



## GEMS Winchester School Dubai



# Curriculum Overviews

## Year 10

### Overview and Contents

Our Key Stage 4 curriculum is imaginatively designed to provide a wealth of opportunities where students can take intelligent risks, ask questions to satisfy their intellectual curiosity and explore ideas to deepen their understanding; while promoting critical thinking skills. We allow students to develop their knowledge, understanding and creativity through a curriculum underpinned by the GEMS Core Values of 'Leading through Innovation, Pursuing Excellence, Growing by Learning, and Global Citizenship'. This approach fosters our students' readiness for some of the finest universities both in the UAE and overseas and their employability.

This guide has been produced to support Year 10 families understand what will be taught in each of the subjects that students will study in Year 10. Please click on the links below to take you through to a page for each subject that gives a short overview of the curriculum in that area of the school.

| Subject                | Link                       | Subject             | Link                       |
|------------------------|----------------------------|---------------------|----------------------------|
| English First Language | <a href="#">Click here</a> | Economics           | <a href="#">Click here</a> |
| English Literature     | <a href="#">Click here</a> | Business Studies    | <a href="#">Click here</a> |
| Maths                  | <a href="#">Click here</a> | Geography           | <a href="#">Click here</a> |
| Combined Science       | <a href="#">Click here</a> | History             | <a href="#">Click here</a> |
| Biology                | <a href="#">Click here</a> | Travel and Tourism  | <a href="#">Click here</a> |
| Chemistry              | <a href="#">Click here</a> | Global Perspectives | <a href="#">Click here</a> |
| Physics                | <a href="#">Click here</a> | Sociology           | <a href="#">Click here</a> |
| Arabic A               | <a href="#">Click here</a> | Media Studies       | <a href="#">Click here</a> |
| Arabic B               | <a href="#">Click here</a> | iGCSE PE            | <a href="#">Click here</a> |
| Islamic A              | <a href="#">Click here</a> | Art & Design        | <a href="#">Click here</a> |
| Islamic B              | <a href="#">Click here</a> | Drama               | <a href="#">Click here</a> |
| PSHE (for non-Muslims) | <a href="#">Click here</a> | French              | <a href="#">Click here</a> |
| Moral Education        | <a href="#">Click here</a> | ICT                 | <a href="#">Click here</a> |
| UAE Social Studies     | <a href="#">Click here</a> | Computer Science    | <a href="#">Click here</a> |
| Accounting             | <a href="#">Click here</a> | Psychology          | <a href="#">Click here</a> |

| Term                  | Topics to be Studied  |
|-----------------------|---|
| <b>Autumn Term 1a</b> | <p><b><u>Unit of Study: Rocket Science</u></b></p> <p>In this unit, we will be enhancing our knowledge of grammar through multiple reading activities. The major grammar topics are covered in these units are parts of speech, passive voice, prefixes and quantifiers. We will also be learning and practicing two new writing tasks: -News Report and Blog Post</p> <p><b>IGSCE Questions:</b> - Reading Comprehension and Summary</p>   |
| <b>Autumn Term 1b</b> | <p><b><u>Unit of Study: Bear Essential/Simply Flying</u></b></p> <p>In this unit, we will be enhancing our knowledge of grammar through multiple reading activities along with writer's effect. The major grammar topics are covered in these units are prefixes and punctuations: parentheses, commas, dashes and hyphens. We will also be learning and practicing two new writing tasks: -School Magazine Articles and Speech Writing</p> <p><b>IGSCE Questions:</b> -Writers Effect, Writers Style and Descriptive Writing</p> |
| <b>Spring Term 2a</b> | <p><b><u>Unit of Study: On the Ball</u></b></p> <p>In this unit, we will be enhancing our knowledge of grammar through multiple reading activities. The major grammar topics are covered in these units are dialogues, parts of speech and more punctuations: semi-colons, apostrophes, prefixes, spelling. We will also be learning and practicing two new writing tasks: -Dialogue and Evaluative Writing</p> <p><b>IGSCE Questions:</b> - Reading Comprehension and Descriptive Writing</p>                                    |
| <b>Spring Term 2b</b> | <p><b><u>Unit of Study: Great Rivers/Elephant Tales</u></b></p> <p>In this unit, we will be enhancing our knowledge of grammar through multiple reading activities. The major grammar topics are covered in these units are complex sentence structures, synonyms, facts v. opinions, commas and parts of speech. We will also be learning and practicing two new writing tasks: - Complaint Letter and Journal Entry</p> <p><b>IGSCE Questions:</b> - Response to Reading and Narrative Writing</p>                              |
| <b>Summer Term 3a</b> | <p><b><u>Unit of Study: Bricks and Stone</u></b></p> <p>In this unit, we will be enhancing our knowledge of grammar through multiple reading activities. The major grammar topics are covered in these units are prepositions, past tenses, relative clauses, sentence punctuations along with writer's effects. We will also be learning and practicing two new writing tasks: - Informative Letter and News Report.</p> <p><b>IGSCE Questions:</b> - Reading Comprehension, Summary and Directed Writing</p>                    |
| <b>Summer Term 3b</b> | <p><b><u>Unit of Study: Aiming High</u></b></p> <p>In this unit, we will be enhancing our knowledge of grammar through multiple reading activities. The major grammar topics are covered in these units are linking words, spelling and parts of speech. We will also be learning and practicing two new writing tasks: -Formal Report and Journal Entry.</p> <p><b>IGSCE Questions:</b> - Writers Effect, Writers Style and Narrative Writing</p>  |

**Useful Resources/Websites**

Writer's Effect - [https://www.youtube.com/watch?v=nEO1kXIU1\\_c](https://www.youtube.com/watch?v=nEO1kXIU1_c)  
 Vocabulary - <https://www.youtube.com/watch?v=9DuPmNZbKe4>  
 Summary Writing - <https://www.youtube.com/watch?v=FjctFImqC4M>  
 Article Writing - <https://www.youtube.com/watch?v=q0BIWpdEZR8>  
 Directed Writing - <https://www.youtube.com/watch?v=ljRhqZDBrky>  
 Report Writing - <https://www.youtube.com/watch?v=pFjuQsf-eAE>  
 Journal Writing - <https://www.youtube.com/watch?v=q0BIWpdEZR8>  
 Informative Speech - <https://www.youtube.com/watch?v=btJ3le6BqcU>  
 Story Writing - <https://www.youtube.com/watch?v=PLQCGtqwtwQ>

