p>How much do you think success depends on natural talent and how much on good training?</p> <p>Do you think all types of exercise and sports bring about the same long-term effects of exercise?</p> <p>Are some sorts of exercise back for you in the long term?</p>



<ul style="list-style-type: none">• The benefits of exercise on the aerobic and anaerobic system, musculoskeletal system, cardio respiratory system and performance. <p>Personal Exercise Program (PEP) 10% of practical exam to be completed.</p>	
<p>Assessment Overview and Format:</p> <p>Students will be assessed in an end-of-unit assessment teach Term. The end-of-year exam will cover all Year 10 work (1hr45m exam paper). Practical scores and grades will be gathered during the year and entered into Go4Schools will take their top 3 sports as their highest practical grade.</p>	<p>Links for Home Learning/Extension Resources:</p> <ul style="list-style-type: none">• Everlearner (students' individual log-in)• Edexcel revision guide• Edexcel revision workbook.



Key Stage 4 Photography Curriculum Year 10

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



<p>to analyse the work of photographers which they have independently selected and will be expected to develop photographic responses demonstrating an understanding of the formal elements.</p>	
<p>Term 3 – Topics/ Key Content</p> <p>Project 3</p> <p>Mixed media techniques</p> <p>Students will use the theme and photographs in which they have taken from Project 2 to develop in Project 3. The mixed media techniques will involve students experimenting with different mediums in order to make their photography look more unique and original enabling students to gain higher marks for AO2, AO3 and AO4. Students will then develop their ideas into a final outcome. Their final outcome will be expected to in the form of an installation piece alongside final prints.</p> <p>Some examples of mixed media techniques include</p> <p>Scratching Burning Sewing Painting Using various substances Collage</p>	<p>Term 3 - Overarching Key Questions</p> <p>How does the mixed media theme in which you have chosen help convey the theme or message you are trying to show within your photography?</p> <p>Are you able to combine different mediums together?</p> <p>Why do you believe mixed media techniques are important within photography and what role do you believe it plays?</p>
<p>Assessment Overview and Format:</p> <p>Students will be assessed both formatively and summatively. Verbal feedback will be given to students during the lesson.</p> <p>Work will be summatively assessed on Showbie. Students will be expected to upload their work throughout the coursework unit where the work will be</p>	<p>Links for Home Learning/Extension Resources:</p> <p>The expectations of both quality and quantity within the GCSE means that for every hour students are in the classroom a minimum of one hour per lesson must be spent on extended learning.</p> <p>Homework will be set on Go4Schools and students will be expected to complete this to the deadline date.</p>



graded and written feedback will be given.

Coursework is worth 60% of the final grade and students will be marked against the 4 assessment objectives.

AO1 DEVELOP
AO2 REFINE
AO3 RECORD
AO4 PRESENT

Intervention sessions will also be available for students too will need extra time to catch up with coursework. This will be during lunchtimes and after school. Days will be confirmed with the subject teachers.



Key Stage 4 Psychology Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p><u>Introducing GCSE skills and concepts</u></p> <p>Introducing assessment objectives and exam skills</p> <ul style="list-style-type: none">• 9-mark questions and how to structure them. <p><u>Research Methods</u></p> <ul style="list-style-type: none">• Studying how psychologists conduct research including the different types of experiments, observations, and questionnaires.• Students will consider the strengths and limitations of these.	<p>Term 1 - Overarching Key Questions</p> <ul style="list-style-type: none">• Why do psychologists conduct research?• What are the strengths and limitations of research methods?• What do psychologists need to take into consideration when conducting research?
<p>Term 2 – Topics/ Key Content</p> <p><u>Memory</u></p> <ul style="list-style-type: none">• This topic will cover the processes of memory and different types of memories including how they are encoded and stored.• Structures of memory including different memory models.• Various research studies and theories studying memory. <p><u>Development</u></p> <ul style="list-style-type: none">• Early brain development; basic knowledge of the structure of the brain including the lobes and the responsibilities each area has.• The role of nature and nurture in the development of children.• Cognitive development theories and applying these to education• The effect of mindset, praise and learning styles.• Key studies and theories investigate the development of children.	<p>Term 2 - Overarching Key Questions</p> <ul style="list-style-type: none">• How does your memory work?• How do short-term and long-term memory work?• How is memory structured?• How long do memories last?• Why do factors affect how accurate our memories are? <ul style="list-style-type: none">• What is our brain responsible for? How do we know which area controls our behaviour?• What factors influence our development?• How do we learn new things?• How does our mindset affect our performance?• How do you like to learn?
<p>Term 3 – Topics/ Key Content</p> <p><u>Continuing with Development</u></p> <p><u>Perception</u></p>	<p>Term 3 - Overarching Key Questions</p>



