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# KEY STAGE 3

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**Year 7 Curriculum**



2024-2025  
GEMS WELLINGTON ACADEMY  
Al Khail



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## Key Stage 3 Arabic A Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>قصة : " رحمة للعالمين "</p> <p>نايف عبدالله استجابة أدبية للنص القصصي أنواع التشبيه</p> <p>الجملة والتركيب والجملة وأغراضها علامات الترقيم</p> <p>نص شعري : ( ( حبيبي يا رسول الله )) الأسلوب الخبري والإنشائي المفعول فيه</p> <p>كن أكثر وعياً بعضبك "نص معلوماتي "</p> <p>الاستماع التحدث التركيب النعني الألف اللينة في الأفعال الثلاثية اختبار مهاري لمهارة القراءة في الفرعين التاليين (مهارة الفهم و الاستيعاب (نص خارجي مهارة قراءة النص الأدبي و تحليله اختبار مهاري لمهارة الكتابة الإبداعية</p>	<ul style="list-style-type: none"><li>• دور الوصف في إبراز الشخصيات وأفعالها وتصرفاتها؟</li><li>• ما دور المكان في إيصال الفكرة الرئيسية من القصة؟</li><li>• ما العلاقة بين لغة القصة وقدرة الكاتب على إيصال الأفكار للقارئ؟</li><li>• ما عناصر الاستجابة الأدبية التي تجعل كتاباتك أكثر قوة وتأثيراً؟</li><li>• ما طبيعة الأسلوب الذي يجعل كتاباتك الإبداعية مؤثرة وناجحة؟<ul style="list-style-type: none"><li>• كيف أخطط لكتابتي تخطيطاً ناجحاً؟</li><li>• ما الفرق بين الجملة والتركيب؟</li></ul></li><li>• ما الأهمية اللغوية من استخدام الجملة والتركيب في الكتابة الإبداعية؟<ul style="list-style-type: none"><li>• كيف استخدم جملاً وتراكيب مناسبة في كتاباتي؟</li><li>• كيف أوظف علامات الترقيم المناسبة في كتاباتي؟</li></ul></li><li>• كيف تلعب علامات الترقيم دوراً مهماً في إبراز المعاني والدلالات؟<ul style="list-style-type: none"><li>• ما الفرق بين الشعر الحر والشعر العمودي؟</li></ul></li><li>• ما دور العاطفة في إبراز الفكرة من النص الشعري؟<ul style="list-style-type: none"><li>• ما أهم الإيحاءات والدلالات اللغوية في القصيدة؟</li><li>• كيف استطاع الكاتب إيصال غايته من هذا النص؟</li></ul></li><li>• ما أبرز التصرفات التي تجعلنا متحكمين بأنفسنا بشكل إيجابي؟<ul style="list-style-type: none"><li>• كيف تستفيد من دراسة النصوص المعلوماتية في حياتك العملية؟</li><li>• كيف أوظف التركيب النعني في الأغراض الكتابية المختلفة.</li></ul></li></ul>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions





<p>قصيدة مجد الإمارات الهمزة المتوسطة</p> <p>لتحدث : يعبر عن وجهة نظره تجاه أفكار وآراء الشاعر والعاطفة المسيطرة عليه</p> <p>يكتب استجابة أدبية للنص الشعري قصة ثلاثة أسئلة</p> <p>يقدم تلخيصاً شفوياً لنص معلوماتي ضمائر الرفع المتصلة نصوصاً سردية تتضمن حبكة ، وإطاراً زمنياً ومكاني</p> <p>النحو .</p> <p>يراجع الطالب ما تعلمه حول موضوعي : التركيب النعني والضمائر الرفع المتصلة نص استماع</p> <p>اختبار مهاري لمهارة القراءة في الفرعين التاليين (مهارة الفهم والاستيعاب (نص خارجي) مهارة قراءة النص الأدبي و تحليله اختبار مهاري لمهارة الكتابة الإبداعية ختبار لمهارة الاستماع يستمتع المتعلم لنص و يجيب عن أسئلة الفهم و الاستيعاب للنص المسموع</p> <p>اختبار لمهارة التحدث يتحدث الطالب حول موضوع الغضب وأسبابه وطرق الحفاظ على مشاعرنا وقت الغضب اختبار مهاري في المهارات التالية المفردات البلاغة الإملاء</p> <p>النحو</p>	<p>ما أبرز الأغراض الشعرية في الشعر العربي الحديث؟ كيف يساهم الشعر الحديث في إظهار قيمة الوطن وأهميته؟ ما أثر العاطفة التي استخدمها الشاعر في بيان مشاعره تجاه وطنه؟ كيف أوظف الاستجابة الأدبية كي أعبر عن حبي لوطني ؟ ما دور العنوان في الفهم والاستيعاب في الكشف عن مضمون القصة؟ ما أهمية التدرج الزمني في البناء القصصي؟ ما هي معايير وشروط التلخيص الناجح؟ ما أهمية المشاعر والأحاسيس أثناء كتابة النص السردية؟ كيف تستطيع وصف الأماكن التي اخترتها في كتابتك؟</p>
<p>Term 3 – Topics/ Key Content</p> <p>(النص المعلوماتي (الإدمان على الإنترنت يكتب نصوصاً سردية تتضمن حبكة ، وإطاراً زمنياً ومكانياً ، مختاراً وجهة نظر مناسبة للقصة ، متضمناً نصه تفاصيل حسية باستخدام تقنيات ( الحوار – السرد – الوصف )</p> <p>البلاغة: يوظف التشبيه بأنواعه لتقريب المعنى يتعرف بعض العبارات التي تعبر عن الرأي و وجهة النظر. القصة القصيرة: (نظرة) يوسف إدريس ، كاتب مصري</p>	<p>Term 3 - Overarching Key Questions</p> <p>كيف تساهم النصوص المعلوماتية في التوعية والتحذير من التصرفات السلبية؟ ما السمات الفنية لأسلوب الكاتب في النصوص المعلوماتية؟ ما دور الحقائق والمعلومات في النص المعلوماتي في إثراء النص وتقويته؟ كيف أوظف التشبيه في الأغراض الكتابية المختلفة؟ ما الذي يميز أسلوب كاتب عن كاتب آخر؟ وهل للتشبيه واستخدام الصور الفنية دور في جعل النص أجمل وأقوى؟ لماذا اضطر الكاتب إلى استخدام بعض التراكيب والمفردات العامية؟ ما أثر الوصف الخارجي والداخلي لشخصيات القصة في إظهار تصرفاتها وأفعالها؟ ما القيم الأخلاقية التي نتعلمها من النصوص القصصية؟ كيف تساهم الكتابة الصحيحة للكلمات المختلفة في جعل النصوص أكثر فهماً وعمقا</p>





<p>علامات الترقيم ( علامة الاستفهام النقطة ، علامة التعجب ، النقطتان الرأسيتان ، الفاصلة ، القوسان ، علامتا التنصيص ، علامة الاعتراض ، الفاصلة المنقوطة الجملة والتركيب الجملة وأغراضها مراجعة الهمزة المتطرفة وهمزتي الوصل والقطع ضمائر النصب المتصلة وإعرابها إعراباً تاماً مراجعة علامات الإعراب الأصلية والفرعية للاسم <u>اختبار مهاري لمهارة القراءة في الفرعين</u> <u>التاليين:</u> (مهارة الفهم و الاستيعاب (نص خارجي) مهارة قراءة النص الأدبي و تحليله اختبار مهاري لمهارة الكتابة الإبداعية في نوع النص التالي: يكتب المتعلم نصاً تفسيرياً اختبار لمهارة الاستماع يستمع المتعلم لنص و يجيب عن أسئلة الفهم و الاستيعاب للنص المسموع اختبار لمهارة التحدث عمل مشاهد تمثيلية توضح مظاهر "بر الوالدين" و أثرها على الفرد و المجتمع اختبار مهاري في المهارات التالية المفردات البلاغة الإملاء النحو</p>	
<p><b>Assessment Overview and Format:</b></p> <ul style="list-style-type: none"><li>• Three assessment points throughout the year.</li><li>• Summative assessment of Listening, Reading and Writing. Students will sit real exam papers so they can start to familiarise themselves with expectations.</li><li>• Formative assessment of speaking through classwork and completion of photo card and role-plays.</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Students can study through the student book and through all the attachments in TIMES, where PowerPoint presentations have been placed to help the student there The student studies through the multiple links included in the Arabic language boo</p>





## Key Stage 3 Arabic B Curriculum Year 7

### Term 1 – Topics/ Key Content

#### Travelling & Seasons

- Travelling around the world.
- Seasons and weather in a different country, Clothes, feelings, and activities. “Instruction and advice”.

### Term 1 - Overarching Key Questions

- Where did I travel in the last summer vacation?
- What did I do during my trip to.....?
- How can I express my admiration for my trip?
- How do I write a questionnaire about my travel and my friend’s travel to a different country?
- How to write a report based on a questionnaire about traveling?
- How is the weather for each season?
- How do I feel about each season and why?
- What should I wear in each season and why?
- What is my favourite season and why?
- How do I write instructions and advice for the four seasons?
- How to write a comparative article describing each season?

### Term 2 – Topics/ Key Content

#### Adventures

- Holidays and adventures.
- Advertising for Horizon Week.
- Saving the environment with reasons

### Term 2 - Overarching Key Questions

- What are my activities on my holidays?
- What is my dream adventure?
- What do I need and what do I do on my adventure?
- How to express my admiration for my adventure?
- What are the elements of an advertisement?





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





<p><b>Assessment Overview and Format:</b></p> <ul style="list-style-type: none"><li>• Three assessment points throughout the year.</li><li>• Summative assessment of Listening, Reading, and Writing. Students will sit real exam papers so they can start to familiarise themselves with expectations.</li><li>• Formative assessment of speaking through classwork and completion of photo cards and role-plays.</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p>







## Key Stage 3 Art & Design Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Project 1</b> Overarching theme: Colour Subthemes: Colour theory and cells Cross-curricular connection: Science Artist influences: Klari Reis Materials: coloured pencil and watercolour</p> <ul style="list-style-type: none"><li>• Develop ideas through investigations, demonstrating critical understanding of sources</li><li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li><li>• Record ideas, observations and insights relevant to intentions as work progresses</li></ul>	<ul style="list-style-type: none"><li>• What is colour theory?</li><li>• What are primary, secondary, tertiary colours?</li><li>• What are complimentary colours?</li><li>• Why is colour theory fundamental in nearly all areas within art?</li></ul>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b>Project 1</b> Overarching theme: Colour Subthemes: Colour theory and cells Cross-curricular connection: Science Artist influences: Klari Reis Materials: coloured pencil and watercolour</p> <ul style="list-style-type: none"><li>• Develop ideas through investigations, demonstrating critical understanding of sources</li><li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li><li>• Record ideas, observations and insights relevant to intentions as work progresses</li><li>• Present personal and meaningful response that realizes intentions and demonstrates understanding of visual language</li></ul> <p><b>Project 2:</b> Overarching theme: Pattern Subthemes: Pattern and Islamic Art</p>	<ul style="list-style-type: none"><li>• What is colour theory?</li><li>• What are primary, secondary, tertiary colours?</li><li>• What are complimentary colours?</li><li>• Why is colour theory fundamental in nearly all areas within art?</li><li>• What are the elements of Art?</li><li>• What are the principles of the design?</li><li>• What is a pattern?</li><li>• What is a motif?</li><li>• How do you use mathematics for precise drawing?</li><li>• What are the key characteristics of traditional islamic pattern?</li><li>• How is symbolism used in traditional islamic pattern?</li></ul>





<p>Cross-curricular connection: History, Islamic Art and Mathematics Artist influences: Jill Ricci Materials: coloured pencil , watercolour and collage</p> <ul style="list-style-type: none"><li>• Develop ideas through investigations, demonstrating critical understanding of sources</li><li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li><li>• Record ideas, observations and insights relevant to intentions as work progresses</li></ul>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Project 2:</b> Overarching theme: Pattern Subthemes: Pattern and Islamic Art Cross-curricular connection: History, Islamic Art and Mathematics Artist influences: Jill Ricci Materials: coloured pencil , watercolour and collage</p> <ul style="list-style-type: none"><li>• Develop ideas through investigations, demonstrating critical understanding of sources</li><li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li><li>• Record ideas, observations and insights relevant to intentions as work progresses</li><li>• Present personal and meaningful response that realizes intentions and demonstrates understanding of visual language</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What are the elements of Art?</li><li>• What are the principles of the design?</li><li>• What is a pattern?</li><li>• What is a motif?</li><li>• How do you use mathematics for precise drawing?</li><li>• What are the key characteristics of traditional islamic pattern?</li><li>• How is symbolism used in traditional islamic pattern?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <ul style="list-style-type: none"><li>• For Key Assessment 1, 2 and the End of year Assessment, 60% of the grade is derived from all sketchbook work (beginning of Year 7 until end of Year 7).</li><li>• Th remaining 40% derives from end of project final outcomes</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="#">Colour - Colour - AQA - GCSE Art and Design Revision - AQA - BBC Bitesize</a> <a href="#">Elements of Art - GCSE Art and Design - BBC Bitesize</a> <a href="#">What is Pattern Principle in Art? 4 Types, Examples, Definition - YourArtPath</a> <a href="#">Mark making techniques - Drawing techniques - AQA - GCSE Art and Design Revision - AQA - BBC Bitesize</a></p>





produced in Assessment conditions.

This is to prepare students for KS4 GCSE Art & Design endorsements, as:

- 60% of the GCSE grade is derived from Coursework (beginning of Year 10 until January of Year 11).
- 40% of the GCSE grade is derived from the Externally Set Assignment whereby students produce a personal and meaningful response that summarizes a creative journey of idea critical understanding, experimentation and recording of ideas.

[What is a pattern? - Pattern - AQA - GCSE Art and Design Revision - AQA - BBC Bitesize](#)





## Key Stage 3 Computing Curriculum Year 7 2024-25

Term 1 – Topics/ Key Content	Overarching Questions
<b>Using computers safely, effectively and responsibly</b>	
<p>This is a theoretical unit covering the necessary basic knowledge to use computers safely, effectively and responsibly. Pupils begin by looking at file management and security. The unit then moves on to e-safety (cyber-bullying, phishing etc.), and online profiles to give pupils a better understanding and awareness of using social media. The functionality and operation of email and search engines and how to use them effectively are covered,</p>	<ul style="list-style-type: none"><li>• What are the potential risks and threats associated with using computers and the internet, and how can we safeguard ourselves and others against them?</li><li>• How can we effectively manage our digital footprint and maintain online privacy while engaging in various online activities?</li><li>• What are the ethical considerations surrounding the use of technology, and how can we make responsible choices to promote positive digital citizenship?</li><li>• How can we critically evaluate and assess the credibility and reliability of online information and sources?</li><li>• What are the legal aspects and regulations concerning the use of computers and the internet, and how can we ensure compliance with relevant laws and guidelines?</li></ul>
<b>Understanding computers</b>	<b>Overarching Questions</b>
<p>This is a theoretical unit covering the basic principles of computer architecture and use of binary. Pupils will revise some of the theory on input and output covered in previous learning and continue to look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through practical activities. Pupils will then look at some simple binary to decimal conversion and vice versa, and learn how text characters are represented using the ASCII code. This will be followed by some simple binary addition. Pupils will look more in depth at how storage devices store or represent data using binary patterns.</p>	<ul style="list-style-type: none"><li>• What are the key components and functions of a computer system, and how do they work together to perform various tasks?</li><li>• How can we differentiate between different types of software and understand their roles in enhancing computer functionality?</li><li>• What are the fundamental concepts of computer hardware and how do they contribute to the overall performance and capabilities of a computer?</li><li>• How can we analyze and interpret different data representation methods used in computers, such as binary, hexadecimal, and ASCII?</li><li>• What are the basic principles and processes involved in computer programming, and how can they be utilized to solve problems and create software applications?</li></ul>





Term 2 – Topics/ Key Content	Overarching Questions
<b>Spreadsheet Modelling</b>	
<p>The unit is centered around creating a financial model for a TV show. Pupils start by looking at different types of model and then use basic spreadsheet techniques to create and format a simple financial model to calculate the expected income from viewers' voting. The model is then extended to include sales from merchandising, with the introduction of "what if" scenarios. Finally, the pupils create a seat booking system to book seats and calculate income from seat sales. Spreadsheet features covered include SUM, MAX, IF and COUNTIF functions, cell naming, conditional formatting, validation, charting and simple macros.</p>	<ul style="list-style-type: none"><li>• What are the fundamental concepts and functionalities of spreadsheet software, specifically Excel, and how can they be used to create powerful and dynamic models?</li><li>• How can we utilize formulas, functions, and mathematical operations in Excel to perform complex calculations and analyze data efficiently?</li><li>• What are the techniques and best practices for organizing and structuring data in spreadsheets to create clear and logical models?</li><li>• How can we utilize data visualization tools, such as charts and graphs, in Excel to represent and communicate data effectively?</li><li>• How can we use advanced features in Excel, such as conditional formatting, data validation, and pivot tables, to manipulate and analyze data in order to make informed decisions and draw meaningful insights from the models created?</li></ul>
Term 3 – Topics/ Key Content	Overarching Questions
<b>Introduction to Python</b>	
<p>This is an introduction to Python, a powerful but easy-to-use high-level programming language. Although Python is an object-oriented language, at this level the object-oriented features of the language are barely in evidence and do not need to be discussed. The focus is on getting pupils to understand the process of developing programs, the importance of writing correct syntax, being able to formulate algorithms for simple programs and debugging their programs. Pupils will look at <b>If</b> statements and <b>While</b> loops whilst covering concepts such as validation and searching. The pupils' final programs are put into a learning portfolio with evidence of correct running, for assessment purposes.</p>	<ul style="list-style-type: none"><li>• What are the fundamental concepts and syntax of the Python programming language, and how can they be used to write and execute simple programs?</li><li>• How can we use variables, data types, and operators in Python to manipulate and store different kinds of information?</li><li>• What are control structures, such as loops and conditionals, in Python, and how can they be utilized to control the flow of program execution and make decisions?</li><li>• How can we define and use functions in Python to organize and reuse code, making programs more modular and efficient?</li><li>• How can we work with data structures, such as lists, dictionaries, and strings, in Python to store, manipulate, and retrieve data, enabling more complex program functionalities?</li></ul>
<b>Assessment Overview and Format:</b>	<b>Links for Home Learning/Extension Resources:</b>





**Each unit carries an equal weight in determining the final grade (4 units in total).**

Students' progress is assessed through multiple channels throughout the year. At the completion of each unit, students undergo a comprehensive end-of-unit assessment, which evaluates their understanding and mastery of the unit's concepts and skills. Additionally, students are regularly assessed through engaging mini projects that encourage practical application of knowledge, key word assessments to test their comprehension of essential terminology, and flipped learning activities conducted during class.

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

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

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

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

**Using computers safely, effectively and responsibly:**

Website: UK Safer Internet Centre

(<https://www.saferinternet.org.uk/>)

Online resource: Common Sense Education

(<https://www.commonsense.org/education/>)

Online course: "Digital Citizenship" course by Common Sense

Education on Nearpod (<https://nearpod.com/professional-development/courses/digital-citizenship>)

**Understanding computers:**

Online resource: BBC Bitesize - Computer Science

(<https://www.bbc.co.uk/bitesize/subjects/zs6hvcw>)

Online course: "Introduction to Computer Science" by Harvard

University on edX (<https://www.edx.org/professional-certificate/harvardx-introduction-to-computer-science>)

**Spreadsheet Modelling (Excel):**

Website: Microsoft Excel Help and Learning

(<https://support.microsoft.com/en-us/excel>)

Online course: "Excel Skills for Business" specialization by

Macquarie University on Coursera

(<https://www.coursera.org/specializations/excel>)

**Introduction to Python:**

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

Online course: "Python for Everybody" by University of

Michigan on Coursera

(<https://www.coursera.org/specializations/python>)

Online resource: Codecademy Python course

(<https://www.codecademy.com/learn/learn-python>)





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







## Key Stage 3 Design Technology Curriculum Year 7

<p><b>Term 1 – Topics/ Key Content</b></p> <p><i>Graphic Products – Pop-up Card</i> Students will learn about paper and card and will understand motions and how they link to the pop-up card. They will make a variety of pop-up mechanisms and choose one to use in their final pop-up card design. Students will work to a theme and develop their graphic design skills both on paper and using their device. Students will follow the design process for this project, undertaking research and evaluating their final design.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>Where do we see motions in everyday life?</p> <p>Why is having a theme and a client important when designing?</p> <p>Why should you practice different mechanisms before making your final product?</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><i>Product Design – Mirror</i> During this term, students will design and make a wooden mirror. Students will be introduced to workshop safety and will be taught how to use the equipment and tools correctly. They will manufacture their mirror by hand. Students will follow the design process during this project, considering their target market in their research and creating a range of design ideas. Once they have manufactured their mirror they will test and evaluate their work.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>How does having an enquiring mind benefit the research process?</p> <p>What methods can you use to showcase fluent thinking and originality in your designs?</p> <p>How can you demonstrate quality control when manufacturing a product, especially when applying speed and accuracy?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><i>Food Preparation and Nutrition – Healthy Eating</i></p>	<p><b>Term 3 - Overarching Key Questions</b></p>







Students will be introduced to the eatwell guide and know what a healthy diet looks like and why nutrients are important for our health. They will also understand the health and safety rules within the kitchen and will be taught how to use a knife and other equipment correctly and safely. They will prepare and cook a selection of dishes, understanding how the dishes can be adapted to suit different dietary requirements, as well as the overall aesthetics of the dish. Students will also consider sensory analysis and evaluation of foods and the dishes they cook.

#### *Product Design – Picture Frame*

During this term, students will be challenged to design and make a picture frame, which will be made from timber and plastic. They will learn about the different types of wood and how to mark and measure accurately. Students will undertake research and understand how to utilize that in the generation of their designs. Students will also learn how to use CAD/CAM in the manufacture of their product. Once they have made their personal picture frames they will test and evaluate their work.

Can you explain what the eatwell guide is and make connections to your own diet and experience?

Why is hygiene and precision important in the food room?

Are you confident taking risks and adapting recipes, taking into consideration the taste and function of ingredients?

How will you use what you learnt during the previous product design project to support you during this project?

How can you demonstrate quality control when manufacturing a product, especially when applying speed and accuracy?

Is timber a sustainable material?

#### **Assessment Overview and Format:**

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

- Research skills
- Design and Development skills
- Practical skills

#### **Links for Home Learning/Extension Resources:**

Consolidation activities will be shared at the beginning of each term.





- Analysis and Evaluation

Students will also participate in a baseline assessment and an end of year assessment, these will test students' knowledge across all three-subject areas.

They will be numerically graded from 1-9





## Key Stage 3 Drama Curriculum – Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Introduction to Drama Skill and Techniques</b></p> <p>This introductory unit to drama will equip students with a solid foundation of skills and techniques that they will need to create and perform high-quality pieces of theatre.</p> <p>They will gain an understanding of how to communicate effectively with their audience and create a range of performances from a variety of stimuli.</p> <p><b>Greek Theatre</b></p> <p>Students will gain an understanding of the history of Greek theatre and the lasting impact on today's theatre, film and TV. They will explore conventions and techniques of this style of theatre, including choral speaking, movement and mask work.</p>	<p><i>How do we differentiate between a technique and a skill?</i></p> <p><i>Drama is a form of storytelling, why is effective storytelling important?</i></p> <p><i>Why does changing the form of a piece of drama make it more engaging for an audience?</i></p> <p><i>How do the themes of Greek theatre relate to life today?</i></p> <p><i>What modern examples of a Greek chorus can you think of? What is the impact on the overall performance?</i></p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Exploration of a set text 'Hoodie'</b></p> <p>Students will explore the contemporary text 'Hoodie'. They will build upon the skills developed in the first half of the term with the addition of acting and directing from a script.</p> <p><b>Melodrama</b></p> <p>Students will discover the Victorian style of theatre known as Melodrama. They will gain an understanding of the conventions such as stock characters, exaggeration, and music. Students will also begin to experiment with how costume can further communicate meaning to an audience.</p> <p>They will create their own Melodrama script which they must learn in preparation for their assessment.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p><i>What are the key themes within the play Hoodie? How do they relate to you?</i></p> <p><i>How does the language help to create tension?</i></p> <p><i>What vocal skills can we manipulate to further add to the tension created?</i></p> <p><i>Is 19<sup>th</sup> Century theatre relevant today?</i></p> <p><i>Where else do we see stock characters in contemporary plays/movies?</i></p> <p><i>What is the point in stock characters if we already know what the character does?</i></p> <p><i>How can technical and design elements make your performance more engaging?</i></p> <p><i>What is the intension of your performance?</i></p>





	<i>Does it have a purpose and how are you communicating that to the audience?</i>
<b>Term 3 – Topics/ Key Content</b>  <b>Devising</b>  Students will devise from a range of stimuli and gain an understanding of different styles and forms of theatre.  They must make use of the skills they have learned throughout the academic year so far to be successful in this unit of work.  Students will analyse various types of stimuli such as images, music, and poetry as a starting point for their devising projects.	<b>Term 3 - Overarching Key Questions</b>  <i>What is the intension of your performance?</i>  <i>Does it have a purpose and how are you communicating that to the audience?</i>
<b>Assessment Overview and Format:</b>  Drama is assessed across three assessment objectives:  AO1 – Creating AO2 – Performing AO3 – Responding.  Towards the end of each unit they will have an end of unit assessment, students will be aware of which assessment objective is being marked for each assessment.  The majority of assessments are practical and marked live.	<b>Links for Home Learning/Extension Resources:</b>  Consolidation activities are shared with students at the start of each unit of work.  Consolidation Work  <a href="https://www.bbc.co.uk/bitesize/subjects/zbckjxs">https://www.bbc.co.uk/bitesize/subjects/zbckjxs</a>





## Key Stage 3 French Curriculum Year 7

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>My family &amp; my life</b></p> <ul style="list-style-type: none"><li>- Basic questions &amp; answers</li><li>- Numbers 1-31</li><li>- Months</li><li>- Family members</li><li>- Physical descriptions (hair, eyes)</li><li>- Personality</li><li>- Pets</li></ul> <p><b>Key grammar concepts</b></p> <ul style="list-style-type: none"><li>• Introduction to pronunciation</li><li>• Expressing simple opinions</li><li>• Definite articles</li><li>• Verb endings in 'l' form</li><li>• Avoir the present tense</li><li>• Making sentences using connectives</li><li>• Reading strategies – using patterns</li><li>• Adjective forms [singular and plural]</li><li>• Agreements.</li><li>• I would like + infinitive</li></ul>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>What is your name? Where do you live? How are you? How old are you? When is your birthday? How many people are there in your family? Do you get on well with your family? Can you describe your family? What pets do you have? What pets would you like to have?</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>My school</b></p> <ul style="list-style-type: none"><li>- Facilities</li><li>- Descriptions</li><li>- School subjects</li><li>- Personality &amp; physical descriptions</li><li>- Days of the week</li><li>- Common free time activities</li><li>- Use of time in French</li></ul> <ul style="list-style-type: none"><li>• Continuation of pronunciation</li><li>• There is &amp; there isn't</li><li>• Justified opinions</li><li>• Present tense verbs</li></ul>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>What are the facilities like in your school? What subjects do you like? What are your teachers like? What do you do at breaktime with your friends?</p>





<ul style="list-style-type: none"><li>• Continuation of use of articles</li><li>• Using sequencers to extend writing</li><li>• Sophisticated language</li><li>• I would like + infinitive</li></ul>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>My hobbies</b></p> <ul style="list-style-type: none"><li>- Sports with to play</li><li>- Sports with to do</li><li>- Weather</li><li>- Seasons</li><li>- Common free time activities</li></ul> <p><b>Key grammar concepts</b></p> <ul style="list-style-type: none"><li>• Continuation of pronunciation</li><li>• Infinitives v conjugated verbs</li><li>• Justified Opinions</li><li>• Intensifiers</li><li>• Verbs for other people</li><li>• Connectives</li><li>• Sequencers</li><li>• Negation</li><li>• I would like + infinitive</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>What sports do you like to play? What sports do you like to do? What do you do when it is sunny? What would you like to do in the future? What activities do you do with others?</p>
<p><b>Assessment Overview and Format:</b></p> <p>Key Assessments are staggered throughout the year all contribute 100% to the current working grade.</p> <p>Summative assessments will be a mixture of Listening, Reading, Speaking and Writing.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="http://www.linguascope.com">www.linguascope.com</a></p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><b>Students are also given a booklet for each topic of study which contains everything they need.</b></p>





## Key Stage 3 English Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Travel &amp; Transactional Writing</b></p> <ul style="list-style-type: none"><li>Analysing and producing a piece of travel writing</li><li>Introduction to transactional writing</li><li>Speech writing</li><li>Letter writing</li></ul>	<p>What are the features of travel writing? Has travel writing inspired you to visit somewhere new? What techniques do travel writers use to engage their readers? Why are newspapers so important? What techniques can you use to persuade someone?</p>
<p><b>Shakespeare: <i>A Midsummer Night's Dream</i></b></p> <ul style="list-style-type: none"><li>Context of the play and Shakespeare</li><li>Opening of the play, the character Egeus</li><li>Character: Helena and Lysander</li><li>Character: The Mechanicals, The Fairies, Titania and Oberon</li><li>Oberon and his plan. Beliefs during the time period.</li><li>Character: Titania and Bottom</li><li>Plot review and writer's craft</li></ul>	<p>What would it have been like to live in Shakespeare's time? Can you summarise the plot of 'A Midsummer Night's Dream' or any other Shakespeare plays? What role do the fairies play in 'A Midsummer Night's Dream'? What did the Elizabethans believe in? What is the moral message of 'A Midsummer Night's Dream'?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b>Novel Study:</b> <b><i>War Horse</i> by Michael Morpurgo</b></p> <ul style="list-style-type: none"><li>Introduction to WW1 context and narrative perspectives</li><li>Speech writing - to persuade</li><li>Letter writing - to inform</li><li>Article writing - to inform</li><li>Analysing key characters</li><li>Introduction to a theme in a novel</li><li>Exploring the theme of war</li><li>Analysing the relationship between two characters</li><li>Whole plot review</li></ul>	<p>What were the causes of WW1? Why do writers write about war? What are the key themes in the novel? What moral message(s) is the writer trying to convey? Can you summarise the plot of 'War Horse' and another novel of your choice?</p>





<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>The Gothic Genre</b></p> <ul style="list-style-type: none"><li>• Introduction to the gothic genre</li><li>• Analysing Rebecca</li><li>• Analysing Dracula</li><li>• How to structure a narrative</li><li>• Creating a gothic character</li><li>• Creating a gothic setting</li><li>• Writing to Describe</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>Why is Gothic literature so popular? What do vampires symbolise? Which typical Gothic characters are your favourite and why? Have you visited a typical Gothic setting? How did it make you feel? Why do writers use descriptive detail? Are any of the five senses more powerful than the other(s)?</p>
<p><b>Assessment Overview and Format:</b></p> <p>Assessments will take place every half term in English and will alternate between a reading and writing focus.</p> <p>Details are in the front of your exercise book.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Home learning and extension tasks are available in the front of your exercise book and on the Consolidation documents.</p>







## Key Stage 3 Geography Curriculum Year 7

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b><u>Amazing Places</u></b></p> <p>This unit will introduce students to geography, contextualising their learning to places around the world. Students will be able to distinguish the differences between Human, Physical and Environmental Geography. Pupils will have the opportunity to analyse and read maps, developing their map-work skills.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p><b>Key Questions:</b></p> <p>Where are the ancient and modern wonders of the world?</p> <p>What are coral reef ecosystems?</p> <p>Why is the Nile important?</p> <p>How is Dubai meeting modern challenges?</p> <p>Why are the Himalayas inhospitable?</p> <p>How is climate change impacting the Arctic people?</p> <p>What are the impacts of the Great Wall of China?</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b><u>The place where we live/ Migration.</u></b></p> <p>This unit will examine settlements and issues which are faced by people living in urban environments.</p> <p>Students will get the opportunity to produce a report on a local issue that impacts the place they live.</p> <p>Students then examine the causes of migration around the world</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p><b>Key Questions:</b></p> <p>What is a settlement?</p> <p>What different types of settlement are there?</p> <p>How did the different settlement types develop?</p> <p>What are urban areas?</p> <p>Where are the main urban areas in a High-income country e.g., UK?</p> <p>What are the key characteristics of the urban areas in a HIC?</p> <p>What problems exist in urban areas?</p> <p><b>Key Questions:</b></p> <p>What is migration?</p> <p>Why do people move?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b><u>Weather and Climate</u></b></p> <ul style="list-style-type: none"><li>• To acquire and be able to use a wide range of vocabulary relating to weather.</li><li>• To understand the difference between weather and climate</li><li>• To understand how the weather is measured.</li><li>• To be able to draw and compare climate graphs.</li><li>• To understand how to cope with extreme temperatures.</li><li>• To understand the formation of clouds and rain</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How can we describe the weather?</li><li>• How do we forecast the weather?</li><li>• Why is temperature important?</li><li>• How are clouds and rain formed?</li><li>• What is a climate graph?</li><li>• What is wind?</li></ul>





<b>Assessment Overview and Format:</b>	<b>Links for Home Learning/Extension Resources:</b>





## Key Stage 3 History Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Historical skills</b></p> <ul style="list-style-type: none"><li>- Counting years and chronology</li><li>- Primary and secondary sources</li></ul> <p><b>The Norman Conquest</b></p> <ul style="list-style-type: none"><li>- The three contenders to the throne</li><li>- The battle of Stamford Bridge</li><li>- The battle of Hastings</li></ul>	<ol style="list-style-type: none"><li>1. How do we count in History?</li><li>2. What is a century?</li><li>3. What is a decade?</li><li>4. What is a millennium?</li><li>5. What are primary and secondary sources?</li></ol> <ol style="list-style-type: none"><li>1. Who were the three contenders to the English throne after Edward the Confessor?</li><li>2. Why did they have a claim to the throne?</li><li>3. What happened at the battle of Stamford Bridge?</li><li>4. Why did Harold Godwinson win the battle of Stamford Bridge?</li><li>5. What happened at the battle of Hastings?</li><li>6. Why did William win the battle of Hastings?</li></ol>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b>Norman control</b></p> <ul style="list-style-type: none"><li>- Motte and Bailey castles</li><li>- The Feudal system</li><li>- The Domesday book</li><li>- Harrying of the North</li><li>- Impact of the Normans in England</li></ul> <p><b>The Black Death</b></p> <ul style="list-style-type: none"><li>- Causes of the Black Death</li><li>- Medieval causes of the Black Death</li><li>- Medieval cures of the Black Death</li></ul> <p><b>The Peasants Revolt</b></p> <ul style="list-style-type: none"><li>- Causes of the Peasants' Revolt</li><li>- Events of the Peasants' Revolt</li><li>- Consequences of the Peasants' Revolt</li></ul>	<ol style="list-style-type: none"><li>1. How did William use motte and bailey castles, the feudal system and the Domesday book to control the English population?</li><li>2. How did the English respond to William and his tactics?</li><li>3. How did William deal with rebellions?</li><li>4. How did the Norman conquests impact England?</li></ol> <ol style="list-style-type: none"><li>1. What was the Black Death and the different types of plague?</li><li>2. What were the medieval causes of the Black Death?</li><li>3. What were the medieval cures of the Black Death?</li><li>4. What was the impact of the Black Death?</li></ol> <ol style="list-style-type: none"><li>1. What caused the peasants to revolt against Richard II?</li><li>2. What happened during the Peasants Revolt?</li><li>3. What was the impact of the Peasants Revolt in England?</li></ol>





### Term 3 – Topics/ Key Content

#### Islamic Civilisation

Baghdad and the Abbasids  
The House of Wisdom  
Ibn Battuta  
Al-Zahrawi  
Early Islamic civilisations and its legacy

#### The Tudors

The war of the Roses  
Henry Tudor and the Battle of Bosworth  
Henry VIII and his wives  
Henry VIII and the reformation  
The Mary Rose  
Edward VI  
Mary I  
Elizabeth I  
The Spanish Armada  
The end of Tudor rule

#### History of the UAE

Sheikh Zayed  
The formation of the UAE  
The discovery of oil  
Sheikha Fatima and important Emirati women

### Term 3 - Overarching Key Questions

1. How different was Baghdad to London around 900AD?
  2. What was in the House of Wisdom?
  3. Who was Ibn Battuta and how did his Rihla help us?
  4. Who was Al-Zahrawi and what could we learn from Muslim medicine?
  5. What did early Islamic civilisation leave behind?
- 
1. What happened during the war of the Roses?
  2. How did Henry Tudor win the battle of Bosworth?
  3. Who was Henry VIII and his wives?
  4. Why did Henry VIII want a divorce from Catherine of Aragon?
  5. What happened to the Mary Rose?
  6. Who was the boy king and how did he rule?
  7. Was Mary I a 'bloody' Queen?
  8. Was Elizabeth's rule really a 'golden age'?
  9. Why did the Spanish lose the Armada?
  10. How did Tudor rule come to an end?
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1. Who was Sheikh Zayed and why was he important?
  2. How was the UAE formed in 1971?
  3. How did the discovery of oil change the UAE?
  4. Who is Sheikha Fatima and why is she important?





## Key Stage 3 Islamic Curriculum Year 7

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





<b>Term 3 – Topics/ Key Content</b> <ul style="list-style-type: none"><li>• The Battle of Uhud</li><li>• Recommendation by the Prophet (PBUH)</li><li>• Voluntary Fasting</li></ul>	<b>Term 3 – Overarching Key Questions</b> <ul style="list-style-type: none"><li>• Compare between the Battle of Badr and Uhud.</li><li>• Explain the causes of the Battle of Uhud</li><li>• What could be the reason behind Muslims’ defeat in the battle of Uhud?</li><li>• Clarify the concept of voluntary fasting.</li><li>• Explain the two types of Fasting.</li><li>• Explain the voluntary fasting which is observed weekly, monthly, and annually as per the Hadith of Prophet Muhammad PBUH.</li></ul>
<b>Assessment Overview and Format:</b> <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"><li>• Qur’an recitation</li><li>• Qur’an memorisation</li><li>• Written Assessment</li><li>• Home learning/notebooks</li></ul>	<b>Links for Home Learning/Extension Resources:</b> <p><a href="http://www.awqaf.gov.ae">www.awqaf.gov.ae</a> <a href="http://www.quranexplorer.com">www.quranexplorer.com</a> <a href="http://www.iacad.gov.ae">www.iacad.gov.ae</a> <a href="http://www.quran.com">www.quran.com</a> <a href="http://www.islamreligion.com">www.islamreligion.com</a> <a href="http://harunyahya.com">http://harunyahya.com</a> <a href="https://scholar.google.ae">https://scholar.google.ae</a> <a href="http://www.sultan.org">http://www.sultan.org</a> <a href="https://sunnah.com">https://sunnah.com</a></p>





## Key Stage 3 Mathematics Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
Unit 1 – Calculator skills/Powers roots/Negative numbers	Do $-5^2$ and $(-5)^2$ give you the same answer? Prove that the square root of 45 lies between 6 & 7
Unit 2 - Factors, multiples, primes/ HCF/LCM	Find the HCF and LCM of 12 and 20 Write a number as a product of its prime factors.
Unit 3 - Place value and rounding	Round 16,752 people to the nearest 1000 Round 7.56 to 1 decimal place Round 1154 to 1 significant figure.
Unit 4 – Algebraic expressions	Write and simplify an expression for 2 more than triple the number. Alex is $x$ years find an expression for Bob who is 5 years older than Alex Simplify $3 \times y$ , $a \times 6$ , $p \times -3$ , Simplify; $2a + 4b + 5a$
Unit 5 – Expand brackets/Factorising and Substitution	Expand $b(b + 4)$ , Factorise $3x + 12$ , When $a = 5$ , find the value of the expression $2a^2 + 3$
Unit 6 – Area and Perimeter	Calculate the area and/or perimeter of 2D shapes with different units of measurement and compound shapes
Unit 7 - Circles	Calculate the circumference and/or areas of circles of circles given the radius or diameter.
Unit 8 & 9 – Ratio and Proportion	Simplify the ratio 20:70 Find three ratios equivalent to 4 : 3. Jana and Layla share £55 in the ratio of 3:8. How much does each person get?
Unit 10 – Averages and Range from data sets	Find the mode, median, mean and range of 4, 6, 3, 6, 7 List the numbers that will give a median of... mode of... mean of.... range of ....
Unit 11 – Averaged and range from graphs, tables and grouped data	The table expresses the number of games in which goals were scored in a season. Find the mode, median, mean and range.
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions





Unit 11. Solving equations	Solve; $2x + 15 = 20$
Unit 12. Angle facts and properties of triangles and quadrilaterals	Which of these angles is acute? obtuse? reflex? What do angles on a straight line add upto? Prove to me that angles in a triangle add up to $180^\circ$ . What can you tell me about the angles in a parallelogram?
Unit 13. Angles in parallel lines	Can you identify a corresponding/alternate/co-interior angle?
Unit 14. Fractions of amounts and operations with fractions	James delivers 56 newspapers. $\frac{3}{8}$ of the newspapers have a magazine. How many of the newspapers have a magazine?
Unit 15. Conversion between fractions, decimals and percentages and ordering	Show that; $\frac{4}{5} + \frac{2}{3} = 1\frac{7}{15}$
Unit 16. Working with percentages	In a rugby match the Cardiff Blues won 13 out of the 20 line-outs. What fraction of the line-outs did they win? Write your answer to part a as a decimal. What percentage of the line-outs did they win?  Find 15% of 75? What is the multiplier to find an increase of 15% A jumper has decreased by 15% from £120 in a sale, work out the sale price. Calculate to percentage Work out the original amount
<b>Term 3 – Topics/ Key Content</b>	<b>Term 3 - Overarching Key Questions</b>
Unit 17. Probability	In class, 14 students have brown eyes, 4 students have blue eyes and 2 students have green eyes. A student is chosen at random. Work out P(brown eyes)
Unit 18. Sequences	Darren starts with £1 and saves £2 each week Copy and continue the sequence to show how much money he will save after three months?
Unit 19. Co-ordinates and Linear graphs	Work out the nth term of the following sequence?







<p>Unit 20. Statistical graphs</p> <p>Unit 21. Properties of 3D shapes and Nets</p> <p>Individualised class targeted practice based on EOY assessment.</p>	<p>What are the coordinates of these points? Find the midpoint of the line. Label this horizontal line Draw a pair of axes and plot the graph of <math>y = 3x - 4</math>. The line graph shows how the volume of air in a scuba tank changed during a dive. How much air was in the tank at the start of the dive and after 20 minutes?</p> <p>Interpret the chart below to find. Construct a pie chart to show the classes favourite ice cream flavours. How many vertices does a triangular prism have? Match the net to the 3D shape.</p> <p>Based on question level analysis, bespoke lessons will be delivered to ensure deeper understanding of key topics from year 7 to prepare for Year 8</p>
<p><b>Assessment Overview and Format:</b></p> <p>There will be Key assessments each year:</p> <p>Baseline Key assessment 1 End of term 1 Key assessment 2 End of term 2 Key assessment 3 End of Year</p> <p>GL mathematics test</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Sparxmaths - <a href="https://sparxmaths.com/">https://sparxmaths.com/</a></p> <p>Mr. Carter Math's - <a href="https://www.mrcartermaths.com/">https://www.mrcartermaths.com/</a> Lesson starter tasks and daily revision. Username: WEK@GEMS Password: Rectangle498</p> <p>Corbett Math's - <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a> Video examples, worksheets, daily revision.</p> <p>MathsGenie - <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a> Videos and Exam questions sorted by level</p> <p>Dr Frost <a href="http://www.drfrostmaths.com/resourceexplorer.php">www.drfrostmaths.com/resourceexplorer.php</a></p> <p>Learning platform and video resources Brilliant.org</p>





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

### Term 1 – Topics/ Key Content

#### Empathy and Assuming Responsibility

- Respect Is the Basis of Good Treatment
- Charity, Sympathy, and Generosity
- Recognizing Other’s Points of View
- Building Positive Relationships
- Assuming Responsibility and Self-Esteem
- Commit Myself to Help Others

#### Mental Health

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

#### Assessment Overview and Format:

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

### Term 1 - Overarching Key Questions

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

- How can I help others with self-esteem?

- What is mental health and how can it affect me and others around me?
- Who can I speak with to cope with Mental Health issues?

#### Links for Home Learning/Extension Resources:

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

### Term 2 - Topics/Key Content:

#### The Middle Ages and the Fall of the Roman Empire

Students will learn about the Middle Ages of Europe including:

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

### Term 2 Overarching Key Question:

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





- Crises of the Late Middle Ages

### **The Renaissance**

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

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

### **Assessment Overview and Format**

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

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

### **Links for Home Learning/Extension Resources:**

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

### **Term 3 - Topics/Key Content:**

#### **Government Services**

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

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

Rights and Responsibilities

#### **The UAE**

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

### **Assessment Overview and Format**

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





## Key Stage 3 Music Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Building Bricks</b> Students learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation, and Silence and are introduced to Graphic Notation and Graphic Scores. It is hoped that this topic will develop student’s understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music.</p> <p><b>Keyboards Skills</b> Students explore the layout of the keyboard in terms of white and black keys and their note names; sharps and flats as enharmonic equivalents and explore how to “read music” in the form of simple melodies and melodies from popular songs from treble clef staff notation. They then move on to add a second part of basic chords with the left hand. Since this topic is primarily performance-based, there are optional pathways to perform and compose either a round for keyboard ensemble or to explore short musical clichés for keyboard.</p>	<ul style="list-style-type: none"><li>• What are the Elements of Music?</li><li>• What Elements of Music allow us to communicate across various cultures?</li><li>• What different stimuli do composers use when creating and composing music?</li><li>• How does knowledge of the Elements of Music allow us to communicate more effectively?</li><li>• How is music created?</li><li>• What is music?</li><li>• To what extent is music a universal language?</li><li>• To what extent does music need to be written down?</li><li>• To what extent does a performer’s own interpretation of a piece of music differ from what the original composer may have intended?</li><li>• To what extent is there a “correct way” of playing the keyboard?</li></ul>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b>I’ve Got Rhythm</b> Through composing and performing, students are introduced to rhythm grids and rhythm grid notation which can be extended to include single-line rhythm notation using the note values of a semibreve, minim, crotchet, quaver, and a pair of quavers.</p> <p><b>Form and Structure</b> Students begin with an exploration into Question-and-answer phrases as one of the simplest types of musical structures, relating this to call-and-response singing and how musical Question-and-answer phrases balance with each other to form a complete structure. Binary and Ternary Forms are then explored with an emphasis on how musical contrast is achieved between “A” and “B”</p>	<ul style="list-style-type: none"><li>• What is rhythm? What is pulse?</li><li>• How is duration used to perform and record sounds of different lengths in music?</li><li>• How can we tell the difference between the pulse/beat of a piece of music and its rhythm?</li><li>• How is rhythm used in music from different times and places?</li><li>• How can rhythms be written down and recorded?</li><li>• How can we perform rhythms on different sound sources or musical instruments?</li><li>• To what extent is rhythm important in music?</li><li>• To what extent does music need rhythm?</li></ul>





<p>sections revising the Elements of Music. Rondo Form is explored as a type of recurring musical structure with students adding pentatonic improvisations as “Episodes” between a whole class “A” section.</p>	<ul style="list-style-type: none"><li>• What would music without rhythm sound like?</li><li>• How can we label or identify different sections within a piece of music?</li><li>• To what extent does music with a recurring or repeated section provide familiarity to the listener?</li><li>• To what extent does music need Form and Structure?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Sonority City</b> This topic develops students’ knowledge and understanding of orchestral instruments and families/sections of orchestral instruments. Students learn about the construction, sound production, and timbres/sonorities of different orchestral instruments, the layout, grouping, and the instruments that belong to each section of a modern symphony orchestra.</p> <p><b>Folk Music</b> This topic investigates some of the different techniques of Musical Accompaniments through the exploration of Folk Songs. The concept of Harmony, relating specifically to Intervals, is reinforced through progressively more complex Musical Accompaniments from a simple Pedal (octave), Drone, and Ostinato (fifth), to Chords as Triads, Broken Chords, Arpeggios and Alberti Bass patterns (root, third, fifth). The concept of Harmony is developed further in the exploration and addition of Counter Melodies (in fourths and fifths) in Folk Songs.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What are the sections/families of the orchestra?</li><li>• What musical instruments are found in an orchestra?</li><li>• How can we tell the difference between the instruments of the orchestra?</li><li>• How can we define the word “Sonority”?</li><li>• To what extent does an orchestra need a conductor?</li><li>• What is “Folk Music”?</li><li>• In what ways has Folk Music been ‘rediscovered’ or ‘revived’ over recent years?</li><li>• To what extent will folk songs remain the same in the future?</li><li>• Is change always relevant to create a new arrangement of an existing Folk Song</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p>Students are assessed in an end-of-topic assessment after the completion of each unit through listening and appraising, composing, and performing. Alongside this, students are assessed on mini projects, keyword assessments, and flipped learning during class. There will also be three Key Assessments which will include: Ensemble Performance Solo Performance</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <ul style="list-style-type: none"><li>• Create .wav files of compositions based on artistic stimuli and present images with sound as a computer-based slide show of students’ art and music work.</li><li>• Research the views of various artworks that correlate to the titles of Mussorgsky’s movements in his ‘Pictures at an Exhibition’ such as <i>gardens, trumpets, promenades, castles, witches, gnomes, etc.</i></li></ul>





Performance Project

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





## Key Stage 3 Physical Education Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Half Term 1 (until October Half Term)</b></p> <ul style="list-style-type: none"><li>• Badminton</li><li>• Basketball</li></ul> <p><b><u>Badminton</u></b> In this unit pupils will focus on consistently replicating core skills through conditioned situations. Pupils will develop the ability to land the shuttle in a target area and refining game strategies with the intention of outwitting an opponent. Pupils will develop confidence in movement and test mental capacity through scoring and officiating games.</p> <p><b><u>Basketball</u></b> In this unit pupils focus on how to use basic principles of attack and defense to play strategy and tactics for basketball. They will work on improving the quality of their skills using various techniques. In all games pupils think how to use skills, strategies and tactics to outwit opponents.</p> <p><b>Half Term 2 (until Winter Break)</b></p> <p>Boys</p> <ul style="list-style-type: none"><li>• Athletics</li><li>• Rugby</li></ul> <p>Girls</p> <ul style="list-style-type: none"><li>• Athletics</li><li>• Netball</li></ul> <p><b><u>Athletics</u></b> In this unit pupils will accurately replicate running, jumping and throwing skills for events in order to improve performances. Pupils will explore variations in technique and use the information to become more technically proficient. Pupils will engage in performing and improving personal bests in relation to speed, height and distances.</p> <p><b><u>Rugby</u></b> In this unit, pupils will develop skills such as ball handling, passing, catching and tackling. They will learn tactics and strategies for keeping possession, using width, and outwitting opponents.</p>	<p><b>Are you an intelligent mover?</b></p> <p>What is the correct technique and how do you perform?</p> <ul style="list-style-type: none"><li>• Backhand Serve</li><li>• Forehand Serve</li><li>• Overhead Clear</li><li>• Net shot</li></ul> <p>What is the correct technique and how do you perform?</p> <ul style="list-style-type: none"><li>• Dribbling</li><li>• Passing</li><li>• Pivoting</li><li>• Set shot</li></ul> <p>What is the correct technique and how do you perform?</p> <ul style="list-style-type: none"><li>• Sprint start technique</li><li>• Sprint style</li><li>• Pacing</li><li>• Relay change over</li><li>• Shot Putt</li><li>• Long Jump</li></ul> <p>What is the correct technique and how do you perform?</p> <ul style="list-style-type: none"><li>• Passing</li><li>• Tackling</li><li>• Dodging</li><li>• Rucking</li></ul>







<p><b><u>Netball</u></b> In this unit pupils will focus on developing attacking and defending strategies and techniques using a set of core skills. Pupils will experience a range of skill variations with intent to outwit the opposition. Develop a sound knowledge of positions and rules surrounding footwork and contact. Pupils should begin to analyse performances and adapt elements to improve.</p>	<p>What is the correct technique and how do you perform?</p> <ul style="list-style-type: none"><li>• Passing (chest, bounce, overhead)</li><li>• Dodging</li><li>• Positions</li><li>• Footwork</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b><i>Half Term 1 (until February Half Term)</i></b></p> <p>Boys</p> <ul style="list-style-type: none"><li>• Rugby</li><li>• Football</li></ul> <p>Girls</p> <ul style="list-style-type: none"><li>• Football</li><li>• Netball</li></ul> <p><b><u>Football</u></b> In this unit pupils will build on the fundamental skills required to perform in competitive games. Pupils will develop the basic principles of attack and defence in football. In all games, pupils are encouraged to think about how to use core skills, strategies and tactics to outwit the opposition.</p> <p><b><i>Half Term 2 (until Spring Break)</i></b></p> <p>Boys</p> <ul style="list-style-type: none"><li>• Tennis</li><li>• Cricket</li></ul> <p>Girls</p> <ul style="list-style-type: none"><li>• Rounders</li><li>• Cricket</li></ul> <p><b><u>Tennis</u></b> In this unit, pupils should develop their understanding of net games, improve hand-eye coordination and increase their skill level in Tennis. The focus of this unit is for students to develop their use of the ball to create space, develop their use of the racket to control the ball, and apply rules and scoring systems effectively.</p> <p><b><u>Rounders and Cricket</u></b></p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p><b><i>Are you an intelligent mover?</i></b></p> <p>What is the correct technique and how do you perform?</p> <ul style="list-style-type: none"><li>• Dribbling, receiving and turning (movement with the ball).</li><li>• Passing variations</li><li>• Attacking skills</li><li>• Tackling and Defending</li><li>• Shooting</li></ul> <p>What is the correct technique and how do you perform?</p> <ul style="list-style-type: none"><li>• Ready Position</li><li>• Forehand</li><li>• Backhand</li><li>• Serve</li></ul> <p>What is the correct technique and how do you perform?</p> <ul style="list-style-type: none"><li>• Throwing (overarm and underarm)</li></ul>





<p>In this unit pupils will replicate and improve core skills in batting, bowling and fielding. Pupils will work on improving the quality of replication with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived/avoided and running between bases to score runs.</p>	<ul style="list-style-type: none"><li>• Catching</li><li>• Fielding (long barrier)</li><li>• Batting</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Boys</p> <ul style="list-style-type: none"><li>• Gymnastics</li><li>• Volleyball</li><li>• Fitness</li><li>• Swimming</li></ul> <p>Girls</p> <ul style="list-style-type: none"><li>• Dance</li><li>• Gymnastics</li><li>• Swimming</li></ul> <p><b><u>Gymnastics</u></b></p> <p>In this unit pupils will explore core skills individually and in combination. Will focus on developing stability when holding their own body position and when supporting a partner. Pupils incorporate control, precision and aesthetics into sequences showing creativity.</p> <p><b><u>Dance</u></b></p> <p>At the end of this unit pupils will explore a range of characters from Alice in Wonderland and understand their characteristics through the use of different movements, choreography and dance styles. Pupils will demonstrate creativity their knowledge of different choreographic devices through teacher led routines and creative choreography tasks. Finally, pupils will evaluate and assess movements to improve their routines.</p> <p><b><u>Swimming</u></b></p> <p>In this unit, pupils will demonstrate and perform techniques in a variety of strokes. As a result, they will gain confidence and safety in the water.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p><i>Are you an intelligent mover?</i></p> <p>What is the correct technique and how do you perform?</p> <ul style="list-style-type: none"><li>• Basic Shapes</li><li>• Locomotion</li><li>• Rolls</li><li>• Balances</li><li>• Sequences</li></ul> <p>What is the correct technique and how do you perform?</p> <ul style="list-style-type: none"><li>• Unison</li><li>• Canon</li><li>• Formations</li><li>• Levels</li><li>• Dynamics</li><li>• Motif and Motif Development</li></ul> <p>What is the correct technique and how do you perform?</p> <ul style="list-style-type: none"><li>• Entering and exit the water</li><li>• Front crawl</li><li>• Back stroke</li><li>• Breaststroke</li></ul>
<p><b>Assessment Overview and Format:</b></p>	<p><b>Links for Home Learning/Extension Resources:</b></p>





Pupils will be assessed across the year group in a variety of sports. The assessment will look at:

- Knowledge and understanding of core skills
- Knowledge and understanding of strategies and tactics
- Knowledge and understanding of games and competitive situations.

- Pupils should complete the consolidation tasks: Watch, Read and Do to further their subject knowledge.





## Key Stage 3 Science Curriculum Year 7

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





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





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





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





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







- End of unit Educake quiz.

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





## Key Stage 3 Social Enterprise Curriculum Year 7

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





of their collaborative project work to find solutions to the Sustainable Development Goals they study.

<https://sdgs.un.org/goals>





## Key Stage 3 Spanish Curriculum Year 7

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>My family &amp; my life</b></p> <ul style="list-style-type: none"><li>- Basic questions &amp; answers</li><li>- Numbers 1-31</li><li>- Months</li><li>- Family members</li><li>- Physical descriptions (hair, eyes)</li><li>- Personality</li><li>- Pets</li></ul> <p><b>Key grammar concepts</b></p> <ul style="list-style-type: none"><li>• Introduction to pronunciation</li><li>• Expressing simple opinions</li><li>• Definite articles</li><li>• Verb endings in 'l' form</li><li>• Tener in the present tense</li><li>• Making sentences using connectives</li><li>• Reading strategies – using patterns</li><li>• Adjective forms [singular and plural]</li><li>• Agreements.</li><li>• I would like + infinitive</li></ul>	<p>What is your name? Where do you live? How are you? How old are you? When is your birthday? How many people are there in your family? Do you get on well with your family? Can you describe your family? What pets do you have? What pets would you like to have?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b>My hobbies</b></p> <ul style="list-style-type: none"><li>- Sports with to play</li><li>- Sports with to do</li><li>- Weather</li><li>- Seasons</li><li>- Common free time activities</li></ul> <p><b>Key grammar concepts</b></p> <ul style="list-style-type: none"><li>• Continuation of pronunciation</li><li>• Infinitives v conjugated verbs</li><li>• Justified Opinions</li><li>• Intensifiers</li><li>• Verbs for other people</li><li>• Connectives</li><li>• Sequencers</li><li>• Negation</li><li>• I would like + infinitive</li></ul>	<p>What sports do you like to play? What sports do you like to do? What do you do when it is sunny? What would you like to do in the future? What activities do you do with others?</p>





<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>My school</b></p> <ul style="list-style-type: none"><li>- Facilities</li><li>- Descriptions</li><li>- School subjects</li><li>- Personality &amp; physical descriptions</li><li>- Days of the week</li><li>- Common free time activities</li><li>- Use of time in Spanish</li></ul> <p><b>Key grammar concepts</b></p> <ul style="list-style-type: none"><li>• Continuation of pronunciation</li><li>• There is &amp; there isn't</li><li>• Me gusta vs me gustan</li><li>• Justified opinions</li><li>• Present tense verbs</li><li>• Continuation of use of articles</li><li>• Using sequencers to extend writing</li><li>• Sophisticated language</li><li>• I would like + infinitive</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>What are the facilities like in your school? What subjects do you like? What are your teachers like? What do you do at breaktime with your friends?</p>
<p><b>Assessment Overview and Format:</b></p> <p>Key Assessments are staggered throughout the year all contribute 100% to the current working grade.</p> <p>Summative assessments will be a mixture of Listening, Reading, Speaking and Writing.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="http://www.linguascope.com">www.linguascope.com</a></p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><b>Students are also given a booklet for each topic of study which contains everything they need.</b></p>





أكاديمية جيمس ولينغتون - شارع الخيل  
GEMS Wellington Academy  
AL KHAIL



**LIMITLESS**  
LEARNING



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# KEY STAGE 3

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## Year 8 Curriculum



2024-2025  
GEMS WELLINGTON ACADEMY  
Al Khail



## CONTENT

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- Key Stage 3 Social Enterprise Curriculum Year 8**
- Key Stage 3 Spanish Curriculum Year 8**







## Key Stage 3 Arabic A Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>قصة الضحك في آخر الليل أنواع التشبيه استخدام علامات الترقيم نص استماع</p> <p>استجابة أدبية حول القصة قوة العلم للشاعر محمود سامي البارودي استجابة أدبية للقصيدة</p> <p>كتابة نص تفسيري حول موضوع محدد (قصيدة شعرية (قوة العلم</p> <p>المفعول له نص استماع عالم الطباعة كتابة نص تفسيري (استخدام التكنولوجيا سلاح ذو (حدين اعراب المثني وجمع المذكر السالم والأسماء الخمسة استجابة أدبية حول القصة نص معلوماتي " أسواق شعبية من العالم "</p> <p>كتابة نص سردي وصفي اختبارات نهاية الفصل الدراسي الأول في المهارات الآتية: المطالعة والأدب التحدث الكتابة الإبداعية</p>	<p>كيف وظف الكاتب أسلوب السرد والوصف لتأزم الحبكة من النص القصصي؟ ما المقصود بالمفارقة في نهاية القصة؟ ما دور عنصر المفاجأة في تطور أحداث القصة؟ ما خصائص الأسلوب الذي اتبعه الكاتب كي يجعل القصة نابضة بالحياة ما دور تسلسل أحداث القصة في فهم المغزى العام منها؟ ما أهمية الاستجابة الأدبية في تثبيت الأفكار الرئيسية من الرئيسية؟ ما السمات الفنية للشعر العمودي؟ ما دور النصوص الشعرية في إبراز قيمة العلم وأهميته؟ ما نوع الأساليب اللغوية التي يستخدمها الشعراء لإيصال أفكارهم؟ ما دور استخدام اللغة المجازية في تعميق وإثراء النص السردي؟</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p>(القصة القصيرة (الرهان مراجعة أنواع التشبيه نص استماع التحدث حول موضوع متعلق (بالقصة (الرهان كتابة نص إقناعي (نص معلوماتي (أسواق شعبية من العالم</p> <p>الأسلوب الإنشائي والأسلوب الخبري في الكتابة الإبداعية العدد والمعدود نص استماع رسائل أحمد أمين إلى ولده تحدث</p>	<p>ما دور الفكرة التي اعتمدها الكاتب لإبراز الغرض من هذه القصة؟ ما المقصود بالاسترجاع الزمني في البناء القصصي؟ كيف تأزمت العقدة في القصة؟ وما الحل الذي آلت إليه؟ كيف أنسب المعلومات إلى مصادرها المختلفة في النصوص الإقناعية؟ ما المعايير الأساسية في كتابة النص الإقناعية؟ كيف أوظف الجمل الخبرية والإنشائية في الأنواع الكتابية المختلفة؟</p>





<p>(نص وصفي سردي (نص حر اختبار في مهارات اللغة العربية الآتية: الفهم والاستيعاب (نص مقروء داخلي (+نص خارجي النحو والإملاء الكتابة الإبداعية التحدث</p> <p>الاستماع</p>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p>قصة (قلب أي) (أركان التشبيه البلاغ (مراجعة نص استماع تحدث كتابة نص تفسيري مراجعة إعراب المثني وجمع المذكر السالم (الهمزة المتوسطة (مراجعة مراجعة عامة في أنواع التشبيه والعبارات المجازية نص استماع تحدث حول موضوع اجتماعي متعلق بالقصة (قلب (أمي (كتابة إبداعية (نص حر -وصفي سردي (تعرف عن الصحراء (نص معلوماتي مراجعة في أنواع التشبيه نص استماع كتابة نص سردي وصفي العدد والمعدود (نص استماع (الذكاء (نص إقناعي (الحفاظ على البيئة اختبارات نهاية الفصل الدراسي الثالث في المهارات الآتية (الفهم والاستيعاب (نصوص داخلية +نص خارجي الإملاء والنحو والبلاغة الكتابة الإبداعية الاستماع</p> <p>التحدث.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>ما أنواع النهايات في الأعمال القصصية المختلفة؟ ما القيمة التي استنتجتها من خلال دراستك للنص القصصي؟ ما علاقة عنوان القصة بمضمونها؟ ما الدور البلاغي الذي يؤديه التشبيه في إيصال الرسالة العامة للنص الأدبي؟ ما نوع الأساليب اللغوية التي تستخدمها لوصف مكان أو شخصية معينة؟ كيف تقوم النصوص المعلوماتية بزيادة المخزون اللغوي والمعلوماتي حول الأماكن المختلفة؟ ما الطريقة المثلى لتحليل نص معلوماتي يتمحور حول المكان؟ ما هي معايير الاستماع الناجح؟</p>
<p><b>Assessment Overview and Format:</b></p> <p>The student is evaluated through his written work</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Through various worksheets from the Arabic language book Through TIMES Through PowerPoint presentations</p>





The student is evaluated based on his speaking and dialogue during class  
The student is evaluated through weekly and quarterly tests  
The student is evaluated through his creative writing  
The student is evaluated based on his progress, achievement, and grades at the end of the semester  
The student is evaluated by achieving the standards required of him

The student studies through review papers and model answers prepared by the Arabic Language Department  
The student studies through the reading website (Kutubi)





## Key Stage 3 Arabic B Curriculum Year 8

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





<b>Assessment Overview and Format:</b> <ul style="list-style-type: none"><li>• End of Chapter assessment. (x1)</li><li>• End of Term assessment including all topics taught. (x3)</li></ul>	<b>Links for Home Learning/Extension Resources:</b> <p>Go4school weekly assigned homework.</p>





## Key Stage 3 Art & Design Curriculum Year 8

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Topic 1:</b></p> <p><i>Our seas, our home</i></p> <ul style="list-style-type: none"><li>• Markmaking pencil drawing of sea life and crustaceans</li><li>• Study page of crabs and tone using a viewfinder</li><li>• Introduction to Post-Impressionism and Fauvism – mark-making and colours</li><li>• Viewfinder sections - mark making of Van Gogh's 'Two Crabs' in two different mediums</li><li>• Colour mixing refresh</li><li>• Under painting and painting a section of a crab</li><li>• Colouring pencil experiment</li><li>• Self assessment</li></ul>	<p><b>Term 1 - Overarching Key Questions</b></p> <p><b>Topic 1:</b></p> <p><i>Our seas, our home</i></p> <ul style="list-style-type: none"><li>• How can marks be used to add tonal variation?</li><li>• Is there an order to which colours are applied first depending of different mediums?</li><li>• How did the Fauvists choose their colours?</li><li>• How did the Fauvists take inspiration from the Post-Impressionists?</li><li>• How can a viewfinder be used to hone in on certain areas of an image?</li><li>• Why is it useful to hone in on certain areas when learning new techniques?</li><li>• What is the purpose of an underpainting?</li><li>• What needs to be included in an underpainting?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <ul style="list-style-type: none"><li>• A5 study of final chosen crustacean/shelled sea animal – drawing and underpainting</li><li>• A5 study of final chosen crustacean/shelled sea animal – adding colour</li><li>• Create a final placard to display</li><li>• Font/slogan design</li></ul> <p><b>Topic 2:</b></p> <p><i>Landscape and perspective The Renaissance</i></p> <ul style="list-style-type: none"><li>• Learn about perspective and when it began being used in artwork</li><li>• Basic drawing using perspective rules</li><li>• Presenting your initial work</li><li>• Transcription of Artist work</li></ul>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What would a bad underpainting do?</li><li>• Which technique has been most successful for you this year?</li><li>• What techniques can you take from Vincent Van Gogh into your own work?</li><li>• What slogan will get people thinking about the theme on your placard?</li></ul> <p><b>Topic 2:</b></p> <p><i>Landscape and perspective The Renaissance</i></p> <ul style="list-style-type: none"><li>• When did the Renaissance start?</li><li>• Why did the Renaissance start?</li><li>• What key elements were used in Renaissance Art?</li><li>• How did perspective help with realism?</li><li>• What are the key rules of perspective?</li><li>• How is presentation important in Art sketchbooks?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <ul style="list-style-type: none"><li>• Basic paintings using perspective rules</li><li>• Landscape watercolours</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How can tone be used in perspective?</li></ul>





- Tonal watercolour landscapes
- Landscape collages in layers
- Landscape inks  
Trees
- Final piece practise

- How can watercolours be used to create depth in a piece of artwork.
- What colours are best for foregrounds and backgrounds?
- How is collage used for landscape techniques?