[Click here to return to the contents page](#)

| Term           | Topics to be Studied   |
|----------------|--|
| Autumn Term 1a | <p><b><u>Drama: Macbeth (Act 1, Sc 1 –5)</u></b><br/>                     In the text mentioned above, we will be learning to explore themes, ideas, perspectives, and contextual factors shown by specific, detailed links between context /text/task. In addition, we will be analysing writer’s methods and further explore effects of writer’s methods on reader. Lastly, we will also explore structuring exam-style response.</p>  |
| Autumn Term 1b | <p><b><u>Drama: Macbeth (Act 1, Sc 6–7), Act 2 (Sc 1-4)</u></b><br/> <b><u>Poetry: Blessings by Imtiaz Dharker and The Road not Taken by Robert Frost.</u></b><br/>                     In the text mentioned above, we will be learning to explore themes, ideas, perspectives, and contextual factors shown by specific, detailed links between context /text/task. In addition, we will be analysing writer’s methods and further explore effects of writer’s methods on reader. Lastly, we will also explore structuring exam-style response.</p>                                    |
| Spring Term 2a | <p><b><u>Drama: Macbeth Act 3</u></b><br/> <b><u>Poetry: Hurricane Hits England by Grace Nichols &amp; Winter Swans by Owen Sheers</u></b><br/>                     In the text mentioned above, we will be learning to explore themes, ideas, perspectives, and contextual factors shown by specific, detailed links between context /text/task. In addition, we will be analysing writer’s methods and further explore effects of writer’s methods on reader. Lastly, we will also explore structuring exam-style response.</p>  |
| Spring Term 2b | <p><b><u>Drama: Macbeth Act 4 and Act 5 (Sc 1&amp;2)</u></b><br/> <b><u>Poetry: Poem at thirty-nine by Alice Walker.</u></b><br/>                     In the text mentioned above, we will be learning to explore themes, ideas, perspectives, and contextual factors shown by specific, detailed links between context /text/task. In addition, we will be analysing writer’s methods and further explore effects of writer’s methods on reader. Lastly, we will also explore structuring exam-style response.</p>  |
| Summer Term 3a | <p><b><u>Drama: Macbeth Act 5 (Sc 3 onwards.)</u></b><br/> <b><u>Poetry: The Door by Miroslav Holub</u></b><br/>                     In the text mentioned above, we will be learning to explore themes, ideas, perspectives, and contextual factors shown by specific, detailed links between context /text/task. In addition, we will be analysing writer’s methods and further explore effects of writer’s methods on reader. Lastly, we will also explore structuring exam-style response.</p>   |
| Summer Term 3b | <p><b><u>Drama: Macbeth revision</u></b><br/> <b><u>Poetry: &amp; The Journey by Mary Oliver, Where I come from by Elizabeth Brewster, Wind by Ted Hughes, This Morning by Esther Morgan.</u></b><br/>                     In the text mentioned above, we will be learning to explore themes, ideas, perspectives, and contextual factors shown by specific, detailed links between context /text/task. In addition, we will be analysing writer’s methods and further explore effects of writer’s methods on reader. Lastly, we will also explore structuring exam-style response.</p> |

**Useful Resources/Websites Macbeth:**

<https://www.norlington.net/assets/Uploads/Downloads/Macbeth-Revision-Booklet.pdf>

[Click here to return to the contents page](#)

| Term                         | Topics to be Studied   |
|------------------------------|--|
| <p><b>Autumn Term 1a</b></p> | <p>At the start of the term, both the Higher and Foundation students review the following topics they learnt in Key Stage 3:</p> <ul style="list-style-type: none"> <li>• Fractions and its operations: This topic cover all the operations involving addition, subtraction, multiplication and division of fractions and mixed numbers.</li> <li>• Decimals and operations: This topic cover all the operations involving addition, subtraction, multiplication, and division of decimals.</li> <li>• Percentages: This topic cover percentages, how to find percentage of an amount</li> <li>• Conversion of percentages to fraction and decimal and vice versa</li> <li>• Indices Law: This topic covers different indices law and their applications. This also covers zero and negative indices.</li> </ul> <p>In addition to the above topics, Foundation and Higher topic lists are given below:</p> <p><b>Higher</b></p> <ul style="list-style-type: none"> <li>• Recurring decimals: This involves converting recurring decimals into fraction</li> <li>• Fractional indices</li> <li>• Sets and Venn Diagrams: This covers sets, different operations of sets, representing sets in Venn diagram, analysing Venn diagram</li> </ul> <p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• LCM and HCF: This topic involve multiples, factors, prime factorisation, Lowest Common Multiple and Highest Common Factor</li> <li>• Sequences: This topic covers term to term rule, nth term of an arithmetic sequence</li> <li>• Properties of different quadrilaterals</li> </ul> |
| <p><b>Autumn Term 1b</b></p> | <p><b>Higher</b></p> <ul style="list-style-type: none"> <li>• Percentage change and compound Interest: This topic includes percentage change, reverse percentage, compound interest</li> <li>• Solving problems involving standard form</li> <li>• Algebraic manipulation: This topic covers expanding two or more linear expressions, factorising quadratic expression, simplify algebraic fractions, completing the square</li> <li>• Expressions and formulae: solving and manipulating formulae, changing the subject of formulae</li> <li>• Solving linear equations</li> <li>• Proportion: This covers direct and inverse proportion and relate algebraic solutions, graphical representation</li> <li>• Solving simultaneous linear equations</li> <li>• Sequences: This topic covers nth term of arithmetic sequence and sum of arithmetic series</li> </ul> <p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• Interior and exterior angles of polygons</li> <li>• Congruent shapes</li> <li>• Circle properties: This topic covers the terms associated with circle, understand chord and tangent properties of a circle</li> <li>• Mensuration of 2D shapes: This covers conversion of measurements, perimeter and area of rectangle, square, triangle, parallelogram and trapezium, circumference and area of circle and semicircle</li> </ul>  |