<ul style="list-style-type: none">• Difference between sensations and perception.• Different visual cues and depth cues.• Theories of perception using everyday examples of perception.• Influence of nature and nurture on perception.• Factors affecting perception i.e., culture and motivation.• Research studies are looking into how different factors affect perception.	<ul style="list-style-type: none">• Why do people see images differently?• What factors affect our perception?• How reliable is research into perception?
<p>Assessment Overview and Format:</p> <p>Students will be assessed at the end of every topic area. Alongside this, there will be keyword tests throughout the year. The key assessments will consist of a mixture of topics leading up to the end-of-year exam on all the content.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students have access to a course textbook, which is also on Teams.</p> <p>The following link can help students to revise the content:</p> <p>https://quizlet.com/ https://learndojo.org/aqa/gcse-psychology-revision/ https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182</p>



Key Stage 4 Science Curriculum Year 10

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

TERM 1		
BIOLOGY	CHEMISTRY	PHYSICS
<p>Unit 3.2 Bioenergetics</p> <p>Breathing</p> <p>3.4 Aerobic respiration</p> <p>3.5 Effect of exercise on the body</p> <p>3.6 Anaerobic respiration</p> <p>3.1 Exchanging materials</p> <p>3.2 Gas exchange in the lungs</p> <p>3.3 Artificial breathing aids B</p> <p>Circulation</p> <p>4.1 The Circulatory system and the heart</p> <p>4.2 Helping the heart B</p> <p>4.3 Keeping the blood flowing B</p> <p>4.4 Transport in the blood</p> <p>4.5 Immune system and blood groups B</p> <p>Digestion</p> <p>5.4 The Digestive system</p> <p>5.5 Making digestion efficient</p> <p>5.6 Exchange in the gut</p> <p>5.1 Carbohydrates, lipids, and proteins</p> <p>5.2 Enzymes</p>	<p>Unit 3 Chemical Changes</p> <p>4.1 Reactivity of metals</p> <p>4.2 Reactions of acids</p> <p>4.3 Electrolysis</p> <p>Unit 1 Acids, bases, and salts</p> <p>1.3 The properties of acids and bases</p> <p>1.4 Preparation of salts</p> <p>Unit 3 Quantitative Chemistry</p> <p>3.1 <i>Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations</i></p> <p>3.2 <i>Use of amount of substance in relation to masses of pure substances</i></p>	<p>Unit 1 Energy</p> <p>1.4 Energy transfers, conservation, and dissipation of energy</p> <p>Unit 2 Forces</p> <p>2.1 Forces and their interactions</p> <p>2.2 Motion</p> <p>2.3 Resultant forces</p> <p>2.4 Momentum</p> <p>2.5 Safety in public transport</p> <p>2.6 Forces and terminal velocity P</p>
TERM 2		
BIOLOGY	CHEMISTRY	PHYSICS
<p>Plants as organisms</p> <p>9.1 Photosynthesis</p> <p>9.2 Limiting factors</p> <p>9.3 How plants use glucose</p>	<p>3.3 <i>Yield and atom economy of chemical reactions C</i></p> <p>3.4 <i>Using concentration of solutions in mol/dm³ C</i></p>	<p>Unit 3 Electricity and magnetism</p> <p>3.1 <i>Current, potential difference and resistance</i></p> <p>3.2 <i>Series and parallel circuits</i></p>