**Assessment Overview and Format:**

Each student will get individualised verbal feedback every lesson.  
Students will do self assessed pieces of work which then will lead on to a lesson of improvement practise based on their weaker areas.  
Students will receive summative assessment grades and feedback to make them ready for the next topic.

**Links for Home Learning/Extension Resources:**

Consolidation tasks are all linked to the topic, week by week.  
YouTube videos scaffold lessons and lessons scaffold





## Key Stage 3 Computing Curriculum Year 8

Term 1 – Topics/ Key Content	Overarching Key Questions
<p data-bbox="220 392 663 425"><b>Computer Crime and Cyber Security</b></p> <p data-bbox="212 472 671 824">This unit covers some of the legal safeguards regarding computer use, including overviews of the Computer Misuse Act, Data Protection Act and Copyright Law and their implications for computer use. Phishing scams and other email frauds, hacking, “data harvesting” and identity theft are discussed together with ways of protecting online identity and privacy.</p> <p data-bbox="212 831 671 1111">Health and Safety Law and environmental issues such as the safe disposal of old computers are also discussed. Safety is discussed outside the realm of e-safety which is covered in greater detail in the Using computers safely, effectively and responsibly unit.</p>	<ul data-bbox="751 439 1437 1077" style="list-style-type: none"><li>• What are the common types of computer crimes and cyber threats, and what measures can be taken to prevent and mitigate them?</li><li>• How can individuals and organizations protect their digital assets, such as personal information and sensitive data, from unauthorized access or malicious activities?</li><li>• What are the ethical considerations and legal implications surrounding computer crime and cyber security, and how can individuals and organizations adhere to relevant laws and regulations?</li><li>• How can digital forensics and incident response techniques be employed to investigate and respond to computer crimes effectively?</li><li>• What are the emerging trends and challenges in the field of cyber security, and how can individuals and organizations stay updated and prepared to address them?</li></ul>
<b>Graphics</b>	<b>Overarching Key Questions</b>







This is a more in-depth unit exploring different graphics and file types. The unit explores how bitmap and vector images are represented and stored by the computer. There is also opportunity for pupils to practice skills in design, photo editing and image manipulation using layers to create a movie poster using a suitable graphics package such as Photoshop.

- What are the key features and tools available in Adobe Photoshop, and how can they be used to manipulate and enhance digital images?
- How can we apply principles of design, such as composition, colour theory, and typography, to create visually appealing and professional graphics?
- What are the different file formats and their specific uses in graphic design, and how can we optimize images for various digital platforms?
- How can we use layers, masks, and filters in Photoshop to create complex and visually stunning graphic compositions?
- What are the ethical considerations in graphic design, such as copyright and intellectual property, and how can we ensure compliance when using and modifying existing images?

## Term 2 – Topics/ Key Content

### Data Science + Excel

In this unit, learners will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends. This will run side-by-side with Excel to consolidate and extend student learning from the spreadsheet modelling unit in Y7/

### Overarching Key Questions

- What is data science, and how can Excel be utilized as a powerful tool for data analysis and visualization?
- What are the techniques for cleaning, organizing, and preprocessing data in Excel to ensure accurate and meaningful analysis?
- How can we perform descriptive statistical analysis using Excel, including measures of central tendency, variability, and correlation?
- What are the principles and techniques of data visualization in Excel, and how can we effectively present data through charts, graphs, and dashboards?
- How can we leverage Excel's advanced features, such as pivot tables, macros, and data analysis add-ins, to gain deeper insights and automate data processes?

## Term 3 – Topics/ Key Content





Python	Overarching Key Questions
<p>In this unit, students will address various in-depth components within Python programming. We will start with an introduction to the basics and this will follow by 30 exercises of various degrees of difficulty, helping students to improve their programming skills effectively. Detailed sample solutions, including the algorithms used for all tasks, are included to maximize student understanding of each area.</p>	<ul style="list-style-type: none"><li>• What are the core concepts and syntax of the Python programming language, and how can they be used to develop and execute programs?</li><li>• How can we work with variables, data types, and operators in Python to perform calculations and store information?</li><li>• What are the control structures, such as loops and conditionals, in Python, and how can they be utilized to control program flow and make decisions?</li><li>• How can we define and use functions in Python to modularize and reuse code, promoting code organization and reusability?</li><li>• How can we manipulate and analyze data structures, such as lists, tuples, dictionaries, and sets, in Python to solve problems and implement data-driven solutions?</li></ul>
Assessment Overview and Format:	Links for Home Learning/Extension Resources:
<p><b>Each unit carries an equal weight in determining the final grade (4 units in total).</b></p> <p>Students' progress is assessed through multiple channels throughout the year. At the completion of each unit, students undergo a comprehensive end-of-unit assessment, which evaluates their understanding and mastery of the unit's concepts and skills. Additionally, students are regularly assessed through engaging mini projects that encourage practical application of knowledge, key word assessments to test their comprehension of essential terminology, and flipped learning activities conducted during class.</p> <p>This multifaceted assessment approach ensures a comprehensive evaluation of students' performance, allowing for a well-rounded assessment of their abilities and progress in the subject matter. It promotes active engagement, application of knowledge, and a deep understanding of the topics covered in each unit.</p>	<p><b>Computer Crime and Cyber Security:</b> Website: The National Cyber Security Centre (<a href="https://www.ncsc.gov.uk/">https://www.ncsc.gov.uk/</a>) Online course: "Introduction to Cyber Security" by OpenLearn (<a href="https://www.open.edu/openlearn/science-maths-technology/introduction-cyber-security/content-section-overview-0">https://www.open.edu/openlearn/science-maths-technology/introduction-cyber-security/content-section-overview-0</a>)</p> <p><b>Graphics (Photoshop):</b> Website: Adobe Photoshop Tutorials on Adobe's website (<a href="https://helpx.adobe.com/photoshop/tutorials.html">https://helpx.adobe.com/photoshop/tutorials.html</a>) Online resource: Photoshop Cafe (<a href="https://photoshopcafe.com/">https://photoshopcafe.com/</a>) for tutorials and tips on Photoshop techniques YouTube channels: Piximperfect (<a href="https://www.youtube.com/c/Piximperfect">https://www.youtube.com/c/Piximperfect</a>) and Phlearn (<a href="https://www.youtube.com/c/PhlearnLLC">https://www.youtube.com/c/PhlearnLLC</a>) for Photoshop tutorials</p> <p><b>Data Science + Excel:</b> Website: Microsoft Excel Help and Learning (<a href="https://support.microsoft.com/en-us/excel">https://support.microsoft.com/en-us/excel</a>) Online course: "Data Science and Machine Learning Bootcamp with R" by Udemy (<a href="https://www.udemy.com/course/data-science-and-machine-learning-bootcamp-with-r/">https://www.udemy.com/course/data-science-and-machine-learning-bootcamp-with-r/</a>) Online resource: DataCamp (<a href="https://www.datacamp.com/">https://www.datacamp.com/</a>) for interactive tutorials on data science and Excel</p> <p><b>Python:</b> Website: Python Documentation (<a href="https://docs.python.org/">https://docs.python.org/</a>)</p>





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

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

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

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

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

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





## Key Stage 3 Design Technology Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><i>Product Design – Nightlight</i></p> <p>Students will be a making a nightlight this term. The nightlight is made from timber and plastic and students will learn more about these materials, they will also learn about electronic circuits and components. Students will further develop their wood working and CAD/CAM skills. The nightlight includes an electronic circuit which the students will assemble and solder. Students will be shown how to use the tools and equipment correctly and safely. Students will follow the design process throughout the project.</p>	<p>How does having an enquiring mind benefit the research process?</p> <p>What methods can you use to showcase fluent thinking and originality in your designs?</p> <p>Why is it important to work collaboratively when learning to solder?</p>
<p><i>Food Preparation and Nutrition – Bread</i></p> <p>Students will know how to prepare food correctly and safely. They will explore the topic 'bread' and make a variety of food products under this theme. Students will also explore the food science behind how bread rises and consider the nutritional information and cost for the dishes they have made.</p>	<p>Why is hygiene and precision important in the food room?</p> <p>Are you confident taking risks and adapting recipes, taking into consideration the taste and function of ingredients?</p> <p>What connection can you make between food and science?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><i>Product Design – Nightlight</i></p> <p><i>Food Preparation and Nutrition – Bread</i></p> <p><b>These 2 projects will continue until February half term, each project is 8 weeks.</b></p> <p><i>Product Design – Herb Planter</i></p> <p>During this term, students will design and make a planter that can be used to grow herbs. Students will learn about timber and its properties and be able to name the different categories. Students</p>	<p>How will you use what you learnt during the previous product design project to support you during this project?</p>





<p>will further develop their practical skills, focusing on measuring and marking accurately and manufacturing joints. Students will follow the design process during this project.</p> <p><i>Food Preparation and Nutrition – Processes</i></p> <p>During this rotation, students will learn about different processes that happen during cooking, such as gelatinization, shortening, coagulation and rising. They will continue to develop their food preparation skills and make a range of dishes linked to the topics.</p>	<p>How can you demonstrate quality control when manufacturing a product, especially when applying speed and accuracy?</p> <p>Is timber a sustainable material?</p> <p>What are the key stages in gelatinisation?</p> <p>How will you use what you learnt during the bread project to support you during this project?</p> <p>Why is protein important in our diet?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><i>Product Design – Herb Planter</i></p> <p><i>Food Preparation and Nutrition – Processes</i></p> <p><b>These 2 projects will continue until the end of the year, each project is 8 weeks.</b></p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>See Above</p>
<p><b>Assessment Overview and Format:</b></p> <p>In Design &amp; Technology we assess using the same format as in GCSE, students are assessed on the following:</p> <ul style="list-style-type: none"><li>• Research skills</li><li>• Design and Development skills</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Consolidation activities will be shared at the beginning of each term.</p>





- Practical skills
- Analysis and Evaluation

Students will also participate in a baseline assessment and an end of year assessment, these will test students' knowledge across all three-subject areas.

They will be numerically graded from 1-9





## Key Stage 3 Drama Curriculum - Year 8

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Exploration of a set text ‘Mugged’</b></p> <p>Students will explore the play ‘Mugged’; gaining an understanding of the themes, issues, relationships, and characters within the play.</p> <p>They will perform extracts from the play and include their own off-text improvisation for their assessment.</p> <p><b>Acting for Screen</b></p> <p>This unit gives students an introduction to TV acting. Students will learn about camera angles, movement on screen, and editing.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p><b>Term 1 - Overarching Key Questions</b></p> <p><i>What do we know about the play based on the title?</i></p> <p><i>What is meant by mob mentality?</i></p> <p><i>Why do the characters act the way that they do?</i></p> <p><i>What can we infer about their lives up to this moment?</i></p> <p><i>What is continuity?</i></p> <p><i>Why is a movement coach important for screen acting?</i></p> <p><i>How does acting/directing for screen compare to acting/directing on stage?</i></p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Stage Combat and Characterisation</b></p> <p>Throughout this unit of work, students will focus on portraying different character relationships, statuses, and motivations, the seven levels of tension, and the art of stage combat.</p> <p><b>Macbeth</b></p> <p>Students will practically explore one of Shakespeare’s timeless tragedies; Macbeth. They will complete character work, language analysis, off text improvisation and gain an understanding of verse and meter.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p><i>How do we know tension is there if we cannot hear, see or touch it?</i></p> <p><i>In what ways can you link your previous devising unit to this unit of work?</i></p> <p><i>How does speaking in verse help the audience to understand a character’s status?</i></p> <p><i>Why is it important to understand the historical, social and political contexts of a text?</i></p> <p><i>What are your intentions?</i></p>





	<i>How can music, costume and lighting enhance the piece?</i>
<b>Term 3 – Topics/ Key Content</b>  <b>Devising</b>  Students will complete a devising unit of work where they will create an original performance from a given stimulus.  They should use their prior knowledge to consider the genre, form and style of their performance.	<b>Term 3 - Overarching Key Questions</b>  <i>What are your intentions?</i> <i>How can music, costume and lighting enhance the piece?</i>
<b>Assessment Overview and Format:</b>  Drama is assessed across three assessment objectives:  AO1 – Creating AO2 – Performing AO3 – Responding.  Towards the end of each unit they will have an end of unit assessment, students will be aware of which assessment objective is being marked for each assessment.  The majority of assessments are practical and marked live.	<b>Links for Home Learning/Extension Resources:</b>  Consolidation tasks shared at the start of each scheme of work.  <a href="https://www.bbc.co.uk/bitesize/subjects/zbckjxs">https://www.bbc.co.uk/bitesize/subjects/zbckjxs</a>







## Key Stage 3 English Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Dystopian</b></p> <ul style="list-style-type: none"><li>• Introduction to the Dystopian genre</li><li>• Analysis of Examination Day</li><li>• Analysis of Fahrenheit 451. Character focus: Montag</li><li>• Analysis of 1984</li><li>• Analysis of Hunger Games/Maze Runner</li></ul> <p><b>Dracula: Play Script</b></p> <ul style="list-style-type: none"><li>• Introduction to gothic literature and setting</li><li>• Analysing the context and symbols of the play</li><li>• Character focus: Renfield</li><li>• Character focus: Dracula</li><li>• Analysis of Dracula</li><li>• Analysing key themes in Dracula</li><li>• Review of the whole play</li></ul>	<p>Would you prefer to live in utopia or dystopia? Is dystopia becoming a reality? What would happen if the government controlled intelligence like in the short story? Orwell wrote about what he thought the future would be like. What do you think it will be like? What are the advantages and disadvantages of controlling the population? What would it be like to live in a dystopian world? What life lessons have the dystopian texts taught you?</p> <p>Why is Gothic literature so popular? Are modern film directors inspired by the Gothic genre? Does the weather affect our mood and general wellbeing? Why do you think people are equally fascinated and appalled by Dracula? What do vampires symbolise?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b>Novel Study: Stone Cold by Robert Swindells</b></p> <ul style="list-style-type: none"><li>• Character focus: Link</li><li>• Features of a letter</li><li>• Analysing an informal letter</li><li>• Features of a speech</li><li>• Writing a speech</li><li>• Features of an article, writing an article</li></ul>	<p>Why are there so many homeless people in the world? Does war have a psychological effect on soldiers? How would you feel if you were homeless, living on the streets of London? Why do you think Robert Swindells has used a dual narrative? Why do so many stories have the protagonist vs the antagonist? Why are speeches such a powerful way to communicate? Did Robert Swindells achieve his purpose when writing 'Stone Cold'?</p>





<b>Term 3 – Topics/ Key Content</b>  <b>Conflict Poetry &amp; Non-Fiction:</b> <ul style="list-style-type: none"><li>• Charge of the Light Brigade</li><li>• Dulce et Decorum Est</li><li>• War Photographer</li><li>• Writing a propaganda speech</li><li>• Writing an article</li><li>• Writing an informal letter</li><li>• Conflict in the media</li><li>• Tabloid vs broadsheet</li><li>• Alcatraz - writing an article</li></ul>	<b>Term 3 - Overarching Key Questions</b>  What caused WW1? What moral message were war poets trying to convey? In what ways are civilians affected by war? Does propaganda still exist today? Have you faced conflict in your everyday life? Would readers take tabloids or broadsheets more seriously? Who were the most infamous inmates of Alcatraz?
<b>Assessment Overview and Format:</b>  Assessments will take place every half term in English and will alternate between a reading and writing focus.  Details are in the front of your exercise book.	<b>Links for Home Learning/Extension Resources:</b>  Home learning and extension tasks are available in the front of your exercise book and on the Consolidation documents.





## Key Stage 3 French Curriculum Year 8

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b><u>T'es branché: You are cool!</u></b></p> <ul style="list-style-type: none"><li>• Talking about television programs</li><li>• Talking about films</li><li>• Talking about reading and types of books</li><li>• Talking about what you do on the Internet.</li><li>• What did you do yesterday evening?</li></ul> <p><b>Project Zone:</b> Charlie and the Chocolate Factory.</p>	<p><b>Term 1 – Key Grammar Concepts</b></p> <ul style="list-style-type: none"><li>• Present tense of er verbs</li><li>• Ne ... pas and ne.... jamais</li><li>• Present tense of avoir and être</li><li>• Using je suis fan de</li><li>• Expressing opinions</li><li>• Present tense of aller and faire</li><li>• Time expressions.</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <ul style="list-style-type: none"><li>• <b><u>Paris, je t'adore: Paris I love you!</u></b> Saying what you did in Paris</li><li>• Saying when you did things.</li><li>• Understanding information about a tourist attraction</li><li>• Saying where you went and how you got there.</li><li>• Talking about things you've done and things you usually do.</li></ul> <p><b>Project Zone:</b> A trip to a French-speaking country.</p>	<p><b>Term 2 – Key grammar concepts</b></p> <ul style="list-style-type: none"><li>• Avoir in the present tense</li><li>• The perfect tense regular verbs</li><li>• C'était + adjectives</li><li>• The perfect tense with être</li><li>• Agreements</li></ul> <p>Making sentences negative.</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b><u>Chez moi, Chez toi: My town</u></b></p> <ul style="list-style-type: none"><li>• Describing where you live</li><li>• Talking about your home</li><li>• Talking about mealtimes</li><li>• Discussing what food to buy</li><li>• Talking about an event</li></ul>	<p><b>Term 3 – Key grammar concepts</b></p> <ul style="list-style-type: none"><li>• Comparative adjectives</li><li>• Prepositions</li><li>• Using boire and prendre</li><li>• Il faut + infinitive</li><li>• Using 3 tenses together</li></ul>
<p><b>Assessment Overview and Format:</b></p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="http://www.linguascope.com">www.linguascope.com</a></p>





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

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

Formative assessment of speaking through classwork and participation.

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

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





## Key Stage 3 Geography Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b><u>Tectonic Hazards</u></b></p> <p>This term students will be studying plate tectonics. Firstly, they will learn about Volcanoes and how they form, erupt, and their effects. Secondly, they will learn about predicting and preparing for earthquakes, how they form and their damage. Lastly, students will learn about Tsunamis, how they form, their damage, and recovery. For each tectonic hazard, students will be learning a case study from either a richer or a poorer country. Students will also be researching recent plate tectonic activity.</p> <p><b><u>Sustainable Food</u></b></p> <p>Map and evaluate the different effects on people To evaluate whether the issue arises due to social, economic, or environmental reasons To evaluate how sustainable the food we eat To understand how food miles, packaging, and energy can contribute to sustainable food choices To understand how our shopping habits can impact others To investigate Fairtrade To evaluate solutions to our global food crisis</p>	<ul style="list-style-type: none"><li>• What are the keywords associated with natural disasters?</li><li>• What causes earthquakes, tsunamis, and volcanic eruptions?</li><li>• What are the effects of earthquakes, tsunamis, and volcanic eruptions?</li><li>• How can people protect themselves from earthquakes?</li><li>• Why do natural disasters cause more deaths and damage in LICs than MICs?</li><li>• How do I describe distribution on a map?</li><li>• How can we respond to a tsunami?</li></ul> <ul style="list-style-type: none"><li>• What are the patterns of global food consumption?</li><li>• Investigating reasons for an unbalanced diet</li><li>• How can spiraling food costs impact our choices?</li><li>• What impacts the sustainability of the food we eat?</li><li>• How do my food choices affect the lives of others?</li><li>• What are the solutions to the food crisis?</li></ul>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b><u>Climate Change</u></b></p> <ul style="list-style-type: none"><li>• To understand the causes and effects of climate change</li><li>• To understand how the effects of climate change can be managed</li><li>• To understand the likely impacts and who will be affected</li><li>• Understand what are sustainable solutions</li></ul>	<ul style="list-style-type: none"><li>• Can Climate change?</li><li>• How are countries contributing to global warming?</li><li>• How do individuals cause the climate to change?</li><li>• How can we manage the effects?</li></ul>





**Trading places - Trade and development**

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

- To learn key Geographical terms and their application
- To recognise similarities and differences in living standards between LEDC and MEDC
- To carry out a simulation task
- To understand how development can be measured
- To understand how trade affects wealth in MEDCS and LEDCs
- To understand the difficulties that LEDCs face when trying to become more economically developed

**Term 3 – Topics/ Key Content**

**Tropical Rainforests**

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

**Cold environments**

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

**Term 3 - Overarching Key Questions**

- Where are the Tropical Rainforests?
  - What is a Climate Graph?
  - What is the climate like in the rainforest?
  - What are the layers of the Rainforest?
  - How do animals of the Rainforest adapt?
  - What is causing threatened species?
  - Tribes of the Rainforest
  - Using the Rainforest and Deforestation
- 
- Where is Antarctica?
  - Where is the Arctic?
  - What is the polar climate?
  - How have animals adapted?
  - What is being done to protect these regions?

**Assessment Overview and Format:**

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

**Links for Home Learning/Extension Resources:**

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

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

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

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





## Key Stage 3 History Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Elizabethan England 1558-1603</b></p> <ul style="list-style-type: none"><li>- Life in Elizabethan England</li><li>- Problems during Elizabeth's reign</li><li>- Elizabeth and marriage</li><li>- The Spanish Armada</li></ul> <p><b>The Transatlantic Slave Trade</b></p> <ul style="list-style-type: none"><li>- The triangular trade</li><li>- The Middle Passage</li><li>- Slave auctions</li><li>- Life on plantations</li><li>- Slave escape</li><li>- Abolition of the slave trade</li></ul>	<ol style="list-style-type: none"><li>1. What was life like in Elizabethan England?</li><li>2. What problems did Elizabeth I have?</li><li>3. Did Elizabeth get married?</li><li>4. What happened during the Spanish Armada?</li><li>5. Why did the Spanish fail?</li></ol> <ol style="list-style-type: none"><li>1. What was the triangular trade?</li><li>2. What happened during the Middle Passage?</li><li>3. What happened at slave auctions?</li><li>4. What did slaves do on plantations?</li><li>5. How and why did slaves try to escape?</li><li>6. How and why was the slave trade abolished in 1807?</li></ol>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b>The Industrial Revolution</b></p> <ul style="list-style-type: none"><li>- Population boom</li><li>- Inventions</li><li>- Steam train</li><li>- Industrial cities</li><li>- Life for children</li></ul> <p><b>Medical Marvels</b></p> <ul style="list-style-type: none"><li>- Edward Jenner and smallpox</li><li>- Joseph Bazalgette and sewers</li><li>- Edwin Chadwick and the Public Health Act 1848</li><li>- John Snow and cholera</li><li>- Louis Pasteur's Germ Theory</li><li>- Anaesthetics</li><li>- Antiseptics</li><li>- Florence Nightingale</li><li>- Mary Seacole</li></ul>	<ol style="list-style-type: none"><li>1. Why did the population increase rapidly in the 1800s?</li><li>2. What were the key inventions of the Industrial period?</li><li>3. Why was the steam train significant?</li><li>4. What problems existed in Industrial cities?</li><li>5. What was life like for children in Industrial cities?</li></ol> <ol style="list-style-type: none"><li>1. How did Edward Jenner create a smallpox vaccine?</li><li>2. How did Joseph Bazalgette deal with London's waste?</li><li>3. What were Edwin Chadwick's recommendations to the government?</li><li>4. What links did John Snow make with cholera and water?</li><li>5. What was Louis Pasteur's Germ Theory and why was it revolutionary?</li><li>6. How did anaesthetics develop?</li><li>7. How did antiseptics develop?</li><li>8. How did Florence Nightingale change nursing?</li><li>9. How did Mary Seacole help during the Crimean war?</li></ol>





<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Jack the Ripper</b></p> <ul style="list-style-type: none"><li>- Jack's London</li><li>- Jack the Ripper victims</li><li>- Jack the Ripper Suspects</li><li>- Failure of the police in catching Jack</li></ul> <p><b>The Russian Revolution</b></p> <ul style="list-style-type: none"><li>- Communism</li><li>- Long term causes of the Russian Revolution</li><li>- Short term causes of the Russian Revolution</li><li>- Rasputin</li><li>- Bolshevik takeover</li><li>- Lenin's rise to power</li><li>- Stalin's rise to power</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ol style="list-style-type: none"><li>1. Who was Jack the Ripper?</li><li>2. Why did conditions in London allow him to carry out his crimes?</li><li>3. Who were the victims?</li><li>4. Who were the suspects?</li><li>5. Why did the police find it challenging to find Jack the Ripper?</li></ol> <ol style="list-style-type: none"><li>1. What is Communism?</li><li>2. What were the causes of the Russian Revolution?</li><li>3. Who was Rasputin?</li><li>4. How did the Bolshevik's take over?</li><li>5. How did Lenin rise to power and what was his rule like?</li><li>6. How did Stalin rise to power and what was his rule like?</li></ol>
<p><b>Assessment Overview and Format:</b></p> <p>Students will complete a written assessment with IGCSE History style questions that they will practice in class:</p> <ul style="list-style-type: none"><li>- Describe</li><li>- Explain</li><li>- Source analysis</li><li>- Essay</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>BBC bitesize links: <a href="https://www.bbc.co.uk/bitesize/topics/z2qj6sg">https://www.bbc.co.uk/bitesize/topics/z2qj6sg</a> <a href="https://www.bbc.co.uk/bitesize/topics/zm7qtfr">https://www.bbc.co.uk/bitesize/topics/zm7qtfr</a> <a href="https://www.bbc.co.uk/bitesize/guides/z43tcqt/revision/6">https://www.bbc.co.uk/bitesize/guides/z43tcqt/revision/6</a></p>







## Key Stage 3 Islamic Year 8

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





### Term 3 – Topics/ Key Content

- The Clear Conquest (Sulhul-Hudaybia)
- Glade Tidings for those who Pray
- Sunan Al-Fitrah
- Voluntary Prayers (Duha & Night)

### Term 3 - Overarching Key Questions

- Prove how the treaty of Hudaibiyah was clear conquest in the history of Islam?
- Analyse the terms and conditions of Hudaibiyah treaty.
- Analyse the Hadith of Prophet PBUH regarding prayers
- Give reason behind good news for people who walk in Fajr and Isha prayer.
- Explain the concept of Sunan Al Fitrah
- Infer the effects of Sunan Al Fitrah on an individual and society
- Distinguish between types of voluntary prayers
- Explain the merits of Duha and night prayer

### Assessment Overview and Format:

Students will have 3 key assessments throughout the year.

Students will be judged on the following criteria.

- Qur'an recitation
- Qur'an memorisation
- Written Assessment
- Home learning/notebooks

### Links for Home Learning/Extension Resources:

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





## Key Stage 3 Mathematics Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
Unit 1. Calculator skills/basics recap	Work out the value of $\frac{\sqrt{29.85}}{0.2 \times 1.872}$
Unit 2. Representing inequalities	n is an integer, write down the possible values for $-2 \leq n < 3$
Unit 3. Index laws	Show $x < 2$ on a number line
Unit 4. HCF & LCM Prime decomposition	Simplify $a^2 \times a^7$ Find the value of $a^0$
Unit 5. Algebra basics recap – expand, factorise, simplify	Express 216 as a product of prime factors Find the HCF and LCM of 216 and 272
Unit 6. Solving equations	In how many different ways can the expression $12x + 24b$ be factorised? What is the difference between factorise and factorise fully?
Unit 7. Units and Area	Expand and simplify $(x + 2)(x - 3)$
Unit 8. Surface area	Solve $6(x + 5) = 44 - 2(4 - 2x)$
Unit 9. Volume	Prove to me that there are $10,000\text{cm}^2$ in $1\text{m}^2$
Unit 10. Compound measures	Calculate the surface area of this 3D shape
Unit 11. Congruency Similar shapes	Work out the volume of this 3D shape
Unit 12. Fractions and FDP	Why are speed, density and pressure compound measures? A sprinter runs a distance of 200 metres in 25 seconds. Work out the average speed of the sprinter.
	What shapes are congruent to shape A? What shapes are similar to shape A? A and B are similar triangles find the length of...
	Show that; $\frac{4}{5} \div \frac{2}{3} = 1\frac{1}{5}$
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
Unit 13. Probability (independent)	There are 26 sweets in a bag. 15 of the sweets are red.





Unit 14. Pythagoras Theorem	The rest of the sweets are white. One of the sweets is taken at random. Find the probability that the sweet is red.
Unit 15. Standard form	The probability of a biased spinner landing on 2 is 0.4, the spinner is spun 150 times, estimate how many times it will land on 0.4
Unit 16. Ratio and Proportion	Work out this missing length of this right angled triangle Prove that this is/isn't a right angled triangle.
Unit 17. Working with percentages	Write 42 900 000 in standard form. Write $3.61 \times 10^{-3}$ as an ordinary number  6 people can paint a fence in 3 hours. a) How long would it take 3 people to paint it? b) How long would it take 2 people? c) How long would it take 12 people?
Unit 18. Transformations	Bob and Phil share some money in the ratio of 3:5. Phil gets £250 more than Bob. How much do they share originally?  The value of a house increased by 6%. The house then had a value of £265 000 Work out the value of the house before the increase. Perrie invests £25000 for 3 years in a savings account. She gets 2.7% per annum compound interest. Calculate the total amount of interest Perrie will get after 3 years.
Unit 19. Averages from table and grouped data	Enlarge the shape by a scale factor of 2 from the centre of enlargement (0,0)  Estimate the mean... Find the modal class
<b>Term 3 – Topics/ Key Content</b>	<b>Term 3 - Overarching Key Questions</b>
Unit 20. Sequences and nth term	Work out the nth term for this sequence? Is 97 in the sequence? Find the 100 <sup>th</sup> term of the sequence/
Unit 21. Linear graphs and Equation of a straight line	On the grid, draw the graph of $y = 2x - 3$ for values of x from -3 to 3. An equation of a straight line is $y = 2x + 10$ , what is the gradient, what is the y intercept?
Unit 22. Angles and parallel lines	AB and CD are parallel lines. An angle of $110^\circ$ is shown on the diagram. Write down the letter of





<p>Unit 23. Angles in polygons</p> <p>Unit 24. Constructions</p> <p>Individualised class targeted practice based on EOY assessment.</p>	<p>one other angle of size <math>110^\circ</math></p> <p>Work out the size of each interior angle in a regular octagon.</p> <p>Use ruler and compasses to construct the perpendicular from point C to the line AB. You must show all your construction lines.</p> <p>Based on question level analysis, bespoke lessons will be delivered to ensure deeper understanding of key topics from year 8 to prepare for Year 9</p>
<p><b>Assessment Overview and Format:</b></p> <p>There will be Key assessments each year:</p> <p>Baseline (where applicable) Key assessment 1 End of term 1 Key assessment 2 End of term 2 Key assessment 3 End of Year</p> <p>GL Mathematics Assessment</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Sparxmaths - <a href="https://sparxmaths.com/">https://sparxmaths.com/</a></p> <p>Mr. Carter Math's - <a href="https://www.mrcartermaths.com/#">https://www.mrcartermaths.com/#</a> Lesson starter tasks and daily revision. Login: wek@gems Password: wek@gems</p> <p>Corbett Math's - <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a> Video examples, worksheets, daily revision.</p> <p>MathsGenie - <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a> Videos and Exam questions sorted by grade</p> <p>Dr Frost <a href="http://www.drfrostmaths.com/resourceexplorer.php">www.drfrostmaths.com/resourceexplorer.php</a> Learning platform and video resources</p> <p>Fun Mathematics: Brilliant.org <a href="https://www.3blue1brown.com">https://www.3blue1brown.com</a> <a href="https://www.numberphile.com">https://www.numberphile.com</a> <a href="https://www.vsauce.com">https://www.vsauce.com</a></p>

### Key Stage 3 Social Enterprise Curriculum Year 8





<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Zero Plastic</b> – (<i>Climate Action SDG 13</i>) to examine the excessive use of plastic in our society, the consequences and negative impact of this on our planet. To seek innovative ways of using alternative materials and reconsider our disposable way of living.</p> <p>To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>How and why has the use of plastic saturated our daily lives?</p> <p>What actions can we take to show solidarity with the Climate Action SDG, and work together to offer solutions for this issue? How do our individual contributions impact this shared global community goal?</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Make Space for Nature</b> – (<i>Life on Land SDG 15</i>) to understand the causes of habitat loss and desertification and how this affects all life forms. To consider animal extinction and how to prevent this for future generations.</p> <p>To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>What human activities destroy animal habitats and threaten their existence?</p> <p>What actions can we take to work towards the Life on Land SDG, offering solutions and preventing the causes? How do our individual contributions impact this shared global community goal?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Youth Activism</b> - (<i>Partnerships for the Goals SDG 17</i>) to look at young individuals creating positive changes in their communities to help solve aspects of the Sustainable Development Goals. To consider what actions we can take as individuals towards global challenges.</p> <p>To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>How can you pursue, and effect change in your community?</p> <p>Within the legal context of your country, how can you engage your rights and responsibilities to contribute to social movements that bring about positive changes for the SDGs? How much impact can one person have on the global community?</p>





## Key Stage 3 Music Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Hooks and Riffs</b> Hooks and Riffs explores music based on repeated musical patterns through the genres of Popular Music and Music from the Western Classical Tradition. This topic aims to combine the inter-related musical strands of:</p> <ul style="list-style-type: none"><li>• Performing: Playing and Singing.</li><li>• Creating - Composing and Improvising</li><li>• Critical Engagement: Listening and Appraising.</li></ul> <p>The music theory focus of this unit is on treble and bass clef symbols as an indication of pitch and musical repeat markings and symbols.</p> <p><b>Off-Beat</b> This topic begins by exploring the origins of Reggae music from Mento, Ska and Rock Steady and looks at the famous Reggae musician, Bob Marley, and his influence on a worldwide audience. It uses two Reggae songs as case studies to explore the musical features of the genre: <i>Yellow Bird</i> and <i>Three Little Birds</i>. Students learn about the different textural elements that make up a Reggae song, and their harmonic language is extended and developed. The topic ends with students creating their own short set of lyrics using Jamaican speech style on a specific subject <i>e.g.</i>, <i>Black Lives Matter</i>, <i>School</i>, <i>etc</i>, or by taking a well-known melody or song (of their choice) and researching the lyrics, chords, etc and creating a Reggae arrangement of it using the different textural layers explored during the unit.</p>	<ul style="list-style-type: none"><li>• What are Hooks, Riffs, and Ostinatos?</li><li>• How can you distinguish and differentiate between them when listening and performing?</li><li>• What effect does using repeated musical patterns in a piece of music have on the listener?</li><li>• What are Reggae songs about?</li><li>• Who was Bob Marley?</li><li>• How does the use of Offbeat and Syncopated Rhythms within Reggae music give it its “characteristic feel?”</li><li>• How are Chords and Riffs used in Reggae music?</li></ul>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b>Variations</b> The topic begins by exploring basic ways to vary an existing theme using the elements of music and simple musical devices. This is then developed by progressively exploring and using more complex variation techniques. This is then developed by progressively exploring and using more complex variation techniques including <i>augmentation</i>, <i>diminution</i> (<i>revision of note values</i>), <i>canon/round</i>, and <i>adding a counter melody</i> before students learn how to vary a theme using changes in tonality and investigate how <i>inversion</i>, <i>retrograde</i> and <i>retrograde inversion</i> can be applied to a theme as more advanced variation techniques.</p>	<ul style="list-style-type: none"><li>• How can we change or vary the Tonality of a melody using major, minor and modes?</li><li>• To what extent does a melody which has been varied become unrecognisable from the original?</li><li>• How is improvisation used in Blues and Jazz?</li><li>• What makes an “effective” improvisation?</li><li>• How would Blues and Jazz sound if slavery was never abolished?</li></ul>





**All That Jazz**

This unit develops student's understanding of the key musical features of Jazz and Blues, exploring chords, chord patterns, and how improvisation is used within Jazz and Blues genres. The characteristic 12-bar Blues chord pattern makes a traditional starting point for the unit with students learning chords I, IV, and V as triads in C Major before pupils extend these into seventh chords triads and turn these into a Walking Bass Line. The Blues Scale introduces a new melodic resource on which to improvise using ostinato, riffs and fills within the 12-bar Blues.

**Term 3 – Topics/ Key Content****All About That Bass**

Bass Clef Reading and Notation forms the foundation of this module which explores a range of commonly used Bass Line Patterns within a variety of different types, styles, and genres of music from different times and places. Students begin by exploring the various meanings of the term 'bass' before looking at the Bass Clef and the names of the notes in the lines, spaces, and ledger lines on the Bass Staff. Instruments and voices that use the Bass Clef are referred to throughout the module. Bass Line Riffs, as short, memorable, repeated Bass Line Patterns are explored as students realise and perform some famous Bass Line Riffs from Bass Clef Notation from the genres of Rap and/or Hip-Hop.

**Saharan Sounds**

Students explore the effect of Syncopation on rhythms, learning about its offbeat feel and emphasis on the weaker beats before exploring how Call and Response is used in African Music, again through creating, composing, performing, and improvising their own Call and Response rhythms and the role of the Master Drummer. Students explore African Musical Instruments and the different timbres and sonorities that these produce before combining their learning of Cyclic Rhythms, Polyrythms, Syncopation and Call and Response into an African-inspired piece.

**Assessment Overview and Format**

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

**Term 3 - Overarching Key Questions**

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

**Links for Home Learning/Extension Resources:**





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

Ensemble Performance  
Solo Performance  
Performance Project

- Listening to Balinese and Javanese Gamelan music in which embellishments (heterophonic textures) and variation techniques are central features of the musical style.
- Perform compositions in assembly to contribute to the international ethos at school e.g., "Black Lives Matter Day"

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





## Key Stage 3 Physical Education Curriculum Year 8

### Term 1 – Topics/ Key Content

#### *Half Term 1 (until October Half Term)*

- Badminton
- Basketball

#### Badminton

In this unit, pupils will focus on replicating and developing more advanced techniques and implementing and refining strategic play to outwit opponents. Pupils will be able to demonstrate the essential elements of attack and defence. Pupils will further develop confidence to get the shuttle to land in a target area so that the opponent cannot return it. Pupils should independently be able to score and officiate badminton games.

#### Basketball

In this unit pupils focus on how to use basic principles of attack and defense to play strategy and tactics for basketball. They will work on improving the quality of their skills using various techniques. In all games pupils think how to use skills, strategies and tactics to outwit opponents.

#### *Half Term 2 (until Winter Break)*

##### Boys

- Athletics
- Rugby

##### Girls

- Athletics
- Netball

#### Athletics

Pupils will begin to use knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. Pupils will perform and improve core skills and personal/team bests in relation to speed, height, distance and accuracy. Pupils will develop confidence in movement and challenge mental capacity.

### Term 1 - Overarching Key Questions

#### *Are you an intelligent mover?*

What is the correct technique and how do you perform?

- Application of rules to the serves
- Flight paths and correct areas of the court for core skill (backhand serve, forehand serve, overhead clear, net shot)
- Smash and Jump Shot
- Singles and Doubles Rules

What is the correct technique and how do you perform core skills with more accuracy and control?

- Dribbling
- Passing
- Pivoting
- Set shot
- Lay Up
- Rules
- Strategies and Tactics

Further develop correct technique in each athlete event and compare timings in:

- 100m
- 200m
- 600m
- 1500m
- Long jump
- High jump
- Combination jump
- Shot putt
- Discs





### Netball

In this unit pupils will focus on developing team attacking and defending strategies and techniques using a set of core skills. Pupils will experience a range of skill variations with intent to outwit the opposition. Develop a sound knowledge of positions and rules surrounding footwork and contact. Pupils should begin to analyse performances and adapt elements to improve.

What is the correct technique and how do you perform?

- Control and accuracy of: chest pass, overhead pass, bounce pass and shoulder pass.
- Attacking play dodging
- Attacking play
- Block and marking stage 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>
- Shooting

### Rugby

In this unit pupils focus on how to use principles of attack and defence to plan strategy and tactics for tag rugby. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In all game's activities, pupils think about how to use skills, strategies and tactics to outwit the opposition. Students will develop skills and tactics learnt in Year 7

What is the correct technique and how do you perform?

- Control and accuracy of: passing
- Attacking play
- Tackling
- Defending
- Kicking

## Term 2 – Topics/ Key Content

### *Half Term 1 (until February Half Term)*

Boys

- Rugby
- Football

Girls

- Football
- Netball

### *Half Term 2 (until Spring Break)*

Boys

- Tennis
- Cricket

Girls

- Rounders
- Cricket

### Football

Pupils will focus on developing core skills, team attacking and defending strategies and techniques. Pupils will select and apply their

## Term 2 - Overarching Key Questions

*Are you an intelligent mover?*

What is the correct technique and how do you perform skills with further developed accuracy and control in?

- Dribbling, receiving and turning
- Passing variations
- Attacking skills





skills so that they can carry out tactics with the intention of outwitting their opponent.

- Tackling and defending
- Shooting
- Rules (offside rule)
- Tactics

**Rounders and Cricket**

In this unit pupils focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will develop the ability to place the ball in a target area and refining game strategies with the intention of outwitting an opponent. Pupil will develop confidence in movement and test mental capacity through scoring and officiating games.

What is the correct technique and how do you perform skills with further developed accuracy and control in?

- Throwing (overarm and underarm)
- Catching
- Fielding (long barrier)
- Bowling
- Batting

**Tennis**

In this unit, pupils will further develop their understanding of net games, hand-eye coordination and increase their skills level in Tennis. Pupils will use the core skills previously to outwit opponents, apply rules and use scoring system effectively.

What is the correct technique and how do you perform the skills with more accuracy and control in?

- Ready Position
- Forehand
- Backhand
- Serve
- Knowledge of the rules- singles.

**Term 3 – Topics/ Key Content**

Boys

- Gymnastics
- Volleyball
- Fitness
- Swimming

Girls

- Dance
- Gymnastics
- Swimming

**Dance**

At the end of this unit pupils will explore a range of Broadway musicals; they will learn different movement, stylistic features and dance styles from that specific musical. Pupil will demonstrate creatively their knowledge of different dance styles and musicals through teacher led routines and creative choreography tasks. Finally, pupils will evaluate and assess movements to improve their routines.

**Term 3 - Overarching Key Questions**

*Are you an intelligent mover?*

What are the stylistic features and how do you perform the dance style?

- Musical Theatre
- Jazz
- Lyrical
- Street





### Gymnastics

In this unit pupils refine core individually and in combination. Pupils will create sequences on and off apparatus. Incorporating control, precision and ensure it is aesthetically pleasing.

What is the correct technique and how do you perform the skills with more accuracy and control in?

- Core skills
- Locomotion
- Creating sequences on and off apparatus
- Flight (vaulting)

### Swimming

In this unit, pupils will demonstrate and perform techniques in a variety of strokes. As a result, they will gain confidence and safety in the water.

What is the correct technique and how do you perform?

- Entering and exit the water
- Front crawl
- Back stroke
- Breaststroke

### **Assessment Overview and Format:**

Pupils will be assessed across the year group in a variety of sports. The assessment will look at:

- Knowledge and understanding of core skills
- Knowledge and understanding of strategies and tactics
- Knowledge and understanding of games and competitive situations.

### **Links for Home Learning/Extension Resources:**

- Pupils should complete the consolidation tasks: Watch, Read and Do to further their subject knowledge.





## Key Stage 3 Science Curriculum Year 8

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





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





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







	Explain how energy is dissipated in a range of situations
<b>WAVES LIGHT</b>	<p>Describe what happens when a light ray meets a different medium</p> <p>State the speed of light</p> <p>Use ray diagrams of eclipses to describe what is seen by observers in different places</p> <p>Describe how light is reflected from a mirror</p> <p>Describe how images are formed in a plane mirror</p> <p>Use ray diagrams to show how light reflects and forms images</p> <p>Describe what happens when light enters a medium</p> <p>Use a ray-diagram model to describe how light passes through lenses and transparent materials</p> <p>Construct a ray diagram to show how light refracts</p> <p>Name parts of the eye</p> <p>Use ray diagrams to describe how light passes through the lens in your eye</p> <p>Describe how lenses may be used to correct vision</p> <p>State the difference between different colours in terms of frequency.</p> <p>Use the ray model to describe how objects appear in different colours and how light is refracted through a prism.</p> <p>Explain observations where coloured lights are mixed or objects are viewed in different lights</p>
<b>ADAPTATIONS AND INHERITANCE</b>	<p>Describe resources plants and animals compete for</p> <p>Describe how organisms are adapted to their environment</p> <p>Describe how organisms adapt to environmental change</p> <p>Describe how competition can lead to adaptation</p> <p>Describe how variation of species occurs</p> <p>Describe the difference between environmental and inherited variation</p> <p>Describe the difference between continuous and discontinuous variation</p> <p>Represent variation within a species using graphs</p> <p>Describe the theory of natural selection.</p> <p>Explain why species evolve over time</p> <p>Describe the processes of peer review</p> <p>Evaluate the evidence that Darwin used to develop his theory of natural selection</p> <p>State some factors that may lead to extinction</p> <p>Explain why a species has become extinct</p> <p>Explain how a lack of biodiversity can affect an ecosystem</p> <p>Describe what is meant by an endangered species</p> <p>Describe some techniques used to prevent extinction</p> <p>Describe how preserving biodiversity benefits humans</p> <p>Describe how characteristics are inherited</p> <p>Describe the relationship between DNA, genes, and chromosomes.</p> <p>Explain how a DNA mutation may affect an organism and its future offspring</p> <p>Describe the structure of DNA</p> <p>Describe how scientists worked together to discover the structure of DNA.</p> <p>Describe the difference between dominant and recessive alleles</p>
<b>TERM 3</b>	





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





Describe the model of the Solar System  
Explain why we see objects in the Solar System and why they appear to move as they do.  
State what phenomena the Solar System model can be used to explain  
Explain why places on the Earth experience different daylight hours and seasons  
Name some phases of the Moon  
Describe the appearance of the Moon and planets from diagrams  
Explain why you see phases of the Moon.

**THE EARTH**  
Name the three rock layers of the Earth  
Compare the layers of the Earth  
Describe how sedimentary rocks are formed  
Explain why a sedimentary rock has a particular property based on how it was formed  
Describe how igneous and metamorphic rocks are formed  
Explain why igneous and metamorphic rocks have particular properties based on how they were formed  
List the processes that interconvert sedimentary, igneous and metamorphic rocks  
Construct a labeled diagram to explain the processes of rock formation

**GL PREP** Students will be provided with detailed preparation materials.

**PROJECT** Students will develop their own investigations to showcase the skills they have built on during the





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<p><b>Assessment Overview and Format:</b></p> <p>For each topic, students will complete.</p> <ul style="list-style-type: none"><li>• Spelling test on keywords</li><li>• Assessed homework task</li><li>• Assessed practical task</li><li>• End of unit Educake quiz.</li></ul> <p><b>Key Assessments</b> will assess all content to the date of the assessment. Key Assessment 1-3 - 60 minutes</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>All resources will be shared with students on TEAMS. Educake for quizzes <a href="http://www.educake.co.uk">www.educake.co.uk</a> (students have log-ins) BBC Bitesize <a href="https://www.bbc.com/bitesize/subjects/zng4d2p">https://www.bbc.com/bitesize/subjects/zng4d2p</a> AQA KS3 <a href="https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus">https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus</a> UK National Curriculum standards <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf</a></p>
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<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Zero Plastic</b> – (<i>Climate Action SDG 13</i>) to examine the excessive use of plastic in our society, the consequences and negative impact of this on our planet. To seek innovative ways of using alternative materials and reconsider our disposable way of living.</p> <p>To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>How and why has the use of plastic saturated our daily lives?</p> <p>What actions can we take to show solidarity with the Climate Action SDG, and work together to offer solutions for this issue? How do our individual contributions impact this shared global community goal?</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Make Space for Nature</b> – (<i>Life on Land SDG 15</i>) to understand the causes of habitat loss and desertification and how this affects all life forms. To consider animal extinction and how to prevent this for future generations.</p> <p>To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>What human activities destroy animal habitats and threaten their existence?</p> <p>What actions can we take to work towards the Life on Land SDG, offering solutions and preventing the causes? How do our individual contributions impact this shared global community goal?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Youth Activism</b> - (<i>Partnerships for the Goals SDG 17</i>) to look at young individuals creating positive changes in their communities to help solve aspects of the Sustainable Development Goals. To consider what actions we can take as individuals towards global challenges.</p> <p>To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>How can you pursue, and effect change in your community?</p> <p>Within the legal context of your country, how can you engage your rights and responsibilities to contribute to social movements that bring about positive changes for the SDGs? How much impact can one person have on the global community?</p>
<p><b>Assessment Overview and Format:</b></p> <p>Students do not work towards written exams in this subject area, but instead work to meet and exceed four principle areas of value: knowledge, engagement, collaboration and project work. Pupils are assessed on the quality and outcome of their collaborative project work to</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="https://worldslargestlesson.globalgoals.org/">https://worldslargestlesson.globalgoals.org/</a></p> <p><a href="https://www.globalgoals.org/">https://www.globalgoals.org/</a></p>





find solutions to the Sustainable  
Development Goals they study.

<https://sdgs.un.org/goals>







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<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Make Space for Nature</b> – (<i>Life on Land SDG 15</i>) to understand the causes of habitat loss and desertification and how this affects all life forms. To consider animal extinction and how to prevent this for future generations.</p> <p>To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>What human activities destroy animal habitats and threaten their existence?</p> <p>What actions can we take to work towards the Life on Land SDG, offering solutions and preventing the causes? How do our individual contributions impact this shared global community goal?</p>
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find solutions to the Sustainable Development Goals they study.

<https://sdgs.un.org/goals>





## Key Stage 3 Spanish Curriculum Year 8

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Las Vacaciones: Holidays</b></p> <ul style="list-style-type: none"><li>• Talking about a past holiday</li><li>• Saying what you did on holiday</li><li>• Describing what you did on the last day</li><li>• Saying what your holiday was like</li><li>• Expressing opinions.</li></ul> <p><b>Project Zone:</b> Presenting to an audience.</p>	<p><b>Term 1 – Key grammar concepts</b></p> <ul style="list-style-type: none"><li>• Preterite of ir</li><li>• Preterite tense of regular verbs AR, ER, IR</li><li>• Spelling changes of sacar</li><li>• Making sentences negative</li><li>• Using sequences</li><li>• Extending writing with connectives and writing about others</li><li>• Preterite of ser</li></ul> <p>Pronunciation of r and rr.</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Todo sobre mi vida: All about my life</b></p> <ul style="list-style-type: none"><li>• Saying what you use your phone for</li><li>• Saying what type of music, you like</li><li>• Talking about TV</li><li>• Making comparisons</li><li>• Understanding a Spanish TV guide</li><li>• Learning about young people's lives</li></ul> <p><b>Project Zone:</b> Message in a bottle / Learning about Hispanic singers – learning one of their songs.</p>	<p><b>Term 2 – Key grammar concepts</b></p> <ul style="list-style-type: none"><li>• Present tense</li><li>• Speaking about others</li><li>• Me gusta + infinitive</li><li>• Conjugating verbs</li><li>• Comparisons</li><li>• Adjectival agreement</li><li>• Simple future tense</li></ul> <p>Saying years – using high numbers.</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>La comida: Food</b></p> <ul style="list-style-type: none"><li>• Saying what food, you like</li><li>• Describing mealtimes</li><li>• Telling the time</li><li>• Ordering a meal</li><li>• Discussing what to buy for a party</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Using a wider range of opinions and adjectives</li><li>• Adjectival agreement</li><li>• Using negatives</li><li>• Being polite using usted and ustedes</li><li>• Using the near future: Voy a + infinitive</li><li>• Using and understanding 3 tenses together.</li></ul>





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





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# KEY STAGE 3

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**Year 9 Curriculum**



2024-2025  
GEMS WELLINGTON ACADEMY  
Al Khail



## CONTENT

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





## Key Stage 3 Arabic A Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>قصيدة من تجارب الحياة استجابة أدبية حول القصيدة الحال أنواع التشبيه تحدث استماع أعظم نعمة نص سردي وصفي أدوات نصب الفعل المضارع نص تفسيري اختبار نهاية الفصل الدراسي الأول في المهارات الفهم والاستيعاب البلاغة المهارات الإملائية النحو الكتابة الإبداعي</p>	<p>كيف استطاع الشاعر نقل تجاربه للآخرين؟ ما الهدف الاجتماعي والفكري من وراء هذه القصيدة؟ كيف وظف الشاعر الأساليب اللغوية والفنية خلال نظمه للقصيدة؟ ما دور الصور الفنية والبلاغية في إيصال فكرة الشاعر وتعميق معاني القصيدة في نفس المتلقي؟ ما أهم معايير كتابة النص التفسيري وكيف يساعد النص التفسيري في إبراز وجهة نظر الطالب في مواضيع معينة؟ ما هي نقاط المقارنة الأساسية التي تستخدمها للمقارنة بين فكرتين أو موضوعين؟</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><u>القصة القصيرة</u> حفنة تمر ليوسف إدريس (التلخيص) مهارة التلخيص النحو: يتعرف المتعلم أدوات جزم الفعل المضارع. مراجعة الأسلوب الخبري والإنشائي وأنواع التشبيه كتابة استجابة أدبية النص المعلوماتي (أدمغتنا تحب القصص) <u>البلاغة</u> يوظف التشبيه بأنواعه لتقريب المعنى يتعرف بعض العبارات التي تعبر عن الرأي ووجهة النظر</p>	<p>ما دور الفكرة التي اعتمد عليها الكاتب لإبراز الغرض من هذه القصة؟ ما المقصود بالاسترجاع الزمني في البناء القصصي؟ كيف تأزمت العقدة في القصة؟ وما الحل الذي آلت إليه؟ كيف أنسب المعلومات إلى مصادرها المختلفة في النصوص السردية؟ ما المعايير الأساسية في كتابة الاستجابة الأدبية؟ كيف أوظف الجمل الخبرية والإنشائية في الأنواع الكتابية المختلفة؟ ما أفضل الطرق لعرض الأفكار بطريقة منظمة متسلسلة من أجل إقناع القارئ بفكرة محددة؟ كيف تختلف النصوص المعلوماتية عن النصوص الأدبية من حيث: الفكرة الرئيسية، اللغة، الأسلوب؟ ما الأغراض البلاغية التي تساعد في كتابة نصوص أدبية ناجحة؟</p>





كيف أكتب مقالا ناجحا أعبر من خلاله عن فكرة أو قضية معينة؟  
ينتج جملاً تتضمن أغراض بلاغية متنوعة للأسلوب  
الخبري والإنشائي.

**النحو:**  
يتعرف الجملة والتركيب  
يتعرف الجملة وأغراضها  
**الإملاء:**  
يراجع الهمزة المتطرفة وهمزتي الوصل والقطع  
**الإملاء:**  
يراجع الهمزة المتطرفة وهمزتي الوصل والقطع  
اختبار مهاري لمهارة القراءة في الفرعين  
**التالين:**  
(مهارة الفهم والاستيعاب (نص خارجي)  
اختبار مهاري لمهارة الكتابة الإبداعية في نوع  
النص التالي مقال الرأي: يكتب المتعلم مقال رأي  
مكتمل العناصر  
مهارة قراءة النص الأدبي وتحليله  
**اختبار لمهارة الاستماع**  
يستمتع المتعلم لنص ويجب عن أسئلة الفهم  
والاستيعاب للنص المسموع  
  
**اختبار لمهارة التحدث**  
عمل مشاهد تمثيلية توضح مظاهر "بر  
والوالدين" وأثرها على الفرد والمجتمع  
  
**اختبار مهاري في المهارات التالية**  
المفردات  
البلاغة  
الإملاء  
النحو

### Term 3 – Topics/ Key Content

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

### Term 3 - Overarching Key Questions

ما الطريقة المثلى لتحليل نص معلوماتي يتمحور حول فكرة  
محددة؟  
كيف يمكن للنصوص المعلوماتية أن تكون سبباً لزيادة قدرة  
الطالب على استنتاج القضايا المختلفة وإبراز وجهة نظره فيها؟  
ما نوع اللغة المستخدمة في النص المعلوماتي وكيف تساهم في  
إيصال فكرة الكاتب؟  
ما القضية التي يناقشها الكاتب في القصة؟  
كيف ساهم أسلوب الكاتب السردي الوصفي في إبراز معاناة  
الطفلة؟  
اعتمد الكاتب لغة سهلة قريبة من الواقع كيف أسهمت لغته في  
جعل القصة واقعية حية؟  
كيف تصف كاتب القصة بناء على فهمك للفكرة الرئيسية من  
القصة؟  
ما شروط البحث العلمي الناجح؟  
ما دور عنصرى المقابلة والمقارنة في إبراز وجهة نظر الكاتب  
في النصوص الإقناعية؟







اختبار مهاري لمهارة الكتابة الإبداعية في نوع  
النص التالي

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

اختبار لمهارة التحدث  
عمل مشاهد تمثيلية توضح مظاهر "بر  
الوالدين" وأثرها على الفرد والمجتمع  
يكتب المتعلم نصا تفسيريا. اختبار مهاري في  
المهارات التالية

المفردات

البلاغة  
الإملاء  
النحو

#### Assessment Overview and Format:

The student is evaluated through his written work  
The student is evaluated based on his speaking and dialogue during class  
The student is evaluated through weekly and quarterly tests  
The student is evaluated through his creative writing  
The student is evaluated based on his progress, achievement, and grades at the end of the semester  
The student is evaluated by achieving the standards required of him

#### Links for Home Learning/Extension Resources:

Through various worksheets from the Arabic language book  
Through TIMES  
Through PowerPoint presentations  
The student studies through review papers and model answers prepared by the Arabic Language Department  
The student studies through the reading website (Kutubi)





## Key Stage 3 Arabic B Curriculum Year 9

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





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





## Key Stage 3 Art & Design Curriculum Year 9

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Project 1</b> <u>Overarching theme:</u> Delicious Desserts <u>Artist influences:</u> Joel Penkman and Patianne Stevenson <u>Materials:</u> tonal pencil, coloured pencil, ink, paper, acrylic paint <u>Techniques and processes:</u> sketching, mark-making, photography, mono-printing, collaging, painting, design drawing</p> <ul style="list-style-type: none"><li>• Develop ideas through investigations, demonstrating critical understanding of sources</li><li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li><li>• Record ideas, observations and insights relevant to intentions as work progresses</li></ul>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What is proportion and how do we achieve it when drawing?</li><li>• How do we mix a tertiary colour?</li><li>• How to understand light source and depict this in an observational drawing or painting?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Project 1</b> <u>Overarching theme:</u> Delicious Desserts <u>Artist influences:</u> Joel Penkman and Patianne Stevenson <u>Materials:</u> tonal pencil, coloured pencil, ink, paper, acrylic paint <u>Techniques and processes:</u> sketching, mark-making, photography, mono-printing, collaging, painting, design drawing</p> <ul style="list-style-type: none"><li>• Develop ideas through investigations, demonstrating critical understanding of sources</li><li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li><li>• Record ideas, observations and insights relevant to intentions as work progresses</li><li>• Present personal and meaningful response that realizes intentions and demonstrates understanding of visual language</li></ul> <p><b>Project 2:</b> <u>Overarching theme:</u> Mexican Folk Art <u>Influences:</u> History and Mathematics</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What are the art elements?</li><li>• What is proportion and how do we achieve it when drawing?</li><li>• How do we mix a tertiary colour?</li><li>• How to understand light source and depict this in an observational drawing or painting?</li><li>• What are the principles of design?</li><li>• What is a pattern?</li><li>• What is a motif?</li><li>• How do we achieve precision when producing a repeat pattern?</li></ul>





<p><u>Materials:</u> tonal pencil, fine liner, coloured pencil, collage</p> <p><u>Techniques and processes:</u> drawing, using mathematics for precision, mark-making, designing</p> <ul style="list-style-type: none"><li>• Develop ideas through investigations, demonstrating critical understanding of sources</li><li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li><li>• Record ideas, observations and insights relevant to intentions as work progresses</li></ul>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Project 2:</b> <u>Overarching theme:</u> Mexican Folk Art <u>Influences:</u> History and Mathematics <u>Materials:</u> tonal pencil, fine liner, coloured pencil, collage <u>Techniques and processes:</u> drawing, using mathematics for precision, mark-making, designing</p> <ul style="list-style-type: none"><li>• Develop ideas through investigations, demonstrating critical understanding of sources</li><li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li><li>• Record ideas, observations and insights relevant to intentions as work progresses</li><li>• Present personal and meaningful response that realizes intentions and demonstrates understanding of visual language</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What is Mexican Folk Art and what is it influenced by?</li><li>• What are the key characteristics of Mexican Folk Art?</li><li>• What colour symbolism can be found in Mexican Folk Art?</li><li>• What is iconography?</li><li>• How to achieve precision in drawing?</li><li>• How to use primitive shapes to draw proportionally?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <ul style="list-style-type: none"><li>• For Key Assessment 1, 2 and the End of year Assessment, 60% of the grade is derived from all sketchbook work (beginning of Year 9 until end of Year 9).</li><li>• The remaining 40% derives from end of project final outcomes</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="#">Elements of Art - GCSE Art and Design - BBC Bitesize</a></p> <p><a href="#">Proportion, balance and composition - Proportion - AQA - GCSE Art and Design Revision - AQA - BBC Bitesize</a></p> <p><a href="#">What is Pattern Principle in Art? 4 Types, Examples, Definition - YourArtPath</a></p> <p><a href="#">Mark making techniques - Drawing techniques - AQA - GCSE Art and Design Revision - AQA - BBC Bitesize</a></p>





produced in Assessment conditions.