|                              |   |
|------------------------------|---|
| <p><b>Spring Term 2a</b></p> | <p><b>Higher</b></p> <ul style="list-style-type: none"> <li>Quadratic equations: This topic includes solving quadratic equation by factorisation, quadratic formula and completing the square method</li> <li>Graphs: gradient of a straight line, equation of a straight line, parallel and perpendicular lines</li> <li>Polygons: different quadrilaterals, interior and exterior angle of polygons and congruent shapes</li> <li>Measures: This topic covers bearings, average speed, compound measures such as speed, density and pressure</li> </ul> <p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>Percentage change and compound Interest: This topic includes percentage change, reverse percentage, compound interest</li> <li>Ratio and Proportion: This includes ratio notation, writing ration in n:1 or 1: n format, divide a quantity in given ratio, direct proportion</li> <li>Degree of accuracy: rounding integers to nearest 10, 100 and 1000, rounding to significant figures or given decimals</li> </ul> |
| <p><b>Spring Term 2b</b></p> | <p><b>Higher</b></p> <ul style="list-style-type: none"> <li>Construction: This covers constructing triangles, perpendicular and angle bisectors, solving problems using scale drawings</li> <li>Trigonometry and Pythagoras theorem: This topic covers trigonometric ratios, angles of elevation and depression, sine and cosine rules, Pythagoras theorem in 3D, area of triangle</li> <li>Mensuration: This covers perimeter and areas of sectors of circles</li> <li>3D shapes and volume: This includes surface area and volume of sphere and a right circular cone</li> </ul> <p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>Standard form: Converting numbers to significant figures and vice versa</li> <li>Algebraic manipulation: evaluating expressions, collect like terms, expanding brackets, factorise linear and quadratic expressions</li> <li>Expressions and formulae: substituting in formulae, using formulae, deriving formulae, changing the subject of formulae</li> </ul>                              |
| <p><b>Summer Term 3a</b></p> | <p><b>Higher</b></p> <ul style="list-style-type: none"> <li>Similarity: similar figures, are and volume of similar figures</li> <li>Transformation Geometry: This topic includes translation, reflection, rotation, enlargements, describing transformations</li> </ul> <p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>Solving linear equations</li> <li>Solving linear inequalities</li> <li>Graphs: interpreting information from linear and nonlinear graphs, coordinate geometry, draw and interpret conversion graphs</li> <li>Transformation Geometry: This topic includes translation, reflection, rotation, enlargements, describing transformations</li> </ul>  |
| <p><b>Summer Term 3b</b></p> | <p><b>Higher</b></p> <ul style="list-style-type: none"> <li>Statistical measure: This includes median from cumulative frequency diagram, measure of spread, interquartile range from discrete data and cumulative frequency diagram</li> <li>Probability: This includes draw and use tree diagram, independent events, conditional probability</li> <li>Students will also practice IGCSE past papers</li> </ul> <p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>Graphical representation of data: use different methods of presenting data, construction of statistical diagram</li> <li>Statistical measures: finding averages and range for discrete data set, estimating mean for grouped data, modal class of grouped data</li> <li>Students will also practice IGCSE past papers</li> </ul>   |

**Useful Resources/Websites**

- <https://corbettmaths.com/>
- <http://www.mrbartonmaths.com/students/gcse/>
- <https://www.piximaths.co.uk/>

| Term                         | Topics to be Studied   |
|------------------------------|--|
| <p><b>Autumn Term 1a</b></p> | <p><b><u>Cell Structure and Organisation</u></b><br/>                     In this unit, students will be learning about the function of the organelles present in cells and how cells and tissues are adapted to carry out distinct functions in an organism. In addition, students will learn about movement of materials via diffusion, osmosis, and active transport.</p> <p><b><u>Evolution, Adaptations, and Interdependence</u></b><br/>                     In this unit students will learn about theories of evolution and how organisms adapt and compete in response to changing environment.</p> <p><b><u>Atomic Structure and The Periodic Table</u></b><br/>                     In this unit, students know the states of matter and can name the interconversion process. Students should be familiar with simple diffusion experiments, such as Br<sub>2</sub> /air, NH<sub>3</sub> /HCl, KMnO<sub>4</sub> /water. Students should learn to calculate the number of individual subatomic particles in an atom using atomic number and mass number. Students will be able to represent the electronic structure of the first 20 elements of the periodic table.</p> <p><b><u>Structure, Bonding and Properties of Matter</u></b><br/>                     In this unit, students will learn that metals form positive ions, whereas non-metals form negative ions. Students will learn to draw or complete diagrams to show how elements form ions and ionic compounds and explain the electrical conductivity of ionic substances. Students will be able to compare the properties of ionic, covalent, and giant lattice structure. Students will learn what is meant by nanoscience and nanoparticles and should consider some of the applications of these materials.</p> |
| <p><b>Autumn Term 1b</b></p> | <p><b><u>Ecology</u></b><br/>                     In this unit, students will calculate energy transfer from each trophic level and explain how materials are decayed and cycled in a stable community.</p> <p><b><u>Trends within the periodic table</u></b><br/>                     In this unit, students will learn to describe the reactions of Group 1 metals with water, air and chlorine and know that Group 1 metals form 1+ ions. Also, that they form hydroxides that dissolve in water to give alkaline solutions. They will learn that a more reactive halogen can displace a less reactive halogen from an aqueous solution of its salt. Students will learn the properties of transition metals and their applications.</p> <p><b><u>Forces and interaction</u></b><br/>                     In this unit students will study about contact and non-contact forces, friction, scalars and vectors and to calculate the weight. They will also learn about elastic and inelastic distortions. They will learn about Hooke's law and will be investigating Hooke's law to find the spring constant.</p> <p><b><u>Forces and Motion</u></b><br/>                     In this unit students will learn to interpret distance time graph. They will study how to calculate speed from distance time graph. They will learn to describe velocity, acceleration and to interpret velocity time graph. They will learn to calculate acceleration and distance from velocity time graph. They will study about Newton's laws of motion and learn to calculate the resultant forces using the Newton's first law and second law. They will study about thinking, braking and stopping distances and the factors affecting them.</p>  |
| <p><b>Spring Term 2a</b></p> | <p><b><u>Plants as Organisms</u></b><br/>                     In this unit, students will learn about how plant organs are adapted to carry out photosynthesis and explain the factors that can limit the rate of photosynthesis in plants.</p> <p><b><u>Homeostasis</u></b><br/>                     In this unit, students will learn about how organisms control their body temperature and blood sugar levels. In addition to this they will also learn the role of kidneys and hormone ADH in water balance.</p>  |