<p>9.4 Exchange in plants</p> <p>Unit 3.3 Ecology Ecology 13.1 Pyramids of biomass 13.2 Energy transfers 13.3 Making food production efficient B 13.4 Decay processes 13.5 The carbon cycle</p> <p>Human population and pollution 14.2 The human population explosion B 14.2 Land pollution B 14.3 water pollution B 14.4 Deforestation B 14.5 Global warming B</p>	<p>3.5 Use of amount of substance in relation to volumes of gases C</p>	<p>3.3 Domestic uses and safety 4.4 Energy transfers 3.5 Static electricity P</p> <p>3.6 Permanent and induced magnetism, magnetic forces, and fields 3.7 The motor effect 3.8 Induced potential, transformers, and the National Grid P</p>
TERM 3		
BIOLOGY	CHEMISTRY	PHYSICS
<p>Unit 3.4 Organisms' interaction with the environment Nervous coordination and behaviour 6.1 Responding to change 6.2 Reflex actions 6.3 Animal behaviour and communication</p> <p>Homeostasis 7.1 Principles of homeostasis 7.2 Removing waste products B 7.3 The human kidney B 7.4 Controlling body temperature 7.5 Controlling blood glucose & Diabetes</p> <p>Defending ourselves against disease</p>	<p>Unit 8 The rate and extent of chemical change 8.1 Rate of reaction 8.2 Reversible reactions and dynamic equilibrium 8.3 Redox reactions</p>	<p>Unit 4 Atomic Structure 4.1 Atoms and isotopes 4.2 Atoms and nuclear radiation 4.3 Hazards and uses of radioactive emissions and of background radiation P 4.4 Nuclear fission and fusion P</p>



8.1 Pathogens 8.2 Defence 8.3 Immunity		
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Assessment Overview and Format:

For each topic, students will complete.

- exam question homework
- short end of-unit quizzes

Key Assessments will assess all content to the date of the assessment. They will have the format of iGCSE papers.

Combined Science 1 hour 15 minutes

Triple Science 1 hour 45 minutes

Links for Home Learning/Extension Resources:

All resources will be shared with students on TEAMS.

Educake for quizzes www.educake.co.uk (Students have logins)

Physics and Maths Tutor – exam questions and revision notes

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

BBC Bitesize

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

iAQA

[Science - OxfordAQA \(oxfordaqaexams.org.uk\)](http://www.oxfordaqaexams.org.uk)

UK National Curriculum standards

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



Key Stage 4 Social Enterprise Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>History Unit</u></p> <p>- The Ottoman Empire The Rise and fall of the Ottoman Empire Key Event during the Ottoman Empire Historical Events in the Arab World The French Campaign Colonisation European powers and colonisation of the Arab World The founder's role in promoting Arab causes</p> <p><u>National Education</u></p> <p>Different types of government The Law & constitution of the UAE Human rights in the UAE Foreign Policy National Unity History of the UAE</p>	<p><u>1.1.1.8 - Who were the key figures of the Ottoman Empire?</u> What were their achievements? Which European countries helped weaken the Ottoman Empire? How did European countries weaken the Ottoman Empire? Can you explain the impact of sub-states on the Ottoman Empire using Precise Accurate Detail? Can you explain this major historical event in the Arab World? (French Campaign)</p> <p><u>1.1.1.5 - What does colonisation mean?</u> How did the European powers colonise the Arab World? Why did colonisation happen? What does liberation mean? How did Arab liberation from colonisation happen? What is the league of Arab States? How has solidarity – e.g.: League of Arab States, been successful?</p> <p><u>1.3.1.1 - Do you know what the different types of regimes are? E.g., republic, monarchy, etc.</u> What are the key differences between these regimes? What modern-day examples exist of these regimes? Can you use your knowledge to critically explain your examples? Do you know any key points of the Law & constitution of the UAE.? What are human rights and what UN state should be included? Can you assess Human rights in the UAE based on the UN's criteria?</p> <p><u>1.3.1.6- What is meant by the foreign policy?</u> Do you know the pillars of UAE foreign policy? How would you judge the foreign policy of other major powers? (USA, Russia, N Korea, UK (United Kingdom), India, China?) How does a country achieve national unity? What are our personal roles in national unity & raising social awareness?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><u>Geography Unit</u></p> <p>-</p>	<p><u>1.2.1.1 - Where is the Arab world located on the globe?</u></p>