This is to prepare students for KS4 GCSE Art & Design endorsements, as:

- 60% of the GCSE grade is derived from Coursework (beginning of Year 10 until January of Year 11).
- 40% of the GCSE grade is derived from the Externally Set Assignment whereby students produce a personal and meaningful response that summarizes a creative journey of idea critical understanding, experimentation and recording of ideas.

[What is a pattern? - Pattern - AQA - GCSE Art and Design Revision - AQA - BBC Bitesize](#)





## Key Stage 3 Computing Curriculum Year 9

Term 1 – Topics/ Key Content	Overarching Key Questions
<p data-bbox="389 300 512 331"><b>Networks</b></p> <p data-bbox="209 383 692 949">This unit covers the basic principles and architecture of local and wide area networks. Pupils will learn that the World Wide Web is part of the Internet, and how web addresses are constructed and stored as IP addresses using DNS. Pupils will learn about data transmission and through an understanding of different network topologies and network hardware, they will plan the structure of a local area network. Client-server, peer-to-peer networks and the concept of cloud computing are all described. Ways of keeping data secure and simple encryption techniques are also covered.</p>	<ul data-bbox="767 344 1433 994" style="list-style-type: none"><li>• What are the key components and protocols that make up computer networks, and how do they facilitate communication and data transfer?</li><li>• How can we configure and troubleshoot network devices, such as routers and switches, to ensure reliable connectivity?</li><li>• What are the different types of networks, including LAN, WAN, and wireless networks, and how do they differ in terms of coverage, speed, and security?</li><li>• How can we address network security concerns, including authentication, encryption, and intrusion detection, to protect data and maintain network integrity?</li><li>• What are the emerging trends and technologies in networking, such as virtualization and cloud computing, and how do they impact network design and management?</li></ul>
<p data-bbox="245 1099 655 1131"><b>HTML and Website Development</b></p> <p data-bbox="209 1144 692 1995">In the first three lessons, pupils will learn the basics of HTML and CSS, and how to create a responsive design which adapts to any size of screen for viewing on, say, a mobile phone or a PC. They will learn how to create text styles and add content, including text and graphics, in a specified position on a page, as well as navigation links to other pages on their website and to external websites. The basics of good design are covered and, with the help of worksheets, pupils will develop their own templates in a text editor such as Notepad. They will decide on a topic for their own websites, document their designs and collect suitable text and images. They will then use HTML templates to create their websites, including a web form. Pupils can view the data collected by the web form into a simulated database. This also helps to stimulate discussion on the privacy of data.</p>	<p data-bbox="911 1099 1246 1131"><b>Overarching Key Questions</b></p> <ul data-bbox="767 1144 1433 1688" style="list-style-type: none"><li>• What are the fundamentals of HTML (Hypertext Markup Language), and how can we use it to structure and format web content?</li><li>• How can we incorporate CSS (Cascading Style Sheets) to enhance the visual appearance and layout of web pages?</li><li>• What are the best practices for creating responsive and accessible websites that adapt to different devices and user needs?</li><li>• How can we integrate multimedia elements, such as images, videos, and audio, into web pages to create engaging user experiences?</li><li>• What are the techniques for testing, debugging, and deploying websites to ensure they function correctly across different browsers and platforms?</li></ul>





Term 2 – Topics/ Key Content	Overarching Key Questions
<b>AI and machine learning</b>	
<p>This unit gives students a first insight into the fascinating world of Artificial Intelligence and Machine Learning. Pupils begin by considering where AI is used from simple problems such as solving a maze to those more advanced, such as self-driving cars. Students will then look at how machine learning and deep learning are used in image recognition. This is a fast moving area of development, so the Ethics of AI is considered.</p>	<ul style="list-style-type: none"><li>• What is artificial intelligence (AI), and how does it relate to machine learning and intelligent systems?</li><li>• What are the basic concepts and algorithms used in machine learning, such as supervised learning, unsupervised learning, and reinforcement learning?</li><li>• How can we train and evaluate machine learning models using datasets, and what are the considerations for data preprocessing and feature selection?</li><li>• What are the ethical implications and challenges associated with AI and machine learning, including bias, privacy, and transparency?</li><li>• What are the practical applications of AI and machine learning in various domains, such as image recognition, natural language processing, and predictive analytics?</li></ul>

Term 3 – Topics/ Key Content	Overarching Key Questions
<b>Python next steps</b>	
<p>This unit assumes that pupils already have some prior experience in Python or a similar language, and the first lesson has a series of tasks designed to revisit the basic skills already covered. Pupils then use For loops and compare their use with While loops, before moving on to arrays (lists), which are introduced as a new data structure and are used in conjunction with For loops. Procedures and functions with parameters are covered to help pupils understand the concept and benefits of modular programming. This unit is designed to take pupils right up to a point where a GCSE in Computing can pick up and should provide ample experience of programming in order to confirm any decision to pursue Computing as a GCSE option.</p>	<ul style="list-style-type: none"><li>• What are advanced programming concepts in Python, such as object-oriented programming, exception handling, and file I/O?</li><li>• How can we work with external libraries and modules in Python to extend the language's capabilities and solve complex problems?</li><li>• What are the best practices for structuring and organizing larger Python projects, including modularization and documentation?</li><li>• How can we leverage Python for web development, data analysis, scientific computing, or other specialized domains through frameworks and libraries?</li><li>• What are the resources and pathways for furthering Python skills, including exploring specialized topics like web scraping, game development, or network programming?</li></ul>
<b>Assessment Overview and Format:</b>	<b>Links for Home Learning/Extension Resources:</b>







**Each unit carries an equal weight in determining the final grade (4 units in total).**

Students' progress is assessed through multiple channels throughout the year.

At the completion of each unit, students undergo a comprehensive end-of-unit assessment, which evaluates their understanding and mastery of the unit's concepts and skills. Additionally, students are regularly assessed through engaging mini projects that encourage practical application of knowledge, key word assessments to test their comprehension of essential terminology, and flipped learning activities conducted during class.

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

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

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

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

*It's important for students to recognize that*

#### **Networks:**

Website: Cisco Networking Academy

(<https://www.netacad.com/>)

Book: "Computer Networking: A Top-Down Approach"

Online resource: NetworkLessons.com

(<https://networklessons.com/>)

#### **HTML and Website Development:**

Website: Mozilla Developer Network (MDN) Web Docs

(<https://developer.mozilla.org/en-US/docs/Web>)

Online resource: W3Schools HTML Tutorial

(<https://www.w3schools.com/html/>)

Online course: Codecademy HTML course

(<https://www.codecademy.com/learn/learn-html>)

#### **AI and Machine Learning:**

Online course: "Machine Learning" course by Andrew Ng on Coursera (<https://www.coursera.org/learn/machine-learning>)

Online resource: Towards Data Science

(<https://towardsdatascience.com/>) for articles and tutorials on AI and machine learning

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

#### **Python Next Steps:**

Online course: "Python Intermediate" course by Python

Institute on edX (<https://www.edx.org/professional-certificate/python-intermediate>)

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

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





*while their grades may vary from unit to unit,  
the cumulative understanding and progress  
they make over the course of the entire  
curriculum will ultimately contribute to their  
overall proficiency in computing.*





## Key Stage 3 Design Technology Curriculum Year 9

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





<p><i>Product Design – Storage Box</i></p> <p>During this term, students will design and make a storage box inspired by the UAE. Students will learn about timber and its properties and be able to name the different categories. Students will further develop their practical skills, focusing on measuring and marking accurately and manufacturing finger joints. Students will use CAD/CAM in the design of their box and will follow the design process during this project.</p> <p><i>Food Preparation and Nutrition – Pasta</i></p> <p>Students will know how to prepare food correctly and safely. They will explore the topic ‘pastry’ and make a variety of food products under this theme. Students will research different types of pastry, explore fats and consider the nutritional information for the dishes they have made.</p>	<p>How will you use what you learnt during the previous product design project to support you during this project?</p> <p>Why is being open-minded important when analysing and interpreting a theme?</p> <p>How can you use the CAD/CAM skills you learnt in product design to design the lid of your storage box?</p> <p>Do you understand the difference between personal hygiene, food hygiene and kitchen hygiene?</p> <p>Why is fat important in our diet?</p> <p>Why is resilience and perseverance important when working with food?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><i>Product Design – Storage Box</i></p> <p><i>Food Preparation and Nutrition – Pastry</i></p> <p><b>These 2 projects will continue until the end of the year, each project is 8 weeks.</b></p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>See Above</p>
<p><b>Assessment Overview and Format:</b></p>	<p><b>Links for Home Learning/Extension Resources:</b></p>





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

- Research skills
- Design and Development skills
- Practical skills
- Analysis and Evaluation

Students will also participate in a baseline assessment and an end of year assessment; these will test students' knowledge across all three-subject areas.

They will be numerically graded from 1-9

Consolidation activities will be shared at the beginning of each term.





## Key Stage 3 Drama Curriculum Year 9

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





### **Set Design**

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

### **Public Speaking**

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

*What is the purpose of set design?*

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

*Are performance skills the same as presentational skills?*





## Key Stage 3 English Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Culture &amp; Identity Poetry</b></p> <ul style="list-style-type: none"><li>• Still I Rise - context and analysis</li><li>• Comparing two poems</li><li>• Hope - context and analysis</li><li>• Comparing two poems</li><li>• Commenting on the structure of a poem</li></ul> <p><b>CSI Dubai:</b></p> <ul style="list-style-type: none"><li>• Introduction to descriptive writing</li><li>• Jack the Ripper: describing a setting</li><li>• Murder on the Orient Express - character focus</li><li>• Reporting a crime</li><li>• Describing a scene</li><li>• Describing a character</li><li>• Crime Scene project</li></ul>	<p>What does it mean to be 'inspirational'?</p> <p>What does it mean to 'rise above it all'? Have you ever done this?</p> <p>How were the inhabitants of Grenfell Tower affected?</p> <p>Who inspires you and why?</p> <p>How do poets use language and structure for effect?</p> <p>When has a novel or film director had you in suspense?</p> <p>How did the Victorians feel about Jack the Ripper?</p> <p>Why are Agatha Christie's novels so popular?</p> <p>What is the most effective description you have ever read and why?</p> <p>How and why do newspapers report crime?</p> <p>Why are people equally fascinated and appalled by real life crime?</p> <p>When writing descriptively, are any of the five senses more powerful than the other(s)?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b>Macbeth</b></p> <ul style="list-style-type: none"><li>• Opening of the play and context</li><li>• Act 1: Macbeth and Lady Macbeth</li><li>• Act 2: Theme of murder</li><li>• Act 3: Macbeth's ambition and guilt</li><li>• Writing a soliloquy</li><li>• Character focus: The Witches, Macbeth, Lady Macduff</li><li>• Act 4: Macduff</li><li>• Act 5: The end of the play</li><li>• Review of the whole play - structure</li></ul>	<ul style="list-style-type: none"><li>• What did the Jacobean believe?</li><li>• Why were women treated differently in Shakespeare's time?</li><li>• Do you agree with the idiom 'your sins will always find you out'?</li><li>• Is ambition a positive thing or dangerous?</li><li>• Do you think Lady Macbeth is the fourth witch in the play?</li><li>• What moral message(s) is Shakespeare trying to convey in 'Macbeth'?</li><li>• Macbeth is weak whereas Lady Macbeth is strong. To what extent do you agree?</li><li>• Lady Macbeth was a victim of a patriarchal society. To what extent do you agree?</li><li>• Why is structure so important in the play?</li></ul>
Term 3 – Topics/ Key Content	Term 3 - Overarching Key Questions







### iGCSE Transition

- Young and Dyslexic Q1-3
- Between a Rock and a Hard Place Q4
- A Game of Polo Q1-4
- Persuasive techniques
- Writing a persuasive speech
- Presenting a persuasive speech

How many people in the world are dyslexic?  
The title 'Between a Rock...' is an idiom. What other idioms do you know and use?  
What other unusual sports do you know?  
How can we persuade people through what we say, do and write?  
When have you effectively persuaded someone and how did you achieve this?

### Assessment Overview and Format:

Assessments will take place every half term in English and will alternate between a reading and writing focus.

Details are in the front of your exercise book.

### Links for Home Learning/Extension Resources:

Home learning and extension tasks are available in the front of your exercise book and on the Consolidation documents.





## Key Stage 3 French Curriculum Year 9

<p><b>Term 1 – Topics/ Key Content</b> <b>Unit 1: Free Time</b></p> <p>To describe yourself, physical descriptions, character and personality, and that of others.</p> <p>To describe friends and other people's personalities.</p> <p>To say what activities you do with others.</p> <p>To talk about what you like doing in your free time.</p> <p>To describe what you do online.</p> <p>To invite someone out and give an account of your outing.</p> <p>To talk about a music concert you went to.</p>	<p><b>Term 1 - Overarching Key Grammar points</b></p> <ul style="list-style-type: none"><li>• The present tense of etre and avoir</li><li>• -er verbs in the present tense</li><li>• Opinion verbs + infinitives</li><li>• Negative sentences</li><li>• Near future</li><li>• Aller in the present tense</li><li>• Perfect tense with avoir</li><li>• Adjectival agreements</li><li>• Using complex language to make your writing more interesting</li><li>• Understanding longer-spoken texts.</li></ul>
<p><b>Term 2 – Topics/ Key Content</b> <b>Unit 2: Healthy Living</b></p> <p>To talk about your diet and give opinions</p> <p>To describe where you hurt, suing body parts</p> <p>To describe your lifestyle and how you are going to improve it</p> <p>To describe what your lifestyle decisions in the past tense</p> <p>To use the future tense to describe your lifestyle resolutions</p>	<p><b>Term 2 - Overarching Key Grammar points</b></p> <ul style="list-style-type: none"><li>• Describing someone in detail</li><li>• Describing whihc sports you do and why</li><li>• Using negatives</li><li>• Using the futur proche</li><li>• Conjugating aller to say how your listyle will change</li><li>• Talking about habits in the 3 tenses</li><li>• Introducing the future simple</li><li>• Creating interesting sentences.</li></ul>
<p><b>Term 3 – Topics/ Key Content</b> <b>Unit 3: Education and work</b></p> <p>To use the near future to talk about your future studies and future plans</p> <p>To give your opinions about different jobs</p> <p>Saying what job your parents have.</p>	<p><b>Term 3 - Overarching Key Grammar points</b></p> <ul style="list-style-type: none"><li>• pouvoir and devoir</li><li>• Negative constructions</li><li>• Using the near future je vais + infinitive correctly</li><li>• Using the conditional tense</li><li>• Using imperfect tense of regular verbs</li><li>• Using three tenses together</li></ul>





Talking about what job you would like to do in the future.

Describing a typical day work.

To describe why languages are important for the future and what you can do with them

To describe what you wanted to do when you were younger and what you were like

**Assessment Overview and Format:**

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

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

Formative assessment of speaking through classwork and participation.

**Links for Home Learning/Extension Resources:**

[www.linguascope.com](http://www.linguascope.com)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

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





## Key Stage 3 Geography Curriculum Year 9

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b><u>Rivers and Coasts</u></b></p> <p>Students will examine the features of a river basin and the processes which take place to form river and coastal landforms. They will then explore how a coastal area can be protected and examine a range of measures.</p> <p><b><u>Global Fashion Industry</u></b></p> <p>Why is fashion, produced by multinational companies in commodity chains?</p> <p>What are the impacts of fast fashion on people and the environment?</p> <p>What are the sustainable solutions?</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What is a river basin?</li><li>• River processes</li><li>• Causes of flooding</li><li>• Flood case study – impacts on people and the environment</li><li>• Coastal processes – transportation and landforms caused by deposition.</li><li>• Coastal processes – erosion and landforms</li><li>• Coastal protection – decision-making activity.</li></ul> <ul style="list-style-type: none"><li>• Why are clothes important to us?</li><li>• Where are our clothes made?</li><li>• Why are our clothes made in NICs?</li><li>• What is it like to work in a clothing factory in a LIC and NIC?</li><li>• Is there a better way to produce clothes?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b><u>Disease and development</u></b></p> <p>Students will examine how Geography links with disease, and it is a measure of how developed a country is.</p> <p><b><u>Population</u></b></p> <p>Students will examine what causes population density to vary and explore the impacts arising from over and under population.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Communicable and non-communicable disease</li><li>• Disease transmitters</li><li>• Development indicators</li><li>• Waterborne disease – cholera, spread, and containment.</li><li>• Malaria – are human or physical features more responsible for the spread?</li></ul> <ul style="list-style-type: none"><li>• Why is there variation in population density?</li><li>• What has caused the population explosion?</li><li>• How does the demographic transition model show population change?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b><u>Population</u></b></p>	<p><b>Term 3 - Overarching Key Questions</b></p>





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

**Hot deserts**

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

**Japan**

Complete a country study consolidating learning about the human and physical issues in Geography, through the Japan case studies

- What are the impacts of over and under population?
- Understanding population pyramids
- What are the impacts of an aging population?

- Where are hot deserts located?
- Climate graph of a hot desert
- Weathering and desert landforms
- Plant adaptations
- Animal adaptations
- Human risks and challenges

- Where is Japan located?
- Physical features of the country
- Population issues
- Climate of Japan
- Tectonic events – earthquakes and Tsunami
- Culture and language of Japan

**Assessment Overview and Format:**

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

**Links for Home Learning/Extension Resources:**

Due to the number of books available for this subject, we will not be working from one textbook or only from the textbook. However, the Key Geography series (by David Waugh), are useful reference books and these can be used in class. Students would benefit from having their own Atlas to use at school and at home. Although one can be borrowed in class. An excellent digital resource is also the BBC Bitesize website – Key stage 3 Geography





## Key Stage 3 History Curriculum Year 9

<b>Term 1 – Topics/ Key Content</b>  <b>The First World War 1905-1918</b> <ul style="list-style-type: none"><li>- Long-term and short-term causes of WW1</li><li>- The Schlieffen plan</li><li>- Trench warfare</li><li>- Battle of the Somme</li><li>- Recruitment</li><li>- The end of WW1</li><li>- Armistice and the Treaty of Versailles</li></ul>	<b>Term 1 - Overarching Key Questions</b> <ol style="list-style-type: none"><li>1. What were the MAIN causes of WW1 (militarism, alliances, imperialism and nationalism)?</li><li>2. How did the assassination of Archduke Franz Ferdinand trigger WW1?</li><li>3. What was Germany's plan?</li><li>4. What was Trench warfare like?</li><li>5. Why was Trench warfare dangerous?</li><li>6. How were soldiers recruited into the British army?</li><li>7. Why did WW1 end?</li><li>8. Why was an armistice agreed in 1918?</li><li>9. What was the Treaty of Versailles and its terms?</li></ol>
<b>Term 2 – Topics/ Key Content</b>  <b>The interwar years 1918-1939</b> <ul style="list-style-type: none"><li>- The impact of the Treaty of Versailles</li><li>- The Wall Street Crash</li><li>- Hyperinflation in Germany</li><li>- The rise of Adolf Hitler and the Nazi Party</li><li>- Appeasement</li></ul> <b>The Second World War 1939-1945</b> <ul style="list-style-type: none"><li>- The Nazi invasion of Poland</li><li>- Blitzkrieg</li><li>- The battle of Britain</li><li>- Dunkirk</li><li>- The battle of Stalingrad</li><li>- D-day landings</li><li>- Evacuation</li><li>- Pearl Harbour</li><li>- The Atomic bombs on Hiroshima and Nagasaki</li><li>- End of WW2.</li></ul>	<b>Term 2 - Overarching Key Questions</b> <ol style="list-style-type: none"><li>1. What was the Treaty of Versailles?</li><li>2. How did Germans feel about the Treaty?</li><li>3. Why did the stock market crash in 1929?</li><li>4. How did this impact the USA and the world?</li><li>5. Why was there hyperinflation in Germany?</li><li>6. How were Germans impacted by hyperinflation?</li><li>7. Who was Adolf Hitler and how did he become the leader of Germany?</li><li>8. Why did Britain and France appease Hitler?</li></ol> <ol style="list-style-type: none"><li>1. What happened as a result of the Nazi invasion of Poland?</li><li>2. What was Blitzkrieg and how was Britain impacted by the Blitz?</li><li>3. What happened during the battle of Britain?</li><li>4. What happened during the evacuation of Dunkirk and was it a success or failure?</li><li>5. What happened during the battle of Stalingrad and why was it a failure for Germany?</li><li>6. How were children impacted by the Blitz?</li><li>7. Why did the USA join the war?</li><li>8. Were the atomic bombs justified?</li><li>9. How did WW2 come to an end?</li></ol>
<b>Term 3 – Topics/ Key Content</b>	<b>Term 3 - Overarching Key Questions</b>





### The Civil Rights Movement in the USA

- From slavery to Jim Crow Laws in the southern states
- Rosa Parks
- Emmett Till
- Martin Luther King and 'I have a dream speech'
- Malcolm X

1. What were Jim Crow laws?
2. Who was Rosa Parks and why was she significant?
3. What happened to Emmett Till?
4. Who was Martin Luther King and why was his speech so important?
5. Who was Malcolm X and why was he important?

### Assessment Overview and Format:

Students will complete a written assessment with IGCSE History style questions that they will practice in class:

- Describe
- Explain
- Source analysis
- Essay

### Links for Home Learning/Extension Resources:

<https://www.bbc.co.uk/bitesize/topics/z4crd2p>  
<https://www.bbc.co.uk/bitesize/articles/z6vff82>  
<https://www.bbc.co.uk/bitesize/topics/zgb39j6>





## Key Stage 3 Islamic Curriculum Year 9

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







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





## Key Stage 3 Curriculum Mathematics Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
1. Algebra recap – factorise/expand	Factorise $4t + 20$ Expand and Simplify $7(t - 4) + 5(t - 2)$
2. Solving linear equations and inequalities	Solve $2(w - 4) = 13$ What is the difference between $2x + 4 = 10$ and $2x + 4 > 10$
3. Rearrange formulae	Make $u$ the subject of the formula $v = u + at$
4. Ratio	Alvin and Simon shared £540 in the ratio 4 : 5 Alvin gave half of his share to Theo. Simon gave a tenth of his share to Theo. What fraction of the £540 did Theo receive?
5. Working with proportion (real life, algebraic, graphical and tables)	It takes 5 machines 6 hours to produce 1000 DVDs. Work out how long it would take 4 machines to produce 1000 DVDs.
6. Area recap and problem solving with area	$y$ is directly proportional to $x^2$  The diagram shows a right angled triangle and a parallelogram. The area of the parallelogram is four times the area of the triangle. The perpendicular height of the parallelogram is $h$ . Find the value of $h$ .
7. Volume & SA	The diagram shows a triangular prism. The cross-section of the prism is a right angled triangle. Calculate the volume of the prism.  The volume of the prism is $364\text{cm}^3$ . Work out the height of the prism
8. SDT & compound measures	A car travels a distance of 230 miles in 4 hours and 15 minutes. Work out the average speed of the car, in miles per hour. Give your answer to 1 decimal place.
9. Recurring decimals	Prove algebraically that the recurring decimal 0.47 can be written as $\frac{47}{90}$
10. Error intervals and calculating with bounds	A rectangle has a length of 21 cm, to the nearest cm, and a width of 5.3 cm, to the nearest mm. Work out the upper bound for the perimeter of the rectangle. Work out the lower bound for





<p>11. Probability (conditional)</p> <p>12. Venn diagrams and set notation</p>	<p>the area of the rectangle.</p> <p>There are 4 red sweets and 5 blue sweets in a bag. A sweet is taken at random and eaten. Another sweet is eaten, what is the probability of eating two sweets the same colour?</p> <p>40 students were surveyed: 20 have visited France 15 have visited Spain. 10 have visited both France and Spain. Use this information to complete the Venn Diagram.</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p>13. Working with right angled triangles; Pythagoras and trigonometry</p> <p>14. Indices</p> <p>15. Averages and Interquartile range from data sets</p> <p>16. Cumulative frequency</p> <p>17. Angles in Parallel lines</p> <p>18. Angles in Polygons</p> <p>19. Linear graphs and Equation of a straight line</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>ABC is an isosceles triangle. Calculate the perpendicular height of ABC. Give your answer correct to 3 significant figures.</p> <p>ABCD is a trapezium. Calculate the length of AC. Give your answer correct to 3 significant figures.</p> <p>Simplify <math>2m^2 \times 5n^3</math> Work out the value of <math>(9x^2)^{3/2}</math></p> <p>Mark ran a mean distance of 13.2 km in five days. The next day Mark ran 20 km. Find the mean distance Mark ran in the six days. Estimate the mean... Find out the interval that contains the median</p> <p>The cumulative frequency graph gives some information about the weights of some objects. Plot the cumulative frequency graph, Find the median weight. Find the inter quartile range.</p> <p>BCD is a parallelogram. CBE is a straight line. Angle BAD = <math>128^\circ</math> Angle AEB = <math>39^\circ</math> Find the size of angle BAE.</p> <p>The interior angle of polygon with n sides is <math>150^\circ</math>. Work out the number of sides polygon n has.</p>





20. Regions	Find the equation of the line passing through the points (-2, 3) and (8, 10)  Describe this region represented on the graph
<b>Term 3 – Topics/ Key Content</b>	<b>Term 3 - Overarching Key Questions</b>
21. Simultaneous equations – linear & graphical	Solve the simultaneous equations $4x + 3y = 18$ $x - 3y = 7$
22. Working with quadratic expressions and equations	Factorise $x^2 - 3x - 18$ Solve $x^2 - 3x - 18 = 0$ Solve $3x^2 + 3x - 18 = 0$ give your answer correct to 3 significant figures
23. Working with polynomial graphs	Match the graph to the equation Draw the graph of $x^2 + 4x - 4$ from x values -2 to 2 Using your graph, find the solutions of $x^2 + 4x - 4 = 2$
24. Transformations	Describe fully the single transformation that maps trapezium P on trapezium Q.
Individualised class targeted practice based on EOY assessment.	Based on question level analysis, bespoke lessons will be delivered to ensure deeper understanding of key topics from year 9 to prepare for Year 10
<b>Assessment Overview and Format:</b>	<b>Links for Home Learning/Extension Resources:</b>
There will be key assessments each year:	Sparxmaths - <a href="https://sparxmaths.com/">https://sparxmaths.com/</a>
Baseline (where applicable)	Mr. Carter Math's - <a href="https://www.mrcartermaths.com/#">https://www.mrcartermaths.com/#</a>
Key assessment 1 End of term 1	Lesson starter tasks and daily revision.
Key assessment 2 End of term 2	Login: wek@gems
Key assessment 3 End of Year	Password: wek@gems
GL Assessment Mathematics	Corbett Math's - <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a> Video examples, worksheets, daily revision.
	MathsGenie - <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a> Videos and Exam questions sorted by level





Dr Frost

[www.drfrostmaths.com/resourceexplorer.php](http://www.drfrostmaths.com/resourceexplorer.php)

Learning platform and video resources

Fun Mathematics:

Brilliant.org

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

<https://www.numberphile.com>

<https://www.vsauce.com>





## Key Stage 3 Moral, Cultural, Social Studies Curriculum Year 9

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b><u>Moral Rules and Assuming Responsibility</u></b></p> <ul style="list-style-type: none"><li>• Respect Is the Basis of Good Treatment</li><li>• Aspects of Equality Among People</li><li>• Moral Rules</li><li>• Establishing Positive Relationships</li><li>• Assuming Responsibility and Self-Esteem</li><li>• Diseases and Social Responsibility</li></ul> <p><b><u>The Growth of Consultative Government in the UAE</u></b></p> <ul style="list-style-type: none"><li>• The Council: The Traditional Method of Consultation</li><li>• Sheikh Zayed and the Beginnings of Federal National Council</li><li>• The Consultative Government in the UAE</li><li>• Traditional Components of the Government of Abu Dhabi</li></ul> <p>Assessment Overview and Format:</p> <p>Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests and personal reflections.</p>	<p><b>Term 1 - Overarching Key Questions:</b></p> <p>-How can I respect others around me? -How can I build positive relationships with others?</p> <p>-How is diversity shown in the media? -What role has the government played in the growth of the UAE?</p> <p>Links for Home Learning/Extension Resources:</p> <p>Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.</p>
<p><b>Term 2 - Topics/Key content:</b></p> <p><b><u>African Civilizations</u></b> Students will learn about African civilizations from ancient times to present day, including:</p> <ul style="list-style-type: none"><li>-Land and Resources in Africa</li><li>-Ancient African Civilizations</li><li>-Traditional African Art</li><li>-West African Islamic Civilizations</li><li>-Africa from Colonialism to Independence</li></ul> <p><b><u>North and South America</u></b> Students will learn to examine the continents of North and South America</p>	<p><b>Term 2 - Overarching Key Question:</b></p> <p>How have past civilizations helped to shape the world we live in now?</p>





and important events that led to developments of the region and the world including:

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

**Assessment Overview and Format:**

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

**Links for Home Learning/Extension Resources:**

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

**Term 3 - Topics/Key content:**

**Ottoman Empire – Part 1**

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

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

**Ottoman Empire – Part 2**

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

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

**Assessment Overview and Format:**

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

**Term 3 - Overarching Key Question:**

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

**Links for Home Learning/Extension Resources:**

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





## Key Stage 3 Music Curriculum Year 9

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Dance Music</b> Dance music takes an explorative look into rhythm, chords, and metre in a variety of different types, styles and genres of dance music. By exploring the characteristic musical features of dance music from different times and places, students will understand the important connection between the steps, movement and formation of the dance and how these are inter-related within musical features such as time, metre, rhythms and chords in the music. From simple marches in 2/4 time, to waltzes in 3/4 time, The Baroque Dance Suite to Latin Dance: The Tango, from Country and Western music that accompanies American Line Dance to Irish Folk Music used for the Irish Jig and Reel and modern improvised dance music such as Disco and Club Dance.</p> <p><b>Soundtracks</b> The topic begins with an introduction into the purpose of film music and the decisions and challenges a composer of film music faces. Leitmotifs are an important aspect of film music and students explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations. The focus of this module is on creating and composing, but there are also opportunities for pupils to critically engage with a range of film music through listening and appraising, together with some performing activities of famous film themes and leitmotifs.</p>	<ul style="list-style-type: none"><li>• What are the different types and styles of dancing? What music would be used to accompany these different styles? Why?</li><li>• What is simple and compound time? Why is this relevant or important in dance music?</li><li>• How is time and metre important in dance music?</li><li>• How are the steps, movements, and formation of physical dance connected to the musical elements within dance music?</li><li>• How has “Classical Music” been used in films?</li><li>• How does knowledge of how a film music composer creates a soundtrack allow us to create effective film soundtracks?</li><li>• To what extent does film music enhance (or detract from) the visual on-screen action?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Computer and Video Game Music</b> The unit begins by looking at Character Themes in computer and video game music before students move on to explore ways in which Character Themes can be developed and changed for different atmospheres and scenarios within computer and video games. The characteristic musical features of computer game music including jumping bass lines, staccato articulation, chromatic movement, and syncopation are included as musical knowledge through composing and performing tasks. Sound effects are then explored and students either create or perform</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What musical compositional and performance techniques are used in computer and video game music?</li><li>• Do we need to create boundaries in computer and video game music?</li><li>• To what extent can we define a computer or video game score as effectual or just functional?</li><li>• What happened to music in the twentieth century?</li><li>• What is minimalist, expressionist and serialist music?</li></ul>







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

### New Directions

New Directions takes an in-depth exploration of two of the many various styles, movements and genres of twentieth century music: minimalism and expressionism. In minimalism we focus on the compositional rhythmic and melodic devices and conventions of minimalist composers; in expressionism we explore serialist compositional techniques such as note/tone rows and hexachords. Both aspects explore how composers develop compositions from small starting points (motifs/cells or note/tone rows) and how these can be extended, developed, and varied using musical devices such as augmentation, diminution, retrograde, inversion and retrograde inversion.

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

### Term 3 – Topics/ Key Content

#### Samba

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

#### What Makes a Good Song

Students explore song structure and how a typical popular song is made up of different structural elements before exploring (or revisiting) primary (I, IV, V, and V7) and secondary chords (VI), song textures and instruments, timbres and sonorities used to accompany popular songs. Through a series of performing and listening tasks, students use lead sheets of popular songs to perform parts from and to analyse musical features which introduces them to this form of musical notation. Through the exploration and analyses of popular songs, students are provided with valuable skills, knowledge and understanding to prepare them to create their own complete musical arrangement of a song which is covered in Year 9.

### Term 3 - Overarching Key Questions

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





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





## Key Stage 3 Physical Education Curriculum Year 9

### Term 1 – Topics/ Key Content

#### *Half Term 1 (until October Half Term)*

- Badminton
- Basketball

#### Badminton

In this unit pupils will focus on replicating and developing more advanced techniques as well as implementing and refining strategic play to outwit opponents. Pupils will be able to demonstrate the essential elements of attack and defence. Pupil will further develop confidence to get the shuttle to land in a target area so that the opponent cannot return it. Pupil should independently be able to score and officiate badminton games.

#### Basketball

In this unit, students will further develop their skills learnt in year 7 and 8. more game specific skills and strategies such as decision making and defensive play are also developed in year 9.

#### *Half Term 2 (until Winter Break)*

##### Boys

- Athletics
- Rugby

##### Girls

- Athletics
- Netball

#### Athletics

Pupils will begin to use knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. Pupils will perform and improve core skills and personal/team bests in relation to speed, height, distance and accuracy.

### Term 1 - Overarching Key Questions

#### *Are you an intelligent mover?*

What is the correct technique and how do you perform?

- Application of rules to the serves
- Flight paths and correct areas of the court for core skill (backhand serve, forehand serve, overhead clear, net shot)
- Smash and Jump Shot
- Singles and Doubles Rules
- Single tactics
- Doubles tactics

What is the correct technique and how do you perform core skills with more accuracy and control?

- Dribbling
- Passing
- Pivoting
- Set shot
- Lay Up
- Rules
- Strategies and Tactics

Further develop correct technique in each athlete event and compare timings in:

- 100m
- 200m
- 600m
- 1500m
- Long jump
- High jump
- Combination jump
- Shot putt
- Discs





### Netball

In this unit pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Pupils will be expected to understand games rules, play a number of positions and physically exert themselves throughout.

What is the correct technique and how do you perform?

- Control and accuracy of: chest pass, overhead pass, bounce pass and shoulder pass.
- Attacking play dodging
- Attacking play
- Block and marking stage 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>
- Shooting
- Use of space and court linking
- Movement around the circle
- Backline Passes

### Rugby

In this unit pupils focus on how to use principles of attack and defence to plan strategy and tactics for tag rugby. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In all game's activities, pupils think about how to use skills, strategies and tactics to outwit the opposition. Students will develop skills and tactics learnt in Year 8

What is the correct technique and how do you perform?

- Control and accuracy of: passing
- Attacking play
- Tackling
- Defending
- Kicking

## **Term 2 – Topics/ Key Content**

### *Half Term 1 (until February Half Term)*

Boys

- Rugby
- Football

Girls

- Football
- Netball

### *Half Term 2 (until Spring Break)*

Boys

- Tennis
- Cricket

## **Term 2 - Overarching Key Questions**

*Are you an intelligent mover?*





<p>Girls</p> <ul style="list-style-type: none"><li>• Rounders</li><li>• Cricket</li></ul> <p><b><u>Rounders and Cricket</u></b></p> <p>In this unit pupils focus on accurate replication &amp; further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will develop the ability to place the ball in a target area and refining game strategies with the intention of outwitting an opponent. Pupil will develop confidence in movement and test mental capacity through scoring and officiating games.</p> <p><b><u>Tennis</u></b></p> <p>In this unit, pupils will further develop their understanding of net games, hand-eye coordination and increase their skills level in Tennis. Pupils will use the core skills previously to outwit opponents, apply rules and use scoring system effectively.</p>	<p>What is the correct technique and how do you perform skills with further developed accuracy and control in?</p> <ul style="list-style-type: none"><li>• Throwing (overarm and underarm)</li><li>• Catching</li><li>• Fielding (long barrier)</li><li>• Bowling</li><li>• Batting</li></ul> <p>What is the correct technique and how do you perform the skills with more accuracy and control in?</p> <ul style="list-style-type: none"><li>• Ready Position</li><li>• Forehand</li><li>• Backhand</li><li>• Serve</li><li>• Knowledge of the rules- singles</li><li>• Knowledge of the rules- doubles</li><li>• Scoring</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Boys</p> <ul style="list-style-type: none"><li>• Gymnastics</li><li>• Volleyball</li><li>• Fitness</li><li>• Swimming</li></ul> <p>Girls</p> <ul style="list-style-type: none"><li>• Dance</li><li>• Gymnastics</li><li>• Swimming</li></ul> <p><b><u>Dance</u></b></p> <p>At the end of this unit pupils will explore a range of stimuli, they will understand how they can inspire and create movement in a range of different styles. In addition, they will be introduced to four expressive skills on the GCSE Specification. Pupils will demonstrate creatively their knowledge of different stimuli through teacher led routines and creative choreography tasks. Finally pupils will</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p><i>Are you an intelligent mover?</i></p> <p>What are expressive skills that help you communicate different stimuli's:</p> <ul style="list-style-type: none"><li>• Facial expressions</li><li>• Projection</li><li>• Focus</li><li>• Spatial awareness</li><li>• Sensitivity to other dancers</li></ul>





evaluate and assess movements to improve their routines.

### Gymnastics

In this unit pupils refine core individually and in combination. Pupils will create sequences on and off apparatus. Incorporating control, precision and ensure it is aesthetically pleasing.

### Volleyball

In this unit pupils will focus on how to use basic principles of attack and defence to plan strategy and tactics for volleyball. They work on improving and developing techniques as well as implementing and refining strategic play to outwit opponents. In net games, it is the player aim to get the ball to land in the target area so that the opponent cannot return it. Pupil should begin to accurately score and officiate volleyball games.

### Swimming

In this unit, pupils will demonstrate and perform techniques in a variety of strokes. As a result, they will gain confidence and safety in the water.

What is the correct technique and how do you perform the skills with more accuracy and control in?

- Core skills
- Locomotion
- Creating sequences on and off apparatus
- Flight (vaulting)
- Balances (individual and partner balances on and off apparatus)

What is the correct technique and how do you perform?

- Set shot
- Dig shot
- Underarm serve
- Spike
- 3 Touches
- Court Rotations

What is the correct technique and how do you perform?

- Entering and exit the water
- Front crawl
- Back stroke
- Breaststroke

### **Assessment Overview and Format:**

Pupils will be assessed across the year group in a variety of sports. The assessment will look at:

- Knowledge and understanding of core skills
- Knowledge and understanding of strategies and tactics
- Knowledge and understanding of games and competitive situations.

### **Links for Home Learning/Extension Resources:**

- Pupils should complete the consolidation tasks: Watch, Read and Do to further their subject knowledge.





## Key Stage 3 Science Curriculum Year 9

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







## Key Stage 3 Social Enterprise Curriculum Year 9

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







## Key Stage 3 Spanish Curriculum Year 9

<p><b>Term 1 – Topics/ Key Content</b></p> <p>Unit 1: Free Time</p> <p>To talk about the things you like and dislike.</p> <p>To describe your week.</p> <p>Talk about films.</p> <p>Describe birthday celebrations in different tenses.</p> <p>Talk about life as a celebrity.</p>	<p><b>Term 1 - Overarching Key Grammar points</b></p> <ul style="list-style-type: none"><li>• Using <i>gustar</i> in the present tense</li><li>• Using irregular verbs</li><li>• Using the present tense to talk about others</li><li>• Using <i>ir</i> in the present tense</li><li>• Using the near future tense</li><li>• Using adjectives correctly</li><li>• Using complex language to make your writing more interesting</li><li>• Understanding longer-spoken texts.</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p>Unit 2: Education and Work</p> <p>Saying what job you have.</p> <p>Describing what you have to do at work.</p> <p>Talking about what job you would like to do in the future.</p> <p>Saying what you did at work yesterday.</p> <p>Describing a typical day work.</p> <p>Talking about your future plans.</p>	<p><b>Term 2 - Overarching Key Grammar points</b></p> <ul style="list-style-type: none"><li>• Using <i>tener que</i> + infinitive</li><li>• Using the correct adjectival agreement</li><li>• Using the near future <i>voy a</i> + infinitive correctly</li><li>• Using the conditional tense</li><li>• Using preterite tense of regular verbs</li><li>• Using two tenses together</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Unit 3: Healthy Living</p> <p>Talking about your diet.</p> <p>Describing an active lifestyle.</p> <p>Describing your daily routine.</p> <p>Talking about ailments – what hurts and why you are sick.</p> <p>Talking about getting fit.</p>	<p><b>Term 3 - Overarching Key Grammar points</b></p> <ul style="list-style-type: none"><li>• Using direct object pronouns</li><li>• Using negatives</li><li>• Using stem-changing verbs</li><li>• Using reflexive verbs eg: me levanto, me despierto</li><li>• Using different verbs to describe illness</li><li>• The difference between me duele and me duelen</li><li>• Using se debe + infinitive correctly</li><li>• Creating interesting sentences.</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p>There are 3 Key Assessment points throughout the year which contribute 100% to the current working at grade.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="http://www.linguascope.com">www.linguascope.com</a></p>





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

Formative assessment of speaking through classwork and participation.

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

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





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# KEY STAGE 4

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## Year 10 Curriculum



2024-2025  
GEMS WELLINGTON ACADEMY  
AL KHAIL



## CONTENT

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- Key Stage 3 Arabic B Curriculum Year 10**
- Key Stage 4 3D Design Curriculum Year 10**
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- Key Stage 4 Photography Curriculum - Year 10**
- Key Stage 4 Psychology Curriculum - Year 10**
- Key Stage 4 Science Curriculum Year 10**
- Key Stage 4 Moral, Cultural, and Social Studies Curriculum Year 10**
- Key Stage 4 Spanish Curriculum - Year 10**





## Key Stage 4 Arabic A Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
قصيدة شعرية في مكارم الأخلاق	ما الذي يجعل المقدمة والخاتمة وفقرات العرض ناجحة؟
أنواع التشبيه	ما الذي يجعل كتابتك الوصفية، السردية، والإقناعية ناجحة؟
الحال	كيف يمكننا استخدام اللغة المجازية لجعل كتابتنا أكثر إثارة للاهتمام؟
نص استماع	كيف يمكننا إضافة وصف مثير للاهتمام؟
استجابة أدبية حول القصيدة الشعرية (في مكارم الأخلاق)	ما أهمية مرحلة التصميم والتحرير؟
كتابة نصّ وصفي سردي حول (موضوع الغضب)	ما هو شعور الكاتب وكيف نعرف ذلك؟
قصة قصيرة (المناورة)	ما هي أوجه التشابه والاختلاف بين نصين؟
الاسم المشتق (اسم الفاعل) من الفعل الثلاثي وغير الثلاثي	كيف يمكننا تكييف كتابتنا لجمهور وأغراض مختلفة؟
النص المعلوماتي: تعلمت من أوقات الفراغ	كيف يستخدم الشاعر / الكاتب اللغة والبنية والشكل لتقديم أفكاره ومشاعره ولإنشاء التأثيرات؟
كتابة مقال الرأي حول حدث محدد يدور حولنا	ما هي المواضيع / الأنماط الموجودة في النص الشعري؟
الأسلوب الإنشائي والخبري	كيف تؤثر اختياراتنا (المعجمية - الدلالية - البلاغية) على الطريقة التي نقدم بها الأفكار؟
اسم المفعول	كيف يستخدم .... الأجهزة اللغوية لإنشاء صوت شعري؟
نص استماع	ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟
مراجعة إعراب الأفعال وإعرابها إعراباً تاماً	ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصاً عن تجاربهم؟
نص معلوماتي: رؤية مستقبلية للقطاع السياحي	
كتابة سيرة ذاتية	
اختبار نهاية الفصل الدراسي الأول	
فهم المقروء	
مهارتي الإملاء والنحو	





<p>مهارة الكتابة الإبداعية</p>	<p>ما الذي يجعل النص فعالاً في الوصول إلى إلى غرضه؟ كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعاً؟</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p>قصيدة الناس والزمان كتابة استجابة أدبية للقصيدة (الدرس الأخير (ألفونسو دوديه العدد تأنيثه وتذكيره (نص استماع (عشر خطوات 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</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>ما الذي يجعل المقدمة والخاتمة وفقرات العرض ناجحة؟ ما الذي يجعل كتابتك الوصفية، السردية، والإقناعية ناجحة؟ كيف يمكننا استخدام اللغة المجازية لجعل كتابتنا أكثر إثارة للاهتمام؟ كيف يمكننا إضافة وصف مثير للاهتمام؟ ما أهمية مرحلة التصميم والتحرير؟ ما هو شعور الكاتب وكيف نعرف ذلك؟ ما هي أوجه التشابه والاختلاف بين نصين؟ كيف يمكننا تكييف كتابتنا لجمهور وأغراض مختلفة؟ كيف يستخدم الشاعر / الكاتب اللغة والبنية والشكل لتقديم أفكاره ومشاعره ولإنشاء التأثيرات؟</p>





فهم المقروء	ما هي المواضيع / الأنماط الموجودة في النص الشعري؟
الإملاء والنحو	كيف تؤثر اختيارنا (المعجمية - الدلالية - البلاغية) على الطريقة التي نقدم بها الأفكار؟
البلاغة	كيف يستخدم .... الأجهزة اللغوية لإنشاء صوت شعري؟
الاستماع	ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟
التحدث	ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصًا عن تجاربهم؟
الكتابة الإبداعية	ما الذي يجعل النص فعالاً في الوصول إلى إلى غرضه؟
	كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعاً؟
	كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟
	ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟
	ما هي السمات المميزة للجملة؟ وكيف يساهم اختلافها في تغيير المعنى؟
	ما هي القوالب اللغوية التي تجعل تدعم المعنى وتقويه؟
	كيف تساعدنا معرفة الغرض من المؤلف على فهم ... بشكل أفضل؟
	كيف يمكننا تحديد الكلمات والعبارات في القصص والقصائد التي تظهر المشاعر والحواس؟





	<p>كيف يساهم الحقل الدلالي في النص في رسم الصور والمشاعر والأحداث والتنقل بينها؟</p> <p>كيف نعلق على النص باستخدام المعرفة السابقة؟</p> <p>كيف يتم بناء فهمنا للثقافة والمجتمع والتاريخ من خلال اللغة؟</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>نص السيرة الذاتية (تعلمت من أوقات الفراغ)</p> <p>مهارة البحث</p> <p>مقال تعليمي: التعليم ثم التعليم</p> <p>قصيدة أعاتب دهرًا لعنترة بن شداد</p> <p>( نص استماع (الرجل الذي أضاء العالم</p> <p>(كتابة نص وصفي سردس (كتابة قصة العدد والمعدود</p> <p>مهارة التلخيص لنصين معلومتين</p> <p>مراجعة عامة في أنواع التشبيه وأغراضه</p> <p>كتابة النص الإقناعي</p> <p>قصيدة لا تطرق الباب</p> <p>قصة الشقاء</p> <p>الطبيعة مدرسة دائمة</p> <p>رواية الشيخ والبحر - هل تعاني من الأرق</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟</p> <p>ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟</p> <p>ما هي السمات المميزة للجملة؟ وكيف يساهم اختلافها في تغيير المعنى؟</p> <p>ما هي القوالب اللغوية التي تجعل تدعم المعنى وتقويه؟</p> <p>كيف تساعدنا معرفة الغرض من المؤلف على فهم ... بشكل أفضل؟</p> <p>كيف يمكننا تحديد الكلمات والعبارات في القصص والقصائد التي تظهر المشاعر والحواس؟</p> <p>كيف يساهم الحقل الدلالي في النص في رسم الصور والمشاعر والأحداث والتنقل بينها؟</p>







<p>عرض عن شاعر أو قاصّ أو روائي رسالة أدبية- كتابة إقناعية ضمائر الرفع والنصب والجر التقديم والتأخير اختبار نهاية الفصل الثالث في المهارات الآتية: فهم المقروء الإملاء والنحو الاستماع التحدث الكتابة الإبداعية</p>	<p>كيف نعلق على النص باستخدام المعرفة السابقة؟ كيف يتم بناء فهمنا للثقافة والمجتمع والتاريخ من خلال اللغة؟</p>
<p><b>Assessment Overview and Format:</b></p> <p>The student is evaluated through his written work The student is evaluated based on his speaking and dialogue during class The student is evaluated through weekly and quarterly tests The student is evaluated through his creative writing The student is evaluated based on his progress, achievement, and grades at the end of the semester The student is evaluated by achieving the standards required of him</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>All resources will be shared with students on TEAMS. HW will be shared with students on go4school. Pupils will be given a weekly HW assignment as well as extension activities.</p> <p>Encourage your child to read Arabic books, stories and watch different documentaries in Arabic, then discuss it with them, free reading will be followed by the teacher weekly.</p>





## Key Stage 3 Arabic B Curriculum Year 10

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





<p><b>Assessment Overview and Format:</b></p> <ul style="list-style-type: none"><li>• Three assessment points throughout the year.</li><li>• Summative assessment of Listening, Reading, and Writing. Students will sit real exam papers so they can start to familiarise themselves with expectations.</li><li>• Formative assessment of speaking through classwork and completion of photo cards and role-plays.</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><u>GCSE text Arabic B text.</u></p> <p><a href="https://www.interlingo.co.uk/new-companion-resources/new-gcse-arabic-companion-9-1-audio/">https://www.interlingo.co.uk/new-companion-resources/new-gcse-arabic-companion-9-1-audio/</a></p>





## Key Stage 4 3D Design Curriculum Year 10

<p><b>Term 1 – Topics/ Key Content</b></p> <p>Overarching theme: Environment Subthemes: Pebbles and sea</p> <ul style="list-style-type: none"><li>• Develop ideas through investigations, demonstrating critical understanding of sources</li><li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li><li>• Record ideas, observations and insights relevant to intentions as work progresses</li></ul>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How can I build my skillset?</li><li>• Can I recognize the transferable skills between each subtheme and media response?</li><li>• How can I become increasingly independent whilst maintaining and developing quality?</li><li>• How can I go above and beyond?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p>Overarching theme: Environment Subthemes: Trees &amp; Fungi and manmade (architecture)</p> <ul style="list-style-type: none"><li>• Develop ideas through investigations, demonstrating critical understanding of sources</li><li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li><li>• Record ideas, observations and insights relevant to intentions as work progresses</li></ul>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How can I refine and build my skillset?</li><li>• Can I recognize the transferable skills between each subtheme and media response?</li><li>• How can I become increasingly independent whilst maintaining and developing quality?</li><li>• How can I go above and beyond?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Overarching theme: Environment Subthemes: manmade (architecture) and chosen pathways</p> <ul style="list-style-type: none"><li>• Develop ideas through investigations, demonstrating critical understanding of sources</li><li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li><li>• Record ideas, observations and insights relevant to intentions as work progresses</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How can I develop an outcome which is personal and meaningful?</li><li>• How can I ensure my outcome realises my skillset?</li><li>• How can I ensure my outcome realises intentions, based on my project so far?</li></ul>





<ul style="list-style-type: none"><li>• Planning for intentions to present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language</li></ul>	
<p><b>Assessment Overview and Format:</b></p> <ul style="list-style-type: none"><li>• 60% of the GCSE grade is derived from Coursework (beginning of Year 10 until January of Year 11). This includes sketchbook work, as well as an outcome.</li><li>• 40% of the GCSE grade is derived from the Externally Set Assignment. This includes sketchbook work, as well as an outcome. The outcome is made in a 10-hour exam, across 2 days, in the Art rooms.</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <ul style="list-style-type: none"><li>• <a href="#">GCSE Art and Design - Edexcel - BBC Bitesize</a></li><li>• <a href="#">GCSE Art and Design Assessment - Externally set assessment - Edexcel - GCSE Art and Design Revision - Edexcel - BBC Bitesize</a></li><li>• <a href="#">Assessment objectives - Assessment objectives and presenting your work - Edexcel - GCSE Art and Design Revision - Edexcel - BBC Bitesize</a></li><li>• </li><li>• <a href="#">Art Sketchbook Ideas: Creative Examples to Inspire Students (studentartguide.com)</a></li><li>• <a href="#">The best International GCSE sketchbook in the world! (youtube.com)</a></li><li>• <a href="#">Amazing International GCSE Art Sketchbook: Natural Forms (youtube.com) A* GCSE Art Sketchbook - Natural Forms - Beautiful! (youtube.com)</a></li></ul>





## Key Stage 4 Art & Design Curriculum Year 10

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





**Topic 6:** Problem solving with programming. The main focus of this paper is: understanding what algorithms are, what they are used for and how they work in relation to creating programs. Understanding how to decompose and analyse problems. The ability to read, write, refine and evaluate programs

- How can the process of decomposing and analyzing problems help in the development of efficient and reliable programs?
- What are the key components of algorithm design, and how do they contribute to the readability, writability, and refinement of programs?
- How can one evaluate and assess the effectiveness of a program in solving a given problem, and what criteria should be considered in this evaluation?
- How does a thorough understanding of algorithms and programming concepts enable individuals to effectively read, interpret, and modify existing programs for different purposes?

**Assessment Overview and Format:**

**Principles of Computer Science – All Topics – YEAR 11**

50%  
1 hour and 30 minutes examination  
Multiple choice, short and extended open response questions

**Application of Computational Thinking – YEAR 11**

50%  
2 hour examination  
This practical paper requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using the Integrated Development Environment (IDE) of choice

**Links for Home Learning/Extension Resources:**

**Seneca Learning:**

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

**ExamSolutions:**

<https://www.examsolutions.net/>

**Teach-ICT:**

<https://www.teach-ict.com/>

**BBC Bitesize (Edexcel GCSE Computer Science):**

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

**CGP Online:**

[https://www.cgpbooks.co.uk/interactive\\_igcse\\_computer\\_science](https://www.cgpbooks.co.uk/interactive_igcse_computer_science)

**The Student Room (Edexcel GCSE Computer Science Forum):**

<https://www.thestudentroom.co.uk/forumdisplay.php?f=331>

**Edexcel (Pearson) - GCSE Computer Science:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html>

**Craig'n'Dave Edexcel GCSE Computer Science playlist:**

[Craig'n'Dave - YouTube](#)





## Key Stage 4 Business Curriculum Year 10

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b><u>1 – Business activity and influences on business</u></b></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>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What is the difference between aims &amp; objectives?</li><li>• Which is the best form of ownership?</li><li>• Why has there been a decline in primary sector industry in UAE?</li><li>• Evaluate the best location of a business?</li><li>• What is the benefit of globalisation?</li><li>• What is the role of the government?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b><u>1 – Business activity and influences on business</u></b> (continuation from term 1)</p> <p>1.7 External factors 1.8 What makes a business successful?</p> <p><b><u>2 – People in business</u></b> - 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><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Can you identify the different PESTLE factors that affect business success?</li><li>• How can consumer income affect a business?</li><li>• What impact do exchange rates have on the operations of transnational cooperation?</li><li>• Evaluate the best way to measure a business success?</li><li>• Analyse the different documents used within recruitment?</li><li>• What are the benefits of drawbacks of different training methods?</li><li>• Evaluate if Internal or external recruitment growth best for a Partnership organization?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p>	<p><b>Term 3 - Overarching Key Questions</b></p>







**2 – People in business** (continuation from term 1) Key section covered:  
2.4 Motivation and rewards  
2.5 Organisation structure and employees

**3 – Business finance** - This section explores the use of accounting and financial information as an aid to decision making.

3.1 Business finance – sources

3.2 Cash flow forecasting

- Can you explain the main aspects of Maslow, Taylor and Herzberg motivational theories?
- Why do businesses need motivated staff?
- What is the difference between centralized and decentralized structures?
- Can you explain the benefits and drawbacks of different sources of finance?
- Which is more important Cash flow or profitability?

**Assessment Overview and Format:**

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

**Links for Home Learning/Extension Resources:**

Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.





## Key Stage 4 Computing Curriculum Year 10

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





**Topic 6:** Problem solving with programming. The main focus of this paper is: understanding what algorithms are, what they are used for and how they work in relation to creating programs. Understanding how to decompose and analyse problems. The ability to read, write, refine and evaluate programs

- What are the key components of algorithm design, and how do they contribute to the readability, writability, and refinement of programs?
- How can one evaluate and assess the effectiveness of a program in solving a given problem, and what criteria should be considered in this evaluation?
- How does a thorough understanding of algorithms and programming concepts enable individuals to effectively read, interpret, and modify existing programs for different purposes?

**Assessment Overview and Format:**

**Principles of Computer Science – All Topics – YEAR 11**

50%  
1 hour and 30 minutes examination  
Multiple choice, short and extended open response questions

**Application of Computational Thinking – YEAR 11**

50%  
2 hour examination  
This practical paper requires students to design, write, test and refine programs in order to solve problems.  
Students will complete this assessment onscreen using the Integrated Development Environment (IDE) of choice

**Links for Home Learning/Extension Resources:**

**Seneca Learning:**

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

**ExamSolutions:**

<https://www.examsolutions.net/>

**Teach-ICT:**

<https://www.teach-ict.com/>

**BBC Bitesize (Edexcel GCSE Computer Science):**

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

**CGP Online:**

[https://www.cgpbooks.co.uk/interactive\\_igcse\\_computer\\_science](https://www.cgpbooks.co.uk/interactive_igcse_computer_science)

**The Student Room (Edexcel GCSE Computer Science Forum):**

<https://www.thestudentroom.co.uk/forumdisplay.php?f=331>

**Edexcel (Pearson) - GCSE Computer Science:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html>

**Craig'n'Dave Edexcel GCSE Computer Science playlist:**

[Craig'n'Dave - YouTube](#)





## Key Stage 4 Design Technology Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Theory</b> Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 11.</p> <p><i>Core Technical Principles</i> -Materials and their working properties</p> <p><i>Specialist Technical Principles</i> -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><i>Project 1: Drawing &amp; 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><i>Project 2: Lamp</i> Students will undertake research into biomimicry. They will use nature for inspiration when designing and making a lamp. Students will follow the design process for this project. They will understand how create their design using CAD/CAM, specifically</p>	<p>What are the different classifications of materials? their properties and their common uses? What factors should you consider when selecting a material of component? What impact can forces and stresses 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? 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>How will you use what you learnt in previous years to support you during this project? Why is being precise an important skill when designing? How can practice and perseverance benefit your drawing and rendering skills?</p> <p>Why is being open-minded important when analysing and interpreting another designers work? What methods can you use to showcase fluent thinking and originality in your designs? How can you demonstrate quality control when manufacturing a product, especially when applying</p>





<p>Onshape. And will manufacture a functioning lamp using the tools and equipment available in the workshop.</p>	<p>speed and accuracy?</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Theory</b> <i>Specialist Technical Principles will continue</i></p> <p><i>Project 2: Lamp will continue</i></p> <p><i>Project 3: Mini NEA</i> Students will continue to develop their design process skills during this project. They will follow the design process and complete a portfolio as they would for the NEA. This project will be based on a design context from the exam board and each student will manufacture a product of their choosing that fits within this context.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>Why should you develop your initial design idea during the iterative design process? How can you use resilience to overcome problems you may face during manufacture? Why is planning a significant step before manufacturing a project?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Theory</b> 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 &amp; Making Principles</i> -Investigation, primary and secondary data -Environmental, social and economic challenge -The work of others -Design Strategies -Communication of design ideas -Prototype development -Selection of materials and components -Tolerances -Materials management -Specialist tools and equipment -Specialist techniques and processes</p>	<p><b>Term 3 - Overarching Key Questions</b></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?</p>





<p><i>Project 3: Mini NEA will continue</i></p> <p><b>NEA design context released by the exam board on June 1st.</b></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.</p> <p>This term they will focus on the research and design development.</p> <p><i>This coursework will continue in Year 11.</i></p>	<p>How can jigs and templates speed up production time?</p> <p>Do you know how to use specialist tools and equipment correctly and safely?</p> <p>How will you approach the design context?</p> <p>What is an iterative design process?</p> <p>How will you ensure you maximise the marks set out by the exam board?</p> <p>How can you include primary research in your NEA?</p> <p>Why is it important to have a client as you progress through your project?</p> <p>How can looking at existing products benefit your design work?</p> <p>What information does a design specification give us?</p> <p>How can you write an effective design brief?</p> <p>What strategies and techniques will you use to demonstrate originality and creativity on your designs?</p> <p>Why are annotations important in your design work?</p> <p>What information should be included in annotations?</p> <p>How can you evaluate the success of your designs?</p>
<p><b>Assessment Overview and Format:</b></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"><li>• AO1: Identify, investigate and outline design possibilities to address needs and wants.</li><li>• AO2: Design and make prototypes that are fit for purpose.</li><li>• AO3: Analyse and evaluate: design decisions and outcomes, including for prototypes made by themselves and others and wider issues in design and technology.</li><li>• AO4: Demonstrate and apply knowledge and understanding of: technical principles and designing and making principles.</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students retrieve the information needed in an exam. On occasions, this can be related to research for a topic, analysis of a design work piece, skill building exercises or revision for exams.</p>





## Key Stage 4 Economics Curriculum Year 10

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





assessment techniques used to stretch students' knowledge and understanding.