|                                  |  |
|----------------------------------|--|
|                                  | <p><b><u>Force and Energy</u></b><br/>         In this unit student will learn about work done. Students will study to describe the transfer of kinetic energy in particular situations. They will learn to calculate the amount of elastic potential energy stored in a stretched spring using the equation. They will learn about kinetic energy, gravitational potential energy and use formula to calculate K.E and G.P.E. They will learn the relationship between power, P, work done, W, or energy transferred, E, and time. Students will learn to identify when and where energy has been transferred using concepts such as kinetic energy, gravitational potential energy and elastic potential energy. Students will learn to calculate efficiency as a decimal or as a percentage. They will learn to draw and interpret Sankey diagrams to show how the overall energy in a system is redistributed when the system is changed but there is no net change to the total energy.</p> <p><b><u>Energy resources</u></b><br/>         In this unit students will learn about different energy resources; energy from Wind, Water, Sun and Earth and will learn to identify advantages and drawbacks with their use.</p>  |
| <p><b>Spring<br/>Term 2b</b></p> | <p><b><u>Human Biology – Circulation</u></b><br/>         In this unit, students will learn about the role of heart and blood vessels in the transport of blood all around the body and explain the function of main components of blood.</p> <p><b><u>General properties of waves</u></b><br/>         In this unit students will explore the use of the wave model to explore the behaviour of waves and its application to contexts such as information communication, sight and medicine. Students will learn about transverse and longitudinal waves. Students will learn about how waves get reflected, refracted and diffracted at the boundary between two different materials. They will learn to explain the meaning of frequency, wavelength, period, amplitude and wavefront. They will learn to explain the relationship between wave speed, v, frequency, f, and wavelength, <math>\lambda</math>, is: <math>v = f \times \lambda</math>.</p> <p><b><u>Electromagnetic spectrum</u></b><br/>         In this unit students will learn about the order of electromagnetic waves within the spectrum, grouped in terms of energy, frequency and wavelength. They will learn to describe the uses of light, infrared, microwave and radio waves. They will also learn to explain how infrared radiation is related to the temperature of an object. They will learn to describe the uses of UV, X-ray and gamma rays.</p> <p><b><u>Sound</u></b><br/>         In this unit students will learn how sound waves travels. They will learn how pitch and loudness is related to frequency and amplitude. They will learn to use and interpret data from diagrams of oscilloscope traces.</p> |
| <p><b>Summer<br/>Term 3a</b></p> | <p><b><u>Human Biology- Breathing</u></b><br/>         In this unit, students will learn about gaseous exchange in lungs, types of respiration and effect of exercise on breathing rate in body.</p> <p><b><u>Nervous Coordination and Behaviour</u></b><br/>         In this unit, students will learn about how receptors enable an organism to respond to changes in the surroundings and explain how reflex arc works in detail. In addition, this unit will also cover different types of animal behaviours.</p> <p><b><u>Chemical Changes</u></b><br/>         In this unit, students will recall and describe the reactions, of potassium, sodium, lithium, calcium, magnesium, zinc, iron and copper with water or dilute acids, where appropriate, to place them in order of reactivity. They will be able to describe displacement reactions in terms of oxidation and reduction, and to write the ionic equations. They will also learn that in solutions and when molten, ionic compounds have ions that are free to move carrying the electric charge with them and positively charged ions move to the negative electrode, and negative ions to the positive electrode. Students will be able to predict the products of electrolysis solutions of ions and explain the application of electrolysis.</p>   |

|                       |   |
|-----------------------|---|
| <b>Summer Term 3b</b> | <p><b>Human Population and Pollution</b><br/>In this unit, students will learn about effect of human population explosion on earth resources and how human activities are polluting the environment. In addition to this, student will also evaluate the consequences of Global warming on earth's climate.</p> <p><b>Chemical Analysis</b><br/>In this unit, students will learn to identify substances and assess their purity from melting point and boiling point information. They will learn to describe how to carry out paper chromatography separations and how the components of a mixture can be identified using Rf values. Students will learn to describe the test for each of the common gas. Recognise the presence of positive and negative ions by this test and finally be able to recognise the presence of these ions in water by this test.</p> |
|-----------------------|---|

#### Useful Resources/Websites

<https://senecalearning.com/en-GB/>

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

<https://revisionworld.com/gcse-revision/gcse-exam-past-papers>

<https://www.tes.com/teaching-resources/gcse-exam-revision>

<https://www.khanacademy.org/>

<https://www.znotes.org/>

<https://www.freesciencelessons.co.uk/>

[Click here to return to the contents page](#)



## Biology Curriculum Overview

| Term           | Topics to be Studied   |
|----------------|--|
| Autumn Term 1a | <p><b><u>Cell Structure and Organisation</u></b><br/>In this unit, students will be learning about the function of the organelles present in cells and how cells and tissues are adapted to carry out distinct functions in an organism. In addition, students will learn about movement of materials via diffusion, osmosis, and active transport.</p> <p><b><u>Evolution, Adaptations, and Interdependence</u></b><br/>In this unit students will learn about theories of evolution and how organisms adapt and compete in response to changing environment.</p> |
| Autumn Term 1b | <p><b><u>Ecology</u></b><br/>In this unit, students will calculate energy transfer from each trophic level and explain how materials are decayed and cycled in a stable community.</p>   |
| Spring Term 2a | <p><b><u>Plants as Organisms</u></b><br/>In this unit, students will learn about how plant organs are adapted to carry out photosynthesis and explain the factors that can limit the rate of photosynthesis in plants.</p> <p><b><u>Homeostasis</u></b><br/>In this unit, students will learn about how organisms control their body temperature and blood sugar levels. In addition to this they will also learn the role of kidneys and hormone ADH in water balance.</p>  |
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### Useful Resources/Websites

<https://senecalearning.com/en-GB/>  
<http://www.physicsandmathstutor.com/>  
<https://revisionworld.com/gcse-revision/gcse-exam-past-papers>  
<https://www.tes.com/teaching-resources/gcse-exam-revision>  
<https://www.khanacademy.org/>  
<https://www.znotes.org/>  
<https://www.freesciencelessons.co.uk/>

[Click here to return to the contents page](#)