<p>Mapping of the Arab world Physical and human activities Geographical problems in the Arab World Local and global sustainability Environmental challenges in the Arab World</p>	<p>Can you explain the challenges of the location of the Arab World? Can you show connections between physical & human activities in a region? How is the Arab region strategically significant & what are the resulting problems e.g., territorial waters? Can you find solutions to geographical problems in the Arab World e.g., population issues, food safety, etc.?</p> <p><u>1.2.1.7 - Can you explain the utilisation of technology to achieve local & global sustainability in the Founder's era?</u> What are the Key Environmental challenges in the UAE?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Economics Unit</u></p> <p>International trade and Privatisation International trade in the UAE Economic blocks Global economic problems Economic Policies and impact on trade UAE's sustainability goals E-commerce</p>	<p>Term 3 - Overarching Key Questions</p> <p><u>1.4.1.1- What is meant by international trade and Privatisation?</u> Can you understand the different types of trade e.g., international trade & privatisation? Can you name any examples of international trade in the UAE? What are economic blocks? How can you explain their use in global economic problems? The GATT effect! What is it and how does it impact poor nations and WTO? What is economic development and planning? Can you clarify the economic policies, which impact on trade? How did the Founders use these policies in the founding era 1941 – 1950+</p> <p><u>1.4.1.4 - What is sustainability?</u> What is the UAE's sustainability goals? Does education play a role in the post oil agenda? Explain and link to sustainability. What is meant by E commerce? What form and characteristics does it take?</p>
<p>Assessment Overview and Format:</p> <p>Students are assessed according to the UAE Social studies framework:</p> <p><u>Knowledge and Understanding 1.1.1</u> <u>Literacy 2.1.1</u> <u>Presentation and Communication 3.1.1</u></p>	<p>Links for Home Learning/Extension Resources:</p> <p><u>Students will have access to lessons on TEAMS.</u></p>



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



Key Stage 4 Spanish Curriculum Year 10

<p>Term 1 – Topics/ Key Content</p> <p><u>Unit 1: Me, my family, and friends</u></p> <ul style="list-style-type: none">• Talking about Friends• Describing family relationships• Talking about future plans• Talking about relationships nowadays <p><u>Unit 2: Technology in everyday life</u></p> <ul style="list-style-type: none">• Giving opinions about online messaging• Advantages and disadvantages of social media• Opinions on mobile technology• Use and overuse of technology	<p>Term 1 – Key grammar concepts</p> <ul style="list-style-type: none">• Agreement and preposition of adjectives• Using ser and estar• Using the immediate future tense• Using irregular adjectives and adjectives of nationality• Using the perfect tense of regular verbs• Using verbs with prepositions• Using estar and the present continuous• Using cuyo <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given each week to build more familiarity on these topics.</p>
<p>Term 2 – Topics/ Key Content</p> <p><u>Unit 3: Free time activities</u></p> <ul style="list-style-type: none">• Talking about free time• Weekend plans• Special occasion meals• Sports in the world <p><u>Unit 4: customs and festivals</u></p> <ul style="list-style-type: none">• Learning about local customs• Learning about Spanish customs• Festivals in Spain• Festivals in the Hispanic world.	<p>Term 2 – Key grammar concepts</p> <ul style="list-style-type: none">• Revising the regular present tense• Using two verbs together• Forming regular adverbs• Revising the immediate future• Using the future tense• Recognising irregular verbs in the future <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given regularly to build more familiarity with these topics.</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Unit 5: Home, town, neighborhood, and region</u></p> <ul style="list-style-type: none">• Saying what your house is like• Describing your house and area• Talking about your city• Advantages and disadvantages of living in a city/countryside <p><u>Unit 6: Social Issues</u></p> <ul style="list-style-type: none">• Talking about charities and voluntary work• Healthy and unhealthy lifestyles• Opinions related to health	<p>Term 3 – Key grammar concepts</p> <ul style="list-style-type: none">• Using prepositions to say where things are• Formulating more complex questions• Using demonstrative adjectives and pronouns• Using possessive pronouns• Using me gustaria• Using the conditional tense• Using negative words• Learning about the present subjunctive
<p>Assessment Overview and Format:</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers</p>



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

www.languagesonline.org.uk

www.spanishdict.com

www.memrise.com

www.languagesonline.org.uk

www.language-gym.com

www.duolingo.com

Students are given booklets / Knowledge Organisers for each topic of study which contain everything they need.