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

access on e-book using login provided by teacher







## Key Stage 4 Enterprise Curriculum Year 10

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





<ul style="list-style-type: none"><li>• Task 2 Planning the project, including the following:<ul style="list-style-type: none"><li>a. Task 2b EITHER planning for financing the project OR planning marketing communications.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• What are the different methods of measuring customer satisfaction and retention?</li><li>• Can you identify different methods of marketing communication for your enterprise?</li><li>• Can you construct and interpreting a cash flow forecast, break even and income statement for your enterprise?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p>Formative assessment completed during delivery by teacher Q&amp;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><b>Links for Home Learning/Extension Resources:</b></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><a href="http://www.startups.co.uk">www.startups.co.uk</a> <a href="http://entrepreneursuk.net/">http://entrepreneursuk.net/</a> <a href="http://studentcenter.ja.org">http://studentcenter.ja.org</a> <a href="http://www.entrepreneur.com">www.entrepreneur.com</a> <a href="http://www.moneyandstuff.info/lessons/2CBudgetingSaving_Budgeting.pdf">www.moneyandstuff.info/lessons/2CBudgetingSaving_Budgeting.pdf</a> <a href="http://www.mindyourownbiz.org/yourbizstudent.pdf">www.mindyourownbiz.org/yourbizstudent.pdf</a> <a href="http://business.timesonline.co.uk">http://business.timesonline.co.uk</a> <a href="http://www.cobwebinfo.com/thebusiness-of-being-enterprising/">www.cobwebinfo.com/thebusiness-of-being-enterprising/</a></p>





## Key Stage 4 Design Technology Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b><u>Theory</u></b> Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 11.</p> <p><i>Core Technical Principles</i> -Materials and their working properties</p> <p><i>Specialist Technical Principles</i> -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>What are the different classifications of materials? their properties and their common uses? 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? 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><i>Project 1: Drawing &amp; 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>Why is being open-minded important when analysing and interpreting another designer's work? (Agile) What methods can you use to showcase fluent thinking and originality in your designs? (Creating)</p>
<p><i>Project 2: Speaker</i> Students will undertake research into the different design movements and designers they need to know for their</p>	<p>How can you demonstrate quality control when manufacturing a product, especially when applying speed and accuracy? (Realising)</p>





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





Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 11.

*Designing & Making Principles*

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

*Project 3: Mini NEA will continue.*

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

Students will choose an appropriate context and will work through the design process to create a product that will fit into the context given. This term they will focus on the research and design development.

*This coursework will continue in Year 11.*

- 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?

- How will you approach the design context?
- What is an iterative design process?
- How will you ensure you maximise the marks set out by the exam board?
- How can you include primary research in your NEA?
- Why is it important to have a client as you progress through your project?
- How can looking at existing products benefit your design work?
- What information does a design specification give us?
- How can you write an effective design brief?
- What strategies and techniques will you use to demonstrate originality and creativity on your designs?
- Why are annotations important in your design work?
- What information should be included in annotations?
- How can you evaluate the success of your designs?





### Assessment Overview and Format:

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

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

- AO1: Identify, investigate, and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others and wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of technical principles and designing and making principles.

### Links for Home Learning/Extension Resources:

All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students retrieve the information needed in an exam. On occasions, this can be related to research for a topic, analysis of a design work piece, skill building exercises or revision for exams.





## Key Stage 4 English Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>An Inspector Calls</b></p> <ul style="list-style-type: none"><li>• Context: 1912-1945</li><li>• Act 1 - Mr Birling's character</li><li>• Act 1 - Inspector Goole's character</li><li>• Act 2 - Power: focus on staging</li><li>• Act 2 - Power: Mr Birling and Inspector Goole</li><li>• Act 3 -The Inspector and the aftermath</li></ul> <p><b>Non-Fiction Anthology</b></p> <ul style="list-style-type: none"><li>• Young and Dyslexic Q1-Q3,</li><li>• Between a Rock and a Hard Place Q4</li><li>• Explorers or boys messing about? Q1-Q3</li><li>• The Explorer's Daughter Q4</li><li>• KA1: Question 4</li><li>• Journey to Bhutan Q5</li><li>• A Game of Polo with Headless Goat, H is for Hawk Q5</li><li>• Danger of a single story, Passage to Africa Q5</li></ul>	<p>How does J.B. Priestley use language, form and structure to engage the audience?</p> <p>How do the poets use language and structure for effect?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b>Modern Drama: Macbeth</b></p> <ul style="list-style-type: none"><li>• Act 1, scenes 1-3 (Macbeth) 4-5 (Lady Macbeth)</li><li>• Act 2 (Regicide and Lady M's growing power)</li><li>• Act 3 (Banquo's murder and Macbeth's insanity)</li><li>• Act 4 (The murder of the Macduffs)</li><li>• Act 5 (Lady M's insanity and Macbeth's downfall)</li></ul> <p><b>Poetry and Prose Coursework</b></p>	<p>How does Shakespeare use language, form and structure to engage the audience?</p>





<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Literature: Part 3 Poetry</b></p> <ul style="list-style-type: none"><li>• Prayer Before Birth/Blessing</li><li>• Search for My Tongue/Half-Past Two</li><li>• Sonnet 116/If</li><li>• Poem at Thirty-Nine/Do Not Go Gentle</li><li>• Remember/The Tyger</li><li>• La Belle Dame/My Last Duchess</li><li>• War Photographer/Half-Caste</li></ul> <p><b>Transactional Writing</b></p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>How do the poets use language and structure for effect?</p> <p>What are the key themes in the anthology texts?</p>
<p><b>Assessment Overview and Format:</b></p> <p>Coursework accounts for 40% of the final iGCSE grade for both Language and Literature.</p> <p>Assessments will take place every half term in English. Details are in the front of your exercise book.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Available via Teams.</p>







## Key Stage 4 Drama Curriculum - Year 10

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Skills Development and Theatre Practitioners</b></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><b>Term 1 - Overarching Key Questions</b></p> <p><i>What was your original response to the stimulus?</i></p> <p><i>How did this develop over time?</i></p> <p><i>What is your intended outcome for the performance?</i></p> <p><i>Were you successful and how do you know this?</i></p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Component 1 Exam (Devising)</b></p> <p>Students will complete their first piece of coursework during this unit of work. They will be presented with a range of stimuli from which they must choose one to create a performance.</p> <p>They will also complete a 2500-word essay analysing and evaluating the success of their performance.</p> <p>This unit is internally marked and externally moderated.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p><i>What was your original response to the stimuli and what were the intentions of the piece.</i></p> <p><i>What work did your group do in order to explore the stimuli and start to create ideas for your performance?</i></p> <p><i>What were some of the significant moments during the development process and when rehearsing and refining your work?</i></p> <p><i>How did you consider genre, structure, character, form, style and language throughout the process?</i></p> <p><i>How effective was your contribution to the final performance?</i></p> <p><i>Were you successful in what you set out to achieve?</i></p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Page to Stage: Exploration and Performance of a Set Text (DNA)</b></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</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p><i>How do your intentions as director differ from those of the original playwright or are they similar?</i></p>





<p>the purpose and intensions of the play in addition to the social and cultural contexts.</p> <p>They will have an end of year practical examination where they will perform two extracts from the text AND a written examination which will be section A of the written paper.</p>	
<p><b>Assessment Overview and Format:</b></p> <p>Key assessment one will be both written and practical (devised).</p> <p>Key Assessment two will be both written and practical. As this assessment will form their GCSE coursework it will be marked internally and externally moderated by the examination board.</p> <p>Their end of year examination will be both practical and written.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Homework will be set regularly for year 10 students to consolidate learning but also to complete pre-reading/research for upcoming areas of study.</p> <p>Students will also be provided with a text book to further support their learning.</p> <p>They should also try to get as much exposure to theatre as possible whether that be live or recorded.</p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zbckjxs">https://www.bbc.co.uk/bitesize/subjects/zbckjxs</a></p> <p><a href="https://www.digitaltheatreplus.com/">https://www.digitaltheatreplus.com/</a></p>





## Key Stage 4 BTEC Hospitality L2 Curriculum Year 10

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Unit 1: Introducing the hospitality industry</b></p> <p>Learners will be introduced to the nature of the hospitality industry. They will develop their knowledge and understanding of the hospitality sector, including the importance of the hospitality industry to a country's economy in terms of its scale, diversity and employment opportunities</p> <p>Complete set assignment</p> <p><b>Unit 2: Hospitality Workplace Skills</b></p> <p>Learners will investigate the different roles within the hospitality industry and the skills and personal attributes needed for these roles. They will undertake an evaluation of their own skills and produce a skills development plan to fill any gaps. Learners will also undergo the process for applying for a job and will take part in an interview.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>Do you understand the scale, scope and diversity of the hospitality industry?</p> <p>Do you know about the products and services offered by the hospitality industry and the factors that influence their development?</p> <p>Can you explore the career opportunities in different global settings?</p> <p>Can you investigate the skills and personal attributes needed to work in the hospitality sector?</p> <p>Can you review your own skills to produce a skills development plan?</p> <p>Are you able to undergo the job application process for employment in the hospitality industry?</p> <p>Can you review a self-development plan?</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><i>Unit 2 will continue and the set assignment will be completed.</i></p> <p><b>Unit 3: Customer Service Skills in the Hospitality Industry</b></p> <p>Learners will develop knowledge and understanding of the skills needed to deliver customer service in the hospitality business. They will understand the characteristics of excellent customer service and how it can be monitored effectively to suggest improvements.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>Do you understand the characteristics of customer service skills in the hospitality industry?</p> <p>Can you demonstrate customer service skills in a range of situations?</p> <p>Can you use information to suggest improvements to customer service?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><i>Unit 3 will continue and the assignment</i></p>	<p><b>Term 3 - Overarching Key Questions</b></p>





*will be completed.*

**Unit 4: Sustainability in the hospitality industry**

Learners will investigate the concept of sustainability and how it helps our environment. They will develop knowledge and understanding of the impact of the hospitality industry on the environment.

*Unit 4 will continue in year 11*

Do you understand the principles of sustainability?  
Do you understand the measures taken by the hospitality industry to maintain a sustainable environment?  
Can you investigate an area of sustainability which affects the hospitality industry?

**Assessment Overview and Format:**

100% coursework

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but units 1,2 and 4 are assessed using Pearson Set Assignments.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). A

**Links for Home Learning/Extension Resources:**

All home learning is uploaded onto Showbie and Go4Schools.





## Key Stage 4 Food & Nutrition Curriculum Year 10

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





<p>Functional properties of fat</p> <p>Raising Agents</p>	<p>What are the functional properties of Fat?</p> <p>What are the different types of raising agents?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Food Safety</b> Theory and related food practical's</p> <p>Food Spoilage</p> <p>Storing food safely</p> <p>Preparing food safely</p> <p>Food poisoning</p> <p>Use of Microorganisms</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>What causes food spoilage?</p> <p>Why is it important to store food safely?</p> <p>How can one avoid cross contamination?</p> <p>What are the causes of food poisoning?</p> <p>What are the beneficial uses of microorganisms?</p>
<p><b>Assessment Overview and Format:</b></p> <p>Students will be assessed both formatively and summatively</p> <p>Verbal feedback will be given to students in the lesson.</p> <p>The students will be assessed using exam style questions and also a revision workbook will be issued to each student along with revision questions.</p> <p>Practical work will be assessed base don level of skills shown and presentation</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>All students must be spending 2 hrs on Food work either homework / practical work or keeping up to date with content by revising class theory concepts</p> <p>Students will be part of the showbie and teams groups where resources will be stored</p> <p>Students will be encouraged to practice their practical skills at home</p>





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 Enterprise Curriculum Year 10

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







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





## Key Stage 4 French Curriculum Year 10

### Term 1 – Topics/ Key Content

#### Unit 1: Identity and relationships with others

To describe your nationality, gender, personal beliefs, equality, physical descriptions, character and personality, and that of others.

To describe members of your family or friends in detail.

To say what activities you do with others.

To describe your friendships with others, giving reasons for getting on/not getting on with people.

To describe the qualities of a good friend.

To describe the qualities of an ideal partner and give reasons why. To name different types of partnership with advantages and disadvantages.

#### Unit 2: Healthy Living and lifestyle

To talk about your diet and give opinions

To describe where you hurt

To describe your lifestyle and how you are going to improve it

To describe what your lifestyle decisions in the past tense

To use the future tense to describe your lifestyle resolutions

### Term 2 – Topics/ Key Content

#### Unit 3: Education and work

To describe school rules, what you can and must do

To use the near future to talk about your future studies

### Term 1 - Overarching Key Questions

- The present tense of –regular verbs
- Reflexive verbs
- Negative sentences
- Near future
- Imperative verbs with tu
- Perfect tense with avoir
- Position of adjectives
- Adjectival agreements
- Qui
- Comparative adjectives
- Position of adverbs
- Plural nouns
- Interrogative adjective: quel
- Indirect object pronouns

#### Higher only

- the future tense of regular –er verbs
- The regular and irregular verbs present participles.
- Present and future combinations
- Ne...aucun
- Impersonal verbs
- Avant de + infinitive
- Impersonal expressions

### Term 2 - Overarching Key Questions

- pouvoir and devoir
- Negative constructions
- Il faut+ infinitive
- Il y a and il y aura
- Ordinal numbers
- Nouns ending in -ation
- Feminine person nouns





<p>To describe your dream school and its rules using the conditional tense</p> <p>To give your opinions about different jobs</p> <p>To describe what your ideal job would be like using the conditional tense.</p> <p>To describe what you did during your work experience.</p>	<ul style="list-style-type: none"><li>• Indefinite adjectives</li></ul> <p><b>Higher only</b></p> <ul style="list-style-type: none"><li>• conditional of regular –er verbs</li><li>• Etre en train de and venir de + infinitive</li><li>• Superlative adjectives</li><li>• Adverbs of quantity</li></ul>
<p><b>Term 3 – Topics/ Key Content</b> <b>Unit 4: Free-time activities</b></p> <p>Talk about your hobbies and what you used to do in your free time</p> <p>Describe what you did last weekend</p> <p>Talk about what you watch on Tv, what films you like and your favourite music</p> <p>Compare sport and music preferences</p> <p>Describe what you did during your last trip</p> <p>Describe what sports you do and what others should do.</p> <p><b>Unit 5: Customs, festivals and celebrations</b></p> <p>Describe a special day or celebration for you</p> <p>Describe what you normally do on your birthday</p> <p>Use the imperfect tense to describe what your parties used to be like when you were little</p> <p>Use the past tense to describe a party you have been to</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Imperfect tense of regular verbs</li><li>• Perfect tense with avoir and irregular past participles</li><li>• Near future tense</li><li>• Perfect tense with etre</li><li>• Adverbs ending in -ment</li><li>• Emphatic pronouns moi and toi</li><li>• Partitive articles</li><li>• En and a with places</li><li>• C'est and il y a</li><li>• Present tense of irregular verbs</li><li>• Question words and subject verb inversion</li><li>• Direct object pronouns</li><li>• Forming irregular plural nouns</li><li>• Function of definite and indefinite articles</li></ul> <p><b>Higher only</b></p> <ul style="list-style-type: none"><li>• reflexive verbs in the present tense</li><li>• Modal verbs in the present tense</li><li>• Reflexive pronouns and position</li><li>• Agreement with direct object pronouns</li><li>• Imperfect tense</li><li>• Future tense of etre, aller, avoir and faire</li><li>• Y and en</li><li>• Relative clauses with que, qui, quand, ou</li></ul>





<p>Use two tenses together to compare past and future celebrations</p> <p>Describe what you will do in the next festival you will attend</p>	
<p><b>Assessment Overview and Format:</b></p> <p>Students will complete 3 x past papers for reading, listening and writing throughout the key assessment periods.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>AQA GCSE French textbook</p> <p><a href="http://www.revisionworld.com">www.revisionworld.com</a></p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr">https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr</a></p> <p><a href="http://www.memrise.com">www.memrise.com</a></p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="http://www.language-gym.com">www.language-gym.com</a></p> <p><a href="http://www.duolingo.com">www.duolingo.com</a></p>





## Key Stage 4 Geography Curriculum - Year 10

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





	<ul style="list-style-type: none"><li>• Why do earthquakes present a hazard to many people and need to be managed carefully?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p>Formative assessment in lesson by teacher during Q&amp;A, and classwork activities. Peer assessment techniques used to stretch students' knowledge and understanding. Mini internal assessments carried out during course of unit, using past exam papers. Termly key assessments held with a pre -mock paper for key assessment 3.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Students will be provided with a copy of the Edexcel IGCSE Geography textbook.</p> <p><a href="http://www.sporcle.com/games/category/geography">http://www.sporcle.com/games/category/geography</a> <a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a> <a href="http://www.bbc.co.uk/news/">http://www.bbc.co.uk/news/</a> <a href="http://www.theguardian.com/uk">http://www.theguardian.com/uk</a> <a href="http://www.gapminder.org/">http://www.gapminder.org/</a> <a href="https://www.cia.gov/library/publications/the-world-factbook/">https://www.cia.gov/library/publications/the-world-factbook/</a> <a href="http://news.bbc.co.uk/1/hi/country_profiles/default.stm">http://news.bbc.co.uk/1/hi/country_profiles/default.stm</a> <a href="http://www.statistics.gov.uk/hub/index.html">http://www.statistics.gov.uk/hub/index.html</a> <a href="http://www.metoffice.gov.uk/">http://www.metoffice.gov.uk/</a></p> <p>For GCSE you should read the copies of the Wider World magazine. You can find a digital link to this in the school library.</p> <p>You can also follow magazines like the National Geographic and The Geographical.</p>





## Key Stage 4 History Curriculum Year 10

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>The First World War 1905-1918</b></p> <ul style="list-style-type: none"><li>- The long-term causes of WW1:</li><li>- Militarism</li><li>- Alliances</li><li>- Imperialism</li><li>- Nationalism</li><li>- The Moroccan crises</li><li>- The Bosnian crisis</li><li>- The Balkan wars</li><li>- The assassination of Archduke Franz Ferdinand and its effect</li><li>- The Schlieffen Plan and plan 17</li><li>- Trench warfare and its dangers</li><li>- The battle of the Somme and Passchendaele</li><li>- The war at sea</li><li>- Americas involvement in WW1</li><li>- The Spring Offensive</li><li>- The 100 days offensive</li><li>- The armistice and end of WW1</li></ul>	<ol style="list-style-type: none"><li>1. Why did tensions exist in Europe before WW1?</li><li>2. What were the MAIN causes of WW1?</li><li>3. How and why did the assassination trigger the start of WW1?</li><li>4. What was Trench warfare?</li><li>5. What battles happened during WW1?</li><li>6. Why did the USA get involved in the war?</li><li>7. How did the war come to an end?</li><li>8. What happened to Germany after WW1?</li></ol>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Germany, development of a dictatorship 1918-45</b></p> <ul style="list-style-type: none"><li>- Abdication of the Kaiser</li><li>- The Treaty of Versailles</li><li>- The Weimar Republic</li><li>- Challenges to the Weimar government</li><li>- Stresemann and recovery</li><li>- The rise of the Nazi Party and Adolf Hitler</li><li>- The Munich Putsch and restructuring of the Nazi Party</li><li>- The Enabling Act</li><li>- Nazi policies towards women, children and the unemployed</li></ul>	<p><b>Term 2 - Overarching Key Questions</b></p> <ol style="list-style-type: none"><li>1. What happened to Germany after WW1?</li><li>2. What was the structure of the Weimar government and why was it weak?</li><li>3. What challenges did the Weimar government face in the 1920s?</li><li>4. How did Stresemann help Germany to recover?</li><li>5. How and why did the Nazi party grow?</li><li>6. How did Hitler become the fuhrer?</li><li>7. What were the Nazi policies towards women, children and the unemployed?</li><li>8. How did the Nazis persecute different groups?</li><li>9. What was the home front in Nazi Germany?</li><li>10. Why did Nazi Germany collapse in 1945?</li></ol>





<ul style="list-style-type: none"><li>- Nazi persecution towards Jewish people</li><li>- WW2 in Germany</li><li>- The collapse of Nazi Germany</li></ul>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>A world divided: Superpower Relations 1943-72</b></p> <ul style="list-style-type: none"><li>- Differences between Communism and Capitalism</li><li>- Post-war conferences (Tehran, Yalta and Potsdam)</li><li>- The war of words (Iron Curtain speech, Kennan’s long telegram)</li><li>- Truman Doctrine</li><li>- The nuclear arms race</li><li>- Berlin Blockade</li><li>- The Korean war</li><li>- The Hungarian uprising</li><li>- Destalinisation</li><li>- The Cuban Missile crisis</li><li>- The Prague Spring</li><li>- The Berlin wall</li><li>- Detente</li><li>- Sino-Soviet split</li><li>- Sino-US rapprochement</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ol style="list-style-type: none"><li>1. What is a cold war?</li><li>2. What happened to Germany after WW2?</li><li>3. Why did ideological tensions increase in the 1940s?</li><li>4. What was the nuclear arms race and how did it increase tensions?</li><li>5. Why was their problems in the Eastern Bloc and how did Stalin deal with them?</li><li>6. Why did the world come close to nuclear war?</li><li>7. How and why did tensions increase between 1950-60.</li><li>8. Why was there a relaxation of tensions in the late 60s?</li></ol>
<p><b>Assessment Overview and Format:</b></p> <p>Students will complete IGCSE papers:</p> <ul style="list-style-type: none"><li>- 6 mark question</li><li>- 8 mark question</li><li>- 16 mark question</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>BBC bitesize links: <a href="https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1">https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/articles/z9xyvwx#zkcq7yc">https://www.bbc.co.uk/bitesize/articles/z9xyvwx#zkcq7yc</a> <a href="https://www.bbc.co.uk/bitesize/topics/zskcg82">https://www.bbc.co.uk/bitesize/topics/zskcg82</a></p>







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**LIMITLESS**  
LEARNING



## Key Stage 4 Islamic Curriculum - Year 10

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





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





## Key Stage 4 Mathematics Curriculum Year 10 Foundation

Term 1 – Topics/ Key Content	Term 1 – Success Criteria
<u>Algebra manipulation &amp; solving equations</u>	<u>Algebra manipulation &amp; solving equations</u>
<u>Number Skills</u>	2.1A understand that symbols may be used to represent numbers in equations or variables in expressions and formulae
<u>Statistical Diagrams</u>	2.1B understand that algebraic expressions follow the generalised rules of arithmetic
<u>Indices</u>	2.1C use index notation for positive and negative integer powers (including zero)
<u>Percentages</u>	2.1D use index laws in simple cases
<u>Probability</u>	2.2B collect like terms
<u>Sequences</u>	2.2C multiply a single term over a bracket
<u>Standard Form</u>	2.2D take out common factors
<u>Pythagoras &amp; Trigonometry</u>	2.2A evaluate expressions by substituting numerical values for letters
	2.3A understand that a letter may represent an unknown number or a variable
	2.3B use correct notational conventions for algebraic expressions and formulae
	2.3C substitute positive and negative integers, decimals and fractions for words and letters in expressions and formulae
	2.3D use formulae from mathematics and other real-life contexts expressed initially in words or diagrammatic form and convert to letters and symbols
	2.3E derive a formula or expression
	2.3F change the subject of a formula where the subject appears once
	2.4A 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
	2.4B set up simple linear equations from given data
	<u>Number Skills</u>
	1.1A understand and use integers (positive, negative and zero)
	1.1B understand place value
	1.1C use directed numbers in practical situations
	1.1D order integers
	1.1E use the four rules of addition, subtraction, multiplication and division
	1.1F use brackets and the hierarchy of operations
	1.8A round integers to a given power of 10 1.1G use the terms ‘odd’, ‘even’, ‘prime numbers’, ‘factors’ and ‘multiples’





- 1.1H identify prime factors, common factors and common multiples
- 1.4A identify square numbers and cube numbers
- 1.4B calculate squares, square roots, cubes and cube roots
- 1.4D express integers as product of powers of prime factors
- 1.4E find highest common factors (HCF) and lowest common multiples (LCM)
- 1.2F use common denominators to add and subtract fractions and mixed numbers
- 1.2H understand and use fractions as multiplicative inverses
- 1.2I multiply and divide fractions and mixed numbers

#### Statistical Diagrams

- 6.1A use different methods of presenting data
- 6.1B use appropriate methods of tabulation to enable the construction of statistical diagrams
- 6.1C interpret statistical diagrams

#### Indices

- 1.4C use index notation and index laws for multiplication and division of positive and negative integer powers including zero

#### Percentages

- 1.6A understand that 'percentage' means 'number of parts per 100'
- 1.6B express a given number as a percentage of another number
- 1.6C express a percentage as a fraction and as a decimal
- 1.6D understand the multiplicative nature of percentages as operators
- 1.6E solve simple percentage problems, including percentage increase and decrease
- 1.6F use reverse percentages
- 1.6G use compound interest and depreciation

#### Probability

- 6.3A understand the language of probability
- 6.3B understand and use the probability scale
- 6.3C understand and use estimates or measures of probability from theoretical models
- 6.3D find probabilities from a Venn diagram
- 6.3E 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





	<p>6.3F list all the outcomes for single events and for two successive events in a systematic way</p> <p>6.3G estimate probabilities from previously collected data</p> <p>6.3H calculate the probability of the complement of an event happening</p> <p>6.3I use the addition rule of probability for mutually exclusive events</p> <p>6.3J understand and use the term ‘expected frequency’</p> <p><u>Sequences</u></p> <p>3.1A generate terms of a sequence using term-to-term and position-to-term definitions of the sequence</p> <p>3.1B find subsequent terms of an integer sequence and the rule for generating it</p> <p>3.1C use linear expressions to describe the nth term of arithmetic sequences</p> <p><u>Standard Form</u></p> <p>1.9A calculate with and interpret numbers in the form <math>a \times 10^n</math> where n is an integer and <math>1 \leq a &lt; 10</math></p> <p><u>Pythagoras &amp; trigonometry</u></p> <p>4.8A know, understand and use Pythagoras’ theorem in two dimensions</p> <p>4.8B know, understand and use sine, cosine and tangent of acute angles to determine lengths and angles of a right-angled triangle</p> <p>4.8C apply trigonometrical methods to solve problems in two dimensions</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><u>Transformations</u></p> <p><u>Ratio &amp; Proportion</u></p> <p><u>Circle Properties</u></p> <p><u>Averages</u></p> <p><u>Perimeter, area &amp; volume</u></p>	<p><b>Term 2 – Success criteria</b></p> <p><u>Transformations</u></p> <p>5.2A understand that rotations are specified by a centre and an angle</p> <p>5.2B rotate a shape about a point through a given angle</p> <p>5.2C recognise that an anticlockwise rotation is a positive angle of rotation and a clockwise rotation is a negative angle of rotation</p> <p>5.2D understand that reflections are specified by a mirror line</p> <p>5.2E construct a mirror line given an object and reflect a shape given a mirror line</p> <p>5.2F understand that translations are specified by a distance and direction</p> <p>5.2G translate a shape</p>





- 5.2H understand and use column vectors in translations
- 5.2I 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
- 5.2J understand that enlargements are specified by a centre and a scale factor
- 5.2K understand that enlargements preserve angles and not lengths
- 5.2L enlarge a shape given the scale factor
- 5.2M identify and give complete descriptions of transformations

#### Ratio & Proportion

- 1.7A use ratio notation, including reduction to its simplest form and its various links to fraction notation
- 1.7B divide a quantity in a given ratio or ratios
- 1.7C use the process of proportionality to evaluate unknown quantities
- 1.7D calculate an unknown quantity from quantities that vary in direct proportion
- 1.7E solve word problems about ratio and proportion
- 1.10A use and apply number in everyday personal, domestic or community life
- 1.10B carry out calculations using standard units of mass, length, area, volume and capacity
- 1.10C understand and carry out calculations using time, and carry out calculations using money, including converting between currencies

#### Circle Properties

- 4.6A recognise the terms 'centre', 'radius', 'chord', 'diameter', 'circumference', 'tangent', 'arc', 'sector' and 'segment' of a circle
- 4.6B understand chord and tangent properties of circles
- 4.9E find circumferences and areas of circles using relevant formulae; find perimeters and areas of semicircles
- 4.10D find the surface area of a cylinder
- 4.10E find the volume of prisms, including cuboids and cylinders, using an appropriate formula

#### Averages

- 6.2A understand the concept of average
- 6.2B calculate the mean, median, mode and range for a discrete data set
- 6.2C calculate an estimate for the mean for grouped data
- 6.2D identify the modal class for grouped data





	<p><u>Perimeter, area &amp; volume</u></p> <p>4.9B find the perimeter of shapes made from triangles and rectangles</p> <p>4.9C find the area of simple shapes using the formulae for the areas of triangles and rectangles</p> <p>4.9D find the area of parallelograms and trapezia</p> <p>4.10C find the surface area of simple shapes using the area formulae for triangles and rectangles</p> <p>4.10E find the volume of prisms, including cuboids and cylinders, using an appropriate formula</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><u>Set notation &amp; venn diagrams</u></p> <p><u>Graphs</u></p> <p><u>Measures</u></p> <p><u>REVISION</u></p>	<p><b>Term 3 – Success criteria</b></p> <p><u>Set Notation &amp; Venn diagrams</u></p> <p>1.5A understand the definition of a set</p> <p>1.5B use the set notation <math>\square</math>, <math>\square\square</math> and <math>\square\square</math> and <math>\square</math></p> <p>1.5C understand the concept of the universal set and the empty set and the symbols for these sets</p> <p>1.5D understand and use the complement of a set</p> <p>1.5E use Venn diagrams to represent sets</p> <p>6.3D find probabilities from a Venn diagram</p> <p><u>Graphs</u></p> <p>3.3B understand and use conventions for rectangular Cartesian coordinates</p> <p>3.3C plot points (x, y) in any of the four quadrants or locate points with given coordinates</p> <p>3.3D determine the coordinates of points identified by geometrical information</p> <p>3.3E determine the coordinates of the midpoint of a line segment, given the coordinates of the two end points</p> <p>3.3F draw and interpret straight line conversion graphs</p> <p>3.3G find the gradient of a straight line</p> <p>3.3H recognise that equations of the form <math>y = mx + c</math> are straight line graphs with gradient m and intercept on the y-axis at the point (0, c)</p> <p>3.3I recognise, generate points and plot graphs of linear functions</p> <p>2.8D represent simple linear inequalities on rectangular Cartesian graphs</p> <p>2.8E identify regions on rectangular Cartesian graphs defined by simple linear inequalities</p> <p>3.3I recognise, generate points and plot graphs quadratic functions</p> <p><u>Measures</u></p> <p>4.4A interpret scales on a range of measuring instruments</p> <p>4.4B calculate time intervals in terms of the 24-hour and the 12-hour clock</p>







	<p>4.4C make sensible estimates of a range of measures</p> <p>4.4D understand angle measure including three-figure bearings</p> <p>4.1A distinguish between acute, obtuse, reflex and right angles</p> <p>4.4E measure an angle to the nearest degree</p> <p>4.5A measure and draw lines to the nearest millimetre</p> <p>4.5C solve problems using scale drawings</p> <p>4.11B use and interpret maps and scale drawings</p> <p>4.9A convert measurements within the metric system to include linear and area units</p> <p>4.10A convert between units of volume within the metric system</p>
<p><b>Assessment Overview and Format:</b></p> <p>There will be Key assessments each year:</p> <ul style="list-style-type: none"><li>• Baseline (where applicable)</li><li>• Key assessment 1 End of term 1</li><li>• Key assessment 2 End of term 2</li><li>• Key assessment 3 End of Year</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Sparxmaths - <a href="https://sparxmaths.com/">https://sparxmaths.com/</a></p> <p>Corbett Math's - <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a> Video examples, worksheets, daily revision.</p> <p>MathsGenie - <a href="https://www.mathsgenie.co.uk/igcse.php">https://www.mathsgenie.co.uk/igcse.php</a> Videos and Exam questions sorted by level</p> <p>Dr Frost <a href="http://www.dr frostmaths.com/resourceexplorer.php">www.dr frostmaths.com/resourceexplorer.php</a> Learning platform and video resources</p> <p>Mr Astbury IGCSE maths videos: <a href="https://www.youtube.com/@MrAstburyMaths">https://www.youtube.com/@MrAstburyMaths</a></p> <p>Edexcel IGCSE A past papers: <a href="https://www.physicsandmathstutor.com/past-papers/gcse-maths/edexcel-igcse-a-paper-1/">https://www.physicsandmathstutor.com/past-papers/gcse-maths/edexcel-igcse-a-paper-1/</a></p> <p>Fun Mathematics: Brilliant.org <a href="https://www.3blue1brown.com">https://www.3blue1brown.com</a> <a href="https://www.numberphile.com">https://www.numberphile.com</a> <a href="https://www.vsaauce.com">https://www.vsaauce.com</a></p>





## Key Stage 4 Mathematics Curriculum Year 10 Higher

Term 1 – Topics/ Key Content	Term 1 – Success Criteria
<u>Algebra skills, indices, rearranging &amp; inequalities</u>	<u>Algebra skills, indices, rearranging &amp; inequalities</u> H2.3A understand the process of manipulating formulae or equations to change the subject, to include cases where the subject may appear twice or a power of the subject occurs H2.1A use index notation involving fractional, negative and zero powers F2.4A 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
<u>Algebraic fractions</u>	F2.4B set up simple linear equations from given data F2.8C solve simple linear inequalities in one variable and represent the solution set on a number line F2.3C substitute positive and negative integers, decimals and fractions for words and letters in expressions and formulae F2.3D use formulae from mathematics and other real-life contexts expressed initially in words or diagrammatic form and convert to letters and symbols F2.3E derive a formula or expression
<u>Standard Form</u>	H2.3A understand the process of manipulating formulae or equations to change the subject, to include cases where the subject may appear twice or a power of the subject occurs
<u>Probability</u>	<u>Algebraic fractions</u> H2.2C manipulate algebraic fractions where the numerator and/or the denominator can be numeric, linear or quadratic
<u>Surds</u>	<u>Standard Form</u> F1.9A calculate with and interpret numbers in the form $a \times 10^n$ where n is an integer and $1 \leq a < 10$ H1.9A solve problems involving standard form
<u>Ratio &amp; Proportion</u>	<u>Probability</u> F6.3C understand and use estimates or measures of probability from theoretical models F6.3D find probabilities from a Venn diagram F6.3E 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 F6.3G estimate probabilities from previously collected data F6.3H calculate the probability of the complement of an event happening
<u>Angles - all</u>	
<u>Circle Theorems</u>	
<u>Bounds</u>	
<u>Histograms</u>	





F6.3I use the addition rule of probability for mutually exclusive events

F6.3J understand and use the term 'expected frequency'

H6.3A draw and use tree diagrams

### Ratio & Proportion

F1.7A use ratio notation, including reduction to its simplest form and its various links to fraction notation

F1.7B divide a quantity in a given ratio or ratios

F1.7C use the process of proportionality to evaluate unknown quantities

F1.7D calculate an unknown quantity from quantities that vary in direct proportion

F1.7E solve word problems about ratio and proportion

F1.10A use and apply number in everyday personal, domestic or community life

F1.10B carry out calculations using standard units of mass, length, area, volume and capacity

F1.10C understand and carry out calculations using time, and carry out calculations using money, including converting between currencies

H2.5A set up problems involving direct or inverse proportion and relate algebraic solutions to graphical representation of the equations

### Angles - all

F4.1B use angle properties of intersecting lines, parallel lines and angles on a straight lines

F4.2C understand and use the properties of the parallelogram, rectangle, square, rhombus, trapezium and kite

F4.2D understand the term 'regular polygon' and calculate interior and exterior angles of regular polygons

F4.2E understand and use the angle sum of polygons

### Circle Theorems

H4.7A provide reasons, using standard geometrical statements, to support numerical values for angles obtained in any geometrical context involving lines, polygons and circles

H4.6A understand and use the internal and external intersecting chord properties

H4.6B recognise the term 'cyclic quadrilateral'

H4.6C understand and use angle properties of the circle (circle theorems in spec)

### Bounds

F1.8C identify upper and lower bounds where values are given to a degree of accuracy

H1.8A solve problems using upper and lower bounds where values are given to a degree of accuracy





	<p><u>Histograms</u> H6.1A construct and interpret histograms</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><u>Area, SA &amp; Volume</u></p> <p><u>Compound measures</u></p> <p><u>Linear graphs &amp; Inequality graphs</u></p> <p><u>Trigonometry All – sine and cosine rule (3D trig)</u></p> <p><u>Cumulative frequency &amp; IQR</u></p> <p><u>Surds</u></p> <p><u>Simultaneous equations</u></p>	<p><b>Term 2 – Success criteria</b></p> <p><u>Area, SA &amp; Volume</u></p> <p>F4.9B find the perimeter of shapes made from triangles and rectangles F4.9C find the area of simple shapes using the formulae for the areas of triangles and rectangles F4.9D find the area of parallelograms and trapezia H4.9A find perimeters and areas of sectors of circles F4.10C find the surface area of simple shapes using the area formulae for triangles and rectangles F4.10D find the surface area of a cylinder F4.10E find the volume of prisms, including cuboids and cylinders, using an appropriate formula H4.10A find the surface area and volume of a sphere and a right circular cone using relevant formulae</p> <p><u>Compound measures</u></p> <p>F4.4G use compound measure such as speed, density and pressure F4.9A convert measurements within the metric system to include linear and area units F4.10A convert between units of volume within the metric system</p> <p><u>Linear graphs &amp; Inequality graphs</u></p> <p>F3.3E determine the coordinates of the midpoint of a line segment, given the coordinates of the two end points F3.3G find the gradient of a straight line F3.3H recognise that equations of the form <math>y = mx + c</math> are straight line graphs with gradient <math>m</math> and intercept on the <math>y</math>-axis at the point <math>(0, c)</math> F3.3I recognise, generate points and plot graphs of linear functions H3.3F calculate the gradient of a straight line given the coordinates of two points H3.3G find the equation of a straight line parallel to a given line; find the equation of a straight line perpendicular to a given line F2.8D represent simple linear inequalities on rectangular Cartesian graphs F2.8E identify regions on rectangular Cartesian graphs defined by simple linear inequalities H2.8B identify harder examples of regions defined by linear inequalities</p>





	<p><u>Trigonometry All – sine and cosine rule (3D trig)</u> F4.8C apply trigonometrical methods to solve problems in two dimensions H4.8A understand and use sine, cosine and tangent of obtuse angles H4.8B understand and use angles of elevation and depression H4.8C understand and use the sine and cosine rules for any triangle H4.8D use Pythagoras’ theorem in three dimensions H4.8E understand and use the formula <math>\frac{1}{2} ab C \sin</math> for the area of a triangle H4.8F apply trigonometrical methods to solve problems in three dimensions, including finding the angle between a line and a plane</p> <p><u>Cumulative Frequency &amp; IQR</u> H6.1B construct cumulative frequency diagrams from tabulated data H6.1C use cumulative frequency diagrams</p> <p><u>Surds</u> H1.4A understand the meaning of surds H1.4B manipulate surds, including rationalising a denominator</p> <p><u>Simultaneous Equations</u> H2.6A calculate the exact solution of two simultaneous equations in two unknowns. H2.7D solve simultaneous equations in two unknowns, one equation being linear and the other being quadratic</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><u>Averages</u></p> <p><u>Set notation &amp; venn diagrams</u></p> <p><u>Similar shapes</u></p> <p><u>Quadratics</u></p> <p><u>Percentages</u></p>	<p><b>Term 3 – Success criteria</b></p> <p><u>Averages</u> F6.2A understand the concept of average F6.2B calculate the mean, median, mode and range for a discrete data set F6.2C calculate an estimate for the mean for grouped data F6.2D identify the modal class for grouped data</p> <p><u>Set Notation &amp; Venn diagrams</u> F1.5A understand the definition of a set F1.5B use the set notation <math>\square</math>, <math>\square\square</math> and <math>\square\square</math> and <math>\square</math> F1.5C understand the concept of the universal set and the empty set and the symbols for these sets F1.5D understand and use the complement of a set F1.5E use Venn diagrams to represent sets F6.3D find probabilities from a Venn diagram</p>





	<p>H1.5A understand sets defined in algebraic terms, and understand and use subsets H1.5B use Venn diagrams to represent sets and the number of elements in sets H1.5C use the notation <math>n(A)</math> for the number of elements in the set A H1.5D use sets in practical situations 6.3D find probabilities from a Venn diagram</p> <p><u>Similar Shapes</u> H4.11A understand that areas of similar figures are in the ratio of the square of corresponding sides H4.11B understand that volumes of similar figures are in the ratio of the cube of corresponding sides H4.11C use areas and volumes of similar figures in solving problems</p> <p><u>Quadratics</u> H2.7A solve quadratic equations by factorization H2.7B solve quadratic equations by using the quadratic formula or completing the square H2.7C form and solve quadratic equations from data given in a context H2.8A solve quadratic inequalities in one unknown and represent the solution set on a number line recognise, generate points and plot graphs of quadratic functions</p> <p><u>Percentages</u> F1.6B express a given number as a percentage of another number F1.6C express a percentage as a fraction and as a decimal F1.6D understand the multiplicative nature of percentages as operators F1.6E solve simple percentage problems, including percentage increase and decrease F1.6F use reverse percentages F1.6G use compound interest and depreciation H1.6A use repeated percentage change H1.6B solve compound interest problems</p>
<p><b>Assessment Overview and Format:</b></p> <p>There will be Key assessments each year:</p> <ul style="list-style-type: none"><li>• Baseline (where applicable)</li><li>• Key assessment 1 End of term 1</li><li>• Key assessment 2 End of term 2</li><li>• Key assessment 3 End of Year</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Sparxmaths - <a href="https://sparxmaths.com/">https://sparxmaths.com/</a> Corbett Math's - <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a> Video examples, worksheets, daily revision.</p> <p>MathsGenie - <a href="https://www.mathsgenie.co.uk/igcse.php">https://www.mathsgenie.co.uk/igcse.php</a> Videos and Exam questions sorted by level</p>





Dr Frost [www.drfrostmaths.com/resourceexplorer.php](http://www.drfrostmaths.com/resourceexplorer.php)  
Learning platform and video resources

Mr Astbury IGCSE maths videos:

<https://www.youtube.com/@MrAstburyMaths>

Edexcel IGCSE A past papers:

<https://www.physicsandmathstutor.com/past-papers/gcse-maths/edexcel-igcse-a-paper-1/>

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><b><u>Media language and representation</u></b> Basic media language terminology in use in a music video – shot sizes, camera angles, edits.</p> <p>Representation as ‘re-presentation or reality’: How these media language elements and visual codes (e.g. colour, basic aspects of mise-en-scène) have been selected to represent the artist in the music video in specific ways. Stereotypes and how they become established.</p>	<p>What is Media language?</p> <p>What are the different forms of media language?</p> <p>Media representations: How is media language used to represent an artist in specific ways?</p> <p>What are Stereotypes and how are they used?</p>
<p><b><u>Introduction to industries and audiences</u></b></p> <p>Linear models of communication (sender, message, and receiver) and how different audiences (receivers) might interpret the music video analysed previously.</p>	<p>Media representations: How does a media producer encode media for the target audience?</p> <p>How can an audience de-code a media product?</p> <p>Media language: What are codes and conventions?</p> <p>What are the differences between Mass and Niche audiences?</p>
<p><b><u>Advertising – Representation and Audiences</u></b></p> <p>Advertising and marketing: CSPs Advertising and marketing (targeted, focusing on media language and media representations): Television advertisement for Galaxy</p> <p>NHS Blood and Transplant online campaign video</p> <p>OMO Print advert from <i>Woman’s Own</i> magazine.</p> <p>Introduce terms code, anchorage, sign, icon and symbol.</p> <p>Look at the three CSPs in order, as well as other advertising and marketing products, analysing how media language creates meanings and giving a brief</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?</p>







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





<p>Write the posts for the band’s official social media channels in the five days prior to the release of the single.</p> <p><b>Radio</b>          CSPs Radio (targeted, focusing on media Industries and media audiences):          Radio 1 Launch Day, Tony Blackburn</p> <p>Kiss FM Breakfast.</p>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Online, social, and participatory media          CSPs Online, social, and participatory media (in-depth, all four areas of the theoretical framework):          Kim Kardashian; Hollywood          Kim Kardashian: Online, social and participatory media.</p> <p>Lara Croft Go.</p> <p>Marcus Rashford</p> <p>Set each CSP within its context.</p> <p>Use notes in CSP booklet to help devise specific learning activities.</p> <p><b>CSPs Magazines</b> (targeted, focusing on Media language and representations):</p> <p><i>Tatler</i>, January 2021</p> <p><i>Heat</i>, November 2020.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>Media representations: Re-representation – 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-representation          Reflection of contexts</p>
<p><b>Assessment Overview and Format:</b></p>	<p><b>Links for Home Learning/Extension Resources:</b></p>





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

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

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

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

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

AQA GCSE media studies textbook.  
BBC Bitesize media studies.





## Key Stage 4 Music Curriculum - Year 10

### Term 1 – Topics/ Key Content

#### Introduction to the GCSE course:

- 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.

#### Instrumental Music 1700–1820 set works:

**J.S. Bach: 3rd Movement from**

**Brandenburg Concerto no.5 in D major**

**L. van Beethoven: 1st Movement from**

**Piano Sonata no.8 in C minor**

**‘Pathétique’**

- These pieces will be explored using students’ knowledge and understanding of musical elements, musical contexts, and musical language to make critical judgements about the music. Comparative and evaluative skills will be practised between the two.
- The set works show the link between Baroque instrumental music and dance genres. They also, and introduce fugue, and the 19th-century Romantic sensibility in music and its application to sonata form.

#### Instrumental Music 1700–1820 wider listening

Explore pieces in genres related to the two-set works, which will include:

- concerti by Vivaldi
- concerto grosso by Handel
- piano sonata movements by Haydn and Mozart.

#### Vocal Music set work:

**H. Purcell: ‘Music for a While’**

- Students’ will explore this piece using their knowledge and understanding of musical elements, musical contexts and

### Term 1 - Overarching Key Questions

- How do we use MAD T-SHIRT to analyse music?
- What does ‘practice’ make?





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





<ul style="list-style-type: none"><li>• 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.</li><li>• The study of this set works will examine popular contemporary musical theatre styles.</li></ul> <p><b>Preparation for the performance component is ongoing.</b></p>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Music for Stage and Screen set work.</b> <b>J. Williams: 'Main title/rebel blockade runner' (from the soundtrack to <i>Star Wars Episode IV: A New Hope</i>)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• The study of this set work will examine composing sound to match pictures.</li></ul> <p><b>Music for Stage and Screen wider listening:</b></p> <ul style="list-style-type: none"><li>• Explore pieces in genres related to the first set work, which will include:</li><li>• songs from musicals like <i>Matilda</i> and <i>Hairspray</i>.</li></ul> <p><b>Free composition is ongoing.</b> <b>Preparation for the performance component is ongoing.</b></p>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How far have you come so far and how far do you still need to go?</li><li>• What learning lessons have you learned?</li><li>• What do you think is worth remembering about this work?</li><li>• What would you do differently if you were to do this piece again? How could you improve it to the next level?</li><li>• What new techniques and skills have you learned in listening/playing this piece of music?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p><b>Performance</b></p>	<p><b>Links for Home Learning/Extension Resources:</b></p>





Minimum of 2 pieces  
30 marks each  
Total of 60 marks

**Composition**

Combination of 2 pieces  
30 marks each  
Total of 60 marks

**Listening & Appraising Set Work**

Exam 1hr 45mins  
Total of 80 marks

Explore Wider Listening options for each Area of Study.

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

**Preparation for the performance & composition component is ongoing.**





## Key Stage 4 Physical Education Curriculum Year 10

### Term 1 – Topics/ Key Content

#### The structure and functions of the musculoskeletal system:

- 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.

#### Cardio-Respiratory System

- 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?

### Term 2 – Topics/ Key Content

#### Anaerobic and Aerobic Exercise

- How the body uses glucose and oxygen to release energy.
- How fats and carbohydrates give energy for different sorts of activity.

#### Short- and Long-Term Effects of Exercise

- The short and long-term effects of exercise on the heart, muscles, and respiratory system.
- How to interpret graphs showing HR, stroke volume and cardiac output during rest and exercise.

#### Lever systems, examples of their use in activity and the mechanical advantage they provide in movement

- First, second and third class levers and their use in physical activity and sport

### Term 1 - Overarching Key Questions

- What injuries might happen to bones and joints when taking part in sport?
- How do bones, joints and muscles work together to help you in your favourite sport?
- A strong heart, healthy blood and good lungs are important for any athlete – but why?
- Which component of blood is most important and why?
- Which are the sports where having good lung capacity is key?

### Term 2 - Overarching Key Questions

- How does doing exercise affect your diet?
- Have you ever had a cramp? If so, when?
- What sort of exercise makes your muscles ache the most, and when?
- Why does it take longer to recover from sports more than others do?







- Mechanical advantage and disadvantage (in relation to loads, efforts and range of movement) of the body's lever systems and the impact on sporting performance

#### Planes and Axes of Movement

- Movement patterns using body planes and axes: sagittal, frontal and transverse plane and frontal, sagittal, vertical axes applied to physical activities and sporting actions

#### The Relationship Between Health and Fitness

- 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.

#### Components of Fitness and How Fitness Can Be Measured

- Basic components of fitness
- Skills related components of fitness.
- The use of interpretation and different fitness tests.

#### Term 3 – Topics/ Key Content

##### Principles of Training and Their Application

- 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.

##### Long Term Effects of Exercise

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

##### How to optimise training and prevent injury

- The use of a PARQ to assess personal readiness for training

#### Term 3 - Overarching Key Questions

- Why do some people go to specific places to train?
- 
- How much do you think success depends on natural talent and how much on good training?
- 
- Do you think all types of exercise and sports bring about the same long-term effects of exercise?
- 
- Are some sorts of exercise back for you in the long term?





<ul style="list-style-type: none"><li>• Injury prevention</li><li>• Injuries that can occur in physical activity and sport:</li><li>• RICE (rest, ice, compression, elevation)</li><li>• Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle</li></ul> <p><b><u>Effective use of warm up and cool down</u></b></p> <ul style="list-style-type: none"><li>• The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport</li><li>• Phases of a warm-up and their significance in preparation for physical activity and sport</li></ul> <p><b><u>Use of Data</u></b></p> <p>Personal Exercise Program (PEP) 10% of practical exam to be started.</p>	
<p><b>Assessment Overview and Format:</b></p> <p>Students will be assessed regularly through:</p> <ul style="list-style-type: none"><li>• use of formative assessments</li><li>• 2 key assessments</li><li>• 1 full paper 1 at the end of the year (90 minutes)</li></ul> <p>Practical scores and grades will be gathered during the year and entered on goal for schools.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <ul style="list-style-type: none"><li>• Everleaner (students' individual log-in)</li><li>• Edexcel revision guide</li><li>• Edexcel revision workbook.</li><li>• GCSE Knowledge Organiser</li></ul>

## Key Stage 4 Photography Curriculum Year 10





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





<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Mixed media techniques</b> Students will use the theme and photographs in which they have taken from Project 2 to develop in Project 3. The mixed media techniques will involve students experimenting with different mediums to make their photography look more unique and original enabling students to gain higher marks for AO2, AO3 and AO4. Students will then develop their ideas into an outcome. Their outcome will be expected to be in the form of an installation piece alongside final prints. Some examples of mixed media techniques include. Scratching Burning Sewing Painting Using various substances Collage</p>	<p><b>Term 3 - Overarching Key Questions</b> 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? Are you able to combine different mediums together? Why do you believe mixed media techniques are important within photography and what role do you believe it plays</p>
<p><b>Assessment Overview and Format:</b></p> <p>Students will be assessed both formatively and summatively.</p> <p>Verbal feedback will be given to students during the lesson.</p> <p>Work will be summatively assessed on Showbie. Students will be expected to upload their work throughout the coursework unit where the work will be graded, and written feedback will be given.</p>	<p><b>Links for Home Learning/Extension Resources:</b></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. Homework will be set on Go4Schools and students will be expected to complete this by the deadline date.</p>





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





## Key Stage 4 Psychology Curriculum Year 10

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Research methods</b></p> <ul style="list-style-type: none"><li>• Types of hypotheses</li><li>• Types of variables</li><li>• Sampling methods</li><li>• Types of data</li><li>• Methods of investigation</li><li>• Managing investigations</li><li>• Correlation</li><li>• Ethical issues</li><li>• Data handling</li><li>• Descriptive statistics</li><li>• Computation</li><li>• Displaying data</li><li>• Distributions</li></ul>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How do we conduct research?</li><li>• How do we ensure that our research is accurate?</li><li>• How do we organise participants within our research?</li><li>• How do we display data?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Memory</b></p> <ul style="list-style-type: none"><li>• Processes of memory</li><li>• Types of memory</li><li>• Models of memory</li><li>• The primacy and recency effect</li><li>• The working memory model.</li><li>• Dual processing tasks</li><li>• The theory of reconstructive memory</li><li>• Factors affecting memory.</li></ul> <p><b>Perception</b></p> <ul style="list-style-type: none"><li>• Sensation and perception</li><li>• Visual cues and constancies</li><li>• Visual illusions</li><li>• Gibson’s direct theory of perception</li></ul>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How do we remember?</li><li>• Do we have different types of memory?</li><li>• What happens to our memory?</li><li>• Why do we remember certain things?</li><li>• What influences our memories?</li><li>• Is our memory accurate?</li><li>• Do we only use our eyes to perceive information?</li><li>• Why do we fall for visual illusions?</li><li>• Are we born with the ability to perceive?</li><li>• What affects our perception?</li><li>• How was perception investigated?</li></ul>





<ul style="list-style-type: none"><li>• Gregory's constructivist theory of perception</li><li>• Factors affecting perception</li><li>• Studies investigating factors affecting perception</li></ul>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Biopsychology</b></p> <ul style="list-style-type: none"><li>• The human nervous system</li><li>• The endocrine system</li><li>• Neurons</li><li>• Synaptic transmission</li><li>• Hebb's theory of learning and neuronal growth</li><li>• Brain structure</li><li>• Localisation of function</li><li>• Penfield's study of interpretive cortex</li><li>• Cognitive neuroscience</li><li>• Scanning techniques</li><li>• Neurological damage</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How does our body deal with stress?</li><li>• What are the different types of neurons?</li><li>• How does the body process changes?</li><li>• What happens to our brain when we learn?</li><li>• Do parts of our brain have different functions?</li><li>• How do we investigate brain activity?</li><li>• How can damage to the brain affect behaviour?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <ol style="list-style-type: none"><li>1. End of term 1 - 25 marks on research methods.</li><li>2. End of term 2 – 75 marks on research methods, memory, and perception.</li><li>3. End of term 3 – 100 marks full mock paper 1 on all Year 10 topics.</li></ol>	<p><b>Links for Home Learning/Extension Resources:</b></p> <ul style="list-style-type: none"><li>• Psychboost GCSE YouTube channel – <a href="https://youtu.be/GpPowWc1tXI?si=w2AsuN7S12515KwE">https://youtu.be/GpPowWc1tXI?si=w2AsuN7S12515KwE</a></li><li>• LearnDojo website - <a href="#">GCSE Psychology Revision Resources 9-1   Learndojo</a></li></ul>





## 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><b>Unit 3.2 Bioenergetics</b></p> <p><b>Breathing</b></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><b>Circulation</b></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><b>Digestion</b></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><b>Unit 3 Chemical Changes</b></p> <p>4.1 Reactivity of metals</p> <p>4.2 Reactions of acids</p> <p>4.3 Electrolysis</p> <p><b>Unit 1 Acids, bases, and salts</b></p> <p>1.3 The properties of acids and bases</p> <p>1.4 Preparation of salts</p> <p><b>Unit 3 Quantitative Chemistry</b></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><b>Unit 1 Energy</b></p> <p>1.4 Energy transfers, conservation, and dissipation of energy</p> <p><b>Unit 2 Forces</b></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><b>Plants as organisms</b></p> <p>9.1 Photosynthesis</p> <p>9.2 Limiting factors</p> <p>9.3 How plants use glucose</p> <p>9.4 Exchange in plants</p> <p><b>Unit 3.3 Ecology</b></p> <p><b>Ecology</b></p> <p>13.1 Pyramids of biomass</p> <p>13.2 Energy transfers</p> <p>13.3 Making food production efficient B</p> <p>13.4 Decay processes</p> <p>13.5 The carbon cycle</p> <p><b>Human population and pollution</b></p> <p>14.2 The human population explosion B</p> <p>14.2 Land pollution B</p> <p>14.3 water pollution B</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/dm<sup>3</sup> C</i></p> <p>3.5 <i>Use of amount of substance in relation to volumes of gases C</i></p>	<p><b>Unit 3 Electricity and magnetism</b></p> <p>3.1 <i>Current, potential difference and resistance</i></p> <p>3.2 <i>Series and parallel circuits</i></p> <p>3.3 <i>Domestic uses and safety</i></p> <p>4.4 <i>Energy transfers</i></p> <p>3.5 <i>Static electricity P</i></p> <p>3.6 <i>Permanent and induced magnetism, magnetic forces, and fields</i></p> <p>3.7 <i>The motor effect</i></p> <p>3.8 <i>Induced potential, transformers, and the National Grid P</i></p>







14.4 Deforestation B 14.5 Global warming B		
<b>TERM 3</b>		
<b>BIOLOGY</b>	<b>CHEMISTRY</b>	<b>PHYSICS</b>
<b>Unit 3.4 Organisms' interaction with the environment</b> Nervous coordination and behaviour 6.1 Responding to change 6.2 Reflex actions 6.3 Animal behaviour and communication  Homeostasis 7.1 Principles of homeostasis 7.2 Removing waste products B 7.3 The human kidney B 7.4 Controlling body temperature 7.5 Controlling blood glucose & Diabetes  Defending ourselves against disease 8.1 Pathogens 8.2 Defence 8.3 Immunity	<b>Unit 8 The rate and extent of chemical change</b> 8.1 Rate of reaction 8.2 Reversible reactions and dynamic equilibrium 8.3 Redox reactions	<b>Unit 4 Atomic Structure</b> 4.1 Atoms and isotopes 4.2 Atoms and nuclear radiation 4.3 Hazards and uses of radioactive emissions and of background radiation <b>P</b> 4.4 Nuclear fission and fusion <b>P</b>

**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](http://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://Science-OxfordAQA(oxfordaqaexams.org.uk))





UK National Curriculum standards

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/381754/SECONDARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf)





## Key Stage 4 Moral, Cultural, Social Studies Curriculum Year 10

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





-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 multiple-choice tests and personal reflections.

**Links for Home Learning/Extension Resources:**

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

**Term 3 - Topics/Key Content:**

**The UAE in the 21<sup>st</sup> 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  
-21<sup>st</sup> Century Infrastructure and Smart Initiatives  
-Innovation in Healthcare, Education and Social Services  
-Sustainability and the Modern UAE.

**The UAE in the 21<sup>st</sup> 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 multiple-choice tests and personal reflections

**Term 3 - Overarching Key Questions**

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 digital booklets and class resources.
<b>Assessment Overview and Format:</b>	<b>Links for Home Learning/Extension Resources:</b>





## Key Stage 4 Moral, Cultural, and Social Studies Curriculum Year 10

### Term 1 – Topics/ Key Content

#### Finance Management:

This Unit focuses on building the basic understanding of the values of money and wealth, and obtaining the necessary tools to live a financially independent and responsible life, ultimately creating individuals ready to be entrepreneurs and proactive members of society.

#### Assessment Overview and Format

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

### Term 1 - Overarching Key Questions

- What is the value of money?
- What are the dangers of Wealth and Greed
- How can wealth be a Force of Good
- How can I develop Entrepreneurship Skills
- How to become an entrepreneur

#### Links for Home Learning/Extension Resources:

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





## Key Stage 4 Spanish Curriculum Year 10

<p><b>Term 1 – Topics/ Key Content</b></p> <p>Unit 1: Identity and relationships with others</p> <p>To describe your nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality, and that of others.</p> <p>To describe members of your family or friends in detail.</p> <p>To say what activities you do with others.</p> <p>To describe your friendships with others, giving reasons for getting on/not getting on with people.</p> <p>To describe the qualities of a good friend.</p> <p>To describe the qualities of an ideal partner and give reasons why. To name different types of partnership with advantages and disadvantages.</p>	<p><b>Term 1 - Overarching Grammar</b></p> <ul style="list-style-type: none"><li>• Ser, tener (present tense)</li><li>• Adjectival phrases (regular adjective agreement, position, uses of <i>ser</i> and <i>estar</i> and comparison)</li><li>• Articles</li><li>• Formation of feminine and plural nouns</li><li>• Demonstrative adjectives</li><li>• Possessive adjectives</li><li>• Adverbial phrases (phrases, position and comparative structures)</li><li>• Modal verbs (<i>poder</i> and <i>querer</i> + infinitive)</li><li>• Word order of direct object and indirect object pronouns</li><li>• Prepositions (personal <i>a</i>, possession <i>de</i>, <i>para</i> + infinitive, <i>sin</i> + infinitive)</li></ul> <p><b>Higher tier only</b></p> <ul style="list-style-type: none"><li>• Adjectival phrases (<i>lo</i> + adj, possessive adjectives (<i>mío/a/ os/as</i>, <i>tuyo</i>, <i>suyo</i>, <i>nuestro</i>, <i>vuestro</i>), regular superlative adjectives and irregulares (<i>el mejor</i>, <i>el peor</i>))</li><li>• Adverbial phrases (superlative adverb structures)</li><li>• Prepositions (<i>antes de</i> + infinitive, <i>después de</i> + infinitive, syntax of prepositions in questions)</li><li>• Higher-only pronouns (see specification for full list)</li></ul> <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given each week to build more familiarity with these topics.</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p>Unit 2: Customs, festivals and celebrations.</p> <p>To describe festivals in the UK and in the target language-speaking</p>	<p><b>Term 2 - Overarching Grammar</b></p> <ul style="list-style-type: none"><li>• Indirect object pronouns (<i>le</i> <i>do</i>, <i>quiero darle</i>)</li><li>• Interrogative pronouns</li><li>• Multi-word complex fixed phrases (<i>quisiera</i> + infinitive, <i>me/te/le gustaría</i> + infinitive)</li></ul>





countries/communities and give your opinion about them.