| Term           | Topics to be Studied  |
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| Autumn Term 1a | <p><b><u>Atomic Structure and The Periodic Table</u></b><br/>In this unit, students know the states of matter and can name the interconversion process. Students should be familiar with simple diffusion experiments, such as Br<sub>2</sub> /air, NH<sub>3</sub> /HCl, KMnO<sub>4</sub> /water. Students should learn to calculate the number of individual subatomic particles in an atom using atomic number and mass number. Students will be able to represent the electronic structure of the first 20 elements of the periodic table.</p> <p><b><u>Structure, Bonding and Properties of Matter</u></b><br/>In this unit, students will learn that metals form positive ions, whereas non-metals form negative ions. Students will learn to draw or complete diagrams to show how elements form ions and ionic compounds and explain the electrical conductivity of ionic substances. Students will be able to compare the properties of ionic, covalent, and giant lattice structure. Students will learn what is meant by nanoscience and nanoparticles and should consider some of the applications of these materials.</p> |
| Autumn Term 1b | <p><b><u>Trends within the periodic table</u></b><br/>In this unit, students will learn to describe the reactions of Group 1 metals with water, air and chlorine and know that Group 1 metals form 1+ ions. Also, that they form hydroxides that dissolve in water to give alkaline solutions. They will learn that a more reactive halogen can displace a less reactive halogen from an aqueous solution of its salt. Students will learn the properties of transition metals and their applications.</p>  |
| Spring Term 2a | <p><b><u>Chemical Changes</u></b><br/>In this unit, students will recall and describe the reactions, of potassium, sodium, lithium, calcium, magnesium, zinc, iron and copper with water or dilute acids, where appropriate, to place them in order of reactivity. They will be able to describe displacement reactions in terms of oxidation and reduction, and to write the ionic equations. They will also learn that in solutions and when molten, ionic compounds have ions that are free to move carrying the electric charge with them and positively charged ions move to the negative electrode, and negative ions to the positive electrode. Students will be able to predict the products of electrolysis solutions of ions and explain the application of electrolysis.</p>   |
| Spring Term 2b | <p><b><u>Chemical Analysis</u></b><br/>In this unit, students will learn to identify substances and assess their purity from melting point and boiling point information. They will learn to describe how to carry out paper chromatography separations and how the components of a mixture can be identified using R<sub>f</sub> values. Students will learn to describe the test for each of the common gas. Recognise the presence of positive and negative ions by this test and finally be able to recognise the presence of these ions in water by this test.</p>   |
| Summer Term 3a | <p><b><u>Acids, Bases and Salts</u></b><br/>In this unit, students will be able to describe the use of universal indicator to measure the approximate pH of a solution. They will learn to suggest methods to make a named soluble salt as well as know how to make a salt from a metal + acid and that this releases hydrogen gas. Students will learn to describe how to make a soluble salt from an insoluble base and to explain what precipitation is, and how it can be used to make insoluble salts.</p>   |
| Summer Term 3b | <p><b><u>Quantitative Chemistry</u></b><br/>In this unit, students will be able to write word and balanced symbol equations for given reactions. They will learn to calculate the mass of a reactant or product from information about the masses of the other reactants and products in the reaction and the balanced symbol equation. Students will learn to calculate the relative formula mass (M<sub>r</sub>) of a compound from its formula, percentage mass of a named element in a formula, empirical formulae from given information and calculate the number of moles. They will learn to carry out titrations using strong acids and strong alkalis only (sulfuric, hydrochloric and nitric acids only) and to calculate the amount of gas in a reaction by using molar amounts of gases and their volumes.</p>  |

## Useful Resources/Websites

<https://senecalearning.com/en-GB/>

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

<https://revisionworld.com/gcse-revision/gcse-exam-past-papers>

<https://www.tes.com/teaching-resources/gcse-exam-revision>

<https://www.khanacademy.org/>

<https://www.znotes.org/>

<https://www.freesciencelessons.co.uk/>

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| Term                      | Topics to be Studied  |
|---------------------------|---|
| <b>Autumn<br/>Term 1a</b> | <p><b><u>Forces and interaction</u></b><br/>                     In this unit students will study about contact and non-contact forces, friction, scalars and vectors and to calculate the weight. They will also learn about elastic and inelastic distortions. They will learn about Hooke's law and will be investigating Hooke's law to find the spring constant.</p> <p><b><u>Forces and Motion</u></b><br/>                     In this unit students will learn to interpret distance time graph. They will study how to calculate speed from distance time graph. They will learn to describe velocity, acceleration and to interpret velocity time graph. They will learn to calculate acceleration and distance from velocity time graph. They will study about Newton's laws of motion and learn to calculate the resultant forces using the Newton's first law and second law. They will learn to explain terminal velocity and to interpret velocity time graph for the objects that reach terminal velocity. They will study about thinking, braking and stopping distances and the factors affecting them.</p>   |
| <b>Autumn<br/>Term 1b</b> | <p><b><u>Momentum and forces</u></b><br/>                     In this unit student will study about momentum and to calculate momentum using the formula <math>p=mv</math>. They will study about conservation of momentum, and to solve numerical problems. They will study to explain what happens to momentum in collision and explosion. They will learn about the impact forces and the relationship between force, change in momentum and time. Students will be able to use this relationship to explain qualitatively car safety features such as air bags, seat belts, side impact bars, crumple zones.</p> <p><b><u>Moment</u></b><br/>                     In this unit student will learn to describe how to find the centre of mass of a thin lamina with irregular shape. They will learn about moment and to calculate the size of a force, or its distance from a pivot, acting on an object that is balanced. They will study how simple levers can be used as force multipliers.</p>  |
| <b>Spring<br/>Term 2a</b> | <p><b><u>Force and Energy</u></b><br/>                     In this unit student will learn about work done. Students will study to describe the transfer of kinetic energy in particular situations. They will learn to calculate the amount of elastic potential energy stored in a stretched spring using the equation. They will learn about kinetic energy, gravitational potential energy and use formula to calculate K.E and G.P.E. They will learn the relationship between power, P, work done, W, or energy transferred, E, and time. Students will learn to identify when and where energy has been transferred using concepts such as kinetic energy, gravitational potential energy and elastic potential energy. Students will learn to calculate efficiency as a decimal or as a percentage. They will learn to draw and interpret Sankey diagrams to show how the overall energy in a system is redistributed when the system is changed but there is no net change to the total energy.</p> <p><b><u>Energy resources</u></b><br/>                     In this unit students will learn about different energy resources; energy from Wind, Water, Sun and Earth and will learn to identify advantages and drawbacks with their use.</p> |
| <b>Spring<br/>Term 2b</b> | <p><b><u>General properties of waves</u></b><br/>                     In this unit students will explore the use of the wave model to explore the behaviour of waves and its application to contexts such as information communication, sight and medicine. Students will learn about transverse and longitudinal waves. Students will learn about how waves get reflected, refracted and diffracted at the boundary between two different materials. They will learn to explain the meaning of frequency, wavelength, period, amplitude and wavefront. They will learn to explain the relationship between wave speed, <math>v</math>, frequency, <math>f</math>, and wavelength, <math>\lambda</math>, is: <math>v = f \times \lambda</math>.</p>   |

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| <p><b>Summer Term 3a</b></p> | <p><b><u>Electromagnetic spectrum</u></b><br/> In this unit students will learn about the order of electromagnetic waves within the spectrum, grouped in terms of energy, frequency and wavelength. They will learn to describe the uses of light, infrared, microwave and radio waves. They will also learn to explain how infrared radiation is related to the temperature of an object. They will learn to explain black body radiation. They will learn to describe the uses of UV, X-ray and gamma rays.</p> <p><b><u>Sound and Ultrasound</u></b><br/> In this unit students will learn about how sound travels. They will learn how pitch and loudness is related to frequency and amplitude. They will learn to use and interpret data from diagrams of oscilloscope traces. They will also learn about ultrasound and how it is useful in medicine.</p>  |
| <p><b>Summer Term 3b</b></p> | <p><b><u>Reflection, Refraction and Total Internal reflection</u></b><br/> In this unit students will study about how reflection and refraction happen. They will learn to construct ray diagrams to represent the changing path of reflected rays and refracted rays. They will use wave front diagrams to explain refraction in terms of the change in speed that happens when a wave travels from one medium to another. They will also learn to investigate the refraction of light by different substances. Students will learn about total internal reflection, and they will also learn to describe the application and benefits of optical fibres in medicine and communication technology.</p> <p><b><u>Lenses and eye</u></b><br/> In this unit students will learn about nature of the image produced by a converging lens for an object placed at different distances from the lens, including the use of the converging lens as a magnifying glass. They will also learn about the nature of the image produced by a diverging lens for an object placed at different distances from the lens. They will learn to explain the function of each of parts of eye. They will learn how light entering the eye is refracted by the cornea as well as by the lens. They will study the use of convex and concave lenses to rectify eye defects.</p> |

#### Useful Resources/Websites

<https://senecalearning.com/en-GB/>  
<http://www.physicsandmathstutor.com/>  
<https://revisionworld.com/gcse-revision/gcse-exam-past-papers>  
<https://www.tes.com/teaching-resources/gcse-exam-revision>  
<https://www.khanacademy.org/>  
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| Term                         | Topics to be Studied  |
|------------------------------|---|
| <p><b>Autumn Term 1a</b></p> | <p>سيتعلم طلابنا خلال هذه المرحلة بعض من مجالات اللغة</p> <p><b>القراءة</b></p> <p>فمن خلال دراسة القصة القصيرة التي بعنوان <b>(الدرس الأخير)</b> يقوم المتعلم بدراسة أهمية استغلال الفرص قبل نفوذها وإدراك أهمية اللغة ودور المعلم في الاهتمام بطلابه من أجل تقديم كل الدعم لهم وذلك من خلال دراسة النص، ثم التطرق إلى استخلاص العناصر الفنية للقصة القصيرة والقيم الاجتماعية والتربوية والأخلاقية في النص استناداً لمواقف الشخصيات. كذلك النص الشعري <b>(غدوتك مولودا)</b> حيث تحديد الفكرة الرئيسة للنص والأدلة الداعمة استخدمها الشاعر، وكذلك تحليل الألفاظ ونقدها ومعالجة مفردات النص. ثم الانتقال إلى دراسة النص المعلوماتي <b>(رؤية مستقبلية للقطاع السياحي في الإمارات)</b> وتحديد الفكرة المحورية للنص والافكار الداعمة لها وعرض معلومات عن السياحة في الإمارات وأهميتها، وكيف وظف الكاتب خصائص النص المعلوماتي واستخدام الأساليب الملائمة لإيصال فكرته. أما بالنسبة للغة تعلم الطلاب قواعد اللغة والإملاء وتوظيفها في كتاباتهم بطريقة صحيحة. أيضا القاعدة النحوية <b>(تمييز العدد)</b> وكيفية صياغته وتوظيفه في مواقف حياته واستخدامه في كتاباته</p> <p><b>الكتابة</b></p> <p>يقوم المتعلم بدراسة كيفية كتابة <b>(استجابة أدبية)</b>، حول النصوص المقروءة، مدعومة بأدلة داعمة متضمنة جميع العناصر الأساسية موظفا ما تعلمه في كتابة العناصر الفنية للاستجابة الأدبية مع مراعاة خصائصها الفنية</p>            |
| <p><b>Autumn Term 1b</b></p> | <p>سيتعلم طلابنا خلال هذه المرحلة بعض من مجالات اللغة</p> <p>فمن خلال دراسة القصة القصيرة التي بعنوان <b>(المناورة)</b> يقوم المتعلم بدراسة أنواع المفارقات في النص النثري وذلك من خلال دراسة النص، ثم التطرق إلى استخلاص العناصر الفنية للقصة القصيرة والقيم الاجتماعية والتربوية والأخلاقية في النص استناداً لمواقف الشخصيات والتحليل الفني والأدبي للنص. كذلك النص الشعري <b>(قال أبو فراس الحمداني)</b> حيث تحديد الفكرة الرئيسة للنص والأدلة الداعمة التي استخدمها الشاعر، وكذلك تحليل الألفاظ ونقدها ومعالجة مفردات النص، ثم الانتقال إلى دراسة العمود الصحفي <b>(العرب تسببوا في غياب شمسهم)</b> وتحديد الفكرة المحورية للنص والافكار الداعمة لها وعرض معلومات عن أفكار النص وأهميتها، وكيف وظف الكاتب خصائص العمود الصحفي واستخدام الأساليب الملائمة لإيصال فكرته. أما بالنسبة للغة تعلم الطلاب قواعد اللغة والإملاء وتوظيفها في كتاباتهم بطريقة صحيحة. أيضا القاعدة النحوية <b>(التوكيد وأنواعه)</b> وكيفية صياغته وتوظيفه في مواقف حياته واستخدامه في كتاباته</p> <p><b>الكتابة</b></p> <p>يقوم المتعلم بدراسة كيفية كتابة <b>(المقال الأدبي)</b> وكيفية كتابة مقالاً تحليلياً عن فكرة أو قضية مهمة، مسجلاً الأفكار والمفاهيم والافتباسات المتصلة بالموضوع</p>  |
| <p><b>Spring Term 2a</b></p> | <p>سيتعلم طلابنا خلال هذه المرحلة بعض من مجالات اللغة</p> <p>فمن خلال دراسة القصة القصيرة التي بعنوان <b>(العباءة)</b> يقوم المتعلم بإدراك أهمية الاهتمام بالوقت والسعي لاستغلاله في أفضل الأعمال، ثم يتطرق إلى استخلاص العناصر الفنية للقصة القصيرة والقيم الاجتماعية والتربوية والأخلاقية في النص استناداً لمواقف الشخصيات وكيفية تحليل النص فنيا وأدبيا، كذلك دراسة النص الشعري <b>(قال المقنع الكندي)</b> حيث تحديد الفكرة الرئيسة للنص والأدلة الداعمة التي استخدمها الشاعر لتوضيح فكرته، وكذلك تحليل الألفاظ ونقدها ومعالجة مفردات النص، واستخراج بعض جماليات اللغة في النص. ثم الانتقال إلى دراسة المقال الأدبي <b>(إشارات يرسلها الشهداء)</b> وتحديد الفكرة المحورية للنص والافكار الداعمة لها وعرض معلومات عن أفكار النص وأهميتها، وكيف وظف الكاتب خصائص المقال الأدبي واستخدام الأساليب الملائمة لإيصال فكرته</p> <p>أما بالنسبة للغة تعلم الطلاب قواعد اللغة والإملاء وتوظيفها في كتاباتهم بطريقة صحيحة. أيضا القاعدة النحوية <b>(الميزان الصرفي)</b> ودراسة كيفية وزن الكلمات وكيفية تحديدها وتوظيفها في مواقف حياته واستخدامها في كتابة جمل وفقرات</p> <p><b>الكتابة</b></p> <p>يكتب المتعلم <b>(نصوصاً إقناعية)</b>، مقدما وجهة نظره في قضية أو موضوع ما، مدعومة بأدلة داعمة متضمنة جميع العناصر الأساسية موظفا ما تعلمه في كتابة نصوص إقناعية مختلفة. مع مراعاة عناصر النص الإقناعي وخصائصه الفنية</p> |
| <p><b>Spring Term 2b</b></p> | <p>سيتعلم طلابنا خلال هذه المرحلة بعض من مجالات اللغة</p> <p>فمن خلال دراسة القصة القصيرة التي بعنوان <b>(العباءة)</b> يقوم المتعلم بإدراك أهمية الاهتمام بالوقت والسعي لاستغلاله في أفضل الأعمال، ثم يتطرق إلى استخلاص العناصر الفنية للقصة القصيرة والقيم الاجتماعية والتربوية والأخلاقية في النص استناداً لمواقف الشخصيات وكيفية تحليل النص فنيا وأدبيا، كذلك دراسة النص الشعري <b>(قال المقنع الكندي)</b> حيث تحديد الفكرة الرئيسة للنص والأدلة الداعمة التي استخدمها الشاعر لتوضيح فكرته، وكذلك تحليل الألفاظ ونقدها ومعالجة مفردات النص، واستخراج بعض جماليات اللغة في النص. ثم الانتقال إلى دراسة المقال الأدبي <b>(إشارات يرسلها الشهداء)</b> وتحديد الفكرة المحورية للنص والافكار الداعمة لها وعرض معلومات عن أفكار النص وأهميتها، وكيف وظف الكاتب خصائص المقال الأدبي واستخدام الأساليب الملائمة لإيصال فكرته</p>   |