To describe customs and say what you do on celebrations at home and elsewhere (eg birthdays, parties, weddings, etc).

To say how you prefer to celebrate these.

To say what food is consumed on special occasions and at celebrations.

To talk about a special day in the past.

### Travel and Tourism

To talk about travel: means of transport, descriptions and preferences with advantages and disadvantages.

To talk about the weather.

To describe holiday time activities (while away on holiday or at home) and give opinions.

To describe holiday destinations in the present, past and future.

To say whether holidays are important and why.

To describe an ideal holiday.

To list and describe places of interest, locally and elsewhere and give opinions about them.

- Interrogatives

### Higher tier only

- Passive voice in all required tenses (ser + past participle + por; se + 3rd person singular or plural)

Photo cards, Role-plays, and exam questions along with vocabulary will be given each week to build more familiarity with these topics.

### Term 3 – Topics/ Key Content

#### Unit 3: The environment and where people live

To describe your local area and say what there is.

To say what you can do and see in your area.

To give opinions of local facilities and to list advantages and disadvantages.

To describe your ideal area.

To describe your home and your ideal home.

### Term 3 - Overarching Key Grammar

- Periphrastic (near) future tense (ir a + infinitive)
- Use of the pronouns *alguno* and *ninguno*, including their inflected forms for gender
- Imperative (affirmative, 2nd singular only and irregular *tú* commands)
- Demonstrative adjectives (*este, esta, ese, esa*, and irregular plural forms (*estos, esos*) and regular plurals (*estas, esas*))
- Present perfect (regular and irregular)







<p>To say where you would like to live in the future and why.</p> <p>To talk about local environmental issues.</p> <p>To say what you do/did/will do to help protect the environment.</p> <p>To discuss and give opinions about global environmental issues (climate change, environmental damage, etc).</p>	<p><b>Higher tier only</b></p> <ul style="list-style-type: none"><li>• Conditional tense (1st, 2nd and 3rd person singular and plural, and irregular verbs <i>saber, querer, venir, decir, salir</i>)</li><li>• Impersonal verbs (parece, basta, falta, hace falta, vale la pena)</li><li>• Multi-verb expressions (acabar de + infinitive, seguir + present participle, llevar + time period + present participle)</li><li>• Imperative (affirmative, 2nd person plural)</li><li>• Demonstrative adjectives (<i>aquel</i> with agreement for gender and number)</li><li>• Present tense with <i>desde hace</i></li></ul> <p>Photo cards, Role-plays, and exam questions along with vocabulary will be given each week to build more familiarity with these topics.</p>
<p><b>Assessment Overview and Format:</b></p> <p>X3 Assessment points in year 10 covering all skills.</p> <p>Full past papers are used to give accurate grades.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers">https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers</a></p> <p><a href="#">Spanish GCSE AQA   Blooket</a></p>





أكاديمية جيمس ولينغتون - شارع الخيل  
GEMS Wellington Academy  
AL KHAIL



**LIMITLESS**  
LEARNING



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# KEY STAGE 4

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## Year 11 Curriculum



2024-2025  
GEMS WELLINGTON ACADEMY  
Al Khail



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## Key Stage 4 Arabic A Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
إذا المرء لم يدنس) قصيدة شعرية الاستعارة	كيف يستخدم الشاعر/ الكاتب اللغة والبنية والشكل لتقديم أفكاره ومشاعره لإنشاء التأثيرات؟
مراجعة الميزان الصربي	ما مدى فعالية استخدام الشاعر/ الكاتب للمفارقة في النص؟
بحث عن العصر الجاهلي وخصائصه	ما الذي يجعل النص ... جيداً؟
نص استماع	ما هي أوجه التشابه والاختلاف بين قصيدتين؟
(قصة قصيرة) الخبز	ما هي المواضيع / الأنماط الموجودة في النص الشعري؟
استجابة أدبية لقصة الخبز	كيف تؤثر اختياراتنا ( المعجمية-الدلالية -البلاغية ) على الطريقة التي نقدم بها الأفكار؟
اسم الفاعل من الفعل الثلاثي	كيف يستخدم .... الأجهزة اللغوية لإنشاء صوت شعري؟
(نصوص الرأي) العتاب صابون القلب	كيف يتصاعد الوقت/ العاطفة في هذه القصة....؟
كتابة مقال الرأي	ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟
(نص السيرة الذاتية) اسمها تجربة	ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصاً عن تجاربهم؟
اشتقاق صيغ المبالغة	ما الذي يجعل القصة فعالة في الوصول إلى غرضها؟
(نص معوماتي) التسوق الإلكتروني	كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعاً؟
مراجعة إعراب المضاف والمضاف إليه	
مراجعة إملاء الهمزة المتوسطة	
اختبار مهاري لمهارة القراءة في الفرعين التاليين:	
(مهارة الفهم والاستيعاب) نص خارجي	
مهارة قراءة النص الأدبي وتحليله	
اختبار مهاري لمهارة الكتابة الإبداعية في	
نوع النص التالي	
مقال الرأي: يكتب المتعلم مقال رأي	
مكتمل العناصر	





Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p>"أنا من بدل بالصحب الكتابا"</p> <p>أحمد شوقي (العصر الحديث) كتابة الاستجابة الأدبية للقصيدة أنواع الاستعارة التي تم استخدامها في النص الشعري أسلوب الاستثناء القصة القصيرة: "زعر و زنجبيل" الطباق و المقابلة نص السيرة الذاتية "الأيام" مراجعة إعراب الأفعال (الماضي - المضارع) إعرابًا تامًا صحيحًا اشتقاق صيغ المبالغة و يوظفها في مواقف حياتية اختبار مهاري لمهارة القراءة في الفرعين التاليين (مهارة الفهم و الاستيعاب (نص خارجي</p>	<p>كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟ ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟ ما هي السمات المميزة للجملة؟ وكيف يساهم اختلافها في تغيير المعنى؟ ما هي القوالب اللغوية التي تجعل تدعم المعنى وتقويه؟ كيف تساعدنا معرفة الغرض من المؤلف على فهم ... بشكل أفضل؟ كيف يمكننا تحديد الكلمات والعبارات في القصص والقصائد التي تظهر المشاعر والحواس؟ كيف يساهم الحقل الدلالي في النص في رسم الصور والمشاعر والأحداث والتنقل بينها؟ كيف نعلق على النص باستخدام المعرفة السابقة؟ كيف يتم بناء فهمنا للثقافة والمجتمع والتاريخ من خلال اللغة؟ كيف يتم استخدام اللغة للتلاعب بنا؟</p>





<p>مهارة قراءة النص الأدبي و تحليله اختبار مهاري لمهارة الكتابة الإبداعية في نوع النص التالي مقال الرأي: يكتب المتعلم مقال رأي مكتمل العناصر اختبار لمهارة الاستماع يستمع المتعلم لنص و يجيب عن أسئلة الفهم و الاستيعاب للنص المسموع اختبار لمهارة التحدث عمل مشاهد تمثيلية توضح مظاهر "بر الوالدين" و أثرها على الفرد و المجتمع اختبار مهاري في المهارات التالية</p> <ol style="list-style-type: none"><li>1. المفردات</li><li>2. البلاغة</li><li>3. الإملاء</li><li>4. النحو</li></ol>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p>إلى أمي سموّ الشيخ محمد بن راشد المسؤولية المجتمعية المشي وآثاره على الصحة رواية رجال في الشمس أفعال المقاربة والرجاء والشروع تدريبات متنوعة الجناس التطوع كيف تكون شابا ناجحا وتحقق أحلامك العقل السليم في الجسم السليم أشجار القرم نسعة آثار ساحرة للامتنان التطوع الرياضة اختبار نهاية الفصل الدراسي الثالث في المهارات الآتية الفهم والاستيعاب</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟ ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟ ما هي السمات المميزة للجمل؟ وكيف يساهم اختلافها في تغيير المعنى؟ ما هي القوالب اللغوية التي تجعل تدعم المعنى وتقويه؟ كيف تساعدنا معرفة الغرض من المؤلف على فهم ... بشكل أفضل؟ كيف يمكننا تحديد الكلمات والعبارات في القصص والقصائد التي تظهر المشاعر والحواس؟ كيف يساهم الحقل الدلالي في النص في رسم الصور والمشاعر والأحداث والتنقل بينها؟</p>





<p>النحو والإملاء الكتابة الإبداعية التحدث الاستماع</p>	<p>كيف نعلق على النص باستخدام المعرفة السابقة؟ كيف يتم بناء فهمنا للثقافة والمجتمع والتاريخ من خلال اللغة؟ كيف يتم استخدام اللغة للتلاعب بنا؟</p>
<p><b>Assessment Overview and Format:</b></p> <p>Formative assessments include regular and on-going listening, oral presentations, composition, projects and diagnostic assessments.</p> <p>Summative Assessments include unit tests, mid/year and end of year exams during the school's Key Assessment cycle.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>All resources will be shared with students on TEAMS. Homework will be shared with students on go4schools. Students will be given a weekly HW assignment and extension activities.</p> <p>Encourage your child to read Arabic books, stories and watch different documentaries in Arabic, then discuss it with them, free reading will be followed by the teacher</p>







## Key Stage 4 Arabic B Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <p><u>Identity and culture</u></p> <ul style="list-style-type: none"><li>• Who am I?</li><li>• Daily life</li><li>• Cultural life</li></ul>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What do I look like?</li><li>• What does my teacher look like?</li><li>• How do I compare between my family members?</li><li>• What do I like about my father?</li><li>• Who is my favorite celebrity and why?</li><li>• Who is my role model and why?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><u>Local area, holiday, and travel</u></p> <ul style="list-style-type: none"><li>• Town, region, and country.</li><li>• Holidays.</li><li>• Travel and tourist transactions.</li></ul>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What are your plans for the summer?</li><li>• How was your trip?</li><li>• What can I change about the trip?</li><li>• What are the tourist places in the UAE and in your country?</li><li>• How do I book my flight?</li><li>• What do I do at the airport?</li><li>• What is the most trip you prefer and why?</li><li>• What is my dream holiday?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><u>School</u></p> <ul style="list-style-type: none"><li>• What school is like?</li><li>• School activities.</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What is my favorite subject and why?</li><li>• What is my daily routine during the week?</li><li>• What is the you I like most about my school?</li><li>• What are the advantages and disadvantages of having uniform's in school?</li><li>• What should I wear to school?</li><li>• How do I spend my weekend?</li></ul>





<p><b>Assessment Overview and Format:</b></p> <ul style="list-style-type: none"><li>• Three assessment points throughout the year.</li><li>• Summative assessment of Listening, Reading, and Writing. Students will sit real exam papers so they can start to familiarise themselves with expectations.</li><li>• Formative assessment of speaking through classwork and completion of photo cards and role-plays.</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><u>GCSE text Arabic B text.</u></p> <p><a href="https://www.interlingo.co.uk/new-companion-resources/new-gcse-arabic-companion-9-1-audio/">https://www.interlingo.co.uk/new-companion-resources/new-gcse-arabic-companion-9-1-audio/</a></p>





## Key Stage 4 3D Design Curriculum Year 11

<b>Term 1 – Topics/ Key Content</b> <ul style="list-style-type: none"><li>• Concepts which develop Coursework component towards a final outcome.</li><li>• Preparing my Final Outcome pages.</li><li>• A final outcome to the coursework project.</li></ul>	<b>Term 1 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How can I develop an outcome which is personal and meaningful?</li><li>• How can I ensure my outcome realises my skillset?</li><li>• How can I ensure my outcome realises intentions, based on my project so far?</li></ul>
<b>Term 2 – Topics/ Key Content</b> <ul style="list-style-type: none"><li>• Externally Set Assignment (January of Year 11)</li><li>• Developing Ideas and Understanding in response to the brief</li><li>• Artist Research and Responsive Photography</li><li>• Explorations using appropriate media, materials, techniques, processes.</li></ul>	<b>Term 2 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How can I use the skills and knowledge learned in the course during the Externally Set Assignment?</li><li>• How can I combine the work of different artists, making more original pieces?</li></ul>
<b>Term 3 – Topics/ Key Content</b> <ul style="list-style-type: none"><li>• Concept development towards a Final Outcome.</li><li>• A Final Outcome under exam conditions over 10 hours plus a 5 hour prep day, in the Art Rooms.</li></ul>	<b>Term 3 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How can I plan and manage my time during the unaided 10-hour final exam?</li><li>• What preparations have I made in terms of materials and equipment for the 10-hour final exam?</li></ul>
<b>Assessment Overview and Format:</b> <ul style="list-style-type: none"><li>• 60% of the GCSE grade is derived from Coursework (beginning of Year 10 until January of Year 11). This includes sketchbook work, as well as an outcome.</li></ul>	<b>Links for Home Learning/Extension Resources:</b> <ul style="list-style-type: none"><li>• <a href="#">GCSE Art and Design - Edexcel - BBC Bitesize</a></li><li>• <a href="#">GCSE Art and Design Assessment - Externally set assessment - Edexcel - GCSE Art and Design Revision - Edexcel - BBC Bitesize</a></li></ul>





- 40% of the GCSE grade is derived from the Externally Set Assignment. This includes sketchbook work, as well as an outcome. The outcome is made in a 10-hour exam, across 2 days, in the Art rooms.

- [Assessment objectives - Assessment objectives and presenting your work - Edexcel - GCSE Art and Design Revision - Edexcel - BBC Bitesize](#)
- [Art Sketchbook Ideas: Creative Examples to Inspire Students \(studentartguide.com\)](#)
- [The best International GCSE sketchbook in the world! \(youtube.com\)](#)
- [Amazing International GCSE Art Sketchbook: Natural Forms \(youtube.com\)](#)  
[A\\* GCSE Art Sketchbook - Natural Forms - Beautiful! \(youtube.com\)](#)





## Key Stage 4 Art & Design Curriculum Year 11

### Term 1 – Topics/ Key Content

- Concepts which develop Coursework component towards a final outcome.
- Preparing my Final Outcome pages.
- A final outcome to the coursework project.

### Term 1 - Overarching Key Questions

- How can I develop an outcome which is personal and meaningful?
- How can I ensure my outcome realises my skillset?
- How can I ensure my outcome realises intentions, based on my project so far?

### Term 2 – Topics/ Key Content

- Externally Set Assignment (January of Year 11)
- Developing Ideas and Understanding in response to the brief
- Artist Research and Responsive Photography
- Explorations using appropriate media, materials, techniques, processes.

### Term 2 - Overarching Key Questions

- How can I use the skills and knowledge learned in the course during the Externally Set Assignment?
- How can I combine the work of different artists, making more original pieces?





<p><b>Term 3 – Topics/ Key Content</b></p> <ul style="list-style-type: none"><li>• Concept development towards a Final Outcome.</li><li>• A Final Outcome under exam conditions over 10 hours plus a 5 hour prep day, in the Art Rooms.</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How can I plan and manage my time during the unaided 10-hour final exam?</li><li>• What preparations have I made in terms of materials and equipment for the 10-hour final exam?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <ul style="list-style-type: none"><li>• 60% of the GCSE grade is derived from Coursework (beginning of Year 10 until January of Year 11). This includes sketchbook work, as well as an outcome.</li><li>• 40% of the GCSE grade is derived from the Externally Set Assignment. This includes sketchbook work, as well as an outcome. The outcome is made in a 10-hour exam, across 2 days, in the Art rooms.</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <ul style="list-style-type: none"><li>• <a href="#">GCSE Art and Design - Edexcel - BBC Bitesize</a></li><li>• <a href="#">GCSE Art and Design Assessment - Externally set assessment - Edexcel - GCSE Art and Design Revision - Edexcel - BBC Bitesize</a></li><li>• <a href="#">Assessment objectives - Assessment objectives and presenting your work - Edexcel - GCSE Art and Design Revision - Edexcel - BBC Bitesize</a></li><li>• <a href="#">Art Sketchbook Ideas: Creative Examples to Inspire Students (studentartguide.com)</a></li><li>• <a href="#">The best International GCSE sketchbook in the world! (youtube.com)</a></li><li>• <a href="#">Amazing International GCSE Art Sketchbook: Natural Forms (youtube.com) A* GCSE Art Sketchbook - Natural Forms - Beautiful! (youtube.com)</a></li></ul>





## Key Stage 4 Business Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b><u>3 – Business finance</u></b></p> <p>This section explores the use of accounting and financial information as an aid to decision making.</p> <p>3.3 Costs and break-even analysis 3.4 Financial documents 3.5 Accounts analysis</p> <p><b><u>4 – Marketing</u></b></p> <p>This section focuses on identifying and satisfying customer needs in a changing and competitive international environment</p> <p>4.1 Market research 4.2 The market</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Identify and explain 3 different Fixed and variable costs?</li><li>• How do you calculate fixed, variable, total costs?</li><li>• Explain the impact of changes in revenue and costs on business success?</li><li>• What are the limitations of break-even analysis?</li><li>• Explain the purpose of statements of comprehensive income and statements of financial position?</li><li>• What is more important liquidity or profitability?</li><li>• Explain the purpose of market research?</li><li>• Identify the different methods of market research a new or established business can use?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b><u>4 – Marketing</u></b> (Continued from term 1) 4.3 The marketing mix</p> <p><b><u>5 – Business operations</u></b></p> <p>This section examines the way organisations use and manage resources to produce goods and services.</p> <p>5.1 Economies and diseconomies of scale 5.2 Production 5.3 Factors of production 5.4 Quality</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How can research allow business to responding to changes in the market?</li><li>• How can a multinational organisation use market segmentation to target customers?</li><li>• How is marketing mix used to ensure reduce the risk of failure?</li><li>• How can a business benefit from economies of scale?</li><li>• Can you identify 4 different internal economies of scale?</li><li>• Evaluate which type of production processes a business should use?</li><li>• Explain the concept of quality and its importance in the production of goods and the provision of services?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Mock exam 2 for paper 1 and 2</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>Can you complete SWOT and Subject Audit for</p>





Revision Mind maps	Business studies? Which areas do you need support with?
<b>Assessment Overview and Format:</b>  Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding. Summative assessment is utilised in two ways, knowledge check-ins and formal in-class assessments, where students are in time/controlled conditions and receive teacher directed feedback.	<b>Links for Home Learning/Extension Resources:</b>  Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams. Online access on e-book using login provided by teacher.







## Key Stage 4 Computing Curriculum Year 11

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





<p>algorithms are, what they are used for and how they work in relation to creating programs. Understanding how to decompose and analyse problems. The ability to read, write, refine and evaluate programs</p>	<ul style="list-style-type: none"><li>• What are the key components of algorithm design, and how do they contribute to the readability, writability, and refinement of programs?</li><li>• How can one evaluate and assess the effectiveness of a program in solving a given problem, and what criteria should be considered in this evaluation?</li><li>• How does a thorough understanding of algorithms and programming concepts enable individuals to effectively read, interpret, and modify existing programs for different purposes?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p><b><u>Principles of Computer Science – All Topics – YEAR 11</u></b></p> <p>50% 1 hour and 30 minutes examination Multiple choice, short and extended open response questions</p> <p><b><u>Application of Computational Thinking – YEAR 11</u></b></p> <p>50% 2 hour examination This practical paper requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using the Integrated Development Environment (IDE) of choice</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><b>Seneca Learning:</b> <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></p> <p><b>ExamSolutions:</b> <a href="https://www.examsolutions.net/">https://www.examsolutions.net/</a></p> <p><b>Teach-ICT:</b> <a href="https://www.teach-ict.com/">https://www.teach-ict.com/</a></p> <p><b>BBC Bitesize (Edexcel GCSE Computer Science):</b> <a href="https://www.bbc.co.uk/bitesize/examspecs/zmtchbk">https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</a></p> <p><b>CGP Online:</b> <a href="https://www.cgpbooks.co.uk/interactive_igcse_computer_science">https://www.cgpbooks.co.uk/interactive_igcse_computer_science</a></p> <p><b>The Student Room (Edexcel GCSE Computer Science Forum):</b> <a href="https://www.thestudentroom.co.uk/forumdisplay.php?f=331">https://www.thestudentroom.co.uk/forumdisplay.php?f=331</a></p> <p><b>Edexcel (Pearson) - GCSE Computer Science:</b> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html</a></p> <p><b>Craig'n'Dave Edexcel GCSE Computer Science playlist:</b> <a href="#">Craig'n'Dave - YouTube</a></p>





## Key Stage 4 Creative Media Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Unit 11:</b> Digital Games Production</p> <p>Learners will explore the different features of, and platforms for, digital games, and they will then plan, produce and publish a playable digital game. The unit is written on the basis that learners are likely to develop a 2D game. However, this does not prevent centres or learners developing 3D games if they have the facilities to do so</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What are the key features that distinguish digital games designed for different audiences?</li><li>• How do different platforms influence the development and appeal of digital games?</li><li>• How can features of digital games be effectively compared to understanding their appeal across different platforms and audiences?</li><li>• What are the essential components of an illustrated report comparing digital game features?</li><li>• What steps are involved in planning a digital game project?</li><li>• How can assets be effectively developed for a digital game project?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Unit 11:</b> Digital Games Production</p> <p>Learners will explore the different features of, and platforms for, digital games, and they will then plan, produce and publish a playable digital game. The unit is written on the basis that learners are likely to develop a 2D game. However, this does not prevent centres or learners developing 3D games if they have the facilities to do so</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What should be included in a portfolio of planning evidence for a digital game project?</li><li>• What is the importance of a production log in documenting the process of developing assets, building, and testing a digital game?</li><li>• How can a playable digital game be produced effectively?</li><li>• What are the key considerations and steps in testing a digital game before publishing?</li><li>• What processes are involved in publishing a playable digital game?</li><li>• What are the technical and creative challenges in producing a digital game that appeals to diverse audiences across different platforms?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Unit 8: Animation Production</p> <p>Learners will develop the knowledge, skills and understanding to plan, design and build a website.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What are the different types of animation and their respective platforms?</li><li>• How do the purposes and styles of animation vary across different contexts?</li></ul>





	<ul style="list-style-type: none"><li>• How can traditional and digital animation styles be effectively compared, considering their uses across different platforms?</li><li>• What are the key components of an article comparing traditional and digital animation?</li><li>• How can ideas be effectively developed for an animation project?</li><li>• What steps are involved in developing assets for an animation project?</li><li>• Why is a production log important in documenting the process of developing ideas, assets, and using animation techniques?</li><li>• What are the technical and creative considerations in using animation techniques to produce an animation?</li><li>• How can an animation project be effectively produced from start to finish?</li><li>• What are the key aspects of using animation techniques effectively to enhance the quality of the final product?</li><li>• How can an animation project be successfully completed and exported for distribution or presentation?</li><li>• What are the challenges and opportunities in using animation to convey different styles and purposes effectively across various platforms?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p><b><u>UNIT 11</u></b></p> <p>Assignment</p>  <p><b><u>UNIT 8</u></b></p> <p>Assignment</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="#">Gamefroot</a></p> <p><a href="#">Digital Arts and Entertainment - Independent Game Production</a></p> <p><a href="#">Introduction to Game Design Course by California Institute of the Arts   Coursera</a></p> <p><a href="#">Free 2D Animation Course   Learn the Fundamentals of Animation - YouTube</a></p>





## Key Stage 4 Design Technology Curriculum Year 11

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





<ul style="list-style-type: none"><li>• Manufacturing final prototype</li><li>• Test and evaluate final outcome</li></ul> <p><i>Please note some students may want to tweak sections of their NEA from the previous term. This is perfectly acceptable.</i></p> <p>After February half term, the full focus will be on revision in line with specification set out by the exam board.</p>	<p>What does effective revision look like?</p> <p>How can I maximize time and marks during the exam?</p> <p>What are the command words and how do I effectively answer exam questions?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Full focus will be on revision in line with specification set out by the exam board.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>What does effective revision look like?</p> <p>How can I maximize time and marks during the exam?</p> <p>What are the command words and how do I effectively answer exam questions?</p>
<p><b>Assessment Overview and Format:</b></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"><li>• AO1: Identify, investigate and outline design possibilities to address needs and wants.</li><li>• AO2: Design and make prototypes that are fit for purpose.</li><li>• AO3: Analyse and evaluate: design decisions and outcomes, including for prototypes made by themselves and others and wider issues in design and technology.</li><li>• AO4: Demonstrate and apply knowledge and understanding of:</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></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>





technical principles and designing and  
making principles.





## Key Stage 3 Drama Curriculum – Year 11

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







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





## Key Stage 4 English Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Coursework focus</b></p> <ul style="list-style-type: none"><li>• Planning coursework</li><li>• How to structure coursework</li><li>• Coursework writing</li><li>• Coursework Feedback</li></ul> <p><b>Novel Study: Of Mice and Men</b></p> <ul style="list-style-type: none"><li>• Context and Chapter 1 (George and Lennie)</li><li>• Chapter 2 and 3 (American Dream and Candy)</li><li>• Chapter 4 and 5 (Curley's wife, Curley and Slim)</li><li>• Chapter 5 and 6 (Crooks, Curley's Wife and Lennie)</li><li>• Key themes (Loneliness, friendship and freedom)</li></ul>	<p>How do the writers use language, form and structure?</p> <p>Why is the context of the novel significant? How does the writer use language and structure to depict the character/theme/plot?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b>Paper 1 Literature Focus</b></p> <ul style="list-style-type: none"><li>• Of Mice and Men - Key Themes</li><li>• Of Mice and Men - Key Characters</li><li>• Poetry</li><li>• Poetry</li><li>• Unseen Poetry</li></ul> <p>Paper 1 Language Focus</p> <ul style="list-style-type: none"><li>• Q1-4 focus: Inference and Analysis</li><li>• Q5 focus: Comparison</li><li>• Q6-7 focus: Transactional Writing</li><li>• Q4 focus: Analysis</li><li>• Q5 focus: Comparison</li></ul>	<p>How do the writers use language, form and structure for effect?</p>





<ul style="list-style-type: none"><li>• Q6-7 focus: Transactional Writing</li></ul>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Exam Preparation</b></p> <ul style="list-style-type: none"><li>• OMAM: Setting Revision</li><li>• Poetry Revision</li><li>• OMAM: Character Revision</li><li>• Poetry Revision</li><li>• OMAM: Themes Revision</li><li>• Poetry Revision</li><li>• General Exam Skills</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>How do the writers use language, form and structure for effect?</p>
<p><b>Assessment Overview and Format:</b></p> <p>Coursework accounts for 40% of the final iGCSE grade for both Language and Literature.</p> <p>Assessments will take place every half term in English. Details are in the front of your exercise book.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Available via Teams.</p>





## Key Stage 4 Economics Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b><u>Government and the economy</u></b> This section covers: 2.1.1 Macroeconomic objectives 2.2.1 Government policies 2.3.1 Relationships between objectives and policies 2.2.1 Globalisation</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Analyse the impact that an appreciation in an exchange rate can have on a country's current account?</li><li>• What impact can a current account deficit have on inflation?</li><li>• How can a country reduce poverty and inequality?</li><li>• Analyse the impact that fiscal policy can have on macroeconomic objectives?</li><li>• How can an increase in interest rates impact businesses and consumers?</li><li>• Assess how supply side policies affect countries with high unemployment rates?</li><li>• Explain why there has been an increase in globalisation?</li><li>• Outline the main reasons for the emergence of MNC'S and FDI's?</li><li>• What are the main advantages and disadvantages of MNC's/FDI's?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b><u>The global economy</u></b> This section covers: 2.2.2 International trade 2.2.3 Exchange rates</p> <p>Revision recap/review Unit 1 Exam focus practice paper Unit 1 questions</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What are the main advantages and disadvantages of international trade?</li><li>• What are the main reasons for protectionism?</li><li>• Analyse the impact tariffs can have on a market?</li><li>• Analyse the impact trading blocs such as ASEAN can have on member and non-member countries?</li><li>• What is the main aim of the WTO (world trade organisation)?</li><li>• Explain why there has been an increase in world trade?</li><li>• What are the different reasons for trade increasing in developed and developing countries?</li><li>• What factors affect the supply and demand of currencies?</li><li>• Assess the affect that an appreciation in exchange rates can have on a country's imports and exports?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p>	<p><b>Term 3 - Overarching Key Questions</b></p>





Mock exam 2 for paper 1 and 2 Revision unit 1 and unit 2 Mind maps	Can you complete a Subject Audit for Economics? Which areas do you need support with?
<b>Assessment Overview and Format:</b>  Formative assessment completed during delivery by teacher Q&A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding. Homework set as summative assessment used every week to monitor students' progress and benchmark against examinations. Mini internal assessments carried out during delivery for each section. Three formal key assessments held with a full mock paper for key assessment 3.	<b>Links for Home Learning/Extension Resources:</b>  Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams. Online access on e-book using login provided by teacher





## Key Stage 4 Enterprise Curriculum Year 11

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





<p><b>Content</b></p> <p>Mock exam 2 Revision</p>	<ul style="list-style-type: none"><li>• Can you complete SWOT and Subject Audit for Enterprise course?</li><li>• Which areas do you need support with?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p>Formative assessment completed during delivery by teacher Q&amp;A, verbal feedback and work check. Peer assessment techniques used to stretch students' knowledge and understanding within Exam content. Homework set as summative assessment based on exam questions. Coursework tasks set with feedback offered to students. Two formal mock papers will be carried out in addition to the key assessment in term 1.</p>	<p><b>Links for Home Learning/Extension Resources:</b></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><a href="http://www.startups.co.uk">www.startups.co.uk</a> <a href="http://entrepreneursuk.net/">http://entrepreneursuk.net/</a> <a href="http://studentcenter.ja.org">http://studentcenter.ja.org</a> <a href="http://www.entrepreneur.com">www.entrepreneur.com</a> <a href="http://www.moneyandstuff.info/lessons/2CBudgetingSaving_Budgeting.pdf">www.moneyandstuff.info/lessons/2CBudgetingSaving_Budgeting.pdf</a> <a href="http://www.mindyourownbiz.org/yourbizstudent.pdf">www.mindyourownbiz.org/yourbizstudent.pdf</a> <a href="http://business.timesonline.co.uk">http://business.timesonline.co.uk</a> <a href="http://www.cobwebinfo.com/thebusiness-of-being-enterprising/">www.cobwebinfo.com/thebusiness-of-being-enterprising/</a></p>





## Key Stage 4 Food & Nutrition Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<b>NEA 1 – Science Investigation as released by exam board on 1<sup>st</sup> Sept</b>	Why is it important to carry out concise research?
Task Title	What is a hypothesis
Research	How should one plan Investigations?
Research Findings	Why is it important to use a variety of methods to display results?
Hypothesis	Why are annotated photos required?
Plan of Action	What makes a perfect conclusion?
Investigations	
Ingredients	
Equipment	
Method	
Controls	
Results of Investigation	
Photos of samples annotated	
Write up of results	
Conclusion	
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<b>NEA 2 – Task title as released by exam board on 1<sup>st</sup> November</b>	Why is concise and relevant research very important?
Research	What are the 12 technical skills you must demonstrate?
Demonstrating technical skills	
Planning for final Menu	Why is planning crucial in achieving to the highest level?
Making	
Analyse and Evaluate	







	<p>What do you need to demonstrate in the making of both trial dishes and final dishes?</p> <p>How do analysis and evaluation techniques allow one to achieve a higher level?</p>
<b>Term 3 – Topics/ Key Content</b>	<b>Term 3 - Overarching Key Questions</b>
<u>Food Provenance</u>	What is organic farming?
Grown Food	What are genetically modified foods?
Reared Food	What are free range foods?
Caught Food	What is sustainable fishing?
Waste Food and packaging	Why are food miles and carbon footprint significant?
Food Miles and carbon Footprint	What is food security?
Global Food Production	Explain primary and secondary food processing?
Primary food processing	
Secondary food processing	
Food Fortification	
Revision:	
1. Food Nutrition and Health	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 diet related problems? Why is nutritional analysis?





<p>2. Food science</p>	<p>Why is food cooked? What are the different methods of cooking? What are the functional properties of Protein? What are the functional properties of Carbohydrates? What are the functional properties of Fat? What are the different types of raising agents?</p>
<p>3. Food safety</p>	<p>What causes food spoilage? Why is it important to store food safely? How can one avoid cross contamination? What are the causes of food poisoning? What are the beneficial uses of microorganisms?</p>
<p>4. Food Choice</p>	<p>What factors influence food choice? What are the legal requirements on a food label? Define and explain sensory analysis?</p>
<p>5. Food Provenance</p>	<p>What is organic farming? What are genetically modified foods? What are free range foods? What is sustainable fishing? Why are food miles and carbon footprint significant? What is food security? Explain primary and secondary food processing</p>
<p><b>Assessment Overview and Format:</b>  Students will be assessed both formatively and summatively</p>	<p><b>Links for Home Learning/Extension Resources:</b></p>





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.

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

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





## Key Stage 4 French Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 – Key grammar concepts
<p><b>Theme 2</b> <b><u>Local, national, international and global areas of interest</u></b></p> <p><u>Global issues:</u></p> <ul style="list-style-type: none"><li>- Environmental problems</li><li>- The planet in danger</li><li>- Inequalities</li><li>- Poverty</li></ul> <p><u>Travel and tourism:</u></p> <ul style="list-style-type: none"><li>- Holiday preferences</li><li>- Describing holidays</li><li>- Holidays in France</li></ul> <p><b><u>Theme 3: Current and Future Study and Employment</u></b></p> <p><u>School life:</u></p> <ul style="list-style-type: none"><li>• Describing a school day</li><li>• Describing school life in different countries</li><li>• Talking about school rules and uniform</li><li>• Talking about your ideal school</li></ul> <p><b>**Draft 1 of speaking exam preparation to be completed over the winter break**</b></p>	<ul style="list-style-type: none"><li>• Using si + present tense</li><li>• Si clauses + present + future</li><li>• Recognising and using the pluperfect tense</li><li>• Revision of en and y</li><li>• Verbs of possibility</li><li>• Permettre de + infinitive</li><li>• The subjunctive</li><li>• Present tense forms of the subjunctive</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b><u>Theme 3: Current and Future Study and Employment</u></b></p> <p><u>Life after school:</u></p> <ul style="list-style-type: none"><li>• Future options</li><li>• Discussing university and apprenticeships</li><li>• Discussing how to get a job.</li><li>• Advantages and disadvantages of jobs</li></ul>	<p><b>Term 2 – Key grammar concepts</b></p> <ul style="list-style-type: none"><li>• Revision of perfect tense verbs</li><li>• Revision of <i>pouvoir, vouloir</i> and <i>devoir</i></li><li>• Revision of the conditional</li><li>• Using adverbs</li><li>• Using the comparative of adverbs</li><li>• Using <i>ce qu'and ce qui</i></li><li>• Verbs of liking and disliking</li><li>• Using <i>si</i> clauses in the present tense</li><li>• Using <i>quand</i> clauses with future tense</li><li>• The passive voice in the present tense</li><li>• Avoiding the passive</li></ul>





<p><b>**Mock speaking exam takes place Feb / March**</b></p>	
<p><b>Term 3 – Topics/ Key Content</b> This term will be spent revisiting all the previously studied topics from both Years 9 and 10.  GCSE Speaking Exam will take place April/ May [TBC]*</p>	<p><b>Term 3 – Skills</b></p> <ul style="list-style-type: none"><li>• Exam techniques</li><li>• Writing from memory</li><li>• Translation tips</li><li>• Training your ear</li><li>• Vocabulary recall</li><li>• Speaking from spontaneously from memory</li><li>• Describing pictures</li><li>• Reading for gist</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p>There are only 2 more assessment points before GCSE Examinations start:</p> <p><b>*Speaking mock and final exam =TBC. The class teacher will liaise directly with students regarding dates.</b></p> <p>Students will complete as many past papers and practice questions throughout the year to ensure they are fully prepared for the exam.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="https://revisionworld.com/gcse-revision/french">https://revisionworld.com/gcse-revision/french</a></p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr">https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr</a></p> <p>Students are given booklets/ Knowledge Organisers for each topic of study which contain everything they need.</p> <p><b>Students must also ensure that they keep hold of their Year 10 book and they keep all previous booklets, past papers and exemplar writings etc. so they can refer back to them for revision.</b></p>







<p><b>Assessment Overview and Format:</b></p> <p>Formative assessment in lesson by teacher during Q&amp;A, and classwork activities. Peer assessment techniques are used to stretch students' knowledge and understanding. Mini internal assessments carried out during course of unit, using past exam papers. Termly key assessments held with a mock exam paper for key assessment 2.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Students will be provided with a copy of the Edexcel IGCSE Geography textbook.</p> <p><a href="http://www.sporcle.com/games/category/geography">http://www.sporcle.com/games/category/geography</a> <a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a> <a href="http://www.bbc.co.uk/news/">http://www.bbc.co.uk/news/</a> <a href="http://www.theguardian.com/uk">http://www.theguardian.com/uk</a> <a href="http://www.gapminder.org/">http://www.gapminder.org/</a> <a href="https://www.cia.gov/library/publications/the-world-factbook/">https://www.cia.gov/library/publications/the-world-factbook/</a> <a href="http://news.bbc.co.uk/1/hi/country_profiles/default.stm">http://news.bbc.co.uk/1/hi/country_profiles/default.stm</a> <a href="http://www.statistics.gov.uk/hub/index.html">http://www.statistics.gov.uk/hub/index.html</a> <a href="http://www.metoffice.gov.uk/">http://www.metoffice.gov.uk/</a></p> <p>For GCSE you should read the copies of the Wider World magazine. You can find a digital link to this in the school library.</p> <p>You can also follow magazines like National Geographic and The Geographical.</p>





## Key Stage 4 History Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>A world divided: Superpower Relations 1943-72</b></p> <ul style="list-style-type: none"><li>- Differences between Communism and Capitalism</li><li>- Post-war conferences (Tehran, Yalta and Potsdam)</li><li>- The war of words (Iron Curtain speech, Kennan's long telegram)</li><li>- Truman Doctrine</li><li>- The nuclear arms race</li><li>- Berlin Blockade</li><li>- The Korean war</li><li>- The Hungarian uprising</li><li>- Destalinisation</li><li>- The Cuban Missile crisis</li><li>- The Prague Spring</li><li>- The Berlin wall</li><li>- Detente</li><li>- Sino-Soviet split</li><li>- Sino-US rapprochement</li></ul>	<ol style="list-style-type: none"><li>1. What is a cold war?</li><li>2. What happened to Germany after WW2?</li><li>3. Why did ideological tensions increase in the 1940s?</li><li>4. What was the nuclear arms race and how did it increase tensions?</li><li>5. Why was their problems in the Eastern Bloc and how did Stalin deal with them?</li><li>6. Why did the world come close to nuclear war?</li><li>7. How and why did tensions increase between 1950-60.</li><li>8. Why was there a relaxation of tensions in the late 60s?</li></ol>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b>Changes in Medicine 1845-1948</b></p> <ul style="list-style-type: none"><li>- Life expectancy in the 1800s</li><li>- Understanding of disease in the 1800s</li><li>- The role and impact of Florence Nightingale</li><li>- Dangers of surgery</li><li>- The development of anaesthetics</li><li>- Public Health in the 1800s</li><li>- Public Health Act 1848</li><li>- Joseph Lister and Antiseptics</li><li>- Louis Pastuer and Germ Theory</li><li>- Hospitals</li><li>- The role of women</li><li>- Liberal government</li><li>- The Magic bullet</li><li>- Penicillin</li><li>- WW1 and surgery</li><li>- Improvements in surgery</li></ul>	<ol style="list-style-type: none"><li>1. Why was life expectancy so low in the 1800s?</li><li>2. What role did Florence Nightingale play in improving nursing?</li><li>3. Why was surgery so dangerous?</li><li>4. How did anaesthetics improve surgery?</li><li>5. How did antiseptics improve surgery?</li><li>6. How did the government try to help improve Public Health?</li><li>7. Why was Louis Pastuer's Germ Theory so revolutionary?</li><li>8. How were hospitals improved?</li><li>9. What role did women play in improving medicine and technology?</li><li>10. How did the liberal government improve Public Health?</li><li>11. How and why did penicillin develop?</li><li>12. What role did WW1 and WW2 play in improving medicine and technology?</li></ol>







<ul style="list-style-type: none"><li>- WW1 and its impact on medicine</li><li>- The NHS</li></ul>	13. What was the NHS and why is it important?
<b>Term 3 – Topics/ Key Content</b>  Revision	<b>Term 3 - Overarching Key Questions</b>  Revision
<b>Assessment Overview and Format:</b>  Students will complete 2 papers for their IGCSE exam.  Paper 1 – Germany and Superpower Relations Paper 2 – WW1 and Changes in Medicine  Each paper is 1 hour 30 minutes.	<b>Links for Home Learning/Extension Resources:</b>  <a href="https://www.bbc.co.uk/bitesize/guides/zxbqjsg/revision/1">https://www.bbc.co.uk/bitesize/guides/zxbqjsg/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z3qfsk7/revision/1">https://www.bbc.co.uk/bitesize/guides/z3qfsk7/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z8p4cmn/revision/1">https://www.bbc.co.uk/bitesize/guides/z8p4cmn/revision/1</a>





## Key Stage 4 Islamic Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<ul style="list-style-type: none"><li>• Surat Al Kahf (Verses 1-8)</li><li>• The Prophet’s PBUH methodology in Da’wah</li><li>• Faith in unseen</li><li>• Dressing etiquettes</li><li>• Prophet’s Sunnah</li><li>• Jihad in the cause of Allah</li></ul>	<ul style="list-style-type: none"><li>• What is the reason Allah reveals the Surah Al Kahf?</li><li>• Why Surah Al Kahf is so important Surah in the Qur’an?</li><li>• Why did Allah mention in the story of the people of the cave?</li><li>• How would you prove that faith in the unseen is an integral part of Islamic belief?</li><li>• What is the definition of the term Jihad?</li><li>• What strategies can be used to remove people’s misconceptions about Jihad?</li><li>• How would you prove from Qur’an that the Jihad should aim to provide security and protect the rights of people?</li><li>• What methods can be used for Jihad against the soul and the Devil with the reference from Qur’an?</li><li>• Explain the importance of Sunnah in Islam</li><li>• Explain three categories of Sunnah.</li><li>• What is the dressing etiquette in Islam?</li></ul>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<ul style="list-style-type: none"><li>• Surat Al Kahf (The people of the cave Ayah 9-27)</li><li>• The prophet’s PBUH Sunnah</li><li>• Recording Sunnah</li><li>• Makki and Madani Surahs</li><li>• Stages of collection of Qur’an</li><li>• The mind in Islam</li><li>• Juristic Fiqh Schools</li><li>• Endowment (Giving and growth)</li></ul>	<ul style="list-style-type: none"><li>• What do you think is the reason, Allah kept the people of the cave alive for 309 years?</li><li>• What should a Muslim do if he fears about his faith and belief?</li><li>• What would have happened if the people of the cave could not have escaped from the city?</li><li>• Can you analyse the method of Prophet Muhammad (PBUH) in taking care of his family?</li><li>• What is the position of Sunnah of Islam?</li><li>• How was the Sunnah of Prophet PBUH recorded and preserved?</li><li>• How would you differentiate between Makkah and Madani Surahs?</li><li>• What are the aspects in which Islam has honored the mind?</li></ul>





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





## Key Stage 4 Mathematics Curriculum Year 11 Foundation

Term 1 – Topics/ Key Content	Term 1 – Success Criteria
<u>Algebra manipulation &amp; solving equations</u>	<u>Algebra manipulation &amp; solving equations</u>
<u>Number Skills</u>	2.1A understand that symbols may be used to represent numbers in equations or variables in expressions and formulae
<u>Statistical Diagrams</u>	2.1B understand that algebraic expressions follow the generalised rules of arithmetic
<u>Shapes</u>	2.1C use index notation for positive and negative integer powers (including zero)
REVISION	2.1D use index laws in simple cases
	2.2B collect like terms
	2.2C multiply a single term over a bracket
	2.2D take out common factors
	2.2A evaluate expressions by substituting numerical values for letters
	2.3A understand that a letter may represent an unknown number or a variable
	2.3B use correct notational conventions for algebraic expressions and formulae
	2.3C substitute positive and negative integers, decimals and fractions for words and letters in expressions and formulae
	2.3D use formulae from mathematics and other real-life contexts expressed initially in words or diagrammatic form and convert to letters and symbols
	2.3E derive a formula or expression
	2.3F change the subject of a formula where the subject appears once
	2.4A 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
	2.4B set up simple linear equations from given data
	<u>Number Skills</u>
	1.1A understand and use integers (positive, negative and zero)
	1.1B understand place value
	1.1C use directed numbers in practical situations
	1.1D order integers
	1.1E use the four rules of addition, subtraction, multiplication and division
	1.1F use brackets and the hierarchy of operations





- 1.8A round integers to a given power of 10 1.1G use the terms 'odd', 'even', 'prime numbers', 'factors' and 'multiples'
- 1.1H identify prime factors, common factors and common multiples
- 1.4A identify square numbers and cube numbers
- 1.4B calculate squares, square roots, cubes and cube roots
- 1.4D express integers as product of powers of prime factors
- 1.4E find highest common factors (HCF) and lowest common multiples (LCM)
- 1.2F use common denominators to add and subtract fractions and mixed numbers
- 1.2H understand and use fractions as multiplicative inverses
- 1.2I multiply and divide fractions and mixed numbers
- 1.6A understand that 'percentage' means 'number of parts per 100'
- 1.6B express a given number as a percentage of another number
- 1.6C express a percentage as a fraction and as a decimal
- 1.6D understand the multiplicative nature of percentages as operators
- 1.6E solve simple percentage problems, including percentage increase and decrease
- 1.6F use reverse percentages
- 1.6G use compound interest and depreciation

#### Statistical Diagrams

- 6.1A use different methods of presenting data
- 6.1B use appropriate methods of tabulation to enable the construction of statistical diagrams
- 6.1C interpret statistical diagrams

#### Shapes

- 4.3A identify any lines of symmetry and the order of rotational symmetry of a given two-dimensional figure
- 4.1B use angle properties of intersecting lines, parallel lines and angles on a straight line
- 4.1C understand the exterior angle of a triangle property and the angle sum of a triangle property
- 4.1D understand the terms 'isosceles', 'equilateral' and 'right-angled triangles' and the angle properties of these triangles





	<p>4.2B understand and use the term ‘quadrilateral’ and the angle sum property of quadrilaterals</p> <p>4.2C understand and use the properties of the parallelogram, rectangle, square, rhombus, trapezium and kite</p> <p>4.7A give informal reasons, where required, when arriving at numerical solutions to geometrical problems</p> <p>4.10A recognise and give the names of solids</p> <p>4.10B understand the terms ‘face’, ‘edge’ and ‘vertex’ in the context of 3-D solids</p> <p><u>Probability</u></p> <p>6.3A understand the language of probability</p> <p>6.3B understand and use the probability scale</p> <p>6.3C understand and use estimates or measures of probability from theoretical models</p> <p>6.3D find probabilities from a Venn diagram</p> <p>6.3E 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</p> <p>6.3F list all the outcomes for single events and for two successive events in a systematic way</p> <p>6.3G estimate probabilities from previously collected data</p> <p>6.3H calculate the probability of the complement of an event happening</p> <p>6.3I use the addition rule of probability for mutually exclusive events</p> <p>6.3J understand and use the term ‘expected frequency’</p> <p><u>Indices</u></p> <p>1.4C use index notation and index laws for multiplication and division of positive and negative integer powers including zero</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><u>Transformations</u></p> <p><u>Ratio &amp; Proportion</u></p> <p><u>Sequences</u></p>	<p><b>Term 2 – Success criteria</b></p> <p><u>Transformations</u></p> <p>5.2A understand that rotations are specified by a centre and an angle</p> <p>5.2B rotate a shape about a point through a given angle</p>





Compound Measures

Pythagoras & Trigonometry

REVISION

5.2C recognise that an anticlockwise rotation is a positive angle of rotation and a clockwise rotation is a negative angle of rotation

5.2D understand that reflections are specified by a mirror line

5.2E construct a mirror line given an object and reflect a shape given a mirror line

5.2F understand that translations are specified by a distance and direction

5.2G translate a shape

5.2H understand and use column vectors in translations

5.2I 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

5.2J understand that enlargements are specified by a centre and a scale factor

5.2K understand that enlargements preserve angles and not lengths

5.2L enlarge a shape given the scale factor

5.2M identify and give complete descriptions of transformations

Ratio & Proportion

1.7A use ratio notation, including reduction to its simplest form and its various links to fraction notation

1.7B divide a quantity in a given ratio or ratios

1.7C use the process of proportionality to evaluate unknown quantities

1.7D calculate an unknown quantity from quantities that vary in direct proportion

1.7E solve word problems about ratio and proportion

1.10A use and apply number in everyday personal, domestic or community life

1.10B carry out calculations using standard units of mass, length, area, volume and capacity

1.10C understand and carry out calculations using time, and carry out calculations using money, including converting between currencies

Sequences

3.1A generate terms of a sequence using term-to-term and position-to-term definitions of the sequence

3.1B find subsequent terms of an integer sequence and the rule for generating it

3.1C use linear expressions to describe the  $n$ th term of arithmetic sequences

Compound measures

4.4F understand and use the relationship between average speed, distance and time





	<p>4.4G use compound measure such as speed, density and pressure</p> <p><u>Averages</u></p> <p>6.2A understand the concept of average</p> <p>6.2B calculate the mean, median, mode and range for a discrete data set</p> <p>6.2C calculate an estimate for the mean for grouped data</p> <p>6.2D identify the modal class for grouped data</p> <p><u>Pythagoras &amp; trigonometry</u></p> <p>4.8A know, understand and use Pythagoras' theorem in two dimensions</p> <p>4.8B know, understand and use sine, cosine and tangent of acute angles to determine lengths and angles of a right-angled triangle</p> <p>4.8C apply trigonometrical methods to solve problems in two dimensions</p>
<b>Term 3 – Topics/ Key Content</b>	<b>Term 3 – Success criteria</b>
<u>REVISION</u>	
<b>Assessment Overview and Format:</b>	<b>Links for Home Learning/Extension Resources:</b>
<p>There will be Key assessments each year:</p> <ul style="list-style-type: none"><li>• Baseline (where applicable)</li><li>• Early entry November 2024 – Paper 1 and Paper 2 Edexcel IGCSE A Foundation</li><li>• Mocks End of term 1</li></ul>	<p>Sparxmaths - <a href="https://sparxmaths.com/">https://sparxmaths.com/</a></p> <p>Corbett Math's - <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a> Video examples, worksheets, daily revision.</p> <p>MathsGenie - <a href="https://www.mathsgenie.co.uk/igcse.php">https://www.mathsgenie.co.uk/igcse.php</a> Videos and Exam questions sorted by level</p> <p>Dr Frost <a href="http://www.dr frostmaths.com/resourceexplorer.php">www.dr frostmaths.com/resourceexplorer.php</a> Learning platform and video resources</p> <p>Mr Astbury IGCSE maths videos: <a href="https://www.youtube.com/@MrAstburyMaths">https://www.youtube.com/@MrAstburyMaths</a></p> <p>Edexcel IGCSE A past papers: <a href="https://www.physicsandmathstutor.com/past-papers/gcse-maths/edexcel-igcse-a-paper-1/">https://www.physicsandmathstutor.com/past-papers/gcse-maths/edexcel-igcse-a-paper-1/</a></p>







Fun Mathematics:

Brilliant.org

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

<https://www.numberphile.com>

<https://www.vsaauce.com>





## Key Stage 4 Mathematics Curriculum Year 11 Higher

Term 1 – Topics/ Key Content	Term 1 – Success Criteria
<u>Histograms</u>	<u>Histograms</u> H6.1A construct and interpret histograms
<u>Functions</u>	<u>Functions</u> H3.2A understand the concept that a function is a mapping between elements of two sets H3.2B use function notations of the form $f(x) = \dots$ and $f : x \mapsto \dots$ H3.2C understand the terms ‘domain’ and ‘range’ and which values may need to be excluded from a domain H3.2D understand and find the composite function $fg$ and the inverse function $f^{-1}$
<u>Vectors</u>	<u>Vectors</u> H5.1A understand that a vector has both magnitude and direction H5.1B understand and use vector notation including column vectors H5.1C multiply vectors by scalar quantities H5.1D add and subtract vectors H5.1E calculate the modulus (magnitude) of a vector H5.1F find the resultant of two or more vectors H5.1G apply vector methods for simple geometrical proofs
<u>Harder Graphs &amp; Transformations</u>	<u>Harder Graphs &amp; Transformations</u> H3.3A recognise, plot and draw graphs with equation: (i) the constants are integers and some could be zero (ii) the letters $x$ and $y$ can be replaced with any other two letters or: (i) the constants are numerical and at least three of them are zero (ii) the letters $x$ and $y$ can be replaced with any other two letters or: for angles of any size (in degrees) H3.3B apply to the graph of $y = f(x)$ the transformations $y = f(x) + a$ , $y = f(ax)$ , $y = f(x + a)$ , $y = af(x)$ for linear, quadratic, sine and cosine functions H3.3C interpret and analyse transformations of functions and write the functions algebraically H3.3D find the gradients of non-linear graphs H3.3E find the intersection points of two graphs, one linear ( $y_1$ ) and one non-linear ( $y_2$ ), and
<u>Arithmetic sequences</u>	
<u>Calculus</u>	
<u>REVISION FOR MOCK</u>	





	<p>recognise that the solutions correspond to the solutions of <math>y^2 - y_1 = 0</math></p> <p><u>Arithmetic Sequences</u> H3.1A understand and use common difference (d) and first term (a) in an arithmetic sequence H3.1B know and use nth term = <math>a + (n - 1)d</math> H3.1C find the sum of the first n terms of an arithmetic series (<math>S_n</math>)</p> <p><u>Calculus</u> H3.4A understand the concept of a variable rate of change H3.4B differentiate integer powers of x H3.4C determine gradients, rates of change, stationary points, turning points (maxima and minima) by differentiation and relate these to graphs H3.4D distinguish between maxima and minima by considering the general shape of the graph only H3.4E apply calculus to linear kinematics and to other simple practical problems</p>
<b>Term 2 – Topics/ Key Content</b>	<b>Term 2 – Success Criteria</b>
<p><u>TOPIC BASED REVISION FOR PAPER 2</u></p> <p><u>Percentages</u> <u>Proportion</u> <u>Indices</u> <u>Standard Form</u> <u>Rearranging formula</u> <u>Algebra Basics</u> <u>Inequalities</u> <u>Sequences</u> <u>Simultaneous equations</u> <u>Functions</u> <u>Calculus</u> <u>Transformations of shapes</u> <u>Circle Theorems</u> <u>Similar Shapes</u> <u>Vectors</u> <u>Cumulative Frequency</u> <u>Averages</u> <u>Graph Transformations</u></p>	
<b>Term 3 – Topics/ Key Content</b>	
<p><u>TOPIC BASED REVISION FOR PAPER 1</u></p>	





<p><u>Fractions, Decimals, Percentages</u></p> <p><u>Surds</u></p> <p><u>Ratio</u></p> <p><u>Bounds</u></p> <p><u>Set language &amp; Notation</u></p> <p><u>Venn diagrams</u></p> <p><u>Linear equations</u></p> <p><u>Linear graphs</u></p> <p><u>Quadratics</u></p> <p><u>Inequalities</u></p> <p><u>Compound measures</u></p> <p><u>Angles</u></p> <p><u>Area, surface area, volume</u></p> <p><u>Pythagoras</u></p> <p><u>Trigonometry</u></p> <p><u>Histograms</u></p> <p><u>Probability</u></p>	
<p><b>Assessment Overview and Format:</b></p> <p>There will be Key assessments each year:</p> <ul style="list-style-type: none"><li>• Baseline (where applicable)</li><li>• Year 11 Mock Exam end of term 1</li><li>• Edexcel IGCSE A maths papers in May/June 2025</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Sparxmaths - <a href="https://sparxmaths.com/">https://sparxmaths.com/</a></p> <p>Corbett Math's - <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a> Video examples, worksheets, daily revision.</p> <p>MathsGenie - <a href="https://www.mathsgenie.co.uk/igcse.html">https://www.mathsgenie.co.uk/igcse.html</a> Videos and Exam questions sorted by level</p> <p>Dr Frost <a href="http://www.dr frostmaths.com/resourceexplorer.php">www.dr frostmaths.com/resourceexplorer.php</a> Learning platform and video resources</p> <p>IGCSE topic videos: <a href="https://www.youtube.com/@MrAstburyMaths">https://www.youtube.com/@MrAstburyMaths</a></p> <p>Edexcel IGCSE A past papers 1 and 2: <a href="https://www.physicsandmathstutor.com/past-papers/gcse-maths/edexcel-igcse-a-paper-1/">https://www.physicsandmathstutor.com/past-papers/gcse-maths/edexcel-igcse-a-paper-1/</a></p> <p>Fun Mathematics: Brilliant.org <a href="https://www.3blue1brown.com">https://www.3blue1brown.com</a> <a href="https://www.numberphile.com">https://www.numberphile.com</a> <a href="https://www.vsauce.com">https://www.vsauce.com</a></p>





## Key Stage 4 Media Curriculum Year 11

### Term 1 – Topics/ Key Content

NEA project, e.g., Brief Three: Magazine  
Design from the sample briefs – briefs change annually but will be related to the CSPs.

Refreshing the relevant CSPs, planning, the NEA itself, and allowing time for 'catch-up' for students missing lessons (due to mocks) will take most of this term. Practical work done here will help to consolidate learning about the relevant CSPs.

### Term 1 - Overarching Key Questions

How can technology be used to communicate to target audiences?

How can you use codes and conventions to communicate to a target audience?

As a media producer, how will you encode your media product for your chosen audience?

### Term 2 – Topics/ Key Content

Newspapers  
TheTimes  
The Daily Mirror

TV  
Dr Who – An Unearthly Child (1967)  
His Dark Materials – City of Magpies.

Students will study two episodes of TV drama looking at the historical context and differences between them.

Production methods  
Production companies  
Historical context  
Gender and Ethnic representations.

### Term 2 - Overarching Key Questions

**What is political bias?**  
**Who owns the newspapers and why is it important?**  
**How are newspapers regulated?**  
**What is the free press?**

**How have audiences changed from 1967?**

**What are the expectations of a TV series now compared to 1967?**

**How are TV series funded and distributed?**

**What effect has streaming had on TV?**





<p><b>Term 3 – Topics/ Key Content</b> Revision of the four areas of the theoretical framework, plus each of the CSPs.</p> <p>Revision of advertising and marketing, and magazines. Revision of film industry. Revision of music industry and radio. Revision of online, social, and participatory media. Revision of newspapers and television.</p>	<p><b>Term 3 - Overarching Key Questions</b> Can you bring together all the key areas of media studies to create a solid explanation of how media products are produced and encoded for their audiences?</p>
<p><b>Assessment Overview and Format:</b> Formative assessment completed during delivery by teacher Q&amp;A, verbal feedback, and work check.</p> <p>Coursework will be internally assessed (30% of final grade) and marks sent to exam board.</p> <p>Mini internal assessments carried out at the end of each of each CSP.</p> <p>Mock coursework tasks set after each section of the industry is covered.</p> <p>Three formal key assessments held with a full mock paper for key assessment 3.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>All lesson resources and information sheets will be on Microsoft Teams.</p> <p>AQA GCSE media studies textbook. BBC Bitesize media studies.</p>





## Key Stage 5 Moral, Cultural, Social Studies Curriculum Year 11

<p><b>Term 1 – Topics/ Key Content</b> <b><u>Ethics and Global Economy</u></b> In this unit, students will be exploring how the increase in connectivity between nations has led to an increase in global trade. Students will explore the impact of this change and look at the ethical issues which arise, including how we, as individuals, can reflect on our own consumer choices.</p> <p><b><u>Assessment Overview and Format:</u></b> Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests or personal reflections.</p>	<p><b>Term 1 - Overarching Key Questions:</b> What is Meant by the Terms 'Economy' and 'Globalisation'?</p> <p>What are the Benefits and Costs of Globalisation?</p> <p>What is Meant by the Term 'Inequality'?</p> <p>What is Fair Trade?</p> <p>What are the Ethical Consequences of Our Own Consumer Choices?</p> <p>What is Socially Responsible Investing?</p> <p><b><u>Links for Home Learning/Extension Resources:</u></b> Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.</p>
<p><b>Term 2 - Topics/Key content:</b> <b><u>The Beginning of History – Ancient Civilizations - Part 1</u></b> Students will learn about economics and how this affects every part of your life, including: -How and Why, We Study History -Early Human Migration -The Rise of Civilization</p> <p><b><u>The Beginning of History – Ancient Civilizations - Part 2</u></b> Students will learn about economics and how this affects every part of your life, including: -The Birth of Written Language -Ancient Civilizations - Mesopotamia</p> <p><b><u>Assessment Overview and Format:</u></b></p>	<p><b>Term 2 Overarching Key Questions:</b> -How can studying the past help to benefit us today? -Do events that happened hundreds or thousands of years ago influence our lives in the present day?</p> <p><b><u>Links for Home Learning/Extension Resources:</u></b> Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.</p>





<p>Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests or personal reflections.</p>	
<p><b>Term 3 - Topics/Key content:</b></p> <p><b><u>Ancient Civilizations</u></b> Students will learn about ancient civilizations at the dawn of recorded history through to the edge of the modern era, including:</p> <ul style="list-style-type: none"><li>-Rise and Fall of Ancient Civilizations</li><li>-Archaic Greece</li><li>-Greece – Classical to Roman Period</li><li>-Trade and Migration</li><li>-Early Golden Ages – Athens and India</li><li>-Later Golden Ages – Tang Dynasty, Bulgaria, and Mali</li><li>-Colonialism and its Impact</li></ul> <p><b><u>Post War World</u></b> Students will focus on important events that have shaped modern history and the impact on society from a political, social, and economic perspective, including:</p> <ul style="list-style-type: none"><li>-The Post-War World</li><li>-Pandemics and Disasters</li><li>-Modern Migration Patterns</li><li>-Economic World</li><li>-Going into Business</li></ul> <p><b><u>Assessment Overview and Format:</u></b></p> <p>Students will have summative assessment throughout the year. This may be in the form of multiple-choice tests or personal reflections.</p>	<p><b>Term 3 Overarching Key Question:</b></p> <ul style="list-style-type: none"><li>-What can be learned from ancient civilizations?</li><li>- What social and technological impact does war have on a society?</li></ul> <p><b><u>Links for Home Learning/Extension Resources:</u></b></p> <p>Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their digital booklets and class resources.</p>
<p><b>Assessment Overview and Format:</b></p>	<p><b>Links for Home Learning/Extension Resources:</b></p>







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## Key Stage 4 Music Curriculum Year 11

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





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





## Key Stage 4 Physical Education Curriculum Year 11

### Term 1 – Topics/ Key Content

#### Physical, emotional and social health, fitness and wellbeing

- Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved
- Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved
- Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved
- Impact of fitness on wellbeing: positive and negative health effects
- How to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a personal exercise programme to meet the specific needs of the individual
- Lifestyle choices in relation to: diet, activity level, work/ rest/sleep balance, and recreational drugs (alcohol, nicotine)
- Positive and negative impact of lifestyle choices on health, fitness and wellbeing, e.g. the negative effects of smoking (bronchitis, lung cancer)

#### The consequences of a sedentary lifestyle

- A sedentary lifestyle and its consequences
- Interpretation and analysis of graphical representation of data associated with trends in physical health issues

#### Energy use, diet, nutrition and hydration

- The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and

### Term 1 - Overarching Key Questions

- Why do you exercise or compete in sport?
- What are the benefits of exercise or sport?
- What can affect your performance in sport?
- Do you eat a balanced healthy diet?
- How does diet affect your performance?





optimise specific performances in physical activity and sport

- The role and importance of macronutrients and micronutrients
- The factors affecting optimum weight
- The variation in optimum weight according to roles in specific physical activities and sports
- Hydration for physical activity and sport

**Classification of skills (basic/ complex, open/closed)**

- Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continuum.
- Practice structures: massed, distributed, fixed and variable
- Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills

**Term 2 – Topics/ Key Content**

**The use of goal setting and SMART targets to improve and/or optimise performance**

- The use of goal setting to improve and/or optimise performance
- Principles of SMART targets (specific, measurable, achievable, realistic, time-bound) and the value of each principle in improving and/or optimising performance
- Setting and reviewing targets to improve and/or optimise performance

**Guidance and feedback on performance**

- Types of guidance to optimise performance: visual, verbal, manual and mechanical
- Advantages and disadvantages of each type of guidance

**Term 2 - Overarching Key Questions**

- What are the benefits of setting goals?
- Have you ever received feedback on your performance?
- How was the feedback given to you?