|                              |   |
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|                              | <p>أما بالنسبة <b>لغة تعلم الطلاب قواعد اللغة والإملاء وتوظيفها في كتاباتهم بطريقة صحيحة</b>. أيضا القاعدة النحوية (<b>الميزان الصري</b>) ودراسة كيفية وزن الكلمات وكيفية تحديدها وتوظيفها في مواقف حياتها واستخدامها في كتابة جمل وفقرات</p> <p><b>الكتابة</b><br/>يكتب المتعلم (<b>نصوصًا إقناعية</b>)، مقدا وجهة نظره في قضية أو موضوع ما، مدعومة بأدلة داعمة متضمنة جميع العناصر الأساسية موظفا ما تعلمه في كتابة نصوص إقناعية مختلفة. مع مراعاة عناصر النص الإقناعي وخصائصه الفنية</p>   |
| <p><b>Summer Term 3a</b></p> | <p><b>القراءة</b><br/>سيتعلم طلابنا خلال هذه المرحلة بعض من مجالات اللغة فمن خلال دراسة النص الشعري (<b>خواطر الغروب</b>) يدرك المتعلم المغزى والهدف من النص، ثم الانتقال إلى فهم النص حيث تحديد الفكرة الرئيسية للنص والأدلة الداعمة التي استخدمها الشاعر لتوضيح فكرته، وكذلك تحليل الألفاظ ونقدها ومعالجة مفردات النص، واستخراج بعض جماليات اللغة في النص. بعد ذلك يثوم المتعلم بإدراك أهمية توظيف العلم وتسخره في خدمة المجتمع من خلال دراسة القصة القصيرة التي بعنوان (<b>مفتش المدارس</b>) حيث يقوم المتعلم بإدراك أهمية تسخير العلم في خدمة الفقراء والاعتناء بهم، ثم يتطرق إلى استخلاص العناصر الفنية للقصة القصيرة والقيم الاجتماعية والتربوية والأخلاقية في النص استنادًا لمواقف الشخصيات وكيفية تحليل النص فنيا وأدبيا ونقد شخصيات القصة. ثم الانتقال إلى دراسة العمود الصحفي (<b>رسالة سامية</b>) وتحديد الفكرة المحورية للنص والافكار الداعمة لها وعرض معلومات عن أفكار النص وأهميتها، وكيف وظف الكاتب خصائص العمود الصحفي واستخدام الأساليب الملائمة لإيصال فكرته</p> <p>أما بالنسبة <b>لغة تعلم الطلاب قواعد اللغة والإملاء وتوظيفها في كتاباتهم بطريقة صحيحة</b> ثم دراسة (علامات الترقيم) وتوظيفها في كتابته للموضوعات الكتابية. أيضا القاعدة النحوية (<b>مراجعة ما سبق دراسته</b>) وكيفية توظيف ما درسه من قواعد نحوية في مواقف حياتية</p> <p><b>الكتابة</b><br/>يكتب المتعلم يكتب المتعلم (<b>ورقة بحثية</b>) عن فكرة أو قضية مهمة منوعًا في المصادر والمراجع مدعومة بأدلة داعمة متضمنة جميع العناصر الأساسية موظفا ما تعلمه في كتابة العناصر الفنية للاستجابة الأدبية مع مراعاة خصائصها الفنية</p> |
| <p><b>Summer Term 3b</b></p> | <p>سيتعلم طلابنا خلال هذه المرحلة بعض من مجالات اللغة</p> <p><b>القراءة</b><br/>فمن خلال دراسة القصة القصيرة التي بعنوان (<b>الحصالة</b>) يقوم المتعلم بالاستمتاع ببعض القصص القصيرة حول طرائف جحا ومواقفه الفكاهية ثم يتطرق إلى استخلاص العناصر الفنية للقصة القصيرة والقيم الاجتماعية والتربوية والأخلاقية في النص استنادًا لمواقف الشخصيات وكيفية تحليل النص فنيا وأدبيا، وتطور الأحداث في النص القصصي. كذلك دراسة النص الشعري (<b>قال محمود سامي البارودي</b>) حيث تحديد الفكرة الرئيسية للنص والأدلة الداعمة التي استخدمها الشاعر لتوضيح فكرته، وكذلك تحليل الألفاظ ونقدها ومعالجة مفردات النص، واستخراج بعض جماليات اللغة في النص. ثم الانتقال إلى دراسة النص المعلوماتي (<b>قوة الذكاء الاجتماعي</b>) وتحديد الفكرة المحورية للنص والافكار الداعمة لها وعرض معلومات حول الدلائل وأهم صفاتها وعلاقتها بالإنسان، وكيف وظف الكاتب خصائص النص المعلوماتي واستخدام الأساليب الملائمة لإيصال فكرته</p> <p>أما بالنسبة <b>لغة</b> سيتعلم الطلاب <b>قواعد اللغة والإملاء وتوظيفها في كتاباتهم بطريقة صحيحة</b> ثم دراسة (علامات الترقيم) وتوظيفها في كتابته للموضوعات الكتابية. أيضا القاعدة النحوية (<b>مراجعة ما سبق دراسته</b>) وكيفية توظيف ما درسه من قواعد نحوية في مواقف حياتية</p> <p><b>الكتابة</b><br/>يكتب المتعلم (<b>نصوصًا سردية</b>)، مراعيًا خصائص النص السردى مراعيًا العناصر الفنية للنص السردى ومقدما نقطة تأزم في عرضه للعقدة الفنية للنص السردى، وموظفا في كتاباته علامات الترقيم والحفاظ على بنية النص والسرد الجيد للأحداث</p>  |