<ul style="list-style-type: none"><li>• Types of feedback to optimise performance: intrinsic, extrinsic, concurrent, terminal</li></ul> <p><b><u>Mental preparation for performance</u></b></p> <ul style="list-style-type: none"><li>• Mental preparation for performance: warm up, mental rehearsal</li></ul> <p><b><u>Engagement patterns of different social groups in physical activity and sport</u></b></p> <ul style="list-style-type: none"><li>• Participation rates in physical activity and sports and the impact on participation rates considering the following personal factors</li></ul> <p><b><u>Commercialisation of physical activity and sport</u></b></p> <ul style="list-style-type: none"><li>• The relationship between commercialisation, the media and physical activity and sport</li><li>• The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator</li></ul> <p><b><u>Ethical and socio-cultural issues in physical activity and sport</u></b></p> <ul style="list-style-type: none"><li>• The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level</li></ul> <p><b><u>Use of data</u></b></p> <p><b><i>Practical Assessment Moderation</i></b> <b><i>30% of the course completed.</i></b></p>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p><i>Revision</i></p>	<p><b>Term 3 - Overarching Key Questions</b></p>





<p><i>Personal Exercise Programme 10% of the course completed.</i></p>	
<p><b>Assessment Overview and Format:</b></p> <p>Students will be assessed regularly through:</p> <ul style="list-style-type: none"><li>• use of formative assessments</li><li>• 2 key assessments</li><li>• 2 full mock papers</li><li>• Practical assessment</li><li>• Coursework assessment</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <ul style="list-style-type: none"><li>• Everleaner (students' individual log-in)</li><li>• Edexcel revision guide</li><li>• Edexcel revision workbook.</li><li>• GCSE Knowledge Organiser</li></ul>





## Key Stage 4 Photography Curriculum Year 11

### Term 1 – Topics/ Key Content

Students will continue in term 1 with their Coursework. This will form 60% of their grade. Students will start the term on their mock exam. The theme will be chosen from options set by the exam board. Students will create development work in preparation for the 10-hour Exam in January. This work will need to be created independently in preparation for the final exam. Each student will choose their own theme and direction for this project.

### Term 1 - Overarching Key Questions

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

### Term 2 – Topics/ Key Content

This term will see the start of the Final Photography exam. The theme will come from the exam board and the students will need to work on this individually with no guidance or prompts. Students will need to create a sketchbook of work that will lead to the final 10-hour exam.

### Term 2 - Overarching Key Questions

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







<b>Term 3 – Topics/ Key Content</b>	<b>Term 3 - Overarching Key Questions</b>
<b>Assessment Overview and Format:</b>  The Assessment for the Coursework will take place in January against the Exam board Criteria.  Students will get feedback formal feedback every 2-3 weeks on their progress to their target and will be guided in their coursework. The Exam will have no internal assessment whilst in process and will get a final judgment before the moderator arrives. The students will be given an estimated grade, but nothing can be confirmed until results day. The moderators do not give feedback.	<b>Links for Home Learning/Extension Resources:</b>  Students will have homework every week. It is important students spend 2-3 hours a week on their photography homework. Home learning tasks will be put on Go 4 Schools.  All feedback and other resources will be on Teams. Images and files will be stored on ONEDRIVE.





## Key Stage 4 Psychology Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b><u>Mental health</u></b></p> <ul style="list-style-type: none"><li>• Incidence of mental health</li><li>• Characteristics of mental health</li><li>• Cultural variations in beliefs about mental health</li><li>• Diagnosing obsessive-compulsive disorder</li><li>• Explaining obsessive-compulsive disorder</li><li>• Theory for obsessive-compulsive disorder</li><li>• Investigating obsessive-compulsive disorder</li><li>• Diagnosing post-traumatic stress disorder</li><li>• Explaining post-traumatic stress disorder</li><li>• Therapy for post-traumatic stress disorder</li><li>• Investigating post-traumatic stress disorder</li></ul>	<ul style="list-style-type: none"><li>• What is mental health?</li><li>• How can we identify mental health issues?</li><li>• How do we treat mental health issues?</li><li>• How are mental health issues investigated?</li></ul>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"><li>• The relationship between language and thought</li><li>• Variation in recall of events and colours</li><li>• Human and animal communication</li><li>• Von Frisch's bee study</li><li>• Non-verbal communication</li><li>• Darwin's evolutionary theory</li></ul>	<ul style="list-style-type: none"><li>• What comes first language or thought?</li><li>• Do humans and animal communicate differently?</li><li>• How can we investigate communication?</li><li>• Is communication affected by culture?</li></ul>
Term 3 – Topics/ Key Content	Term 3 - Overarching Key Questions





<p><u>Social influence</u></p> <ul style="list-style-type: none"><li>• Asch's investigation of conformity</li><li>• Social and dispositional factors affecting conformity.</li><li>• Milgram's investigation of obedience</li><li>• Milgram's agency theory</li><li>• Factors affecting obedience</li><li>• Adorno's theory of personality</li><li>• Factors affecting bystander intervention.</li><li>• Studies of bystander intervention</li><li>• Prosocial and antisocial intervention.</li></ul>	<ul style="list-style-type: none"><li>• Why do we conform to the majority?</li><li>• What can influence our decision to conform?</li><li>• Why do we obey authority figures?</li><li>• How can we investigate obedience?</li><li>• Are investigations into social influence ethical?</li><li>• What influences our decisions to intervene?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <ol style="list-style-type: none"><li>1. End of term 1 – 2 papers. Paper 1 (year 10 topics) + Paper 2 – mental health. 125 marks.</li><li>2. End of term 2 – mental health and communication. 50 marks.</li><li>3. End of term 3 – both papers. 200 marks.</li></ol>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Psychboost GCSE YouTube channel – <a href="https://youtu.be/GpPowWc1tXI?si=w2AsuN7S12515KwE">https://youtu.be/GpPowWc1tXI?si=w2AsuN7S12515KwE</a></p> <p>LearnDojo website - <a href="#">GCSE Psychology Revision Resources 9-1   Learndojo</a></p>





## Key Stage 4 Science Curriculum Year 11

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

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





<b>Homeostasis</b> 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		
<b>TERM 2</b>		
<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<b>Unit 3.5 Inheritance Variation and inheritance</b> 10.1 Inheritance 10.2 DNA and family trees 10.3 Inherited conditions  <b>Genetic manipulation</b> 11.1 Cloning 11.2 Genetic engineering 11.3 Genetic technology  <b>Evolution adaptation and interdependence</b> 12.1 Adaptations of plants and animals 12.2 Adaptations in parasites B	<b>Unit 4 Chemical Analysis</b> <i>4.1 Purity, formulations, and chromatography</i> <i>4.2 Identification of common gases</i> <i>4.3 Identification of ions by chemical and spectroscopic means C</i>  <b>Mock exam and closing the gap revision</b>	Unit 6 Space physics 6.1 Life cycle of a star 6.2 Solar system and orbital motion 6.3 Red shift and the expanding universe P  <b>Mock exam and closing the gap revision</b>





12.3 Competition in plants and animals 12.4 Natural selection 12.5 Evolution		
<b>TERM 3</b>		
<b>BIOLOGY</b>	<b>CHEMISTRY</b>	<b>PHYSICS</b>
Closing the Gap Revision iGCSEs		





## Key Stage 4 Spanish Curriculum Year 11

Term 1 – Topics/ Key Content	Term 1 – Key grammar concepts
<p><b><u>Mi colegio: My school</u></b></p> <ul style="list-style-type: none"><li>• Expressing likes and dislikes towards school subjects.</li><li>• Talking about your school</li><li>• Describing the facilities and uniform</li><li>• Talking about school rules</li><li>• Describing the good and bad aspects of your school</li><li>• Comparing your present school to your previous school</li><li>• Talking about your ideal school.</li></ul> <p><b><u>El Futuro: The Future- Post 16 options</u></b></p> <ul style="list-style-type: none"><li>• Discussing choices at 18: work or university</li><li>• Talking about future options</li><li>• Advantages of going to university or working</li><li>• Apprenticeships</li><li>• Understanding job adverts</li><li>• Advantages and disadvantages of jobs</li><li>• Describing your dream job</li></ul> <p><b>**Draft 1 of speaking exam preparation to be completed over the winter break**</b></p>	<ul style="list-style-type: none"><li>• Using the imperative</li><li>• Using the imperfect and preterite together</li><li>• Using the personal 'a'</li><li>• Desde hace + the perfect tense</li><li>• Verbs that take the infinitive</li><li>• Revising se debe, hay que and tener que</li><li>• Using lo que and lo + adjective</li><li>• Using the present subjunctive</li></ul>
Term 2 – Topics/ Key Content	Term 2 – Key grammar concepts
<p><b><u>La salud: Health</u></b></p> <ul style="list-style-type: none"><li>• Comparing old and new health habits</li><li>• Talking about what you should do</li><li>• Giving people advice</li><li>• Describing health resolutions</li></ul> <p><b><u>Las obras benéficas: Charity Work</u></b></p> <ul style="list-style-type: none"><li>• Describing charity work</li><li>• Understanding the importance of charity</li></ul>	<ul style="list-style-type: none"><li>• Formation and use of the gerund</li><li>• Using the conditional tense</li><li>• Using negative words</li><li>• Using debe, tener que and hay que</li><li>• Revising the imperfect tense</li><li>• Using 'if' sentences</li><li>• Looking at the present subjunctive</li><li>• Using reflexive constructions</li><li>• Using modal verbs</li></ul>

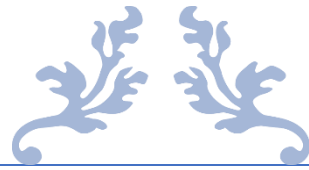




<p><b><u>El medio ambiente: The Environment</u></b></p> <ul style="list-style-type: none"><li>• Discussing Environmental problems and their solutions</li><li>• Discussing global issues</li><li>• Discussing inequality</li><li>• Discussing poverty in the world</li></ul> <p><b>**Mock speaking exam takes place Feb / March**</b></p>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p>This term will be spent revisiting all the previously studied topics in both Years 9 and 10.</p> <p>GCSE Speaking Exam will take place April/ May [TBC]*</p> <p>GCSE Examinations start May 2025.</p>	<p><b>Term 3 – Key grammar concepts</b></p> <ul style="list-style-type: none"><li>• Exam techniques</li><li>• Writing from memory</li><li>• Translation tips</li><li>• Training your ear</li><li>• Vocabulary recall</li><li>• Speaking from spontaneously from memory</li><li>• Describing pictures</li><li>• Reading for gist</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p>There are only 2 more assessment points before GCSE Examinations start:</p> <ul style="list-style-type: none"><li>• 28th October = Mock Exam</li><li>• 13<sup>th</sup> February = KA2</li></ul> <p><b>*Speaking mock and final exam =TBC. The class teacher will liaise directly with students regarding dates.</b></p> <p>Students will complete as many past papers as possible and practice questions throughout the year to ensure they are fully prepared for the exam.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers">https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers</a></p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></p> <p><a href="http://www.spanishdict.com">www.spanishdict.com</a></p> <p>Students are given booklets / Knowledge Organisers for each topic of study which contain everything they need.</p> <p><b>Students must also ensure that they keep hold of their Year 10 folder and they keep all previous booklets, past papers and exemplar writings etc. so they can refer back to them for revision.</b></p>







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# KEY STAGE 5

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**Year 12 Curriculum**



2024-2025  
GEMS WELLINGTON ACADEMY  
Al Khail



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## Key Stage 5 Arabic A Curriculum Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
قصيدة: "المثقب العبدى" العصر الجاهلي (القصة القصيرة) "حادثة" (الميزان الصربي (مراجعة (الاستجابة الأدبية للقصة)حادثة) اسم الآلة التشبيه التمثيلي نصوص الرأي مقال: "الاستهتار برهان السأم" كتابة مقال الرأي نص السيرة الذاتية يوم العيد" يكتب المتعلم نص سيرة ذاتية مكتملة (العناصر بعنوان (ذكرى من أيام الطفولة مراجعة إعراب الأفعال (الماضي – المضارع) إعرابًا تامًا صحيحًا اسم التفضيل اختبارات نهاية الفصل الدراسي الأول اختبار مهاري لمهارة القراءة في الفرعين التأليين: (مهارة الفهم و الاستيعاب (نص خارجي مهارة قراءة النص الأدبي وتحليله. اختبار مهاري لمهارة الكتابة الإبداعية في نوع النص التالي مقال الرأي	ما هي المحسنات البلاغية؟ اللغوية ولماذا هي مهمة؟ متى يكون ما نقوله مختلفًا عما نعنيه؟ كيف تؤثر اختياراتنا المعجمية على الطريقة التي نقدم بها الأفكار؟ لماذا تعتبر القواعد اللغوية مهمة؟ كيف يقدم النص عالمًا خياليًا؟ ما هي السمات المشتركة للخيال؟ كيف يستخدم الشاعر الأجهزة اللغوية لإنشاء صوت شعري؟ كيف يتصاعد الوقت/ العاطفة في هذه النص. ما هي الاستراتيجيات التي يمكنك استخدامها لجعل الكتابة حية للقارئ؟ ما هي الأسباب التي تجعل الثقافات والأفراد يروون قصصًا عن تجاربيهم؟ ما الذي يجعل النص فعالا في الوصول إلى غرضه؟ ما الذي يدفعنا للتواصل من خلال الوسائط الرقمية وغير الرقمية؟ ما الذي يجعل الكتابة تستحق القراءة، ولماذا نعمل ذلك؟ كيف يخلق المؤلف معنى في النص، وما الذي يجعل هذا المعنى صحيحًا؟ ما هي الطرق التي يمكن أن نعبر بها عن أنفسنا عندما لا نعرف لغة الآخرين؟ كيف يمكننا استخدام كتابة القصة، ورواية القصص للمساعدة في حل المشكلات اليومية؟ كيف يمكن أن نستخدم معرفة بنية اللغة في الكتابة بشكل أكثر إقناعًا؟ كيف يمكنك أن تجعل قضية ما مقنعة، وتلهم القارئ لاتخاذ إجراءات؟ ما هي أهم الاستراتيجيات لبناء مهارات الاتصال الشفوي الفعال؟ ما هي السمات المميزة للجملة؟ وكيف يساهم اختلافها في تغيير المعنى؟ ما هي القوالب اللغوية التي تدعم المعنى وتقويه؟ كيف يساعدنا شرح العناصر الأدبية للنص في فهم ما قرأناه؟ كيف يساعدنا طرح الأسئلة والإجابة عليها على فهم الأحداث بشكل أفضل؟





كيف تساعدنا معرفة الغرض من المؤلف على فهم النص بشكل أفضل؟

كيف يمكننا تحديد الكلمات والعبارات في القصص والقصائد التي تظهر المشاعر والحواس؟

كيف يساهم الحقل الدلالي في النص في رسم الصور والمشاعر والأحداث والتنقل بينها؟

كيف نعلق على النص باستخدام المعرفة السابقة؟

كيف يتم بناء فهمنا للثقافة والمجتمع والتاريخ من خلال اللغة؟

كيف يتم استخدام اللغة للتلاعب بنا؟

م

#### Term 2 – Topics/ Key Content

(بحث مطول) شعراء المهجر  
قصيدة الطين  
(استجابة أدبية للقصيدة) الطين  
نص استماع  
نص إقناعي  
أفعال المقاربة والشروع  
موشح جادك الغي  
اختبارت نهاية الفصل الدراسي الأول في  
المهارات الآتية  
المطالعة والأدب  
الإملاء والنحو  
(الكتابة الإبداعية) النص الإقناعي  
التحدث والاستماع

#### Term 2 - Overarching Key Questions

كيف تؤثر اللغة على طريقة تفكيرنا وتصرفنا وإدراكنا للعالم؟

كيف يستخدم المؤلفون موارد اللغة للتأثير على الجمهور؟

ما هي التجارب التي قد تكون دفعت الكاتب لإبداع هذا النص؟

كيف يكشف الأدب عن قيم ثقافة معينة أو فترة زمنية معينة؟

من أين ينبع النص؟ من داخله؟ من داخل القارئ، أو في التفاعل بينهما؟ ما الذي يمكن للقارئ معرفته عن نوايا المؤلف بناءً على قراءة النص فقط؟





<p><b>Term 3 – Topics/ Key Content</b></p> <p>إلى أمي محمود درويش شعر التفعيلة- الموسيقى في العلم الإعلانات التلفزيونية</p> <p>مادة المستقبل الجرافين استجابة أدبية تأملية الجر والإضافة- التتابع حتى آخر رمق الاستعارات</p> <p>استجابة أدبية</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>ا هي الأسئلة والصراعات الدائمة التي واجهت الكاتب (وثقافاه) منذ مئات السنين وما زالت صالحة حتى اليوم؟</p> <p>هل هناك موضوعات عالمية في الأدب، أي موضوعات تهم جميع الثقافات والمجتمعات؟</p> <p>ما هو الغرض من: الخيال العلمي؟ هجاء؟ الروايات التاريخية...؟</p>
<p><b>Assessment Overview and Format:</b></p> <p>Formative assessments include regular and on-going listening, oral presentations, composition, projects, and diagnostic assessments.</p> <p>Summative Assessments include unit tests, mid/year, and end of year exams during the school's Key Assessment cycle</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>All resources will be shared with students on TEAMS. Homework will be shared with students on go4school. Pupils will be given a weekly HW assignment and extension activities.</p> <p>Encourage your child to read Arabic books, stories and watch different documentaries in Arabic, then discuss it with them, free reading will be followed by the teacher weekly.</p>





## Key Stage 5 Art & Design Curriculum Year 12

### Term 1 – Topics/ Key Content

- Foundation Project: ‘Personal Journeys’.
- Students work onto a ‘scroll’ to prompt greater connections between their ideas, encourage them to work larger scale. This project therefore facilitates growth in student skills from KS4 into KS5.
- Students work through: artist research, responsive photography, practical responses, mixed media work, observational recording, and the creation of a personal and meaningful final outcome.
- Exhibition of scroll + outcome at the winter Art & Design exhibition.
- January of Year 12 – students begin Pers

### Term 1 - Overarching Key Questions

- How can I develop an outcome which is personal and meaningful?
- How can I ensure my outcome realises my skillset?
- How can I ensure my outcome realises intentions, based on my project so far?
- How can artists be compared and contrasted?
- How do different artists approach similar themes?
- Analyse the ways in which artists’ use of materials, techniques, and processes vary.

### Term 2 – Topics/ Key Content

- Externally Set Assignment (February of Year 13)
- Developing Ideas and Understanding in response to the brief
- Artist Research and Responsive Photography
- Explorations using appropriate media, materials, techniques, processes.

### Term 2 - Overarching Key Questions

- How can I use the skills and knowledge learned in the course during the Externally Set Assignment?
- How can I combine the work of different artists, making more original pieces?
- How can I remain accountable to the deadlines and workload?





<b>Term 3 – Topics/ Key Content</b> <ul style="list-style-type: none"><li>• Concept development towards a Final Outcome.</li><li>• A Final Outcome under exam conditions over 15 hours plus a 5 hour prep day, in the Art Rooms.</li></ul>	<b>Term 3 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How can I plan and manage my time during the unaided 15-hour final exam?</li><li>• What preparations have I made in terms of materials and equipment for the 15-hour final exam?</li></ul>
<b>Assessment Overview and Format:</b> <ul style="list-style-type: none"><li>• 60% of the GCSE grade is derived from Coursework (January of Year 12 until January of Year 13). This includes sketchbook work, as well as an outcome.</li><li>• Within this 60% is the Personal Study essay.</li><li>• 40% of the GCSE grade is derived from the Externally Set Assignment. This paper is received in February of Year 13. This includes sketchbook work, as well as an outcome. The outcome is made in a 15-hour exam, across 3 days, in the Art rooms.</li></ul>	<b>Links for Home Learning/Extension Resources:</b> <ul style="list-style-type: none"><li>• <a href="#">Amazing A Level Art: Junk Food (youtube.com)</a></li><li>• <a href="#">100% A Level Art Sketchbook + Coursework Project (AS) (youtube.com)</a></li><li>• <a href="#">Amazon.com: Art history: A critical introduction to its methods: 9780719069598: Hatt, Michael, Klunk, Charlotte: Books</a></li><li>• <a href="#">What makes a successful Personal Study Pearson Edexcel A Level Art and Design (youtube.com)</a></li><li>• <a href="#">A Level Art and Design – Evidencing and assessing the Personal Study (youtube.com)</a></li></ul>





**Key Stage 5 BTEC International Level 3 Subsidiary Diploma in Information Technology Curriculum year 12**

**Key Stage 5 BTEC International Level 3 Diploma in Information Technology Curriculum year 12**

**Key Stage 5 Curriculum: BTEC International Level 3 Subsidiary Diploma in Information Technology**

**Key Stage 5 Curriculum: BTEC International Level 3 Diploma in Information Technology**

**In Year 12, BTEC IT at WEK...**

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>UNIT 1 - Information Technology Systems – Strategy, Management and Infrastructure</b></p> <p>Information technology systems play a significant role in the world around us. They play a key part in almost everything we do. They give individuals and organisations opportunities to access goods, information and services from around the world to an extent not possible before. Having a sound understanding of how to select and use appropriate IT systems will benefit you personally and professionally. Students will explore the relationships between the hardware and software that form an IT system. They will look at the way that systems work individually and together, as well as the relationship between the user and the system. Alongside this, they will examine issues related to the use of IT systems and the impact that they have on organisations and their stakeholders. The students will then explore how IT systems enable organisations to access data, information and users locally and globally</p>	<ul style="list-style-type: none"> <li>• How do hardware and software components interact to form an IT system, and what are the key considerations for selecting and using appropriate IT systems effectively?</li> <li>• What are the relationships between individual IT systems and their integration into larger systems, and how do these relationships impact the overall functionality and performance of the systems?</li> <li>• How does the interaction between users and IT systems affect the usability, accessibility, and overall user experience, and what strategies can be employed to enhance these aspects?</li> <li>• What are the key issues and challenges associated with the use of IT systems, and how do these systems impact organizations and their stakeholders in terms of productivity, efficiency, security, and privacy?</li> <li>• In what ways do IT systems enable organizations to access, manage, and leverage data, information, and users both locally and globally, and what are the implications of this for organizations in today's interconnected world?</li> </ul>
<p><b>Unit 11: Cyber Security and Incident Management</b></p> <p>Students will study our growing dependence on computer systems and data, making us vulnerable to cyber attacks and system losses from accidents or natural disasters. As security improves, attackers develop more</p>	<ul style="list-style-type: none"> <li>• What are the current threats to computer systems and how do cyber criminals exploit vulnerabilities in these systems?</li> </ul>







sophisticated methods, requiring robust incident response plans. Students will learn about current threats, effective protection methods, and incident management. They will examine global efforts to secure public safety and critical communications networks. The coursework includes exploring various cyber attacks, network vulnerabilities, and defense techniques. Students will conduct risk assessments, plan incident responses, and learn how to recover systems post-incident. Through scenarios and practical exercises, they will prepare protection plans, analyze evidence from incidents, and recommend improvements. As IT systems evolve, students will understand the increasing need to safeguard these systems and their data while enhancing features for organizations and individuals.

- How can organizations develop and implement robust plans to effectively respond to and manage cyber security incidents?
- What techniques and methods are most effective in protecting networked systems from sophisticated cyber attacks?
- How do global efforts and strategies address cyber security risks to public-safety and mission-critical communications networks?
- What are the best practices for conducting risk assessments, planning for incident response, and recovering systems after a cyber security incident?

**Term 2 & 3 – Topics/ Key Content**

**UNIT 3: Using Social Media in Business**

Unit 3 delves into the impact of social media on the ways in which businesses promote their products and services. This is something students may be familiar. The students will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. They will also develop a plan to use social media strategies for business purposes to achieve specific aims and objectives.

**Term 2 & 3- Overarching Key Questions**

- What are the various social media platforms available for businesses to promote their products and services, and what are the unique features and advantages of each platform?
- How does social media impact the traditional methods of business promotion, and what are the key differences and similarities between social media marketing and traditional marketing approaches?
- What are the potential challenges and pitfalls businesses may face when using social media for promotional purposes, and how can these challenges be effectively managed or mitigated?
- How can businesses develop an effective social media strategy to achieve specific aims and objectives, and what are the key components and considerations in creating such a plan?
- What are some successful examples of businesses using social media strategies to promote their products and services, and what lessons can be learned from these





	examples to inform and optimize future social media marketing efforts?
<p><b>Unit 2: <i>Creating Systems to Manage Information</i></b></p> <p>Relational databases are essential for managing and processing data in various contexts, from small in-house systems to large multinational retailers. Students will study the structure and origins of data, learning how efficient data design leads to effective databases. They will analyze scenarios, develop design solutions, create database systems, and test them for functionality. Additionally, students will evaluate each stage of the development process and the effectiveness of their solutions. This unit requires integrating knowledge from the entire program and provides skills that are crucial for advancing to IT-related higher education courses and employment in computing roles.</p>	<ul style="list-style-type: none"><li>• How do relational databases support business processes and our social lives across different scales, from small in-house systems to large multinational retailers?</li><li>• What are the key principles of data structure and origins that lead to efficient data design and effective databases?</li><li>• How can one develop a comprehensive design solution for a given scenario to produce a functional database system?</li><li>• What methods are used to test and ensure the correct functionality of a database solution?</li><li>• 5. How can the development process and effectiveness of a database solution be evaluated and improved?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p><b>UNIT 1 ASSIGNMENT:</b> Students will be allocated a business and a case study. They will then be asked to implement all the delivered theory into a series of reports for the business. The fundamental goal here is for them to understand how I.T can be used in a personal and a professional capacity, as well as the implications that come with it.</p> <p><b>UNIT 11 ASSIGNMENT:</b> Students' assignments for Unit 11 will be structured as follows: They will begin by understanding cyber security threats, system vulnerabilities, and protection methods. Next, they will explore the security implications of networked systems. Students will then develop a comprehensive cyber security protection plan for a specified organization. Finally,</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <ul style="list-style-type: none"><li>• <i>Documentary on Netflix – 'The Social Dilemma'</i></li><li>• <a href="#">The use of it - Business Case Studies</a></li><li>• <a href="#">The Importance of Information Technology In Business Today - Business 2 Community</a></li><li>• <a href="#">Database Books (goodreads.com)</a></li><li>• <a href="#">Managing Cybersecurity Incidents and Disasters Course by University System of Georgia   Coursera</a></li></ul>





they will examine procedures for collecting forensic evidence following a security incident.

**UNIT 3 ASSIGNMENT 1:** Once again, students will be allocated a business and a case study. They will then be asked to present a presentation which explores the impact of social media on the ways in which businesses promote their products and services.

**UNIT 3 ASSIGNMENT 2:** Following on from the first assignment of this unit (Presentation), the students will be asked to create a social media campaign for a business that will be provided to them in the assignment case study. This social media campaign will consist of them Developing a plan to use social media in a business to meet requirements, and then Implementing that plan into the use of social media in a business.

**UNIT 2 ASSIGNMENT:** Students' assignments will be structured as follows: They will produce a presentation or report evaluating the role of relational database management systems in the decision-making process. Additionally, they will engage in a practical activity involving the design of a relational database to meet specific client requirements. This includes creating a functional solution with detailed design documentation, developing the relational database, and maintaining testing logs to ensure proper functionality.





## Key Stage 5 Biology Curriculum Year 12

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

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





## Key Stage 5 BTEC International Enterprise and Entrepreneurship Year 12

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





## Key Stage 5 Business Curriculum Year 12

<p><b>Term 1 – Topics/ Key Content</b> <b>In Year 12, students will progress through Units 1 and 2, sitting external examinations in the June exam window.</b> <b>Unit 1 Marketing &amp; People</b> - This unit enables students to understand how businesses identify opportunities and to explore how businesses focus on developing a competitive advantage through interacting with customers.</p> <p><b>Unit 2: Managing business activities</b> - This unit enables students to develop an understanding of raising and managing finance and measuring business performance.</p> <p>Key concepts covered in term 1 Unit 1:</p> <ul style="list-style-type: none"><li>• Meeting customer needs</li><li>• The market</li><li>• Marketing mix and strategy</li></ul> <p>Key aspects covered in Unit 2 in term 1:</p> <ul style="list-style-type: none"><li>• Raising finance</li><li>• Financial planning</li><li>• Managing finance</li></ul>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What is the distinction between mass markets and niche markets and dynamic markets?</li><li>• How can businesses use market research information to target market segmentation?</li><li>• Analyse supply and demand using YED/PED</li><li>• What are the different sources of finance available for growth?</li><li>• What are the Legal implications of liability?</li><li>• What are the different ways of sales forecasting purpose and the factors influencing sales forecasts?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Unit 1 content continues</b> <b>Key concepts include:</b></p> <ul style="list-style-type: none"><li>• Managing people</li><li>• Entrepreneurs and leaders</li></ul> <p><b>Unit 2 content continues</b> Key concepts include:</p> <ul style="list-style-type: none"><li>• 2.4 Resource management</li><li>• 2.5 External influences</li></ul>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What are the benefits and limitations of using design mix and how this might change?</li><li>• Explain the product life cycle Boston Matrix?</li><li>• What is the Importance of motivation theories?</li><li>• Can you calculate BEP and explain the limitations of break-even analysis?</li><li>• What are the different methods of production?</li><li>• Analyse the implications and ways of improving capacity utilisation?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Units 1 and 2 are concluded with an external examination, Units 3 and 4 are introduced with the remaining curriculum time.</b></p> <p><b>Unit 3: Business decisions and strategy</b> This unit</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Which Macroeconomic variables affect business success?</li><li>• Explain the different areas of businesses affected by legislation?</li><li>• How is globalisation impacting the supply chain?</li></ul>





moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a strategic view of business opportunities and issues. We will work to complete the below.

Unit 4: Global Business. In this unit students will explore big business, globalisation and multinational companies as well as the impact they have on the modern world.

**Unit 3 topic to be explored:**

- Business objectives and strategy

**Unit 4 topic to be explored:**

- Globalisation

**Assessment Overview and Format:**

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

**Links for Home Learning/Extension Resources:**

Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.







## Key Stage 5 Chemistry Curriculum Year 12

TERM 1	
<b>3.1 Physical Chemistry</b> 3.1.1 Atomic structure 3.1.2 Amount of substance 3.1.3 Bonding 3.1.4 Energetics 3.1.5 Redox  <b>Exam practice and gap filling</b>	<b>3.2 Inorganic Chemistry</b> 3.2.1 Periodicity 3.2.2 Group 2 3.2.3 Group 7  <b>Exam practice and gap filling</b>
Revision Preparation for Exams (unit 1)	
TERM 2	
<b>3.1 Physical Chemistry</b> 3.1.6 Kinetics 3.1.7 Equilibria  <b>Exam practice and gap filling</b>	<b>3.3 Organic Chemistry</b> 3.3.1 Introduction to organic chemistry 3.3.2 Alkanes 3.3.3 Halogenoalkanes 3.3.4 Alkenes 3.3.5 Alcohols 3.3.6 Organic Analysis  <b>Exam practice and gap filling</b>
TERM 3	
Core Practical Revision Preparation for Exams (unit 2)	
<b>3.2 Inorganic Chemistry</b> 3.2.4 Properties of Period 3 elements and their oxides	<b>3.1 Physical Chemistry</b> 3.1.8 Thermodynamics
<b>Assessment Overview and Format:</b>  For each topic, students will complete. - exam question homework - short end of unit quizzes  Key Assessments will assess all content to the date of the assessment. They will have the format of AS papers.	<b>Links for Home Learning/Extension Resources:</b>  All resources will be shared with students on TEAMS. Physics and Maths Tutor – exam questions and revision notes <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a> AQA <a href="https://www.aqa.org.uk/subjects/science/as-and-a-level">https://www.aqa.org.uk/subjects/science/as-and-a-level</a> Chemguide <a href="https://www.chemguide.co.uk/">https://www.chemguide.co.uk/</a>







## Key Stage 5 Design Technology Curriculum Year 12

### Term 2 – Topics/ Key Content

#### **Theory**

Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 13.

#### **Paper 2**

*Design methods and Processes*

*Design Theory*

*How technology and cultural changes can impact on the work of designers*

*Design processes*

*Critical Analysis and Evaluation*

*Selecting appropriate tools, equipment and processes*

*Accuracy in design and manufacture*

*Responsible design*

*Design for manufacture and project management*

*National and international standards in product design*

#### **Project 1: Design movement chair**

Students will undertake research into the different design movements and designers they need to know for their exam. They will then choose one of these for inspiration when designing and making a scale model of a chair using timber materials. Students will follow the design process for this project.

#### **Project 2: Lamp**

Students will spend time producing detailed research for this project and will continue to develop their 2-point perspective drawing skills. They will undertake some soldering and create an acrylic lamp using CAD/CAM which will be laser cut.

### Term 1 - Overarching Key Questions

What is an iterative design process?

How have historical design styles, movements and designers influenced current product design and manufacture?

How have socio economic influences and developments in technology shaped product design and manufacture?

What are the social, moral and ethical issues in product design?

What are the stages of a product life cycle?

Why should we test and evaluate products and consider third party feedback?

Why is it important to use correct tools, equipment and process for specific tasks?

How can testing eliminate errors?

How can measuring aids improve quality control?

What is a circular economy?

What is the difference between quality assurance and quality control?

Can you name and explain any national and international standards in product design?

#### **How can historic designs influence current design thinking?**

Why is being open-minded important when analysing and interpreting another designers work?

What methods can you use to showcase fluent thinking and originality in your designs?

How can you demonstrate quality control when manufacturing a product, especially when applying speed and accuracy?

#### **Will digital design and manufacture replace traditional methods?**

How does having an enquiring mind benefit the research process?

Why is so important to consider our target market in the design and development of new products?

What effective process for problem solving have you found?





<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Theory</b> Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 13.</p> <p><b>Paper 2 will continue</b></p> <p><b>Project 2 will continue</b></p> <p><b>Project 3: Hairdryer</b> Students will focus on product analysis and how to sketch and present design work during this project. They will use Styrofoam to make a high-quality prototype of their final design. Students will also create a 3D CAD version</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p><b>Does your design work tell a story?</b> How will you use what you learnt during the previous projects to support you during this project? Why is it important to be flexible and bend the rules when generating designs? Why is prototyping important before making your final product?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Theory</b> Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 13.</p> <p><b>Paper 1</b> <i>Materials and their applications</i> <i>Performance characteristics of materials</i> <i>Enhancement of materials</i> <i>Forming, redistribution and addition processes</i> <i>The use of finishes</i></p> <p><b>Non-Exam Assessment (NEA) 50% of final grade</b> Students need to identify a design problem and write their own design brief for this project. Once they have decided they will work through the design process to create a design solution to the problem they have identified. This term they will focus on the research and design development. <i>This coursework will continue in Year 13.</i></p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>What are the performance characteristics of timers, metals, polymers, paper and board? Can you give examples of applications of timers, metals, polymers, paper and board? Describe the process for forming, redistributing and adding timers, metals, polymers, paper and board? Can you identify suitable finishes for timers, metals, polymers, paper and board?</p> <p>What design problem do you want to solve? What is an iterative design process? How will you ensure you maximise the marks set out by the exam board? How can you include primary research in your NEA? Why is it important to have a client as you progress through your project? 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?</p>





	<p>What information should be included in annotations? How can you evaluate the success of your designs?</p>
<p><b>Assessment Overview and Format:</b></p> <p><i>Final Assessment:</i> 50% NEA – Coursework project. 50% Exam – Paper 1: Technical Principles (30%) 2 hours Paper 2: Designing and making principles (20%) 1.5 hours</p> <p>The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives:</p> <ul style="list-style-type: none"><li>- AO1: Identify, investigate and outline design possibilities to address needs and wants.</li><li>- AO2: Design and make prototypes that are fit for purpose.</li><li>- AO3: Analyse and evaluate:<ul style="list-style-type: none"><li>- design decisions and outcomes, including for prototypes made by themselves and others</li><li>- wider issues in design and technology.</li></ul></li><li>- AO4: Demonstrate and apply knowledge and understanding of:<ul style="list-style-type: none"><li>- technical principles</li></ul></li></ul> <p>designing and making principles.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in lesson as this helps students retrieve the information needed in an exam. On occasions, this can be related to research for a topic, analysis of a design work piece, skill building exercises or revision for exams.</p>





## Key Stage 5 BTEC Performing Arts Curriculum - Year 12

<p><b>Term 1 &amp; 2 – Topics/ Key Content</b></p> <p><b><u>Module A1 &amp; A3: Exploring Performance Styles &amp; Performing for an Audience</u></b></p> <p>Students will take part in a range of master classes, workshops, practitioner studies, and technique classes to explore a wide range of performance styles. These workshops and classes are led both by teachers and external, professional practitioners.</p> <p>For their assessment, students then choose two contrasting performance styles to present to an audience.</p> <p><i>*Students will participate in three technique classes a week in the areas of voice, movement and acting.</i></p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p><i>How have you been influenced by theatre practitioners in your piece?</i></p> <p><i>How can we develop skills to near professional standards?</i></p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b><u>Module F16: Planning a Career in the Industry.</u></b></p> <p>Unit F allows the students to understand the development of the performing arts industry in relation to 3 specific areas within of performance. They will consider how technological and sociological changes and advancements have had an effect on their chosen specialisms and how they are consumed.</p> <p><b><u>Unit G18: Personal Project (Diploma Only)</u></b></p> <p>Students will devise and develop a personal performing arts project around a chosen theme. This unit allows students to consider the planning, organisation and innovation necessary to create a successful performance for an audience. The final completed work could include workshop plans, a performance showreel or a live performance.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p><i>What different elements of design, performance, and production do you need to consider ensuring your project is a success.</i></p>





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





## Key Stage 5 Economics Curriculum Year 12

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b><u>Unit 1: Markets in action</u></b></p> <p>This unit gives students an introduction to the fundamentals of Microeconomics and examines how the price mechanism allocates resources in local, national and global markets.</p> <p>1.1 Nature of Economics 1.1 Nature of economics 1.2 How markets work</p> <p><b><u>Unit 2: Macroeconomic performance and policy</u></b></p> <p>This unit gives students insight into the fundamentals of Macroeconomics including national economic performance measures and impacts</p> <p>2.1 Quantitative methods 2.1 Measures of economic performance 2.2 Aggregate demand (AD) 2.3 Aggregate supply (AS)</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Can you draw distinction between positive and normative economic statements?</li><li>• The importance of opportunity costs to economic agents and Scarcity?</li><li>• Label and the use of production possibility frontiers</li><li>• Can you distinguish between Specialisation and the division of labour?</li><li>• Can you explain the different rates of change of real Gross Domestic Product (GDP) as a measure of economic growth?</li><li>• What is the distinction between unemployment and under-employment?</li><li>• What are the components of the balance of payments?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b><u>Unit 1 continues with:</u></b></p> <p>1.3 Market failure 1.4 Government intervention</p> <p><b><u>Unit 2 continues with:</u></b></p> <p>2.4 National income 2.6 Macroeconomic objectives and policies</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What are the reasons why consumers may not behave rationally?</li><li>• Can you analyse supply and demand curves with the concept of diminishing marginal utility?</li><li>• Explain the significance of elasticities of demand to firms and government?</li><li>• Can you analyse the main influences on government expenditure?</li><li>• Can you distinguish between aggregate supply and demand?</li><li>• What is the distinction between income and wealth?</li><li>• Can you assess the limitations of CPI/RPI in measuring the rate of inflation?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>In term 3 students sit their Unit 1 and Unit 2 examinations so they will spend some time</b></p>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Reasons why some firms tend to remain small and why others grow?</li></ul>





**preparing for these, then begin learning content from Units 3 and 4.**

**Unit 3: Business behaviour**

This unit expands student microeconomic understanding, it deals with the nature of competition between firms is affected by the number and size of market participants.

**Topic to be covered in Unit 3:**

Types and sizes of business

**Unit 4: Developments in the global economy**

This unit extends student macroeconomic understanding, linking more with global issues and the constraints and opportunities presented by the more interconnected world.

**Topic to be covered in Unit 4:**

Causes and effects of globalisation

- What are the reasons for demergers?
- What is globalisation and how does it impact different nations?

**Assessment Overview and Format:**

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

**Links for Home Learning/Extension Resources:**

Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.







## Key Stage 5 English Language Curriculum Year 12

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>AS Unit One: Language and Context</b></p> <p><b>Section A: <i>Understanding texts</i></b> <i>Understanding context: audience, purpose, genre, and mode.</i></p> <p>Students will be introduced to the six frameworks of linguistic study: lexis, grammar, pragmatics, phonetics, graphology, and discourse. This will be done through the study of a range of fiction and non-fiction texts. Pupils will sit a short baseline assessment at the end of this topic.</p> <p><b>Section B: <i>Directed writing</i></b> Writing to a specific brief, involving the transformation of some or all of the material in Section A in order to create a new text.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>Is individual language use as unique as a fingerprint?</p> <p>What factors affect our language use?</p> <p>What are the linguistic frameworks and why are they important?</p> <p>When is what we say different from what we mean?</p> <p>How do our lexical choices affect the way we present ideas?</p> <p>Why does grammar matter?</p> <p>How do writers use language to create meanings and representations?</p> <p>How have contextual factors influenced the producer’s language?</p> <p>What are the similarities and differences between texts?</p> <p>What linguistic terminology can we apply to our analysis?</p>
<p><b>Term 2 and Term 3 – Topics/ Key Content</b></p> <p>AS Unit 2: Language and society</p> <p><b>Section A: <i>Language and social groups: texts</i></b> <i>Understanding the ways in which people use language to: express identities, construct and maintain relationships, mark group membership, claim power and status, and play and entertain themselves and others.</i></p> <p><b>Section B: <i>Language and social groups: writing</i></b> <i>Developing the skills of academic argument in written language.</i></p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>To what extent do men speak differently to women?</p> <p>How does your accent affect the way that people view you?</p> <p>Is some language better than others?</p> <p>How does slang change and why do people use slang?</p>
<p><b>Assessment Overview and Format:</b></p> <p>Students will complete a timed response for each teacher at least once a month. In addition, there will be an assessed piece each half term.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Students should be revisiting their notes outside of the classroom to consolidate their learning. Furthermore, it is recommended that they engage in wider reading of academic</p>







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

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





## Key Stage 5 English Literature Curriculum Year 12

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





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





## Key Stage 5 BTEC Hospitality L3 Curriculum Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Unit 1: The Hospitality Industry</b></p> <p>Learners develop knowledge and understanding of the hospitality industry, the current trading environment and how the hospitality industry responds to trends and changes in different scenarios.</p>	<p>Can you explore the current structure of the hospitality industry? Can you investigate the hospitality supply chain? Can you use data and information to develop a business response to trends and developments in the hospitality industry?</p>
<p><b>Unit 11: Contemporary Global Cuisine</b></p> <p>Learners will develop knowledge of the equipment, commodities, storage and cooking methods required to prepare and cook global food dishes, the historical influences on global food, the styles of food, and the types of dishes that are prepared and cooked globally. They will develop skills in preparing, cooking and reviewing global dishes.</p>	<p>Can you research and plan menus that reflect current trends and developments in global cuisine? Can you demonstrate food preparation and cooking skills? Can you evaluate the finished dishes?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><i>Unit 1 &amp; 11 will continue and the assignments will be completed.</i></p> <p><b>Unit 2: Environment and sustainability in the hospitality industry</b></p> <p>Learners develop knowledge and understanding of the impact of the hospitality industry on the environment and the measures taken by the hospitality industry to ensure a sustainable environment.</p>	<p>Do you understand the impact of the hospitality industry on the environment? Can you undertake research into an environmental issue in a hospitality business? Can you develop an environmental policy for a hospitality business?</p>
<p><b>Unit 13: European Cuisine</b></p> <p>Learners will develop knowledge of the equipment, commodities, storage and cooking methods required to prepare and cook a selection of European food dishes, the historical influences on European food, the styles of food, and the types of dishes that are prepared and cooked in Europe. They will develop</p>	<p>Can you research and plan menus that reflect the styles of food and types of dish that are prepared and cooked in European countries? Can you demonstrate food preparation and cooking skills? Can you evaluate the finished dishes?</p>





skills in preparing, cooking and reviewing European dishes.	
<b>Term 3 – Topics/ Key Content</b>  <i>Unit 2 &amp; 13 will continue and the assignments will be completed.</i>  <b>Unit 3: Customer service provision in hospitality</b>  Learners develop the knowledge and skills needed for effective customer service delivery in a hospitality business. Learners will understand the skills needed to provide positive customer service in an organisation and the need to continually improve their customer service skills.  <b>Unit 29: Asian Cuisine</b> Learners develop knowledge of the equipment, commodities, storage and cooking methods required to prepare and cook a selection of Asian food dishes, the historical influences on Asian food, the styles of food, and the types of dishes that are prepared and cooked in Asia. They will develop skills in preparing, cooking and reviewing Asian dishes.  <i>Units 3 &amp; 29 will continue in year 13</i>	<b>Term 3 - Overarching Key Questions</b>  Do you understand how to develop customer service in a hospitality organisation? Can you carry out supervision of customer service in different situations, using appropriate behaviours to meet expectations? Can you explore methods to monitor and improve customer service performance?  Can you research and plan menus that reflect the styles of food and types of dishes prepared and cooked in Asian countries? Can you demonstrate food preparation and cooking skills? Can you evaluate the finished dishes?
<b>Assessment Overview and Format:</b>  100% coursework  Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but units 1 and 2 are assessed using Pearson Set Assignments.  Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U).	<b>Links for Home Learning/Extension Resources:</b>  All home learning is uploaded onto Go4Schools.





## Key Stage 5 Geography Curriculum Year 12

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





<p>Atmosphere and weather</p> <p><b>(IA Level unit, to be completed in Year 13)</b></p> <p>Advanced Human: Environmental Management</p> <p>Advanced Physical: Hazardous environments</p>	<ul style="list-style-type: none"><li>• What are Diurnal and Global energy budgets?</li><li>• Investigating Weather processes and phenomena</li><li>• What are the human impacts?</li></ul> <ul style="list-style-type: none"><li>• Investigating Sustainable energy supplies</li><li>• How are energy supplies managed?</li><li>• Analysing environmental degradation</li><li>• Investigating the management of a degraded environment</li></ul> <ul style="list-style-type: none"><li>• Investigating Hazards resulting from tectonic processes</li><li>• Analysing Hazards resulting from mass movements</li><li>• Analysing Hazards resulting from atmospheric disturbances</li><li>• Investigating Sustainable management in hazardous environments</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p>In Summer students will sit their IAS Level Geography exam. Each unit has an examination of 1hour 30 minutes.</p> <p>Once the examination has been completed, students will continue to follow the IA Level programme.</p> <p>During the year, students will be assessed informally through discussion, completion of past paper questions and verbal feedback. Formal summative assessments will take place every half term, with a mock examination, at the end of each unit.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Students will be issued a copy of the Cambridge International Examination IA Level Geography textbook.</p> <p>This is an essential website, which gives you the specification. <a href="https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/">https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/</a></p> <p>Useful websites for revision and exam practice <a href="http://www.bbc.co.uk">www.bbc.co.uk</a> <a href="https://www.theguardian.com/uk">https://www.theguardian.com/uk</a> <a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a></p> <p>The school subscribes to two online magazines. Use these resources which are free and you would otherwise have to pay for!</p> <p><b>Geographical Magazine</b> <a href="https://login.exacteditions.com/login.do">https://login.exacteditions.com/login.do</a> username: <a href="mailto:r.madaser_wek@gemsedu.com">r.madaser_wek@gemsedu.com</a> password: exactly</p>





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**Key Stage 5 History Curriculum Year 12**







## Term 1 – Topics/ Key Content

### Option 1B: The Russian Revolution, 1881-1917

Key topic

#### 1 - Political reaction and economic change – Alexander III and Nicholas II, 1881-1903.

- The Tsarist principles of autocracy.
- Nationality and Orthodoxy.
- The reasons for the reversal of the 'Liberal' trends under Alexander II.
- The oppression of Nationalities.
- Urbanisation and its impact.
- Reasons for the lack of success of Opposition Groups.
- The St. Petersburg Soviet
- The extent of the recovery of the Tsarist Power.
- The Nature of Tsarist government and royal power in 1914.

#### 2 – First revolution and its impact, 1903-14.

- The impacts of the Russo-Japanese War; Bloody Sunday.
- Short Term impacts of the Revolutionary Events in 1905.
- Comparing Tsarist Russia pre-1905 to post-1905.
- The impact of Stolypin' repression and the restoration of stability. Lena Goldfields Massacre 1912.

## Term 1 - Overarching Key Questions

### Political reaction and economic change – Alexander III and Nicholas II, 1881 -1903

To gain an overview of events 1881-1917; to understand the political, economic and social situation in Russia in 1881, particularly the difficulties of ruling the large Russian Empire; to understand and explain the nature of Tsarist rule, and the personalities of Alexander III and Nicholas II

### Political reaction and economic change – Alexander III and Nicholas II, 1881 -1903

To understand and explain the Tsarist reaction to the reforms of Alexander II and growing opposition.

### Political reaction and economic change – Alexander III and Nicholas II, 1881 -1903

To understand and explain the attempts to counter opposition through economic reform; to determine the significance of Sergei Witte; to evaluate the success of Tsarist economic policy 1891-1903

### Political reaction and economic change – Alexander III and Nicholas II, 1881 -1903

To chart, understand and explain the growth of opposition to Tsardom before 1905; to understand the difference between opposition groups; to evaluate the success of political opposition to 1903.

### The First Revolution and its impact, 1903-14

The causes and impact of the 1905 Revolution

To chart and explain the causes of the 1905 Revolution; to understand the immediate impact of this Revolution

### The First Revolution and its impact, 1903-14

The causes and impact of the 1905 Revolution

To understand and explain the events of 1905, and to evaluate the strengths and weakness of Tsarist power and the political opposition by the end of 1905.

### The First Revolution and its impact, 1903-14

The causes and impact of the 1905 Revolution

To understand and explain the Tsarist response to the events of 1905; to understand the nature and determine the extent of Tsarist power 1905-1914; to understand the





nature and success/failure of the political opposition to 1905-1914.

**The First Revolution and its impact, 1903-14**

The causes and impact of the 1905 Revolution

To understand and explain the Tsarist policy of using repression and reform to control Russia; the consequences of Tsarist policies for politics, the economy and society 1906-1914; the significance of Stolypin.

**The First Revolution and its impact, 1903-14**

The causes and impact of the 1905 Revolution

To consider the causes of major revolutionary change in history; to consider the long-term problems of Russia in 1914; to explain the situation in Russia in 1914; to understand and explain the economic impact of the First World War.

**Option 1A**

**India, 1957-1948: The Raj to Partition Key topic**

**1 – The British Raj: the government of India 1857-1948**

- The East India Company, the Indian Civil Service (ICS) and the role of Indian functionaries as junior civil servants and administrators
- Indirect rule and the princely states
- Indian society and religion.
- The Royal Proclamation and the Government of India Act 1858, the Indian Councils Act 1861 and the Royal Titles Act 1876.
- The reforms associated with Ripon and Ilbert 1880–84
- Lord Curzon as Viceroy 1898–1905
- The Morley-Minto reforms 1905–10
- The Montagu Declaration (1917) and the Government of India Act 1919
- The Irwin Declaration 1929 and the Government of India Act 1935
- The coming of independence and partition.

**1 – The British Raj: the government of India 1857-1948**

**India in 1857:**

To understand the extent and nature of British control of India and key elements of how Indian politics and society was organised.

**The changes brought about by the Indian Mutiny:**

To understand the legislation that followed from the Indian mutiny in the 19th century

**Later significant changes**

To understand the changes made by the British in their government of India in the years 1880-1919 and 1929-1947

**2 – The economics of empire**

- The nature of exports to and imports from India
- India as a trading hub within the British Empire





<ul style="list-style-type: none"><li>○ The significance of changing tariffs and the decline and growth of Indian industry.</li><li>○ The extent of British investment</li><li>○ The growth of railways and their impact 1857–1914</li><li>○ Irrigation and drainage</li><li>○ Port facilities and inland waterways.</li></ul>	<p><b>2 – The economics of empire</b></p> <p><b>The changing pattern</b> To understand the nature of British investment in India.</p> <p><b>Changes in living standards</b> To understand the living standards in rural and urban environments</p> <p><b>The significance of the challenge to British rule in 1857</b> To understand the importance of 1857 as a challenge to British rule</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Option 1B: The Russian Revolution, 1881-1917</b> <b>Key Topic</b></p> <p><b>3 – End of Romanov Rule 1914-17.</b></p> <ul style="list-style-type: none"><li>○ The significance of inflation and supplies for the cities; the consequences for the civilian population.</li><li>○ The prestige of the Tsar and the morale of the army; the role of the Empress and significance of Rasputin.</li><li>○ Duma and the formation of the Progressive Bloc.</li><li>○ Growth of unrest in towns and countryside; International Women’s Day and the Petrograd general strike.</li><li>○ The political complexion of the Provisional government; the extent of its power and support; the aims and membership of the Petrograd Soviet; early political reforms.</li></ul> <p><b>Option 1A</b> <b>India, 1957-1948: The Raj to Partition Key topic</b></p> <p><b>3 – Resistance to British rule, 1859-1948</b></p> <ul style="list-style-type: none"><li>○ Geographical and social extent of resistance</li><li>○ The importance of loyalists within both the Army and the Indian elite</li></ul>	<p><b>Term 2 - Overarching Key Questions</b></p> <p><b>The End of the Romanov Rule, 1914-17.</b> To consider the causes of the major revolutionary change in history; to consider the long-term problems of Russia in 1914; to explain the situation in Russia in 1914.</p> <p><b>The End of the Romanov Rule, 1914-17.</b> To chart the Russian contribution to the First World War 1914-17; to understand and explain the political impact of the First World War; to consider the significance and role of Rasputin in undermining Tsarism.</p> <p><b>The End of the Romanov Rule, 1914-17.</b> To chart the events of the February Revolution, to understand and explain its immediate cause and to understand why Nicholas II abdicated.</p> <p><b>The End of the Romanov Rule, 1914-17.</b> To understand and explain the nature of the Provisional government; to compare and contrast the Provisional government with Tsarist rule before and after 2905; to understand and explain the nature of the dual power of the Provisional Government and the Petrograd Soviet, and its impact on policy and the war effort.</p> <p><b>The economics of empire, 1857–1948</b> To understand the living standards in rural and urban environments</p> <p><b>Resistance to British rule, 1857–1948</b> To understand the importance of 1857 as a challenge to British rule.</p>





- The formation of the National Congress in 1885 and its impact in the years to 1914
- The significance of the division of Bengal 1905
- The impact of the First World War on nationalism.
- The relations of Congress and the Muslim League to 1920
- The growing significance of Gandhi and Jinnah.
- Gandhi's aims, beliefs and role
- The importance of Nehru and the significance of Jinnah's beliefs and aims
- The British response of control and concession.
- The varying reactions to the outbreak of the Second World War, including that of Bose
- The failure of the Simla Conference 1945
- The impact of Indian elections and the setting up of an interim government under Nehru 1946.

**Resistance to British rule, 1857–1948**

To understand the main events in the growth of nationalism in the years to 1920.

**Resistance to British rule, 1857–1948**

To understand the role of two key individuals in the growth of nationalism.

**Resistance to British rule, 1857–1948**

To understand the campaigns against British rule in the inter-war years.

**Resistance to British rule, 1857–1948**

To understand the campaigns against British rule 1939-47.

**Term 3 – Topics/ Key Content**

**4 – Bolshevik seizure of power October 1917**

- The significance of conflicting attitudes on the continuation of the war; the importance of Lenin's return to Russia. April Theses; the Milyukov Crisis and its impact; the significance of the June Offensive and the July Days.
- The role of Kerensky as Prime Minister; the membership of the new government; problems in industry and agriculture.
- Lenin's influence on the Central Committee; the significance of Trotsky and the Military Revolutionary Committee.
- The implications of Constituent Assembly elections; the significance of the Decrees on Land, Peace and Workers Control; the importance of the Armistice December 1917.

**Term 3 - Overarching Key Questions**

**The Bolshevik seizure of power, October 1917**

To understand and explain the nature of the opposition to the Provisional Government; to explain the importance and impact of Lenin's return to Russia; to chart and understand the events of April-July 1917.

**The Bolshevik seizure of power, October 1917**

To chart the events of July-October 1917 before the Bolshevik seizure of power; to understand and explain why the second Provisional government failed, including the role of Kerensky; to understand the impact of the Kornilov affair.

**The Bolshevik seizure of power, October 1917**

To chart the events of the October Revolution; to explain the success of the Bolsheviks and understand the methods used to seize power; to understand the role of the Bolshevik leadership and the role of ordinary people in the events of October 1917.

**The Bolshevik seizure of power, October 1917**

To understand and explain the actions taken by the Bolsheviks in the months October-December 1917; to





<p><b>Option 1A</b> <b>India, 1957-1948: The Raj to Partition</b> <u>Key topic</u></p> <p><b>4 – Military power and its limits 1857-1948</b></p> <ul style="list-style-type: none"><li>○ Suppression and punishment</li><li>○ Reorganisation of the Indian Army and its subsequent importance to Britain, including its use in Imperial defence and the First World War</li><li>○ Loyalty and role of the Indian Army during the Second World War.</li><li>○ Reasons for and the impact of the Rowlatt Acts 1919</li><li>○ The use of the army 1919–48, including the significance of General Dyer and the Amritsar Massacre 1919</li><li>○ Reliance on the police and avoidance of martial law in responding to later expressions of discontent in the 1920s and 30s</li><li>○ The response to the Quit India Campaign in 1942.</li><li>○ Failure of the Cabinet Mission</li><li>○ The fears of disorder and the loss of control</li><li>○ Mountbatten and the reasons for withdrawal, partition and independence 1947–48</li><li>○ The failure to prevent extensive communal violence.</li></ul>	<p>evaluate Bolshevik strengths and weaknesses by the end of December 1917.</p> <p><b>Military power and its limits, 1857–1948</b> To understand the events of 1857 and its impact.</p> <p><b>Military power and its limits, 1857–1948</b> To understand the use of the army from 1919-48 with a focus on Amritsar.</p> <p><b>Military power and its limits, 1857–1948</b> Students to understand the role of the police and the response to the Quit India campaign.</p> <p><b>Military power and its limits, 1857–1948</b> Students to understand the events surrounding withdrawal, partition and independence 1947–48.</p>
	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><b>Option 1B: Russia in Revolution, 1881-1917</b></p> <ul style="list-style-type: none"><li>○ <i>Access to History</i> (Hodder)</li><li>○ <i>Seminar Studies</i> (Routledge)</li><li>○ <i>Historical Association Studies, Cambridge Perspectives in History</i> (Cambridge University Press)</li></ul>





- White A & Nuttall, *Revolutions in early modern and modern Europe* (Pearson, 2015)
- Lynch M, *Reaction and Revolution: Russia, 1894-1924* (Access to History, Hodder, 4<sup>th</sup> ed 2015)
- Hite J, *Tsarist Russia, 1801-1917* (Causeway Press, 2004)
- **Pearson Edexcel A Level (2015)**
- **Access to History: Indian Independence 1914-64**





## Key Stage 5 Economics Law Curriculum Year 12

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





**examinations so they will spend some time preparing for these, then begin learning content from Units 3 and 4.**

**Unit 3: Business behaviour**

Topic to be covered:

Introduction to Tort - civil recap

Duty of Care

Breach of Duty

Damage - Causation and remoteness

Novus Actus Interveniens

**Unit 4:**

Introduction to Contract

Formation of a contract: Nature of contract /

Offer and Acceptance / Intention /

Consideration / Capacity

- How can you prove negligence? What at the aspects you need to show?
- How do you prove causation (legal and factual) in a civil claim?
- What is remoteness?

- What is a contract?
- What are the key aspects to contract formation?
- What is the key assumption about intending to create legal relations?

**Assessment Overview and Format:**

Formative assessment completed during delivery by teacher Q&A, verbal feedback and self/peer assessment. Peer assessment techniques used to stretch students' knowledge and understanding.

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

**Links for Home Learning/Extension Resources:**

Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.







## Key Stage 5 Islamic Curriculum Year 12

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





	<ul style="list-style-type: none"><li>• What are the sources of Islamic Shariah?</li><li>• Differentiate between primary and secondary sources of Shariah.</li></ul>
<b>Term 3 – Topics/ Key Content</b> <ul style="list-style-type: none"><li>• Surah Al Ahzab (36-48) Allah’s Messenger, the Seal of Prophets</li><li>• The Ruling and etiquette specific to the Prophet’s House (Surah Al-Ahzab 49-56)</li><li>• Methodology of Thinking in Islam</li><li>• Equity in Islam</li></ul>	<b>Term 3 - Overarching Key Questions</b> <ul style="list-style-type: none"><li>• How would prove that the Prophet Muhammad PBUH is the seal of Prophets?</li><li>• What are the etiquettes of entering the house of Prophet Muhammad PBUH?</li><li>• Why does Islam promote critical thinking?</li><li>• How would you demonstrate the need of commitment to the characteristic of equity in speech and action?</li><li>• How would you explain the following domains of equity?</li><li>• Man being equitable to himself</li><li>• Equity towards relatives</li><li>• Equity in work</li><li>• Equity in society</li><li>• Describe the effect of equity on society.</li></ul>





## Key Stage 5 Mathematics Curriculum Year 12

### Term 1 – Topics/ Key Content

#### Pure Mathematics 1

##### **Algebra and functions**

Algebraic expressions: basic algebraic manipulation, indices and surds.

Quadratic functions: factorising, solving, graphs and discriminants.

Equations: quadratic/linear simultaneous.

Inequalities: linear and quadratic (including graphical solutions).

Graphs: cubic and reciprocal.

Transformations: transforming graphs;  $f(x)$  notation.

##### **Trigonometry**

Trigonometric ratios and graphs, and area of a triangle in the form  $\frac{1}{2}ab\sin C$ .

Radians (exact values), arcs and sectors.

**Coordinate geometry in the  $(x, y)$  plane:** Straight-line graphs, parallel/perpendicular, length and area problems.

##### **Differentiation**

Definition, differentiating polynomials, second derivatives.

Gradients, tangents and normal.

##### **Integration**

Definition as opposite of differentiation, indefinite integrals of  $x^n$ .

#### Statistics 1

##### **Representation and summary of data**

Calculation and interpretation of measures of location; Calculation and interpretation of measures of variation; Understand and use coding.

Use statistical diagrams for single-variable data to draw simple conclusions and to compare distributions; Understand and identify outliers; Understand and determine skewness.

##### **Probability**

Mutually exclusive events; Independent events.

Using set notation for probability; Conditional probability.

### Term 1 - Overarching Key Questions

The path of an object thrown can be modelled using quadratic graphs. Various questions can be posed about the path:

When is the object at a certain height?

What is the maximum height?

Will it clear a wall of a certain height, a certain distance away?

Examples which involve calculating areas of shapes with side lengths expressed as surds.

Exact solutions for Pythagoras questions is another place where surds occur naturally.

The conditions in which a circle and a line intersect can be investigated, with students justifying which will and will not intersect. Investigate finding the equation of a circle given three points on its circumference.

Cover questions in which sequences can be used to model a variety of different situations. For example finance, growth models, decay, periodic (tide height for example) etc.

Can you tell from the structure of a recurrence relation how it will behave, and the type of sequence it will generate?





<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Pure Mathematics 2</b></p> <p><b>Proof</b> Examples including proof by deduction, proof by exhaustion and disproof by counter-example.</p> <p><b>Algebra and functions</b> Algebraic division and the factor and the remainder theorems.</p> <p><b>Coordinate geometry in the (x, y) plane</b> Circles: equation of a circle, geometric problems on a grid.</p> <p><b>Sequences and series</b> Recurrence and iterations, Arithmetic and geometric sequences and series (proofs of ‘sum formulae’), Sigma notation, The binomial expansion.</p> <p><b>Exponentials and logarithms</b> Exponential functions and the laws of logarithms.</p> <p><b>Trigonometry</b> Trigonometric identities and equations.</p> <p><b>Differentiation</b> Maxima and minima.</p> <p><b>Integration</b> Definite integrals and areas under curves.</p> <p><b>Statistics 1</b></p> <p><b>Correlation and regression</b> Scatter diagrams and least squares linear regression. The product moment correlation coefficient.</p> <p><b>Discrete random variables</b> Use a discrete probability distribution to model simple situations; Identify the discrete uniform distribution. Mean and variance of discrete probability distributions.</p> <p><b>The Normal distribution</b> Understand and use the Normal distribution</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>Students should be able to solve equations such as <math>\sin(x + 70^\circ) = 0.5</math> for <math>0 &lt; x &lt; 360^\circ</math>; <math>3 + 5 \cos 2x = 1</math> for <math>-180^\circ &lt; x &lt; 180^\circ</math>; and <math>6\cos 2x + \sin x - 5 = 0</math> for <math>0 &lt; x &lt; 360^\circ</math>, giving their answers in degrees.</p> <p>Students should be comfortable factorising quadratic trigonometric equations and finding all possible solutions. It should be noted that in some cases only one of the factorisations will give solutions, but in most cases there will be two sets of solutions.</p> <p>Students need to know how to identify when functions are increasing or decreasing. For example, given that <math>f'(x) = x^2 - 2 + 1/x</math>, prove that <math>f(x)</math> is an increasing function.</p>
<p><b>Term 3 – Topics/ Key Content</b></p>	<p><b>Term 3 - Overarching Key Questions</b></p>





Revision - Pure Mathematics 2  
Revision - Statistics 1

**Assessment Overview and Format:**

There will be Key assessments each year:

- Baseline (When students join in year 12)
- Key assessment 1 P1 (End of term 1)
- Key assessment 2 P1 (End of term 2)
- Key assessment 3 P2 and S1 (End of term 3)

**Links for Home Learning/Extension Resources:**

[www.physicsandmathstutor.com](http://www.physicsandmathstutor.com)

[www.examsolutions.net](http://www.examsolutions.net)

Video examples, worksheets, daily revision.

MathsGenie -

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

Videos and Exam questions sorted by level

DrFrost

[www.drfrostmaths.com/resourceexplorer.php](http://www.drfrostmaths.com/resourceexplorer.php)

Learning platform and video resources

Fun Mathematics:

Brilliant.org

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

<https://www.numberphile.com>

<https://www.vsauce.com>





## Key Stage 5 Media Curriculum Year 12

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





- Hypodermic needle theory
- Moral panic
- Imitation
- Cumulation
- Media literacy

How do audiences use media in different ways, reflecting demographic factors as well as aspects of identity and cultural capital?

#### Reception theory including Hall

- Encoding/decoding
- Hegemonic/negotiated/oppositional
- Agenda setting
- Framing
- Myth making
- Conditions of consumption

How do audience interpretations reflect social, historical and cultural circumstances?

#### Media industries

Processes of production, distribution and circulation by organisations, groups, and individuals in a global context.

#### Power and media industries as summarised by Curran and Seaton

- Regulation
- De-regulation
- Free market
- Media concentration
- Public Service Broadcasting (PSB)
- Globalisation
- Conglomerates
- Neo-liberalism
- Surveillance
- Privacy
- Security

How have the various media industries had to adapt to the changing climate of technology and globalisation?

#### Regulation as summarized by Livingstone and Lunt

- Public sphere
- Governance
- Regulation
- Public interest/PSB
- Media literacy
- Power
- Value
- Transnational culture
- Globalisation.

The changing social values of society have led to media companies having to change the ways they address their audiences. How do the chosen CSP products reflect this change and how do they show evidence of social context?









### Newspapers

Product: Newspaper *the Daily Mail*

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

- media industries
- media audiences.

Product:

Print: Newspaper - *The Guardian*

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

- media industries
- media audiences.

### Magazines

This is an in-depth CSP and needs to be studied with reference to all four elements of the theoretical framework and all relevant contexts.

*GQ* magazine, Jan/Feb 2019

*Gentlewoman*

### Social and cultural contexts

*Gentlewoman* is part of a development in lifestyle and environmental movements of the early twenty first century, which rebrand consumerism as an ethical movement. Its representation of femininity reflects an aspect of the feminist movement which celebrates authenticity and empowerment.

### Radio

Product: *War of the Worlds* (1938)

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

- media industries
- media audiences.

### Online – *The Voice*

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

- media industries
- media audiences.

- How does this advert create desire for the product?
- 
- 
- How does the music video genre use intertextuality and hybridity to establish meanings?
- What is the historically relative and dynamic nature of genre?
- How do music videos serve the needs of media producers?
- How do music videos meet the expectations of audiences?
- 
- How do processes of production and circulation shape the *Daily Mail*?
- What is the specialised and institutionalised nature of media production and circulation?
- What is the impact and effects of technological change including digital convergence and the relationship between the print product and *Mail Online*?
- What is editorial control by owners and the influence of the editor (the effect of individual producers on media industries)?
- The significance of economic factors
- The regulation of the newspaper industry through the Independent Press Standards Organisation (IPSO) Post-





Leveson debates re  
Impress, Royal Charter.

- Demographics and Psychographics of target audience
- How *The Guardian* reaches, addresses and positions its audience
- How does the content of individual news stories attract the audience?
- How and why does the audience interpret news stories in different ways?
- How can different responses be linked to aspects of identity and cultural capital?
- Consider the way the front cover creates a narrative about character and lifestyle in order to attract an audience.
- How do cover stories create enigma and anticipation for the reader – to be fulfilled by reading on?
- Can you apply Structuralism including Lévi-Strauss?
- Can you apply Narratology including Todorov?





<p><b>Term 3 – Topics/ Key Content</b></p> <p>The NEA briefs will be released on 1 June. The main focus of the second half of this term will be on the NEA.</p> <p>The final half term needs to focus on the application of the theoretical framework using both targeted and in-depth CSPs. Students will need to present their knowledge and understanding in the completion of a mock exam which may include unseen media products</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>How can you ensure that you are able to apply all theories to the specific AQA CSP products?</p> <p>What is the best way to prepare for each media paper?</p>
<p><b>Assessment Overview and Format:</b></p> <p>A mock exam to test knowledge and skills.</p> <p>At the end of each CSP and media concept, there will be written tasks ranging from 500 – 1000 words, which aim to test the written ability of the students.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>All resources including lesson slides, writing frames, media examples, and the content will be available on Microsoft Teams.</p> <p>The year textbooks will be made available to all students.</p>





## Key Stage 5 Moral, Cultural, Social Studies Curriculum Year 12

<p><b>Term 1 – Topics/ Key Content/Learning Objectives</b></p> <p><b><u>Peace and Conflict Studies</u></b></p> <ul style="list-style-type: none"><li>- Explain what conflict is and give an account of different ways of responding when they find themselves in conflict with another person/other people.</li><li>- Discuss the notion of ‘non-violence’ and its relevance in the contemporary world.</li><li>- Give an account of the main causes of conflict and war.</li><li>- Know what criteria to apply to evaluate whether a specific, imminent or ongoing war between states is a ‘just war’ or not.</li></ul> <p><b><u>Reflection and Transition</u></b></p> <ul style="list-style-type: none"><li>- Confidently self-evaluate in order to recognise their own strengths and areas for development.</li><li>- Articulate to a range of audiences what their goals and ambitions are and how they hope to achieve them.</li><li>- Acquire knowledge of a range of different career paths, which will enable them to make informed decisions about their future.</li><li>- Effectively prepare for an interview and deliver an engaging presentation</li><li>- Create a record of their achievements as a way of showcasing their skills, knowledge and experience.</li></ul>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>- What is Conflict and How Can Conflicts be Resolved?</li><li>- How Can We Make Conflict Resolution Work?</li><li>- What is War and What are the Causes of War?</li><li>- Is There Such a Thing as a ‘Just War’?</li><li>- What is the Role of International Organisations in Peacekeeping?</li><li>- What is the Nature of Peace and Non-violence Traditions?</li></ul> <ul style="list-style-type: none"><li>- What is Meant by the Term ‘Reflection’?</li><li>- What is Meant by the Terms ‘Goals and Ambitions’?</li><li>- What are Key Employability Skills: ‘Organisation, Teamwork, and Negotiation’?</li><li>- What is Meant by the Terms ‘Leadership and Management’?</li><li>- What is a Good Way to Prepare for an Interview and Deliver a Presentation?</li><li>- What is the Best Way to Present Your Skills, Knowledge, and Experience?</li></ul>
<p><b>Term 2 – Topics/ Key Content/Learning Objectives</b></p> <p><b><u>Universal Culture</u></b></p> <ul style="list-style-type: none"><li>- Debate the extent to which there is a ‘universal culture’.</li><li>- Explain some key underpinning concepts of universal culture.</li><li>- Analyse and discuss the notion of culturally determined moral relativity.</li><li>- Analyse and evaluate the impact of a range of factors on cultural developments globally.</li></ul>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>- What Is Meant by the Term ‘Universal Culture’?</li><li>- What Are the Key Concepts of ‘Universal Culture’?</li><li>- How Do Values and Ethical Issues Vary from Different Cultural Perspectives?</li><li>- How Have Global Media, Social Media and Information Communication Technology Affected Different Cultures?</li><li>- How Have Tourism and Migration Affected Culture Globally?</li><li>- How Does the UAE Exhibit the Core Values and Beliefs of ‘Universal Culture’?</li></ul>





<p><b><u>Global Citizenship (Part 1)</u></b></p> <ul style="list-style-type: none"> <li>- Know about, and understand, global governance structures, international legal systems, global issues and connections between global, national and local systems and processes.</li> <li>- Have a developing sense of belonging to a common humanity, sharing values and responsibilities.</li> <li>- Show empathy, solidarity and respect for differences and diversity.</li> </ul>	<ul style="list-style-type: none"> <li>- What is 'Citizenship'?</li> <li>- What is 'Global Citizenship'?</li> <li>- What is 'Governance'?</li> <li>- Looking Outward: What is the Significance of Regional Governance Structures?</li> <li>- What is the Significance of Global Governance Structures?</li> <li>- How do International Judicial Structures and Processes Work?</li> <li>- How are We Interconnected Through the 'Global Commons'?</li> </ul>
<p><b>Term 3 – Topics/ Key Content/Lesson Objectives</b></p> <p><b><u>Global Citizenship (Part 2)</u></b></p> <ul style="list-style-type: none"> <li>- Know how to participate in, and contribute to, debates on contemporary global issues at local, national, and global levels as informed, engaged, responsible, and responsive global citizens.</li> <li>- Have further insights into the challenges and opportunities of living in an increasingly interconnected and diverse world.</li> <li>- Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives.</li> <li>- Critically reflect on what it means to be a member of the global community and how to respond to common problems and issues.</li> </ul> <p><b><u>Developing a Global Outlook</u></b></p> <ul style="list-style-type: none"> <li>- Develop a 'global outlook' or 'global mindset'.</li> <li>- Become aware of and understand the global, social and political relationships in which they find themselves.</li> <li>- Articulate and enact their rights and responsibilities as inhabitants of an interdependent world.</li> <li>- Critically analyse what changes would be necessary to achieve a just and sustainable world.</li> </ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"> <li>- What Are the Significant Global Issues of Our Time?</li> <li>- What are the Challenges to Global Citizenship and Peace?</li> <li>- What Does It Mean to be an Empathic, Compassionate, Engaged Global Citizen?</li> <li>- How Can Global Citizens Debate, Make Decisions About and Act to Promote Social Justice</li> <li>- How Can Global Citizens Debate, Make Decisions About and Act to Promote Environmental Justice?</li> </ul> <ul style="list-style-type: none"> <li>- What Is A 'Global Outlook'?</li> <li>- What Is Meant by 'Becoming a Global Citizen'?</li> <li>- Why Do We Need to Understand Diversity?</li> <li>- Who Are The 'Digital Youth'?</li> <li>- How Do We Participate in a Knowledge Society and Knowledge Economy?</li> <li>- What Is It Meant by 'Working for Common Good'?</li> </ul>
<p><b>Assessment Overview and Format:</b></p>	<p><b>Links for Home Learning/Extension Resources:</b></p>





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## Key Stage 5 Music Curriculum Year 12

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





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







## Key Stage 5 BTEC Hospitality L3 Curriculum Year 12

<b>Term 1 – Topics/ Key Content</b>	<b>Term 1 - Overarching Key Questions</b>
<p><b>Unit 1: The Hospitality Industry</b></p> <p>Learners develop knowledge and understanding of the hospitality industry, the current trading environment and how the hospitality industry responds to trends and changes in different scenarios.</p> <p><b>Unit 11: Contemporary Global Cuisine</b></p> <p>Learners will develop knowledge of the equipment, commodities, storage and cooking methods required to prepare and cook global food dishes, the historical influences on global food, the styles of food, and the types of dishes that are prepared and cooked globally. They will develop skills in preparing, cooking and reviewing global dishes.</p>	<p>Can you explore the current structure of the hospitality industry? Can you investigate the hospitality supply chain? Can you use data and information to develop a business response to trends and developments in the hospitality industry?</p> <p>Can you research and plan menus that reflect current trends and developments in global cuisine? Can you demonstrate food preparation and cooking skills? Can you evaluate the finished dishes?</p>
<b>Term 2 – Topics/ Key Content</b>	<b>Term 2 - Overarching Key Questions</b>
<p><i>Unit 1 &amp; 11 will continue and the assignments will be completed.</i></p> <p><b>Unit 2: Environment and sustainability in the hospitality industry</b></p> <p>Learners develop knowledge and understanding of the impact of the hospitality industry on the environment and the measures taken by the hospitality industry to ensure a sustainable environment.</p> <p><b>Unit 13: European Cuisine</b></p> <p>Learners will develop knowledge of the equipment, commodities, storage and cooking methods required to prepare and cook a selection of European food dishes, the historical influences on European food, the styles of food, and the types of dishes that are prepared and cooked in Europe. They will develop</p>	<p>Do you understand the impact of the hospitality industry on the environment? Can you undertake research into an environmental issue in a hospitality business? Can you develop an environmental policy for a hospitality business?</p> <p>Can you research and plan menus that reflect the styles of food and types of dish that are prepared and cooked in European countries? Can you demonstrate food preparation and cooking skills? Can you evaluate the finished dishes?</p>





skills in preparing, cooking and reviewing European dishes.	
<b>Term 3 – Topics/ Key Content</b>  <i>Unit 2 &amp; 13 will continue and the assignments will be completed.</i>  <b>Unit 3: Customer service provision in hospitality</b>  Learners develop the knowledge and skills needed for effective customer service delivery in a hospitality business. Learners will understand the skills needed to provide positive customer service in an organisation and the need to continually improve their customer service skills.  <b>Unit 29: Asian Cuisine</b> Learners develop knowledge of the equipment, commodities, storage and cooking methods required to prepare and cook a selection of Asian food dishes, the historical influences on Asian food, the styles of food, and the types of dishes that are prepared and cooked in Asia. They will develop skills in preparing, cooking and reviewing Asian dishes.  <i>Units 3 &amp; 29 will continue in year 13</i>	<b>Term 3 - Overarching Key Questions</b>  Do you understand how to develop customer service in a hospitality organisation? Can you carry out supervision of customer service in different situations, using appropriate behaviours to meet expectations? Can you explore methods to monitor and improve customer service performance?  Can you research and plan menus that reflect the styles of food and types of dishes prepared and cooked in Asian countries? Can you demonstrate food preparation and cooking skills? Can you evaluate the finished dishes?
<b>Assessment Overview and Format:</b>  100% coursework  Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but units 1 and 2 are assessed using Pearson Set Assignments.  Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U).	<b>Links for Home Learning/Extension Resources:</b>  All home learning is uploaded onto Go4Schools.





## Key Stage 5 Photography Curriculum Year 12

<p><b>Term 1 – Topics/ Key Content</b></p> <p>The first term is all about skill building and experimentation. Students will experiment with cameras, lenses and editing software. They will experience working with artificial lighting as well as natural. They will also look at ways in which to create narratives through images. The theme will be Shadow and Light.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>How can we produce photographs for a purpose? What lenses work best for different scenarios? How will you know you have picked the best settings and lens?</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p>Students will start their Personal Study in which they will create a selection of mini studies and this will continue from January to January next year. Students will need to ensure the topic is one that personally interests them so that they will be able to study the subject in depth. The work will be student led and the teacher will only be there to facilitate and give advice. Students will have regular interviews on progress to ensure students are critically thinking about their chosen topic.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>How will you know you have chosen the best personal study for you? What is your personal interest in the topic? What methods will you use? What will make your portfolio different to that of others? How will you create</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>This term will be a continuation of the above</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>The A Level Art and Design course content is broken down into 2 components:</p>





<p>with the first development finished and the second being worked towards. The direction would now be very clear. Students should now be thinking about their Art assignment of 4000 words. They must be clear on the direction of this so that they are ready to type it up in the summer holiday.</p>	<p><b>Component 1: Personal Study makes up 60% of the total grade</b> <b>Component 2: Exam makes up 40% of the total grade.</b> Students will be choosing their own topics for the Personal Study.</p>
<p><b>Assessment Overview and Format:</b></p> <p>There will be a continuous assessment through the skill building in term one and in the progress of the Personal Study. These will help monitor ongoing progress of the students. Students will complete 3 Outcomes and be assessed on these in this year. Students will not complete their Personal study until January in year 2. At this stage, they will receive their final estimated grade based on internal moderation.</p> <p>Links for Home Learning/Extension Resources:</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>All students must be spending 5-6 hours on their artwork in their own time. The work will not be a standalone exercise but part of their project. Students will all be part of the Teams group on which all work will be submitted and marked. Students will create a digital pdf file of their portfolio which will be updated each half term and stored in Teams. All resources will also be stored on this app to guide the students.</p>





## Key Stage 5 Physics Curriculum Year 12

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

TERM 1	
<b>3.1 Measurements and their errors</b> 3.1.1 SI Units and their prefixes	<b>3.1 Measurements and their errors</b> 3.1.2 Limitation of physical measurement 3.1.3 Estimation of physical quantities
<b>3.2 Mechanics and materials</b> 3.2.1 Force, energy and momentum	<b>3.2 Particles and Radiation</b> 3.3.1 Particles 3.3.2 Electromagnetic radiation and quantum phenomena
<b>Exam practice and gap filling</b>	<b>Exam practice and gap filling</b>
Revision Preparation for Exams (unit 1)	
TERM 2	
<b>3.5 Waves</b> 3.5.1 Progressive and stationary waves 3.5.2 Refraction, diffraction and interference	<b>3.4 Electricity</b> 3.4.1 Current electricity
TERM 3	
Revision Preparation for Exams (unit 2)	
<b>3.6 Further mechanics and thermal physics</b> 3.6.2 Thermal physics	<b>3.7 Fields and their consequences</b> 3.7.1 Fields
<b>Assessment Overview and Format:</b>  For each topic, students will complete. - exam question homework - short end of unit quizzes  Key Assessments will assess all content to the date of the assessment. They will have the format of AS papers.	<b>Links for Home Learning/Extension Resources:</b>  All resources will be shared with students on TEAMS. Physics and Maths Tutor – exam questions and revision notes <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a> iAQA specification <a href="https://www.oxfordaqaexams.org.uk/oxfordaqa-international-as-and-a-level-physics-specification.pdf">oxfordaqa-international-as-and-a-level-physics-specification.pdf (oxfordaqaexams.org.uk)</a>





## Key Stage 5 Psychology Curriculum Year 12

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<b>Research methods</b>	<b>Research methods</b>
<ul style="list-style-type: none"><li>• Types of hypothesis</li><li>• Types of variables</li><li>• Sampling methods</li><li>• Types of data</li><li>• Methods of investigation</li><li>• Managing investigations</li><li>• Correlation</li><li>• Ethical issues</li><li>• Data handling</li><li>• Descriptive statistics</li><li>• Computation</li><li>• Displaying data</li><li>• Distributions</li></ul>	<ul style="list-style-type: none"><li>• How do we conduct research?</li><li>• How do we ensure that our research is accurate?</li><li>• How do we organise participants within our research?</li><li>• How do we display data?</li></ul>
Memory	<b>Memory</b>
<ul style="list-style-type: none"><li>• Models of memory</li><li>• Types of long term memory</li><li>• Factors affecting the accuracy</li></ul>	<ul style="list-style-type: none"><li>• How do we remember?</li><li>• Do our memories differ?</li><li>• What affects the accuracy of memories?</li><li>• How do the police gather accurate testimonies?</li></ul>





<p>of eyewitnes s testimony</p> <ul style="list-style-type: none"><li>• The cognitive interview</li></ul>	
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b><u>Social psychology</u></b></p> <ul style="list-style-type: none"><li>• Types of conformity</li><li>• Explanatio ns for conformity</li><li>• Asch’s investigati on of conformity</li><li>• Variables affecting conformity</li><li>• Explanatio ns for obedience</li><li>• Milgram’s investigati on of obedience</li><li>• Variables affecting obedience</li><li>• Resistanc e to social influence</li></ul> <p><b><u>Cognitive development</u></b></p> <ul style="list-style-type: none"><li>• Piaget’s theory of cognitive developm ent</li></ul>	<p><b>Term 2 - Overarching Key Questions</b></p> <p><b><u>Social psychology</u></b></p> <ul style="list-style-type: none"><li>• What influences our behaviour?</li><li>• Why do we conform?</li><li>• How can we investigate conformity?</li><li>• How can we investigate obedience?</li><li>• What stops someone from obeying?</li></ul> <p><b><u>Cognitive development</u></b></p> <ul style="list-style-type: none"><li>• How does our intelligence develop?</li><li>• What influences our cognitive development?</li><li>• How can we investigate cognitive development?</li><li>• Where can we see theories of cognitive development used in real-life?</li></ul>





<ul style="list-style-type: none"><li>• Baillargeon's violation of expectation research</li><li>• Vygotsky's theory of cognitive development</li><li>• Social cognition</li></ul>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b>Psychopathology</b></p> <ul style="list-style-type: none"><li>• Definitions of abnormality</li><li>• Characteristics of phobias and depression</li><li>• Explanations of phobias</li><li>• Treatments of phobias</li><li>• Explanations of depression</li><li>• Treatments of depression</li></ul> <p><b>Biopsychology</b></p> <ul style="list-style-type: none"><li>• The human</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <p><b>Psychopathology</b></p> <ul style="list-style-type: none"><li>• What is abnormal behaviour?</li><li>• How do we diagnose mental health problems?</li><li>• How do we treatment mental health problems?</li></ul> <p><b>Biopsychology</b></p> <ul style="list-style-type: none"><li>• How do our bodies respond to stress?</li><li>• How are hormones transported around the body?</li><li>• What do neurons do in the body?</li><li>• Do specific parts of our brains have specific functions?</li></ul>







<p>nervous system</p> <ul style="list-style-type: none"><li>• The endocrine system</li><li>• Neurons</li><li>• Synaptic transmission</li><li>• Localisation of function</li><li>• Split brain research</li><li>• Plasticity and functional recovery after trauma</li></ul>	
<p><b>Assessment Overview and Format:</b></p> <ol style="list-style-type: none"><li>1. End of term 1 – 60 marks – research methods and memory</li><li>2. End of term 2 – 60 marks – social psychology and cognitive development</li><li>3. End of term 3 – all topics – 180 marks.</li></ol>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Psychboost YouTube channel - <a href="#">Psych Boost - YouTube</a></p> <p>Tutor2u YouTube channel – <a href="https://youtube.com/playlist?list=PLp8BSCLLWBUDZqLBqptjAixY1x9p47IbK&amp;si=GZvAnL9fSRtJ5gYZ">https://youtube.com/playlist?list=PLp8BSCLLWBUDZqLBqptjAixY1x9p47IbK&amp;si=GZvAnL9fSRtJ5gYZ</a></p> <p>Tutor2u website – <a href="#">Psychology   tutor2u</a></p> <p>Physics and Maths Tutor study notes - <a href="#">AQA A-level Psychology Revision - PMT (physicsandmathstutor.com)</a></p>





4. PS01 and  
PS02  
external  
exams





## Key Stage 5 BTEC Lead Curriculum Year 12

### Term 1 – Topics/ Key Content

#### *Subsidiary Diploma*

##### Unit 30- Organising Events in Sport and Physical Activity

- Learning Aim A-Explore considerations of sport and physical activity events
- Learning Aim B-Plan and promote a sport or physical activity event
- Learning Aim C-Deliver a planned sport or physical activity event

#### *Diploma*

#### *Subsidiary Diploma +*

##### Unit 35-Practical Sports Performance

- Learning Aim A-Explore skills, techniques and tactics required in selected sports Individual and team sports
- Learning Aim B- Use skills, techniques and tactics in an individual or team sport
- Learning Aim C-Review own performance in an individual or team sport to inform future development

##### Unit 34: Sport Development

- Learning Aim A-Describe the sport development continuum and the purpose of each level.
- Learning Aim B -Explore the key providers of sport development
- Learning Aim C-Investigate sport development in practice

### Term 1 - Overarching Key Questions

How would you plan a sports day in school?  
What would you need to consider?

- Do you know different skills and techniques in a variety of sports?





## Term 2 – Topics/ Key Content

### Subsidiary Diploma

#### **Unit 1- Health and Wellbeing in Sport**

- Learning Aim A-Examine the importance of physical activity and sport
- Learning Aim B-Investigate the importance of physical health
- Learning Aim C- Explore mental health and social wellbeing
- Learning Aim D-Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active leisure

### *Diploma*

### *Subsidiary Diploma +*

#### **Unit 20- Large Spectator Events**

- Learning Aim A-Investigate types of large sports spectator events
- Learning Aim B-Understand considerations for running large sports spectator events
- Learning Aim C- Create a proposal for a large sports spectator event

## Term 2 - Overarching Key Questions

What are the physical, social and mental benefits of taking part in physical activity?

## Term 3 – Topics/ Key Content

### *Subsidiary Diploma*

#### **Unit 29- Technical and Tactical Skills in Sport**

- Learning Aim A-Explore the technical and tactical skills demanded by selected sports
- Learning Aim B Investigate the technical and tactical ability of elite sports performers

## Term 3 - Overarching Key Questions





- Learning Aim C-Assessment and development of own performance  
C2 Logbook C3 Development plan

***Diploma  
Subsidiary Diploma +***

**Unit 23: Talent Identification and  
Development in Sport**

- Learning Aim A Explore the indicators used to identify talent in sports
- Learning Aim B Investigate the talent and performance pathways used by different sports to identify and develop talent
- Learning Aim C Plan a talent identification campaign for a chosen sport

**Assessment Overview and Format:**

Pupils can present their knowledge and understanding for the learning aims in a variety of formats, but the main format is through a PowerPoint presentation.

**Links for Home Learning/Extension Resources:**

Ever Learner  
Pearson's Edexcel BTEC Sport Specification for all content





## Key Stage 5 Sociology Curriculum Year 12

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





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

Once the examination has been completed, students will continue to follow the IA Level programme and begin the Education and Religion units.

During the year, students will be assessed informally through discussion, completion of past paper questions and verbal feedback. Formal summative assessments will take place every half term, with a mock examination, at the end of each unit.

Students will be issued a copy of the Cambridge International Examination IA Level Sociology textbook.

Students are recommended to download a free digital copy of Sociology in Focus

<https://www.shortcutstv.com/blog/2019/02/08/free-textbook-sociology-in-focus-for-as/>

<https://www.shortcutstv.com/blog/2019/02/10/sociology-in-focus-for-a2-free-textbook/>

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

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

Useful websites for revision and exam practice

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

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

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





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# KEY STAGE 5

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**Year 13 Curriculum**



**2024-2025**  
**GEMS WELLINGTON ACADEMY**  
**Al Khail**





## CONTENT

- Key Stage 5 Arabic A Curriculum Year 13**
- Key Stage 5 Art Curriculum Year 13**
- Key Stage 5 Design Technology Curriculum Year 13**
- Key Stage 5 Business Curriculum Year 13**
- Key Stage 5 Biology Curriculum Year 13**
- Key Stage 5 Economics & Enterprise Curriculum Year 13**
- Key Stage 5 Chemistry Curriculum Year 13**
- Key Stage 5 Economics Curriculum Year 13**
- Key stage 5 A-level Computer science Year 13**
- Key Stage 5 Curriculum: BTEC International level 3 Subsidiary Diploma Information Technology Year 13**
- Key Stage 5 English Literature Curriculum Year 13**
- Stage 5 History Curriculum Year 13**
- Key Stage 5 Islamic Curriculum Year 13**
- Key Stage 5 Mathematics Curriculum Year 13**
- Key Stage 5 Nutrition and Food Science Curriculum Year 13**
- Key Stage 5 Moral Social and Cultural Studies Curriculum Year 13**
- Key Stage 5 Photography Curriculum Year 13**
- Key Stage 5 Physics Curriculum Year 13**
- Key Stage 5 Psychology Curriculum Year 13**
- Key Stage 5 Physical Education BTEC Lead Curriculum Year 13**
- Key Stage 5 Physical Education Curriculum Year 13**
- Key Stage 5 Sociology Curriculum Year 13**





## Key Stage 5 Arabic A Curriculum Year 13

<b>Term 1 – Topics/ Key Content</b> (أنواع النصوص الأدبية (مراجعة) بحث حول الشاعر المتنبي قصيدة ارق على أرق أنواع التشبيه والتشبيه التمثيلي نص استماع الميزان الصرفي استجابة أدبية حول القصيدة قصة حادثة التحدث نص وصفي سردي اختبارات نهاية الفصل الدراسي الأول في المهارات الآتية: الفهم والاستيعاب مهارات النحو والإملاء الكتابة الإبداعية	<b>Term 1 - Overarching Key Questions</b> كيف نستطيع تحديد نوع النص الذي ندرسه؟ ما أهم أنواع النصوص الأدبية؟ لماذا يجب علينا التنوع في النصوص الأدبية؟ وما أثر ذلك على القارئ؟ لماذا سمي المتنبي بالشاعر الذي قتل نفسه؟ ما أهم الأغراض الشعرية في شعر المتنبي؟ ما الأساليب اللغوية التي استخدمها الشاعر في قصيدة ارق على أرق؟ ما علاقة عنوان القصيدة بمضمونها؟ ما أثر العاطفة على أفكار القصيدة ومضمونها؟ ما معايير الاستماع الناجح؟ ما أهم عناصر عناصر الاستجابة الأدبية التي تجعل الكاتب قادرا على استيفاء جميع الأفكار الموجودة في النص؟ كيف يؤثر موضوع القصة على فكرتها ورسالتها؟ ما أثر السرد والوصف على أحداث القصة وشخصياتها؟ ما المقصود بالشخصية النامية أو الثابتة في العمل القصصي؟ ما أثر الوصف الفني واستخدام القوالب اللغوية المختلفة على النص السردى الوصف؟
<b>Term 2 – Topics/ Key Content</b> 1) <u>قصيدة</u> 2) "جارك الغيث" لسان الدين بن الخطيب	<b>Term 2 - Overarching Key Questions</b> كيف نستطيع تحديد نوع النص الذي ندرسه؟ ما أهم أنواع النصوص الأدبية؟ لماذا يجب علينا التنوع في النصوص الأدبية؟ وما أثر ذلك على القارئ؟





## (العصر الأندلسي)

### لبلاغة:

يحدد أنواع الاستعارة التي تم استخدامها في النص الشعري و يشرح مواطن الجمال بها.

### النحو:

المتعلم أفعال المقاربة والرجاء والشروع

### التحدث:

يعرض ما كتبه من استجابة أدبية على أن يكون قادرًا على التفاعل مع المتلقي من خلال الإجابة على الأسئلة المطروحة.

### الاستماع:

يحدد المتعلم أفكار النص المسموع و يحللها، محدّدًا الفكر و النقاط الرئيسية

كتابة الاستجابة الأدبية للقصيدة

كتابة بحث عن العصر الأندلسي و سماته و خصائص الشعر فيه

"القصة القصيرة: السموأل"

لماذا سمي المتنبي بالشاعر الذي قتل نفسه؟

ما أهم الأغراض الشعرية في شعر المتنبي؟

ما الأساليب اللغوية التي استخدمها الشاعر في قصيدة ارق على أرق؟

ما علاقة عنوان القصيدة بمضمونها؟

ما أثر العاطفة على أفكار القصيدة ومضمونها؟

ما معايير الاستماع الناجح؟

ما أهم عناصر عناصر الاستجابة الأدبية التي تجعل الكاتب قادرا على

استيفاء جميع الأفكار الموجودة في النص؟

كيف يؤثر موضوع القصة على فكرتها ورسالتها؟

ما أثر السرد والوصف على أحداث القصة وشخصياتها؟

ما المقصود بالشخصية النامية أو الثابتة في العمل القصصي؟

ما أثر الوصف الفني واستخدام القوالب اللغوية المختلفة على النص

السرد الوصف؟

ما المقصود بفن الموشحات؟ وما أهم الخصائص الأدبية التي تميزه عن غيره من فنون الأدب؟

ما نوع الأساليب اللغوية والبلاغية التي وظفها الشاعر للوصول إلى فكرته؟

ما الفرق بين الموشح والشعر الحر؟

ما الفرق بين التشبيه والاستعارة؟

ما الفوائد اللغوية التي يضيفها استخدام الاستعارة في النصوص المختلفة؟

كيف تستطيع توظيف الأفعال المختلفة لزيادة الثروة اللغوية في كتاباتك؟

كيف أستطيع أن أعبر عما بخاطري نستخدمنا قوالب لغوية متنوعة لإثراء موضوعي وأفكاري؟

ما المقصود بالبحث؟ وما أهم شروطه؟

ما سمات الأسلوب اللغوي والفكري الذي تستخدمه أثناء البحث؟

ما المقصود ببراءة البحوث؟ وما علاقة ذلك بذكر قامة المصادر والمراجع؟





	<p>كيف أستطيع تحليل شخصيات القصة من خلال لغة السارد عنها؟ ما دور كل من الزمان والمكان في رسم أحداث القصة؟ ما الإيحاءات الدلالية التي استخدمها كاتب القصة لإيصال فكرته؟</p> <p>كيف تستطيع استخدام أسلوب النداء في مهارات اللغة المختلفة؟</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>النحو:</u> يتعرف المتعلم النداء</p> <p><u>البلاغة:</u> يتعرف المتعلم التشبيه المركب ((الضمني).</p> <p><u>نصوص الرأي:</u> مقال: "الحلاق المثقف"</p> <p>ياسر حارب</p> <p><u>البلاغة:</u> يميز المتعلم الأسلوب الإنشائي والخبري و كيفية استخدامها في كتابة نص الرأي</p>	<p>Term 3 - Overarching Key Questions</p> <p>كيف نستطيع تحديد نوع النص الذي ندرسه؟ ما أهم أنواع النصوص الأدبية؟ لماذا يجب علينا التنوع في النصوص الأدبية؟ وما أثر ذلك على القارئ؟ لماذا سمي المتنبي بالشاعر الذي قتل نفسه؟ ما أهم الأغراض الشعرية في شعر المتنبي؟ ما الأساليب اللغوية التي استخدمها الشاعر في قصيدة ارق على أرق؟ ما علاقة عنوان القصيدة بمضمونها؟ ما اثر العاطفة على أفكار القصيدة ومضمونها؟ ما معايير الاستماع الناجح؟ ما أهم عناصر عناصر الاستجابة الأدبية التي تجعل الكاتب قادرا على استيفاء جميع الأفكار الموجودة في النص؟</p>





### النحو:

يتعرف المتعلم البدل

### التحدث:

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

### الاستماع:

ينقد النص المسموع (المقالة) من حيث  
كيفية ارتقاء الكاتب من المقدمة و صولا  
لذروة الموضوع و ختامًا برؤيته  
يظهر تفاعلا مع النص المسموع (المقالة)  
عن طريق المناقشة و طرح الأسئلة و  
أفجابه عليها، مظهرًا فهمًا للموضوع  
مستخدمًا اللغة العربية الفصيحة  
الاختبار النهائي للفصل الدراسي الأول في  
المهارات التتية  
الفهم والاستيعاب  
المهارات النحوية  
المهارات الإملائية  
الكتابة الإبداعية  
التحدث والاستماع

كيف يؤثر موضوع القصة على فكرتها ورسالتها؟

ما أثر السرد والوصف على أحداث القصة وشخصياتها؟

ما المقصود بالشخصية النامية أو الثابتة في العمل القصصي؟

ما أثر الوصف الفني واستخدام القوالب اللغوية المختلفة على النص  
السردى الوصف؟

ما المقصود بفن الموشحات؟ وما أهم الخصائص الأدبية التي تميزه عن  
غيره من فنون الأدب؟

ما نوع الأساليب اللغوية والبلاغية التي وظفها الشاعر للوصول إلى  
فكرته؟

ما الفرق بين الموشح والشعر الحر؟

ما الفرق بين التشبيه والاستعارة؟

ما الفوائد اللغوية التي يضيفها استخدام الاستعارة في النصوص  
المختلفة؟

كيف تستطيع توظيف الأفعال المختلفة لزيادة الثروة اللغوية في  
كتاباتك؟

كيف أستطيع أن أعبر عما بخاطري نستخدمًا قوالب لغوية متنوعة  
لإثراء موضوعي وأفكاري؟

ما المقصود بالبحث؟ وما أهم شروطه؟

ما سمات الأسلوب اللغوي والفكري الذي تستخدمه أثناء البحث؟

ما المقصود ببراءة البحوث؟ وما علاقة ذلك بذكر قامة المصادر  
والمراجع؟

كيف أستطيع تحليل شخصيات القصة من خلال لغة السارد عنها؟

ما دور كل من الزمان والمكان في رسم أحداث القصة؟

ما الإيحاءات الدلالية التي استخدمها كاتب القصة لإيصال فكرته؟

كيف تستطيع استخدام أسلوب النداء في مهارات اللغة المختلفة؟





	<p>ما الفرق بين التشبيه الضمني والتشبيه التمثيلي؟</p> <p>ما الذي يضيفه النص المعلوماتي من أفكار ومعلومات مباشرة وغير مباشرة بالنسبة إليك؟</p> <p>برأيك: كيف نضع الرجل المناسب في المكان المناسب حسب فهمك لمقال الحلاق المثقف؟</p> <p>ما أثر الصدق والأمانة على تصرفاتك اليومية مع من حولك؟</p> <p>ما المقصود بالنقد الأدبي؟</p> <p>ما رأيك بما سمعته من حيث الأفكار واللغة والأسلوب؟</p> <p>ما المقصود بالسيرة الذاتية؟ وكيف يعبر الطالب عن محطات حياته بأسلوب شيق؟</p> <p>ما المميزات الفنية والفكرية لكاتب فن السيرة الذاتية؟</p> <p>ما أثر الجمل الفنية الوصفية على وصف المكان؟</p> <p>ما الأسلوب الذي اعتمد عليه الشاعر للوصول إلى فكرته؟</p> <p>ما نوع العاطفة التي اعتمد عليها الشاعر للتعبير عن مشاعره</p>
<p><b>Assessment Overview and Format:</b></p> <p>Formative assessments include regular and on-going listening, oral presentations, composition, projects, and diagnostic assessments.</p> <p>Summative Assessments include unit tests, mid/year, and end of year exams during the school's Key Assessment cycle.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>All resources will be shared with students on TEAMS. Homework will be shared with students on go4school. Pupils will be given a weekly HW assignment as well as extension activities.</p> <p>Encourage your child to read Arabic books, stories and watch different documentaries in Arabic, then discuss it with them, free reading will be followed by the teacher weekly.</p>





## Key Stage 5 Art & Design Curriculum Year 13

<p><b>Term 1 – Topics/ Key Content</b></p> <ul style="list-style-type: none"><li>• Concepts that develop Coursework components towards a final outcome.</li><li>• Preparing my Final Outcome pages.</li><li>• A final outcome of the coursework project.</li></ul>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How can I develop an outcome which is personal and meaningful?</li><li>• How can I ensure my outcome realises my skillset?</li><li>• How can I ensure my outcome realises intentions, based on my project so far?</li><li>• What research do I need to complete to inform my Personal Study?</li><li>• Where can I gather appropriate sources, e.g. internet, library.</li><li>• What reading can I do to support the development of my written style?</li><li>• How can I respond to this new brief for the Exam Project?</li><li>• How can I remain accountable to weekly deadlines during the Exam Project?</li><li>• How can I develop an outcome which is personal and meaningful?</li><li>• How can I ensure my outcome realises my skillset?</li><li>• What planning and preparation do I need to complete with my teacher/the technician to ensure I will be successful in the unaided, exam conditions, 15 hour 'exam' at the end of the course?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b></p> <ul style="list-style-type: none"><li>• Externally Set Assignment (February of Year 13)</li></ul>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How can I use the skills and knowledge learned in the course during the Externally Set Assignment?</li></ul>





<ul style="list-style-type: none"><li>• Developing Ideas and Understanding in response to the brief</li><li>• Artist Research and Responsive Photography</li><li>• Explorations using appropriate media, materials, techniques, processes.</li></ul>	<ul style="list-style-type: none"><li>• How can I combine the work of different artists, making more original pieces?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <ul style="list-style-type: none"><li>• Concept development towards a Final Outcome.</li><li>• A Final Outcome under exam conditions over 15 hours plus a 5 hour prep day, in the Art Rooms.</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How can I plan and manage my time during the unaided 15-hour final exam?</li><li>• What preparations have I made in terms of materials and equipment for the 10-hour final exam?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <ul style="list-style-type: none"><li>• 60% of the GCSE grade is derived from Coursework (January of Year 12 until January of Year 13). This includes sketchbook work, as well as an outcome.</li><li>• Personal Study of 1000-3000 words - <a href="https://www.youtube.com/watch?v=BLUXRL_2z74&amp;t=46s">https://www.youtube.com/watch?v=BLUXRL_2z74&amp;t=46s</a></li><li>• 40% of the GCSE grade is derived from the Externally</li></ul>	<p><b>Links for Home Learning/Extension Resources:</b></p> <ul style="list-style-type: none"><li>• <a href="https://www.youtube.com/watch?v=BLUXRL_2z74&amp;t=46s">https://www.youtube.com/watch?v=BLUXRL_2z74&amp;t=46s</a></li><li>• <a href="https://www.youtube.com/watch?v=VLrWB9W_uMo">https://www.youtube.com/watch?v=VLrWB9W_uMo</a></li><li>• <a href="https://www.youtube.com/watch?v=XEqI6Ycticc">https://www.youtube.com/watch?v=XEqI6Ycticc</a></li><li>• <a href="https://www.youtube.com/watch?v=i2rtsCNh1XI">https://www.youtube.com/watch?v=i2rtsCNh1XI</a></li></ul>







Set Assignment. This includes sketchbook work, as well as an outcome. The outcome is made in a 15-hour exam, across 2 days, in the Art rooms.





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

Key Stage 5 Curriculum: BTEC International Level 3 Subsidiary Diploma in Information Technology

Key Stage 5 Curriculum: BTEC International Level 3 Diploma in Information Technology

### Term 1 – Topics/ Key Content

#### UNIT 6 – Website Development

Increasingly, international organisations rely on websites to serve customers and, in some cases, to generate revenue. With millions of web pages being created daily, the need for websites to be engaging, innovative and desirable is important. As a website developer, you must use sophisticated techniques to capture user interest and to ensure that customers are served. The scripting involved in the development of websites has become crucial: website developers need to understand and acquire the necessary skills to find solutions to a variety of scenarios and problems. In this unit, students will review existing websites – commenting on their overall design and effectiveness. You will use scripting languages such as Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript® and a simple text editor, or rapid application development tools. Finally, they will reflect on the website design and functionality using a testing and review process

#### • Term 1 - Overarching Key Questions

- What are the key considerations for website developers in creating engaging and innovative websites that effectively serve customers and potentially generate revenue for international organizations?
- How do scripting languages such as HTML, CSS, and JavaScript contribute to the development of websites, and what are the essential skills and techniques required to solve various scenarios and problems encountered during website development?
- How can existing websites be effectively reviewed and analyzed in terms of their overall design and effectiveness, and what insights can be gained from these reviews to inform and improve the development process?
- What are the primary roles of HTML, CSS, and JavaScript in enhancing website design and functionality, and how can website developers effectively utilize these technologies to create user-friendly and interactive web experiences?
- What is the significance of testing and review processes in website development, and how can these processes be employed to ensure the optimal design, functionality, and performance of websites developed using scripting languages and other tools?

#### Unit 9: IT Project Management

Project management involves coordinating resources and solving problems to achieve objectives within set constraints of time, budget, and quality. Quality assurance is crucial across all sectors, particularly in IT projects. This unit explores project management

- What are the essential principles of project management, and how do they apply to IT projects?
- What are the various methodologies used in IT project management, and how do they differ in their approach?





principles and methodologies in the IT industry. Students will apply these by delivering an IT project through its five main stages: initiation, planning, execution, monitoring and control, and closure. They will research problems, generate solutions, conduct feasibility studies, and outline project requirements. Through simulation or practical projects, students will gain hands-on experience in managing projects, possibly integrating multiple course units. Reflection on project outcomes and personal performance concludes the unit. Skills acquired will benefit students in higher education, IT apprenticeships, and workplace roles such as assisting project managers, emphasizing analytical and problem-solving abilities essential for success in diverse career paths.

- How do you initiate an IT project, from problem identification to selecting a suitable solution and outlining project requirements?
- What are the key stages of managing an IT project, and how do you effectively execute, monitor, and control progress throughout these stages?
- How do you evaluate the success of an IT project's outcome and reflect on personal performance, and what lessons can be learned for future projects or career development?

### Term 2 & 3 – Topics/ Key Content

#### UNIT 2: Creating Systems to Manage Information

Students will explore the significance of relational databases in managing and processing data, both in personal and business contexts. From small-scale projects to large multinational online retailers' stock control systems, databases serve as crucial repositories of information, fulfilling organizational operating requirements.

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

Moreover, students will critically evaluate each stage of the development

### Term 2 & 3- Overarching Key Questions

- How do relational databases support business processes and social lives, and why are they widely used for managing and processing data?
- What is the importance of understanding the structure and origins of data in developing an efficient and effective database design?
- How can we develop an effective design solution for a given scenario to create a functional database system?
- What are the key considerations and methods for testing a database solution to ensure its correctness and functionality?
- How can we evaluate each stage of the development process and assess the effectiveness of a database solution in meeting organizational operating requirements?





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

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

**Unit 18: *The Internet of Things***

The Internet of Things (IoT) marks a significant shift in how we interact with technology, blending our physical and digital worlds. IoT encompasses a network of sensor-equipped devices that collect and analyze data to trigger actions, from vehicle diagnostics to remote medical monitoring. In this unit, students will explore diverse IoT applications, learning about system principles and characteristics. They'll have hands-on experience designing and developing IoT prototypes using off-the-shelf hardware and programming languages. These practical exercises cultivate analytical and problem-solving skills, valuable for higher education pursuits or entry into IT careers like software development. Whether pursuing further studies or entering the workforce, this unit equips students with foundational knowledge and practical skills essential for navigating the evolving landscape of IoT technology.

- How does the Internet of Things (IoT) merge physical and digital realms, and what are its implications for various industries and aspects of daily life?
- What are the key components and characteristics of IoT systems, and how do they contribute to data collection, analysis, and action triggering?
- What are some real-world applications of IoT, such as vehicle diagnostics and remote medical monitoring, and how do they leverage IoT technology to improve efficiency and effectiveness?
- What principles and techniques are involved in designing and developing IoT prototypes, including hardware selection, programming languages, and construction methods?
- How do the analytical, problem-solving, and practical skills gained from studying IoT systems prepare students for further education, IT apprenticeships, or entry-level roles like junior software development?

**Unit 5: *Data Modelling***

Individuals encounter decision-making scenarios across various life aspects,





crucial for producing alternatives and making sound choices. Effective decision-making is pivotal for organizational success, while poor decisions can lead to adverse outcomes, even organizational downfall. This unit delves into decision-making fundamentals, emphasizing the role of data modeling in comparing consequences and determining optimal courses of action. Students will cultivate skills in creating intricate spreadsheets to generate precise information aiding decision-making processes. Through scenario analysis, students will design, develop, and refine spreadsheets, assessing effectiveness based on user feedback. These skills are not only valuable for advancing to computing or business-related higher education but also essential for workplace decision-making. By mastering these techniques, individuals enhance their ability to navigate complex decisions, contributing to organizational growth and resilience.

- How do individuals evaluate available information to make informed decisions across various life domains?
- What are the key factors that contribute to effective decision-making in organizational contexts, and how do they differ from personal decision-making?
- How does data modeling facilitate the comparison of consequences and aid in determining the most favorable course of action in decision-making processes?
- What skills and techniques are essential for creating complex spreadsheets to generate accurate information supporting decision-making?
- How can feedback and evaluation be utilized to refine decision-making tools such as spreadsheets, and what criteria are used to assess the effectiveness of alternative courses of action?

#### **Unit 7: Mobile Apps Development**

Mobile devices, rivaling desktop computers in capability, are ubiquitous, offering diverse functionalities by integrating various technologies. To craft top-notch mobile apps, comprehension of mobile device design and utilization of available technologies are imperative for optimal product outcomes. This unit delves into mobile app exploration, elucidating their purpose, usage, device disparities, and implications of mobile software creation and utilization. Students will scrutinize design considerations intrinsic to mobile apps alongside general software design principles. Practical components involve designing, developing, testing, and evaluating a mobile app tailored to specific client needs. With over a million apps each on platforms like Apple App Store™ and Google Play Store™, and the rising popularity of Microsoft Windows® mobile devices, the mobile app development sector is fiercely competitive and expanding. Mastery of

- What are the key considerations in designing and developing mobile apps to ensure optimal performance and user experience across different devices?
- How do mobile apps differ from traditional desktop software in terms of design, functionality, and user interaction?
- What are the implications of the vast array of mobile devices and operating systems on the design and development of mobile apps?
- How does the competitive landscape of the mobile app industry influence the design choices and development strategies employed by app developers?
- What role do mobile apps play in supporting organizational operations, and how does their development contribute to a developer's competitive advantage in the industry?





mobile app development is crucial for developers seeking a competitive edge and aligning with organizational needs, setting a foundation for future studies in mobile app and service design and development.

#### Assessment Overview and Format:

**UNIT 6 ASSIGNMENT** : Students will be given a case study which will include business requirements. They will then need to produce designs to meet these requirements and ultimately, produce a website for the intended audience. This will need to be tested for functionality, compatibility and usability, and then reviewed to evaluate the extent to which the website meets client requirements.

**UNIT 9 ASSIGNMENT** : Students will be assessed on their grasp and application of IT project management principles. This includes initiating a project, planning, executing, and monitoring it, using appropriate methodologies. They'll also be evaluated on their ability to reflect on personal performance and project outcomes during project closure.

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

**UNIT 18 ASSIGNMENT** : Students will be assessed on their understanding of Internet of Things (IoT) systems and services, including their examination of components comprising the IoT. They will demonstrate their capability to design an IoT system or device to address a specific problem. Furthermore, assessment will involve

#### Links for Home Learning/Extension Resources:

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

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

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

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

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

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

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







the execution of prototyping for an integrated IoT system or device aimed at solving the identified problem effectively.

**UNIT 5 ASSIGNMENT:** Students will be assessed on their understanding and utilization of data modeling in decision-making. This includes investigating data modeling's role in decision-making, designing a data model to fulfill client needs, and then developing that model accordingly.

**UNIT 7 ASSIGNMENT:** Students will be assessed on their exploration of mobile apps and devices, followed by the design and development of a mobile app incorporating device functions.

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

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

**Oracle Database Documentation**  
(<https://docs.oracle.com/en/database/>)  
Oracle provides detailed documentation for their database management system, including information on creating and managing databases. The documentation is comprehensive and covers various versions of Oracle Database.

**Microsoft SQL Server Documentation**  
(<https://docs.microsoft.com/en-us/sql/>)  
Microsoft offers extensive documentation for SQL Server, which includes detailed guides on creating and managing databases. The documentation covers different editions and versions of SQL Server.

**MySQL Tutorial** (<https://www.mysqltutorial.org/>)  
This website provides a step-by-step tutorial for MySQL, covering topics like creating databases, tables, and other database-related operations.

**MongoDB University**  
(<https://university.mongodb.com/>)  
MongoDB University offers free online courses on MongoDB, a popular NoSQL database. The courses cover various topics, including creating and managing databases in MongoDB.

#### **YouTube Channels:**

**Derek Banas**  
(<https://www.youtube.com/user/derekbanas>)  
Derek Banas provides comprehensive tutorials on different programming and database-related topics, including database creation.

**The Net Ninja**





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

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







## Key Stage 5 Business Curriculum Year 13

<p><b>Term 1 – Topics/ Key Content</b> <b>In Year 13, students will progress through Units 3 and 4, sitting external examinations in the June exam window.</b></p> <p><b>Unit 3: Business decisions and strategy</b> - This unit moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a strategic view of business opportunities and issues.</p> <p>Key content covered: 3.1 Business objectives and strategy 3.2 Business growth 3.3 Decision-making techniques</p> <p><b>Unit 4: Global Business</b> - Students investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.</p> <p>4.1 Globalisation 4.2 Global markets and business expansion</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Can you analyse the development of corporate and functional objectives?</li><li>• Conflicts between stakeholders and stakeholders and the business</li><li>• Can you explain strategic decision-making tools such as Ansoff, Porter, Boston Matrix?</li><li>• What are the problems of growth?</li><li>• Compare and contrast with mergers and takeovers, and reasons for staying small</li></ul> <ul style="list-style-type: none"><li>• Explain the different measurements of different economies and economic performance?</li><li>• Analyse which factors are contributing to increased globalisation?</li><li>• What are the different threats posed to economies and businesses and reactions to these?</li></ul>
<p><b>Term 2 – Topics/ Key Content</b> <b>Unit 3: Business decisions and strategy</b></p> <p><b>Unit 3 Concepts continued:</b></p> <p>3.4 Influences on business decisions 3.5 Assessing competitiveness</p> <p><b>Unit 4 Concepts Continued</b></p> <p>Key concepts covered. 4.3 Global marketing 4.4 Global industries and companies</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• Evaluate the uses and limitations of quantitative sales forecasting Times series analysis calculations.</li><li>• Identify and evaluate the different decision-making techniques for a business pursuing growth?</li><li>• Explain the different quantitative measures of HR performance?</li><li>• Are Trading bloc opportunities or threats to businesses or a reaction to protectionism between countries?</li><li>• Explain the Reasons for global mergers or joint ventures?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b> <b>Unit 4: Global Business</b> - Continue content of</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• What are the different Strategic choices for different markets?</li></ul>





<p>unit until Exam in May. Key concepts covered. 4.5 Role of the state in the macroeconomic</p>	<ul style="list-style-type: none"><li>• Can you identify the features of a niche market and how these interact with cultural and social issues?</li><li>• What are the local impacts versus national impacts of globalisation?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <p>Formative assessment completed during delivery by teacher Q&amp;A, verbal feedback, and work check. Peer assessment techniques are used to stretch students' knowledge and understanding. Knowledge checks are conducted to ensure thorough revision and understanding is being consolidated regularly.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.</p>





## Key Stage 5 Design Technology Curriculum Year 13

Term 2 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Theory</b> Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 13.</p> <p><b>Paper 1</b></p> <ul style="list-style-type: none"><li>- <i>Modern industrial and commercial practice</i></li><li>- <i>Digital design and manufacture</i></li><li>- <i>The requirements for product design and development</i></li><li>- <i>Health and Safety</i></li><li>- <i>Protecting designs and intellectual property</i></li><li>- <i>Design for manufacturing maintenance, repair and disposal</i></li><li>- <i>Feasibility studies</i></li><li>- <i>Enterprise and marketing in the development of products</i></li><li>- <i>Design communication</i></li></ul>	<p>What are the different scales of production? How are computer systems used in production distribution and storage? What is the relationship between material cost, manufacturing processes and the scale of production How are CAD/CAM used to develop and present ideas and manufacture products? What is rapid prototyping? Why is it important to critically assess products? Why should we design inclusive products? What are ergonomics and anthropometrics? and how are they used in design? Why do we use risk assessments? What does COSHH stand for and why is it important? What legislation and standards body are used to ensure safe working practices and safe products? Why are copyright, patents registered designs, trademarks and logos important to a designer? What is 'open design' How can we apply the six Rs of sustainability to product design and manufacture? How can products be designed to allow for efficient manufacture and disassembly? How are feasibility studies used to assess the practicality of production? Why are marketing and branding important for a product? How are products advertised and promoted? How can you present design proposals effectively?</p>
<p><b>Non-Exam Assessment (NEA) 50% of final grade will continue</b></p> <p>Students will continue to work through the design process to create a design solution to the problem they have identified. This term they will focus on the development of their final prototype and evaluation.</p>	<p>What design problem do you want to solve? What is an iterative design process? How will you ensure you maximise the marks set out by the exam board? How can you include primary research in your NEA? Why is it important to have a client as you progress through your project? What materials are suitable for prototyping? How will you demonstrate a range of skills in the manufacture of your final prototype? What CAM could you use to help speed up and improve the quality of your final prototype? Do you need to research materials, components or</p>





	<p>finishes? Why is so important to evaluate and test our products thoroughly?</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Theory</b> Students will have a theory lesson once a week to cover the material needed for the exams at the end of year 13.</p> <p><b>Paper 1 will continue</b></p> <p><b>Non-Exam Assessment (NEA) 50% of final grade will continue students will have until February half term to respond to feedback and improve their NEA before submission.</b></p> <p>After February half term, the full focus will be on revision in line with specification set out by the exam board.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>What improvements do you need to make to maximise the marks set out by the exam board?</p> <p>What does effective revision look like? How can I maximize time and marks during the exam? What are the command words and how do I effectively answer exam questions?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Full focus will be on revision in line with specification set out by the exam board.</p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>What does effective revision look like? How can I maximize time and marks during the exam? What are the command words and how do I effectively answer exam questions?</p>
<p><b>Assessment Overview and Format:</b></p> <p><i>Final Assessment:</i> 50% NEA – Coursework project. 50% Exam – Paper 1: Technical Principles (30%) 2 hours Paper 2: Designing and making principles (20%) 1.5 hours</p> <p>The exams and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives:</p>	<p><b>Links for Home Learning/Extension Resources:</b></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>





- AO1: Identify, investigate and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate:
  - design decisions and outcomes, including for prototypes made by themselves and others
  - wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of:
  - technical principlesdesigning and making principles.





## Key Stage 5 Biology Curriculum Year 13

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

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





## Key Stage 5 Economics & Enterprise Curriculum Year 13

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





## Key Stage 5 Chemistry Curriculum Year 13

TERM 1	
<b>3.2 Inorganic Chemistry</b> 3.2.4 Properties of period 3 elements 3.2.5 Transition metals 3.2.6 Reactions of ions in aqueous solutions <b>Exam practice and gap filling</b>	<b>3.1 Physical Chemistry</b> 3.1.8 Thermodynamics 3.1.9 Electrode potentials 3.1.10 Acids and bases <b>Exam practice and gap filling</b>
Close the gap revision EXAMS (unit 1,2&3)	
TERM 2	
<b>3.1 Physical Chemistry</b> 3.1.11 Rate equations 3.1.12 Equilibrium constants ( $K_p$ ) <b>Exam practice and gap filling</b>	<b>3.3. Organic Chemistry</b> 3.3.7 Optical isomerism 3.3.8 Aldehydes and ketones 3.3.9 Carboxylic acids and derivatives 3.3.10 Aromatic chemistry 3.3.11 Amines 3.3.12 Polymers 3.3.13 Amino acids and proteins 3.3.14 Organic synthesis 3.3.15 NMR Spectroscopy 3.3.16 Chromatography <b>Exam practice and gap filling</b>
TERM 3	
Close the gap revision EXAMS (unit 4,5)	
<b>Assessment Overview and Format:</b>  For each topic, students will complete. - exam question homework - short end-of-unit quizzes  Key Assessments will assess all content to the date of the assessment. They will have the format of A-level papers.	<b>Links for Home Learning/Extension Resources:</b>  All resources will be shared with students on TEAMS. Physics and Maths Tutor – exam questions and revision notes <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a> AQA <a href="https://www.aqa.org.uk/subjects/science/as-and-a-level">https://www.aqa.org.uk/subjects/science/as-and-a-level</a> Chemguide <a href="https://www.chemguide.co.uk/">https://www.chemguide.co.uk/</a>







## Key Stage 5 Economics Curriculum Year 13

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





### Term 3 – Topics/ Key Content

**In term 3 students sit their Unit 3 and Unit 4 examinations so they will spend some time preparing for these**

Priority in this term is to conclude the specification topics from Term 2 and begin a thorough revision programme.

### Term 3 - Overarching Key Questions

- Which topics are most troubling?
- Have you mastered the essay questions?

### Assessment Overview and Format:

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

### Links for Home Learning/Extension Resources:

Course textbook, PowerPoints, activities, homework tasks, case study material, and revision mind maps, past exam papers - all available on teams.





## Keys Stage 5 A-level Computer science Year 13

### Term 1 – Topics/ Key Content

#### UNIT 10: Data Types

##### Summary:

1. **Understanding Data Types:**
  - Recognize and utilize fundamental data types such as integers, reals/floats, Booleans, characters, strings, date/time, pointers/references, records, and arrays.
  - Understand the role and function of pointers/references as memory address stores, used for dynamic memory allocation.
  - Define and employ user-defined data types based on built-in data types of a programming language.
2. **Programming Concepts:**
  - Implement variable and constant declarations, assignments, iteration, selection, and subroutine statements.
  - Apply combining principles (sequence, iteration, selection) across imperative programming languages.
  - Use nested selection and iteration, and emphasize meaningful identifier names.
3. **Arithmetic, Relational, and Boolean Operations:**
  - Perform arithmetic operations such as addition, subtraction, multiplication, division, exponentiation, rounding, and truncation.
  - Execute relational operations (equal to, not equal to, less than, greater than, etc.).
  - Utilize Boolean operations (NOT, AND, OR, XOR).
4. **Constants, Variables, and String-Handling:**
  - Differentiate between variables and constants, emphasizing the benefits of named constants.
  - Conduct string-handling operations: length, position, substring, concatenation, and character code conversions.

### Term 1 - Overarching Key Questions

Unit 10: How do algorithms and data structures contribute to efficient problem-solving and resource management in computer science?

Unit 11: What are the fundamental principles underlying the design and development of relational databases, and how are these principles applied in real-world scenarios?

Unit 12: What are the key concepts and technologies involved in web development, and how do they contribute to the creation of interactive and dynamic web applications?

Unit 13: How can programming paradigms such as procedural, object-oriented, and functional programming be applied to solve complex computational problems and enhance software development?

Unit 14: What are the principles and techniques involved in creating effective and secure client-server systems, and how do these systems facilitate communication and data exchange in networked environments?





- Understand and use string conversion operations and random number generation.
- 5. **Exception Handling and Subroutines:**
  - Grasp the concept of exception handling and its application in familiar programming languages.
  - Understand subroutines, their use, and the benefits they provide.
  - Implement subroutines with parameters and return values, use local variables, and recognize the contrast with global variables.
- 6. **Subroutine Calls and Recursive Techniques:**
  - Explain stack frames in subroutine calls, including storing return addresses, parameters, and local variables.
  - Apply recursive techniques for solving problems.
- 7. **Programming Paradigms:**
  - Understand procedural and object-oriented programming paradigms, with practical experience in both.
  - Apply structured approaches to program design, and understand hierarchy charts.
  - Familiarize with object-oriented concepts (class, object, encapsulation, inheritance, polymorphism) and design principles.

#### **UNIT 11: Data Structures and Abstract Data Types**

##### **Summary:**

1. **Data Structures:**
  - Understand data structures in various contexts, including single- and multi-dimensional arrays.
  - Use arrays to solve simple problems, representing vectors and matrices.
2. **Fields, Records, and Files:**
  - Perform read/write operations on text and binary files.
3. **Abstract Data Types/Structures:**
  - Familiarize with queues, stacks, graphs, trees, hash tables, dictionaries, and vectors.





- Use these data types in practical contexts and understand their representation in programming languages that lack built-in support.
- 4. **Queues:**
  - Describe and implement operations for linear, circular, and priority queues: adding, removing items, and testing for empty/full queues.
- 5. **Stacks:**
  - Perform stack operations: push, pop, peek/top, and test for empty/full stacks.
- 6. **Graphs:**
  - Understand graphs, weighted graphs, vertices, edges, undirected and directed graphs.
  - Use adjacency matrices and lists to represent graphs and compare their uses.
- 7. **Trees:**
  - Recognize trees and binary trees, understanding rooted trees and their parent-child relationships.
  - Apply binary search trees and typical uses for rooted trees.
- 8. **Hash Tables:**
  - Grasp hash tables and their use, applying simple hashing algorithms and handling collisions using rehashing.
- 9. **Dictionaries:**
  - Understand dictionaries as key-value pairs, with applications in information retrieval.
- 10. **Vectors:**
  - Learn vector concepts, notations, vector addition, scalar multiplication, and applications of dot product.
  - Represent vectors using lists, arrays, dictionaries, and visualize them as geometric points.

#### **UNIT 12: Data Structures and Abstract Data Types**

##### **Data Structures**

##### **Content:**

- Be familiar with the concept of data structures.

##### **Additional Information:**





- Introduce the concept of data structures by relating them to familiar contexts, such as organizing books in a library (shelves as arrays, index cards as dictionaries) or managing a queue at a bank (queue data structure).
- Demonstrate practical applications, such as using arrays to store student grades or using stacks for undo functionality in text editors.

### Single- and Multi-Dimensional Arrays

#### Content:

- Use arrays (or equivalent) in the design of solutions to simple problems.

#### Additional Information:

- Explain that a one-dimensional array represents a vector, and a two-dimensional array represents a matrix.
- Example problem: Use a one-dimensional array to store weekly temperatures and calculate the average.
- Example problem: Use a two-dimensional array to store a chessboard state.

### Fields, Records, and Files

#### Content:

- Be able to read/write from/to a text file.
- Be able to read/write data from/to a binary (non-text) file.

#### Additional Information:

- Introduce the concept of records as a way to organize related data fields.
- Example: Create a text file to store student records with fields for name, age, and grade.
- Example: Store an image in a binary file and read it back into a program.

### Abstract Data Types/Data Structures

#### Content:

- Be familiar with the concept and uses of:
  - queue
  - stack
  - graph
  - tree
  - hash table
  - dictionary
  - vector

#### Additional Information:

- Explain each data type with definitions and examples.
- Discuss implementation in contexts where built-in types are not available.





- Compare static vs dynamic structures, their uses, advantages, and disadvantages.
- Example: Explain how a stack can be implemented using an array.

### Queues

#### Content:

- Be able to describe and apply the following to linear queues, circular queues, and priority queues:
  - add an item
  - remove an item
  - test for an empty queue
  - test for a full queue.

#### Additional Information:

- Linear Queue Example: Ticketing system where people are served in the order they arrive.
- Circular Queue Example: Buffer in streaming data where old data is overwritten by new data.
- Priority Queue Example: Emergency room triage where patients are seen based on severity of their condition.

### Stacks

#### Content:

- Be able to describe and apply the following operations:
  - push
  - pop
  - peek or top
  - test for empty stack
  - test for stack full

#### Additional Information:

- Example: Implement a stack to manage function calls in a program.
- Peek operation example: Check the next item to be processed without removing it.

### Graphs

#### Content:

- Be aware of a graph as a data structure used to represent more complex relationships.
- Be familiar with typical uses for graphs.
- Be able to explain the terms:
  - graph
  - weighted graph
  - vertex/node
  - edge/arc
  - undirected graph
  - directed graph.





**Additional Information:**

- Example: Represent social networks or road maps as graphs.
- Comparison of adjacency matrix and adjacency list.

**Trees**

**Content:**

- Know that a tree is a connected, undirected graph with no cycles.
- Know the concept of a rooted tree and binary tree.
- Common applications such as binary search trees.

**Additional Information:**

- Example: Represent hierarchical data like organizational charts or file systems.

**Hash Tables**

**Content:**

- Be familiar with the concept of a hash table and its uses.
- Be able to apply simple hashing algorithms.
- Understand collision handling and rehashing.

**Additional Information:**

- Example: Implement a hash table to store and retrieve user data quickly.
- Explain collisions and how to resolve them using techniques like chaining or open addressing.

**Dictionaries**

**Content:**

- Be familiar with the concept of a dictionary as a collection of key-value pairs.

**Additional Information:**

- Example: Use a dictionary to store word counts in a document.
- Python example: `word_count = {'the': 10, 'green': 2}`

**Vectors**

**Content:**

- Be familiar with the concept of a vector and various notations for specifying a vector.
- Understand operations like vector addition, scalar multiplication, dot product, and their applications.

**Additional Information:**

- Example: Represent a vector as a list in Python [2.0, 3.0] or as a dictionary {0: 2.0, 1: 3.0}
- Explain geometric interpretations such as visualizing a vector as an arrow.







## UNIT 13: Simple Graph-Traversal Algorithms

### Breadth-First and Depth-First Search

#### Content:

- Be able to trace and describe applications of breadth-first and depth-first search algorithms.

#### Additional Information:

- Breadth-first search for finding the shortest path in unweighted graphs.
- Depth-first search for applications like navigating mazes or solving puzzles.

### Tree-Traversal Algorithms

#### Content:

- Be able to trace tree-traversal algorithms: pre-order, post-order, in-order.
- Describe uses of tree-traversal algorithms.

#### Additional Information:

- Example: Pre-order for copying a tree, In-order for sorting, Post-order for evaluating expressions.

### Reverse Polish Notation (RPN)

#### Content:

- Be able to convert expressions between infix and RPN forms.
- Understand the usage of RPN.

#### Additional Information:

- Example: Convert  $3 + 4 * 2$  to RPN:  $3 4 2 * +$

### Searching Algorithms

#### Content:

- Linear search: Know, trace, and analyze complexity ( $O(n)$ ).
- Binary search: Know, trace, and analyze complexity ( $O(\log n)$ ).
- Binary tree search: Know, trace, and analyze complexity ( $O(\log n)$ ).

#### Additional Information:

- Example: Implement a binary search on a sorted array.

### Sorting Algorithms

#### Content:

- Bubble sort: Know, trace, and analyze complexity ( $O(n^2)$ ).
- Merge sort: Know, trace, and analyze complexity ( $O(n \log n)$ ).

#### Additional Information:

- Example: Compare bubble sort and merge sort on sample data sets.

### Optimization Algorithms

#### Content:





- Understand and trace Dijkstra's shortest path algorithm.
- Be aware of applications of shortest path algorithms.

**Additional Information:**

- Example: Use Dijkstra's algorithm to find the shortest path in a network graph.

**UNIT 14: Abstraction and Automation**

**Problem-Solving**

**Content:**

- Develop and check solutions to simple logic problems.

**Additional Information:**

- Example: Solve and verify logic puzzles or mathematical problems using algorithms.

**Algorithms**

**Content:**

- Understand and express algorithms using pseudo-code with constructs like sequence, assignment, selection, and iteration.
- Convert pseudo-code to high-level programming language.

**Additional Information:**

- Example: Write pseudo-code for a sorting algorithm and then implement it in Python.

**Abstraction**

**Content:**

- Understand representational abstraction, abstraction by generalization, and categorization.

**Additional Information:**

- Example: Abstract details in a problem to focus on the essential components for a solution.

**Information Hiding**

**Content:**

- Understand the process of hiding unnecessary details.

**Additional Information:**

- Example: Use encapsulation in object-oriented programming to hide internal state of objects.

**Procedural Abstraction**

**Content:**

- Know that procedural abstraction represents a computational method.

**Additional Information:**

- Example: Abstract complex operations into procedures or functions.

**Functional Abstraction**





**Content:**

- Know that functional abstraction hides the computation method, resulting in a function.

**Additional Information:**

- Example: Use higher-order functions in functional programming.

**Data Abstraction**

**Content:**

- Understand data abstraction and how it allows construction of new data types.

**Additional Information:**

- Example: Implement a stack as an abstract data type using arrays.

**Problem Abstraction/Reduction**

**Content:**

- Know how to reduce a problem to a simpler form.

**Additional Information:**

- Example: Reduce a complex game problem to simpler subproblems.

**Decomposition**

**Content:**

- Understand procedural decomposition by breaking down problems into sub-problems.

**Additional Information:**

- Example: Decompose a software project into manageable modules.

**Composition**

**Content:**

- Understand how to build abstractions by combining procedures and data.

**Additional Information:**

- Example: Combine smaller functions to build a complete application.

**Automation**

**Content:**

- Understand that automation involves creating and implementing models to solve problems.

**Additional Information:**

- Example: Automate data processing tasks using algorithms and data structures.

**Regular Languages**

**Content:**

- Understand finite state machines (FSMs) with and without output.
- Familiarize with regular expressions and their use in string manipulation.

**Additional Information:**





- Example: Design FSMs for simple patterns and recognize equivalent regular expressions.

#### Context-Free Languages

##### Content:

- Understand Backus-Naur Form (BNF) and its application in representing language syntax.

##### Additional Information:

- Example: Write BNF rules for a simple programming language syntax.

#### Classification of Algorithms

##### Content:

- Compare algorithms based on time and space complexity using Big-O notation.

##### Additional Information:

- Example: Analyze the efficiency of different sorting algorithms using Big-O notation.

#### Limits of Computation

##### Content:

- Understand the limits imposed by algorithmic complexity and hardware.

### Term 2 – Topics/ Key Content

#### Unit 15: Number Systems

##### 1. Number Systems Overview:

- **Natural Numbers:** Includes zero and all positive integers.
- **Integer Numbers:** Includes all positive and negative whole numbers.
- **Rational Numbers:** Fractions that can be expressed as a ratio of integers.
- **Irrational Numbers:** Cannot be expressed as fractions, e.g.,  $\sqrt{2}$ .
- **Real Numbers:** All possible real-world quantities, including natural numbers, rationals, and irrationals.
- **Ordinal Numbers:** Used to describe the position of objects in ordered sets.

##### 2. Number Bases and Units of Information:

- **Number Bases:** Decimal (base 10), binary (base 2), hexadecimal (base 16). Conversion between these bases.
- **Units of Information:** Bit (fundamental unit), byte (group of 8 bits). Understanding binary prefixes (KiB, MiB) and decimal prefixes (kB, MB).

##### 3. Binary Number System:

### Term 2 - Overarching Key Questions

Unit 15: How does artificial intelligence encompass machine learning, neural networks, and natural language processing, and how are these technologies applied to solve real-world problems and enhance decision-making processes?

Unit 16: What are the key components and principles of operating systems, and how do they manage hardware resources, facilitate user interactions, and ensure system stability and security?

Unit 17: How does the Internet of Things (IoT) integrate sensors, actuators, and connectivity technologies to enable data collection, analysis, and automation in various domains, and what are the implications for privacy and security?

Unit 18: How do software development methodologies such as agile, waterfall, and DevOps streamline the development lifecycle, improve





- **Unsigned Binary:** Conversion between unsigned binary and decimal. Range and values.
  - **Unsigned Binary Arithmetic:** Addition and multiplication of unsigned binary integers.
  - **Signed Binary using Two's Complement:** Representation of negative integers, subtraction, and calculation of ranges.
4. **Numbers with Fractional Part:**
- Representation in fixed-point and floating-point binary forms.
  - Conversion between decimal and binary representations.
5. **Rounding Errors, Absolute and Relative Errors:**
- Causes and calculation of absolute and relative errors.
  - Comparison for large, small, and numbers close to one.
6. **Range, Precision, and Normalization:**
- Comparison of fixed-point and floating-point forms in terms of range, precision, and computational speed.
  - Normalization of floating-point numbers.
7. **Underflow and Overflow:**
- Explanation of underflow and overflow conditions in numeric data representation.
8. **Information Coding Systems:**
- Difference between character code and pure binary representation.
  - Overview of ASCII and Unicode coding systems.
9. **Representing Images, Sound, and Data:**
- Bit patterns for graphics, sound, and other data.
  - Difference between analogue and digital data and signals.
  - Principles of ADC and DAC, and their applications.
10. **Bitmapped and Vector Graphics:**
- Explanation of bitmaps, including resolution, color depth, and storage requirements.

collaboration, and ensure the delivery of high-quality software products?

Unit 19: What are the fundamental concepts of computer networks, including network architectures, protocols, and security measures, and how do these concepts support efficient and reliable communication among devices and systems?





- Principles and advantages of vector graphics over bitmapped graphics.

#### 11. Digital Representation of Sound and MIDI:

- Digital representation of sound, sample resolution, and sampling rate.
- Purpose and advantages of MIDI in music representation.

#### 12. Data Compression and Encryption:

- Reasons for compression of images, sound, and text files.
- Difference between lossless and lossy compression techniques.
- Overview of encryption, Caesar cipher, Vernam cipher, and their security aspects.

### Unit 16: Hardware and Software

#### 1. Relationship Between Hardware and Software:

- Definition of hardware and software.
- Understanding their interdependence.

#### 2. Classification of Software:

- System software vs. application software.
- Attributes and purposes of each type.

#### 3. System Software:

- Functions of operating systems, utility programs, libraries, and translators (compiler, assembler, interpreter).

#### 4. Classification of Programming Languages:

- Development and classification into low-level (machine-code, assembly) and high-level languages (imperative).

#### 5. Types of Program Translators:

- Roles of assembler, compiler, and interpreter.
- Differences between compilation and interpretation, and use cases for each.

#### 6. Logic Gates and Boolean Algebra:

- Construction of truth tables for logic gates (NOT, AND, OR, XOR, NAND, NOR).
- Simplification of Boolean expressions using Boolean identities and De Morgan's laws.
- Understanding half-adders, full-adders, and D-type flip-flops in logic circuits.

### UNIT 18: Individual (moral), social (ethical), legal and





### **cultural issues and opportunities**

#### Content:

- Awareness of current individual (moral), social (ethical), legal, and cultural opportunities and risks of computing.
- Understanding the transformative impact of digital technologies on communication and information flows in societies.
- Responsibilities of computer scientists and software engineers in developing algorithms and deploying code.
- Embedding moral and cultural values in software and algorithms.
- Potential for both positive contributions and harm in global-scale software deployment.
- Challenges facing legislators in addressing issues of privacy, security, and ethical use of technology.

#### Additional Information:

- Teaching strategies include hypothetical scenarios and case studies to engage students in ethical considerations.
- Hypothetical scenarios help students isolate ethical principles in simplified contexts.
- Case studies illustrate ethical conflicts and trade-offs in real-world settings.
- Emphasizes critical thinking about the impact of technology on individuals and societies.

### **UNIT 19: Communication**

#### Communication Methods:

- Definitions and advantages of serial transmission over parallel transmission.
- Synchronous and asynchronous data transmission: differences and use cases.
- Role of start and stop bits in asynchronous data transmission.

#### Communication Basics:

- Definitions of baud rate, bit rate, bandwidth, latency, and protocol.
- Differentiation between baud rate and bit rate.
- Relationship between bit rate and bandwidth.

#### Networking:

- Understanding physical star topology and logical bus network topology.
- Differences in operation between physical and logical network topologies.





- Example of a network that can behave as a bus network using bus protocol and physical switching in a star topology.

#### Types of Networking Between Hosts:

- Explanation of peer-to-peer networking and client-server networking.
- Characteristics and use cases for each type of networking model.

#### Wireless Networking:

- Purpose and components of WiFi.
- Requirements for wireless networking: wireless network adapter and wireless access point.
- Security measures for wireless networks: encryption, SSID broadcast, MAC address allow list.
- Explanation of Carrier Sense Multiple Access with Collision Avoidance (CSMA/CA) and Request to Send/Clear to Send (RTS/CTS) protocols in wireless networking.

#### The Internet:

- Structure of the Internet and role of packet switching and routers.
- Components of a packet and their functions.
- Definitions and functions of router and gateway in network communication.
- Explanation of routing across the Internet.
- Definition and use of Uniform Resource Locator (URL) in internet networking.
- Definitions of Fully Qualified Domain Name (FQDN), domain name, and IP address.
- Organization of domain names and role of Domain Name Server (DNS) system.
- Role of Internet registries and their importance.
- Understanding Internet security: firewall mechanisms, symmetric and asymmetric encryption, digital certificates, digital signatures, worms, trojans, viruses, and vulnerabilities.
- Overview of the Transmission Control Protocol/Internet Protocol (TCP/IP) stack and its layers (application, transport, network, link).
- Role of sockets in TCP/IP communication.
- Definition and use of MAC addresses in network communication.







- Explanation of well-known ports and client ports in TCP/IP protocols.

#### Standard Application Layer Protocols:

- Familiarity with protocols such as FTP (File Transfer Protocol), HTTP (Hypertext Transfer Protocol), HTTPS (Hypertext Transfer Protocol Secure), POP3 (Post Office Protocol), SMTP (Simple Mail Transfer Protocol), and SSH (Secure Shell).
- Understanding FTP client software and FTP server operation.
- Usage of SSH for secure remote management and command execution.

#### IP Address Structure:

- Understanding IP address division into network identifier and host identifier parts.

#### Subnet Masking:

- Use of subnet masks to identify network identifier in IP addresses.

#### IP Standards:

- Familiarity with IPv4 and IPv6 standards and reasons for IPv6 introduction.

#### Public and Private IP Addresses:

- Differentiation between routable and non-routable IP addresses.

#### Dynamic Host Configuration Protocol (DHCP):

- Purpose and function of DHCP in network configuration.

#### Network Address Translation (NAT):

- Explanation of NAT concept and its purpose.

#### Port Forwarding:

- Understanding of port forwarding concept and its application.

#### Client-Server Model:

- Understanding of client-server communication model.

#### Websocket Protocol:

- Purpose and use cases of Websocket protocol.

#### Web CRUD Applications and REST:

- Explanation of CRUD operations (Create, Retrieve, Update, Delete) mapped to database functions using RESTful APIs.
- Principles of REST architecture for web applications and communication with servers.
- Comparison between JSON (JavaScript Object Notation) and XML in data transmission.

#### Thin- vs Thick-Client Computing:

- Comparison and contrast between thin-client and thick-client computing models.





### Unit 20: Conceptual Data Models and Entity Relationship Modelling

Content:

- Data Modeling: Creating data models for scenarios involving multiple entities based on given data requirements.
- Entity Relationship Diagrams (ERD): Constructing ERDs to represent data models with entities, attributes (underlined to indicate identifiers), and relationships.

### Unit 21: Big Data

Content:

- Definition and Characteristics: Big Data refers to data that exceeds conventional storage and processing capabilities due to its volume, velocity (rapid data generation), and variety (structured, unstructured, multimedia).
- Challenges: Analyzing unstructured data poses challenges as it doesn't fit well into traditional relational databases, necessitating machine learning techniques for pattern recognition and information extraction.
- Functional Programming: Functional programming and functional languages like Haskell are useful for processing and analyzing Big Data due to their support for distributed computing and immutable data structures.

### Unit 22: Functional Programming Paradigm

Content:

- Function Type: Functions in functional programming languages have types defined as  $A \rightarrow B$ , where A is the input type (domain) and B is the output type (co-domain).
- First-Class Functions: Functions are first-class objects, allowing them to be arguments to other functions and return values from functions.
- Higher-Order Functions: Support for higher-order functions like map, filter, and reduce which operate on lists, applying functions to elements, filtering based on conditions, and reducing lists to single values, respectively.
- Composition: Functional composition combines functions to create new functions, e.g.,  $g \circ f$  where g is applied to the result of f.

### Term 3 - Overarching Key Questions

Unit 20: How does understanding networking concepts such as protocols, architectures, and security measures contribute to the efficient and secure transmission of data across various network infrastructures?

Unit 21: How can the principles of mobile app development, including user interface design, data management, and platform-specific considerations, be applied to create innovative and user-friendly mobile applications?

Unit 22: What are the key technical and creative aspects involved in developing interactive games, and how do these elements combine to create engaging and immersive gaming experiences across different platforms?

Unit 23: How can the principles of cybersecurity, including threat detection, risk assessment, and mitigation strategies, be effectively applied to protect digital assets and ensure the integrity and confidentiality of data in today's interconnected world?

Unit 24: How does undertaking a computing practical project enhance students' technical skills, problem-solving abilities, and understanding of computer science concepts through independent investigation and solution development?





### Unit 23: Aspects of Software Development

Content:

- Analysis: Defining problems, establishing system requirements, and creating data models through abstraction and interaction with stakeholders. Agile and prototyping approaches facilitate requirement clarification.
- Design: Specifying solutions by planning data structures, algorithms, modular structures, and user interfaces. Iterative design processes often involve agile methodologies.
- Implementation: Translating models and algorithms into executable code, debugging, and testing for correctness and efficiency using logical reasoning, test data, and user feedback.
- Testing: Conducting tests to identify errors using typical, boundary, and erroneous data. Acceptance testing involves validating solutions against user specifications.

### Unit 24: NEA

Unit 24 of the computing practical project, focusing on the Non-exam Assessment (NEA), allows students to develop practical skills by tackling real-world problems or investigations independently over an extended period. The project serves both as a learning experience and an assessment tool, emphasizing the deepening of programming skills and understanding of computer science concepts. Students are encouraged to choose problems aligned with their interests and existing knowledge in fields such as simulation, data processing, optimization, AI applications, and more. The project is structured into five key sections—Analysis, Documented Design, Technical Solution, Testing, and Evaluation—each with specific marking criteria emphasizing thorough problem scoping, clear design articulation, technical proficiency, comprehensive testing, and reflective evaluation of outcomes. Adjustments are made if projects do not meet A-level standards, ensuring fair assessment across varying complexities of problems chosen by students. This structured approach aims to cultivate not only technical expertise but also effective project management and communication skills in students undertaking the NEA.

### Assessment Overview and Format:

PAPER 1

On-screen exam: 2 hours 30 minutes

40% of A-level

### Links for Home Learning/Extension Resources:

<https://www.coursera.org/specializations/algorithms>

<https://www.khanacademy.org/computing>





PAPER 2

Written exam: 2 hours 30 minutes

40% of A-level

NON-EXAM ASSESSMENT

75 marks

20% of A-level

[ing/computer-programming/sql](https://www.freecodecamp.org/learn/)

<https://www.freecodecamp.org/learn/>

<https://www.edx.org/course/functional-programming-principles-in-scala>

[https://www.w3schools.com/whatis/whatis\\_http.asp](https://www.w3schools.com/whatis/whatis_http.asp)

<https://www.udacity.com/course/intro-to-artificial-intelligence--cs271>

<https://www.geeksforgeeks.org/operating-systems/>

<https://www.iotforall.com/learn/>

<https://www.atlassian.com/agile>

<https://www.netacad.com/courses/intro-networking>

<https://www.networkworld.com/article/3239677/networking-basics-what-you-need-to-know.html>

<https://www.codecademy.com/learn/learn-android>

<https://learn.unity.com/>

<https://www.cybrary.it/>

<https://github.com/>





## Key Stage 5 English Literature Curriculum Year 13

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





## Key Stage 5 Geography Curriculum Year 13

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





<p><b>Assessment Overview and Format:</b></p> <p>In November students have a resit opportunity for the Year 12 AS content.</p> <p>In June Students sit the Advanced Human and Physical Geography Papers, which together comprise 50% of the final grade weighting.</p> <p>During the year, students will be assessed informally through discussion, completion of past paper questions, and verbal feedback. Formal summative assessments will take place every half term, with a mock examination, at the end of each unit.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Students will be issued a copy of the Cambridge International Examination IA Level Geography textbook.</p> <p>This is an essential website, which gives you the specification. <a href="https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/">https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/</a></p> <p>Useful websites for revision and exam practice <a href="http://www.bbc.co.uk">www.bbc.co.uk</a> <a href="https://www.theguardian.com/uk">https://www.theguardian.com/uk</a> <a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a></p> <p>The school subscribes to two online magazines. Use these resources which are free and you would otherwise have to pay for!</p> <p><b>Geographical Magazine</b> <a href="https://login.exacteditions.com/login.do">https://login.exacteditions.com/login.do</a> username: <a href="mailto:r.madaser_wek@gemsedu.com">r.madaser_wek@gemsedu.com</a> password: exactly</p> <p><b>Wide World Magazine – Hodder</b> Username 35496140 Password erteach Centre ID 354961</p>





## Key Stage 5 History Curriculum Year 13

### Term 1 – Topics/ Key Content

- What was the political nation in 1603?
- How important was land ownership?
  - How did James I rule, what were his characteristics?
  - What were the main differences between James I and Charles I?
  - How important were the favourites of James I and Charles I?
  - How weak were the crown's finances?
    - What attempts did James and Charles try to make to reform royal finances?
    - What religious challenges did the king face?
    - What was the royal attitude to Parliament?
    - What were the three resolutions of 1629?
      - How did the crown and Parliament break down in 1629?
- How big were the divisions of religion?
  - How did Charles rule? By himself 1629-1640?
    - Why was there only a short Parliament in 1640?
    - What was the importance of John Pym?
    - Why were there divisions in the Long Parliament?
    - How does the first Civil War break out, what is its outcome?
      - How does the second Civil War break out, what is its outcome?
      - How important are the new political and religious groups?

### Term 1 - Overarching Key Questions

#### Stuart Britain and the Crisis of the Monarchy 1603-1702

#### Absolutism Challenged: Britain 1603-49

#### Revolution 1629-49







How important is the failure to secure a settlement?	
<b>Term 2 – Topics/ Key Content</b> <ul style="list-style-type: none"><li>• How was the Republic established?</li><li>• Why did the Rump go to war?</li><li>• What was the outcome of Charles II invasion at Worcester?</li><li>• Why was the Rump dissolved?</li><li>• What was Cromwell’s aim as protector?</li><li>• How did the Major-Generals come to rule?</li><li>• How did the Major General’s rule come to an end?</li><li>• How did the Restoration take place?</li><li>• What was the emergence of the country and city parties?</li><li>• How important were the religious differences at court?</li> <li>• What caused the Exclusion crisis?</li><li>• How did James attempt to restore Catholicism?</li><li>• What led to the Glorious Revolution?</li><li>• How did the Glorious Revolution happen?</li><li>• What led to the emergence of the Whigs and Tories?</li><li>• How much religious toleration was there under William III?</li><li>• How did ministers gain more power under William and Mary?</li><li>• How significant was the Settlement Act?</li></ul>	<b>Term 2 - Overarching Key Questions</b> <b><u>Stuart Britain and the Crisis of the Monarchy 1603-1702</u></b>  <b><u>From Republic to restored and limited monarchy 1649-78</u></b>          <b><u>The establishment of constitutional monarchy 1678-1702</u></b>
<b>Term 3 – Topics/ Key Content</b>	<b>Term 3 - Overarching Key Questions</b>





Revision of Stuart Britain and the Crisis of Monarchy 1603-1702 and Revolution and Dictatorship: Russia 1917-1953 before the final exams.

**Assessment Overview and Format:**

We will do essay questions and source questions throughout the year for homework and timed essays in class, using the same format and style as they will receive in the final exam.

- 1) Stuart Britain and the Crisis of Monarchy 1603-1702 = 40% of the final mark
- 2) Revolution and Dictatorship: Russia 1917-1953 = 40% of the final mark
- 3) A Level coursework: Civil War to Civil Rights: The struggle for Civil Rights for Black Americans 1863-1968 = 20% of the final mark

**Links for Home Learning/Extension Resources:**

All lessons will be on TEAMS. All coursework reading material will be on TEAMS too to be used from when we start the coursework. In addition, the library will be stocked with plenty of reading material relating to Stalinist Russia and Stuart Britain.





## Key Stage 5 Islamic Curriculum Year 13

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<ul style="list-style-type: none"><li>• Surah An Noor (Ayah 1-10)</li><li>• Protecting society against moral crimes</li><li>• Surah An Noor (Ayah 11-26)</li><li>• The Slander against 'Ā'isha</li><li>• Extremism</li><li>• Responsibility in Islam</li><li>• Allah's Messenger PBUH and social life</li><li>• The five purposes of Islamic legislation</li><li>• Divine laws</li></ul>	<ul style="list-style-type: none"><li>• What is the background of Surah An Noor?</li><li>• How do crimes damage the society?</li><li>• How does Islam ensure safety of society against the moral crimes?</li><li>• What are the punishments prescribed in Islam for those who commit adultery?</li><li>• What are the negative effects of rumours on the individual and society?</li><li>• What are the causes of extremism exhibited by some people in the modern world?</li><li>• What strategies would you propose to bring extremist groups back to the main stream of the society?</li><li>• How would you justify the concept of responsibility in Islam?</li><li>• How would you prove that the Prophet Muhammad PBUH is the last Prophet of Allah?</li><li>• What are the events in the Prophet's Biography (Seerah) that demonstrate the keenness of Prophet Muhammad PBUH on building a coherent society?</li></ul>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<ul style="list-style-type: none"><li>• Surah An Noor Ayah 27-31 Social media and good conduct</li><li>• Surah An Noor (Ayah 32-34 Marriage is the Path to chastity)</li><li>• Creative Thinking in Islam</li><li>• Prohibited sales</li><li>• The five purposes of legislation</li><li>• Globalization</li><li>• Separation of Spouses</li></ul>	<ul style="list-style-type: none"><li>• How would you infer the rules of social media in the light of verses from Surah An Noor?</li><li>• How would you prove that the marriage is the path to chastity?</li><li>• How does Islam promote creative thinking among the believers?</li><li>• How would you justify Islamic ruling about certain sales declared unlawful?</li><li>• What are the five purposes of Shariah?</li><li>• How understanding the five purposes of Sharia helps scholars to pass</li></ul>





	<p>the judgement regarding certain issues?</p> <ul style="list-style-type: none"><li>• What are the positive and negative effects of globalization?</li><li>• Why did Prophet Muhammad PBUH discourage the act of separation between spouses? (Talaq)</li><li>• How does divorce affect the individual and society?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <ul style="list-style-type: none"><li>• Surah An Noor Ayah 46-57) Politeness with the Messenger PBUH</li><li>• The Islamic Economic System</li><li>• Observance (Ittiba) and Imitation (Taqlid)</li><li>• Sheikh Zayed bin Sultan</li><li>• Islam and Knowledge Economy</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <ul style="list-style-type: none"><li>• How would you Infer the etiquettes of dealing with the Prophet PBUH in the capacity of a ruler in the light of Ayahs (46-57)</li><li>• How does Islamic economic system functions as compared to other modern economic systems?</li><li>• Can you analyse Ittiba and Taqleed?</li><li>• What are the dangers associated with imitation?</li><li>• Can you explain the vision of Sheikh Zayed bin Sultan as to building the Emirati Society?</li><li>• How would you justify the position of Islam towards knowledge economy?</li></ul>





## Key Stage 5 Mathematics Curriculum Year 13

### Term 1 – Topics/ Key Content

#### **Pure Mathematics 3**

##### **Algebra and functions**

Simplifying algebraic fractions, Composite and inverse functions, Modulus function Transformations.

##### **Trigonometry**

Secant, cosecant and cotangent (definitions, identities and graphs) & inverse trigonometrical functions.

Compound and double (and half) angle formulae.

$r \cos(x \pm \alpha)$  or  $r \sin(x \pm \alpha)$

##### **Exponentials and logarithms**

Exponential functions and natural logarithms.

##### **Differentiation**

Differentiating exponentials, logarithms and the trigonometric functions  $\sin x$  and  $\cos x$ , and their sums, differences and multiples.

Differentiating products, quotients and using the chain rule.

##### **Integration**

Integrating  $x^n$  (including when  $n = -1$ ), exponentials and trigonometric functions.

Integration by recognition of known derivatives and using trigonometric identities.

##### **Numerical methods**

Location of roots.

Solving by iterative methods

#### **Decision Mathematics 1**

##### **Linear programming**

Formulation of problems

Graphical solutions

Integer solutions

##### **Algorithms**

Introduction to algorithms.

Sorting, searching and packing algorithms.

##### **Algorithms on graphs**

Introduction to graph theory.

Minimum connectors (spanning trees)

Dijkstra's algorithm

### Term 1 - Overarching Key Questions

When does the function machine fail to find an inverse?

Do any functions have a self-inverse?

Is an inverse function always possible?

Students need to know how to find the inverse of a function and it is worth stressing the notation here as lots of students still differentiate when they see this in an exam.

Students should know that if  $f^{-1}$  exists, then  $ff^{-1}(x) = f^{-1}f(x) = x$ . It follows from this that the inverse of a many-one function can only exist if its domain is restricted to make it a one-one function.

What does the full network look like?

Would the minimum spanning tree remain the same if this edge was added?

Can you draw a different spanning tree?

Can you find a shorter tree?

What strategy did you use?

Can you write your strategy in a formal way (as an algorithm)?

What are the similarities and differences?





<p><b>Term 2 – Topics/ Key Content</b></p> <p><b>Pure Mathematics 4</b></p> <p><b>Proof</b> Proof by contradiction.</p> <p><b>Algebra and functions</b> Partial fractions.</p> <p><b>Coordinate geometry in the (x, y) plane</b> Definition and converting between parametric and Cartesian forms.</p> <p><b>Binomial expansion</b> Expanding <math>(a + bx)^n</math> for rational <math>n</math>; knowledge of range of validity.</p> <p><b>Differentiation</b> Differentiating implicit and parametric functions Rates of change problems (including growth and decay)</p> <p><b>Integration</b> Volumes of revolution Integration by substitution Integration by parts Use of partial fractions Differential equations</p> <p><b>Vectors</b> Definitions, magnitude/direction, addition and scalar multiplication Position vectors, distance between two points, geometric problems Vector equation of a line</p> <p><b>Decision Mathematics 1</b></p> <p><b>Algorithms on graphs II</b> Route inspection problem Travelling salesman problem</p> <p><b>Critical path analysis</b> Activity networks; precedence tables Critical path algorithm; earliest and latest event times Total float; Gantt charts Scheduling</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>What shape is given by <math>x = 4 \cos t</math>, <math>y = 2 \sin t</math>? Name and properties of curve? The trigonometric identities (such as <math>\sec^2 x = 1 + \tan^2 x</math>) can be used to convert from parametric to Cartesian form.</p> <p>In a lake the amount of a particular weed (P) grows at a rate proportional to the amount of weed already present in the lake. The weed is removed by fish eating it at a constant rate of 10 kg per day. (a) Write down a differential equation relating P, the amount of weed in kg, and t, the time which has elapsed since the start of the investigation. (b) Given that the weed grows at a rate of 5 kg per day when there is 90 kg of weed present in the lake, find the rate of growth of the weed, in kg/day, when there is 120 kg of weed present.</p> <p>Consider an aircraft landing in a cross-wind – what direction does it need to fly? Link examples to mechanics (kinematics and forces). For example, consider questions such as: The velocity of an object is given by vector <math>v = 3ti + t^2j + 4k</math>. What is its speed after 5 seconds?</p> <p>What is the shortest path passing through a specific point on a route/journey? Earliest end time of a project, what is it? How do you know? If the project is delayed, what events would be affected and</p>





	<p>why? How long would the delay be? How long can a project be delayed for, before it affects the overall project time? How can you organise this information into a scheduling chart?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>Revision - Pure Mathematics 4 Revision – Decision 1</p>	<p><b>Term 3 - Overarching Key Questions</b></p>
<p><b>Assessment Overview and Format:</b></p> <p>There will be Key assessments each year:</p> <ul style="list-style-type: none"><li>• Baseline (When students join in year 12)</li><li>• Key assessment 1 P3 (End of term 1)</li><li>• Key assessment 2 P4 (End of term 2)</li><li>• Key assessment 3 P4 and D1 (End of term 3)</li></ul> <p>Jan Exam: All students will be completing the P3 exam entry in January.</p> <p>Assessment data will be calculated using the most recent assessment, (where available) previous exam data will also be considered.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> <a href="http://www.examsolutions.net">www.examsolutions.net</a></p> <p>Video examples, worksheets, daily revision Maths Genie</p> <p>Videos and exam questions sorted by level – Dr Frost</p> <p>Fun Mathematics: Brilliant.org <a href="https://www.3blue1brown.com">https://www.3blue1brown.com</a> <a href="https://www.numberphile.com">https://www.numberphile.com</a> <a href="https://www.vsauce.com">https://www.vsauce.com</a></p>





## Key Stage 5 Media Studies Curriculum Year 13

### Term 1 – Topics/ Key Content

#### **Radio**

Product: *War of the Worlds* (1938)

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

- media industries
- media audiences.

#### **Online – *The Voice***

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

- media industries
- media audiences.

#### **Zendaya**

The social media profile and target audience of the actress and musician known as Zendaya

#### **Techniques of Persuasion**

##### **Historical, social and cultural contexts**

#### **Video games**

These are in-depth CSPs and needs to be studied with reference to all four elements of the theoretical framework and all relevant contexts.

*Tomb Raider Anniversary* (2007)

Extracts can be accessed online.

*Sims Freeplay*

*Metroid Prime 2 Echoes*

*Tomb Raider*

The study focuses on:

- the game
- the game covers.

#### **Television**

This is an in-depth CSP and needs to be studied with reference to all four elements of the theoretical framework (language, representation, industries and audience) and all relevant contexts.

### Term 1 - Overarching Key Questions

- How does the production, distribution and exhibition of the product that shows how audiences can be reached, both on a national and global scale, through different media technologies by broadcast and digital technologies?
- Analyse the way in which different audience interpretations reflect social, cultural and historical circumstances is evident in the analysis of the series which are explicitly linked to contemporary issues.

Analyse how the semiotics of the visual style engages with the study of genre and narrative with the mise-en-scene of the game – apparent in the gameplay and the cover artwork – referencing sci-fi, fantasy and action adventure as well as the conventions of different types of game play.

How have these products been created to be decoded by their target audiences?







Either *Capital* (Series 1, Episode 1) and *Deutschland 83* (Series 1, Episode 1)  
Or  
*Witnesses* (Series 1, Episode 1) and *The Missing* (Series 2 Episode 1)  
Or  
*No Offence* (Series 1, Episode 1) and *The Killing* (Series 1, Episode 1)  
Two set products

### Term 2 and 3 – Topics/ Key Content

Production of NEA is ongoing throughout the term. The deadline for completion to be set internally by centres. All marks submitted to us by 15 May.

Colleges may decide to allocate more lesson time in the week to NEA completion this term

#### Online

Product: *Teen Vogue* website, Facebook page, Twitter feed

This is an in-depth CSP and needs to be studied with reference to all four elements of the theoretical framework and all relevant contexts.

Product: *The Voice* website

This is an in-depth CSP and needs to be studied with reference to all four elements of the theoretical framework and all relevant contexts.

Exam preparation using targeted and in-depth CSPs to focus on exam skills.

Mock Exam and target setting.

Revision plans.

Production of NEA ongoing throughout term. Deadline for completion to be set internally by centres but ideally to be completed before/just after Easter. All marks submitted by mid-May.

### Term 3 - Revision of all CSP's

Further exam preparation.

### Term 2 - Overarching Key Questions

- Representation of particular groups (age, gender, race), construction of a young female identity.
- Who is constructing the representation and to what purpose? (Stuart Hall).

How are the codes and conventions of a website used in the product?

How are these conventions used to influence meaning?

- Who is constructing the representation and to what purpose? (Stuart Hall).
- Analysis of the construction and function of stereotypes.
- Representation and news values – how do the stories selected construct a particular representation of the world and particular groups and places in it?





	<p>How can you ensure that you are able to apply all theories to the specific AQA CSP products? What is the best way to prepare for each media paper?</p>
<p><b>Assessment Overview and Format:</b> 70% = 2 Exams, 2 hours each 30% = Coursework</p> <p>A mock exam to test knowledge and skills. At the end of each CSP and media concept, there will be written tasks ranging from 500 – 1000 words, which aim to test the written ability of the students.</p>	<p><b>Links for Home Learning/Extension Resources:</b> All lesson resources are on TEAMS and Text books</p>





## Key Stage 5 Moral Social and Cultural Studies Curriculum Year 13

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





## Key Stage 5 Nutrition and Food Science Curriculum Year 13

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





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





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





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





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







## Key Stage 5 Photography Curriculum Year 13

<p><b>Term 1 – Topics/ Key Content</b></p> <p>Students will continue in term 1 with their Personal Projects. This will form 60% of their final coursework and has been based completely on their own choice of topic.</p> <p>Students will have completed to outcome by September and will now work towards their final outcome. The outcome can be in any form of art of choice.</p> <p>This term will end with a 15 Hours mock Exam.</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>How can we produce photographs for a purpose?</p> <p>What lenses work best for different scenarios?</p> <p>How will you know you have picked the best settings and lens?</p>
<p><b>Term 2 – Topics/ Key Content</b></p> <p>This term will see the start of the Final Photography exam. The theme will come from the board and the students will need to work on this individually with no guidance or prompts.</p> <p>Students will need to create a sketchbook of work that will lead to the final 15-hour exam.</p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>How will you interpret the Exam question?</p> <p>What artists style will best show your talent?</p> <p>How will you know you have achieved the best plan for the outcome?</p>
<p><b>Term 3 – Topics/ Key Content</b></p> <p>The Final Exam will take place at the beginning of this term. The rest of the sessions will be spent planning the Final Exhibition.</p> <p>The course ends 1<sup>st</sup> of May.</p>	<p><b>FINAL EXHIBITION</b></p> <p>After May 28th</p>
<p><b>Assessment Overview and Format:</b></p> <p>The Assessment for the Coursework will take place in January against the Exam board Criteria.</p>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p>Students needs to be spending a minimum of 5-6 hours on their homework a week.</p> <p>The homework is set by themselves and monitored by the teacher. The work is not a set task but a continuation of their personal study. Students will create a digital pdf file of</p>





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

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

their portfolio which will be updated each half term and stored in Teams.

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





## Key Stage 5 Physics Curriculum Year 13

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

TERM 1	
<b>3.7 Gravitational fields</b>  <b>3.8 Electric fields &amp; Capacitance</b>  <b>3.10 Magnetic fields</b>  Close the gap revision EXAMS (Unit 3)	<b>3.6 Further mechanics and thermal physics</b> 3.6.1 Periodic motion  <b>3.9 Exponential change</b>  Close the gap revision EXAMS (Unit 3)
Close the gap revision EXAMS (Unit 1,2 &3)	
TERM 2	
3.12 - Nuclear energy  Unit 4/5 revision	3.11 Thermal physics 3.14 Energy stores
TERM 3	
Close the gap revision EXAMS (Unit 4/5)	
<b>Assessment Overview and Format:</b>  For each topic, students will complete. - exam question homework - short end of-unit quizzes  Key Assessments will assess all content to the date of the assessment. They will have the format of iA-level papers.	<b>Links for Home Learning/Extension Resources:</b>  All resources will be shared with students on TEAMS. Physics and Maths Tutor – exam questions and revision notes <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a> IAQA specification <a href="https://www.oxfordaqaexams.org.uk/oxfordaqa-international-as-and-a-level-physics-specification.pdf">oxfordaqa-international-as-and-a-level-physics-specification.pdf (oxfordaqaexams.org.uk)</a>





## Key Stage 5 Psychology Curriculum Year 13

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b><u>Applied psychology: work and the individual.</u></b></p> <ul style="list-style-type: none"><li>• Group processes and individuals</li><li>• Communication at work</li><li>• Effects of email communication</li><li>• Job motivation and satisfaction</li><li>• Workplace stress</li></ul> <p><b><u>Research methods 2</u></b></p> <ul style="list-style-type: none"><li>• Inferential testing</li><li>• Probability and significance</li><li>• Designing and reporting psychological investigations</li><li>• Content analysis</li></ul>	<p><b>Term 1 - Overarching Key Questions</b></p> <p><b><u>Applied psychology: work and the individual.</u></b></p> <ul style="list-style-type: none"><li>• What is a work/life balance?</li><li>• How can work affect stress levels?</li><li>• How can job performance be improved at work?</li><li>• How can job satisfaction be improved?</li></ul> <p><b><u>Research methods 2</u></b></p> <ul style="list-style-type: none"><li>• How is data tested?</li><li>• How can we ensure that data is significant?</li><li>• How are psychological reports written?</li><li>• How is qualitative data analysed?</li></ul>
<p><b>Term 2 –</b></p>	<p><b>Term 2 - Overarching Key Questions</b></p>





<p><b>Topics/ Key Content</b></p> <p><b><u>Issues and debates in psychology</u></b></p> <ul style="list-style-type: none"><li>• Free will and determinism</li><li>• The nature-nurture debate</li><li>• Holism and reductionism</li><li>• Psychology and science</li></ul> <p><b><u>Schizophrenia</u></b></p> <ul style="list-style-type: none"><li>• Symptoms of schizophrenia</li><li>• Diagnosing schizophrenia</li><li>• Explanations for schizophrenia</li><li>• Therapies for schizophrenia</li></ul>	<p><b><u>Issues and debates in psychology</u></b></p> <ul style="list-style-type: none"><li>• What are the consequences of psychological research?</li><li>• Does psychology always take a biological stance on behaviour?</li><li>• What influences behaviour more genes or the environment?</li></ul> <p><b><u>Schizophrenia</u></b></p> <ul style="list-style-type: none"><li>• What is schizophrenia?</li><li>• How is schizophrenia diagnosed?</li><li>• How is schizophrenia treated?</li></ul>
<p><b>Term 3 – Topics/ Key Content</b></p> <p><b><u>Approaches</u></b></p> <ul style="list-style-type: none"><li>• The behaviourist approach</li><li>• Social learning theory</li></ul>	<p><b>Term 3 - Overarching Key Questions</b></p> <p><b><u>Approaches</u></b></p> <ul style="list-style-type: none"><li>• How do psychologists explain behaviour?</li><li>• How do psychologists investigate behaviour?</li><li>• What are the benefits / limitations of taking specific approaches to explaining behaviour?</li></ul> <p><b><u>Sleep</u></b></p> <ul style="list-style-type: none"><li>• Why do we need sleep?</li><li>• What are the effects of sleep?</li></ul>





<ul style="list-style-type: none"><li>• The cognitive approach</li><li>• The biological approach</li></ul> <p><b>Sleep</b></p> <ul style="list-style-type: none"><li>• Biological rhythms and disruptions</li><li>• The nature of sleep</li><li>• Functions of sleep</li><li>• Sleep disorders</li></ul>	<ul style="list-style-type: none"><li>• What are the functions of sleep?</li><li>• How do sleep disorders develop?</li></ul>
<p><b>Assessment Overview and Format:</b></p> <ol style="list-style-type: none"><li>1. End of term 1 – 60 marks – applied psychology and research methods</li><li>2. End of term 2 – 60 marks – issues &amp; debates and schizophrenia.</li><li>3. End of term 3 – all topics – 180 marks.</li></ol>	<p><b>Links for Home Learning/Extension Resources:</b></p> <p><b>Links for Home Learning/Extension Resources:</b></p> <p>Psychboost YouTube channel - <a href="#">Psych Boost - YouTube</a></p> <p>Tutor2u YouTube channel – <a href="https://youtube.com/playlist?list=PLp8BSCLLWBUDZqLBqptjAixY1x9p47IbK&amp;si=GZvAnL9fSRtJ5gYZ">https://youtube.com/playlist?list=PLp8BSCLLWBUDZqLBqptjAixY1x9p47IbK&amp;si=GZvAnL9fSRtJ5gYZ</a></p> <p>Tutor2u website – <a href="#">Psychology   tutor2u</a></p> <p>Physics and Maths Tutor study notes - <a href="#">AQA A-level Psychology Revision - PMT (physicsandmathstutor.com)</a></p> <p>Online Oxford International Textbook - <a href="#">Education Bookshelf (oxfordsecondary.co.uk)</a></p>





4. PS03 and  
PS04  
external  
exam.





## Key Stage 5 BTEC Lead Curriculum Year 13

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><b>Subsidiary Diploma</b></p> <p><b><u>Unit 24- Applied Sports Anatomy and Physiology</u></b></p> <ul style="list-style-type: none"><li>• Learning Aim A- Examine the function of the musculoskeletal system and how it responds to exercise</li><li>• Learning Aim B- Examine the function of the cardiovascular system and how it responds to exercise</li></ul> <p><b>Diploma</b> <b>Subsidiary Diploma +</b></p> <p><b><u>Unit 28: Fitness Testing</u></b></p> <ul style="list-style-type: none"><li>• Learning Aim A- A Examine a range of laboratory-based and field-based fitness tests</li><li>• Learning Aim B - Use health screening techniques and fitness tests for a specified purpose</li><li>• Learning Aim C- Interpret the results of fitness tests and health screening techniques for a specified purpose</li></ul>	<p>What impact does the musculoskeletal system have on sport?</p> <p>What role does the cardiovascular system play in sport?</p> <ul style="list-style-type: none"><li>• Do you know different skills and techniques in a variety of sports?</li></ul>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><b>Subsidiary Diploma</b></p> <p><b><u>Unit 24- Applied Sports Anatomy and Physiology</u></b></p> <ul style="list-style-type: none"><li>• Learning Aim C- Examine the function of the respiratory system and how it responds to exercise</li></ul>	<p>Why is the respiratory system important in sport?</p>







<ul style="list-style-type: none"><li>• Learning Aim D- Explore the different types of energy systems and how they are used in exercise</li></ul> <p><i>Diploma</i> <i>Subsidiary Diploma +</i></p> <p><b><u>Unit 33- Rules, Regulations and Officiating</u></b></p> <ul style="list-style-type: none"><li>• Learning Aim A- Understand the roles and responsibilities of the officials involved in sport</li><li>• Learning Aim B- Explore the performance of officials in a selected sport</li><li>• Learning Aim C- Undertake the role of a match official in a competitive sport.</li></ul>	
<p><b>Term 3 – Topics/ Key Content</b></p> <p><i>Subsidiary Diploma</i></p> <p><b><u>Unit 26- Nutrition for Physical Performance</u></b></p> <ul style="list-style-type: none"><li>• Learning Aim A- Examine concepts of nutrition, hydration, diet and digestion</li><li>• Learning Aim B Explore energy intake and expenditure for sports and physical activity</li><li>• Learning Aim C- Investigate legislation, guidance and procedures associated with anti-doping</li><li>• Learning Aim D- Produce a diet and hydration plan to support a selected sport or physical activity</li></ul> <p><i>Diploma</i></p>	<p><b>Term 3 - Overarching Key Questions</b></p> <p>Can you identify the areas of a balanced diet and why sports performers eat certain foods?</p>





***Subsidiary Diploma +***

**Unit 2: Careers in the Sport and Active Leisure Industry**

- Learning Aim A Examine the organisation of the sport and active leisure industry and its provision in your country
- Learning Aim B Investigate careers in the sport and active leisure industry
- Learning Aim C Explore recruitment processes for a job role in the sport and active leisure industry
- Learning Aim D- Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry

**Assessment Overview and Format:**

Pupils can present their knowledge and understanding for the learning aims in a variety of formats, but the main format is through a PowerPoint presentation.

**Links for Home Learning/Extension Resources:**

Ever Learner  
Pearson's Edexcel BTEC Sport Specification for all content





## Key Stage 5 Physical Education Curriculum Year 13

### Term 1 – Topics/ Key Content

#### **Exercise Physiology**

##### **Diet and nutrition and their effect on physical activity and performance**

- Understand the exercise-related function of food classes
- Positive and negative effects of dietary supplements/manipulation on the performer.

##### **Preparation and training methods in relation to maintaining physical activity and performance**

- Understanding of the key terms relating to laboratory conditions and field tests.
- Physiological effects and benefits of a warm-up and cool down.
- Principles of training.
- Application of principles of periodisation
- Training methods to improve physical fitness and health

#### **Sport Psychology**

##### **Aspects of personality**

- Understanding of the nature vs nurture debate in the development of personality
- Interactionist perspective
- How knowledge of interactionist perspective can improve performance

### Term 1 - Overarching Key Questions

What is and how does it affect sporting performance?

- Carbohydrates
- Fibre
- Fats
- Creatine, Sodium Bicarbonate, Caffeine, Glycogen Loading

What is and how does it affect sporting performance?

- Quantitative, qualitative, objective, subjective, validity and reliability
- Macro, meso and micro cycle
- Preparation, competition, transition, tapering and peaking

What is and how does it affect sporting performance?

- Trait, social learning





### ***Attitudes***

- Triadic model.

### ***Arousal***

- Theories of arousal.
- Practical applications of theories of arousal and their impact on performance
- Characteristics of peak flow experience

### ***Anxiety***

- Types of anxiety.
- Advantages and disadvantages of using observations, questionnaires and physiological measures to measure anxiety.

### ***Aggression***

- Difference between aggression and assertive behaviour
- Theories of aggression
- Strategies to control aggression.

### ***Sport and society and the role of technology in physical activity and sport***

#### ***Concepts of physical activity and sport***

- The characteristics and functions of key concepts and how they create the base of the sporting development continuum.
- The similarities and the differences between these key concepts

What is and how does it affect sporting performance?

- Components of an attitude
- Formations of attitudes
- Changing attitudes





### ***Development of elite performers in sport***

- The factors required to support progression from talent identification to elite performance.
- The generic roles, purpose and the relationship between organisations in providing support and progression from talent identification through to elite performance
- The support services provided by National Institutes of Sports for talent development.
- The key features of UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification and Development

### ***Ethics in Sport***

- Understanding of the key terms relating to ethics in sport.
- Positive and negative forms of deviance in relation to the performer

### ***Violence in sport***

- The causes and implications of violence in sport
- Strategies for preventing violence within sport to the performer and spectator.





### ***Drugs in sport***

- The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance.

### **Term 2 – Topics/ Key Content**

#### **Exercise Physiology**

#### ***Injury prevention and the rehabilitation of injury***

- Types of injury.
- Understanding different methods used in injury prevention, rehabilitation and recovery
- Physiological reasons for methods used in injury rehabilitation.
- Importance of sleep and nutrition for improved recovery

#### **Biomechanical movement**

#### ***Biomechanical principles***

- Newton's Three Laws of linear motion applied to sporting movements
- Definitions, equations and units of example scalars
- Centre of mass
- Factors affecting stability.

#### ***Levers***

- Three classes of levers
- Mechanical advantages and disadvantages

### **Term 2 - Overarching Key Questions**

What is and how does it affect sporting performance?

- Acute
- Chronic
- Injury prevention methods
- Proactive equipment
- Warm up
- Injury rehabilitation methods
- Recovery from exercise

What is and how does it affect sporting performance?

- First law (inertia), second law (acceleration), third law (action/reaction). Force





### ***Linear Motion***

- An understanding of the forces acting on a performer during linear motion.
- Definitions, equations and units of vectors.
- Definitions, equations and units of scalars.
- The relationship between impulse and increasing and decreasing momentum in sprinting through the interpretation of force/time graphs.

### ***Angular Motion***

- Application of Newton's laws to angular motion.
- Definitions and units for angular motion
- Conservation of angular momentum during flight, moment of inertia and its relationship with angular velocity.

### ***Projectile Motion***

- Factors affecting horizontal displacement of projectiles
- Factors affecting flight paths of different projectiles

### ***Fluid Mechanics***

- Dynamic fluid force
- Factors that reduce and increase drag and their application to sporting situation
- The Bernoulli principle

### ***Sport Psychology***





### ***Motivation***

- Achievement motivation theory
- Atkinson's Model of achievement motivation
- Characteristics of personality components of achievement motivation
- Impact of situational component of achievement motivation.

### ***Achievement goal theory***

- Strategies to develop approach behaviours leading to improvements in performance.

### ***Social facilitation***

- Social facilitation and inhibition.

### ***Evaluation apprehension.***

- Strategies to eliminate the adverse effects of social facilitation and social inhibition.
- Group dynamics
- Group formation.
- Cohesion.
- Steiner's model of potential and actual productivity, faulty group processes
- Ringelmann effect and social loafing

### ***Goal Setting***

### ***Attribution theory***

- Attribution process.
- Weiner's Model and its application to sporting situations







- Link between attribution, task persistence and motivation.
- Self-serving bias.

#### ***Attribution retraining***

- Learned helplessness.
- Strategies to avoid learned helplessness leading to improvements in performance.

#### ***Self-efficacy and confidence***

- Characteristics of self-efficacy, self-confidence and self-esteem
- Bandura's Model of self-efficacy
- Vealey's Model of self-confidence.

#### ***Leadership***

- Characteristics of effective leaders
- Styles of leadership
- Theories of leadership in different sporting situations.

#### ***Stress management***

- Explanation of the terms 'stress' and 'stressor'
- Use of warm up for stress management.
- Effects of cognitive and somatic techniques on the performer.
- Explanation of cognitive techniques.





- Explanation of somatic techniques.

***Sport and society and the role of technology in physical activity and sport***

***Impact of commercialisation on physical activity and sport and the relationship between sport and the media***

- The positive and negative impact of commercialisation, sponsorship and the media.

***The role of technology in physical activity and sport***

- Understanding of technology for sports analytics
- Functions of sports analytics
- The development of equipment and facilities in physical activity and sport, and their impact on participation and performance.
- The role of technology in sport and its positive and negative impacts

**Term 3 – Topics/ Key Content**

***Revision***

***Finalising NEA Coursework***

**Term 3 - Overarching Key Questions**

**Assessment Overview and Format:**

Students will be assessed regularly through:

- use of formative assessments
- key assessments
- Full mock papers

**Links for Home Learning/Extension Resources:**

- Everleaner (individual log in)
- AQA Text Book
- AQA Revision Text





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LIMITLESS  
LEARNING



## Key Stage 5 Sociology Curriculum Year 13

<p><b>Term 1 – Topics/ Key Content</b></p> <p><b>Teacher 2: UNIT 3 – Education</b></p>    <p><b>Teacher 1 – Term 1 Unit 4 - Religion</b> Religion and social order</p> <p>The influence of religion</p>	<p><b>Term 1 - Overarching Key Questions</b></p> <p>How has social mobility impacted education?</p> <p>What are the influences on the curriculum?</p> <p>What is the role of Religion in society?</p> <p>How does Religion ensure social order?</p> <p>How is Religion a source of social change?</p> <p>What is the secularisation debate?</p> <p>How does religion represent Gender and feminism?</p> <p>What is the role of Religion within postmodernity?</p>
<p><b>Teacher 2: Term 2– Topics/ Key Content</b></p>  <p><b>Teacher 2: UNIT 3 – Education</b></p>  <p><b>Teacher 1 - UNIT 4 –Mass Media</b></p>	<p><b>Term 2 - Overarching Key Questions</b></p> <p>How is attainment impacted by ability, class, gender, and ethnicity?</p> <p>What is the global perspective of media?</p> <p>Theoretical approaches to media ownership</p> <p>Impact of new media</p> <p>Media representations</p> <p>Media effects</p>
<p><b>Term 3 – Topics/ Key Content</b></p>  <p>Consolidation and Revision</p>	<p><b>Term 3 - Overarching Key Questions</b></p>
<p><b>Assessment Overview and Format:</b></p>	<p><b>Links for Home Learning/Extension Resources:</b></p>





In November, students will get an opportunity to re-sit their AS exam and bank 50% of their final grade.

In June 2022, students will sit 2 exams; Paper 3 on Education (1hr 15 minutes) and Paper 4 on Mass Media and Religion (1hr 45 minute)

During the year, students will be assessed informally through discussion, completion of past paper questions and verbal feedback. Formal summative assessments will take place every half term, with a mock examination, at the end of each unit.

Students will be issued a copy of the Cambridge International Examination IA Level Sociology textbook.

Students are recommended to download a free digital copy of Sociology in Focus

<https://www.shortcutstv.com/blog/2019/02/08/free-textbook-sociology-in-focus-for-as/>

<https://www.shortcutstv.com/blog/2019/02/10/sociology-in-focus-for-a2-free-textbook/>

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

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

Useful websites for revision and exam practice

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

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

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