#### Useful Resources/Websites

<https://www.uae-study.com/2019/08/Solve-Arabic-Book-Grade-9.html>

<https://drive.google.com/file/d/0B2ydiQ1GyyvntFRyUjdBb1pvLTQ/view?resourcekey=0-tQerEao0iij3493hVKpoKQ>

<https://www.doraluloom.com/public/files/57026171.pdf>

<http://etheses.iainkediri.ac.id/1029/3/932502411-BAB%20II.pdf>

[Click here to return to the contents page](#)

| Term                  | Topics to be Studied  |
|-----------------------|---|
| <b>Autumn Term 1a</b> | <p><b><u>Unit of Study: Planning for future</u></b></p> <p>In this unit, students will be learning about how to use structures and expressions in writing a descriptive essay on planning for their future using elements of the essay, how to analyse a text about future planning linguistically and informationally, how to write a message for the future about their future planning in addition to having a dialogue with a friend about their future.</p>  |
| <b>Autumn Term 1b</b> | <p><b><u>Unit of Study: Expo 2020</u></b></p> <p>In this unit, we will be learning about Expo and focus on description of places, designing a plan to visit Expo and how to write a descriptive essay on the Expo pavilions, explaining the advantages and disadvantages.</p>   |
| <b>Spring Term 2a</b> | <p><b><u>Unit of Study: Tourism</u></b></p> <p>In this unit, we will focus on writing and speaking skills, identifying different types of tourism, writing descriptive essay on the types of tourism including virtual tourism, how to express opinion on the types of tourism providing the reason, how to describe a trip to a specific country using adjectives and elements of the descriptive text, and we will explain the effect of virtual tourism on the UAE in addition to the advantages and disadvantages of Virtual tourism.</p> |
| <b>Spring Term 2b</b> | <p><b><u>Unit of Study: Virtual learning</u></b></p> <p>In this unit, we will be learning about the difference between virtual learning and protective learning, identify the advantages of each and present new ideas for learning, analyse texts linguistically and linguistically, write various texts in which they express their preferred type of education.</p>  |
| <b>Summer Term 3a</b> | <p><b><u>Unit of Study: My role model</u></b></p> <p>In this unit, students will be learning about their role models in life, identifying the internal and external characteristics, how to design a CV of their role models, collecting information about some famous people in different fields and analyse texts about Sheikh Zayed.</p>   |
| <b>Summer Term 3b</b> | <p><b><u>Unit of Study: Celebrities</u></b></p> <p>In this unit, students will be learning about Celebrities, identifying areas of celebrity fame, clarifying the personality of their favourite celebrity and in which field, determining the advantages and disadvantages of this field, the qualifications required for this field, and analysing informational texts about a celebrity around the world comparing two famous personalities.</p>   |

### Useful Resources/Websites

<https://www.youtube.com/channel/UC0A5REF21kXBkG2KziS76FA> "Basics"  
<https://www.youtube.com/watch?app=desktop&v=FXITgRp4L7Q> "Grammer"  
[https://www.youtube.com/channel/UCmrs0xHdy5QWR\\_Hb5aGIHvw](https://www.youtube.com/channel/UCmrs0xHdy5QWR_Hb5aGIHvw)  
<https://quizizz.com/admin/quiz/60caf30d9efa7f001e728d7e/thrf-almkan>

[Click here to return to the contents page](#)



| Term           | Topics to be Studied  |
|----------------|---|
| Autumn Term 1a | سيتعلم الطلاب في هذه الوحدة عن درس مع الله ورسوله وولي الأمر سورة الحجرات من 1-10) ودرس السبع الموبقات وسبب تسمية هذه الذنوب بالموبقات. ودرس التناصح في الإسلام وأهمية التناصح كواجب إسلامي وآثاره على الفرد والمجتمع. ودرس الزكاة في الإسلام وفوائد الزكاة على الفرد والمجتمع ونصاب ومصارف الزكاة.               |
| Autumn Term 1b | سيتعلم الطلاب في هذه الوحدة عن درس سلامة المجتمع ووحدة أبنائه وبيان علاقة الصلح بالأمن والسلام. ودرس الحلال بين وأهمية تجنب الشبهات. ودرس الدين النصيحة وبيان أهمية النصيحة ومجالات النصيحة. ودرس الحج وأنواع الحج وأركانه وفضائله ومناسكة. ودرس حجة الوداع ووفاء النبي صلى الله عليه وسلم والعبرة من حجة الوداع. |
| Spring Term 2a | سيتعلم الطلاب في هذه الوحدة عن درس الإيمان فضل من الله ثم بعد ذلك درس للمجتمع رجاله ونساؤه ثم بعد ذلك درس العدل في الإسلام ثم بعد ذلك درس ما يحل وما يحرم من الطعام والشراب ثم بعد ذلك درس الإمام مسلم رضي الله عنه ثم بعد ذلك درس الأمن والأمان.   |
| Spring Term 2b | سيتعلم الطلاب في هذه الوحدة عن درس سورة الواقعة 1-26 ثم بعد ذلك درس سورة الواقعة 27-56 ثم بعد ذلك تبشير وتحذير ثم بعد ذلك درس لا للانتحار ثم بعد ذلك درس المنهج النبوي في تربية الجيل.  |
| Summer Term 3a | سيتعلم الطلاب في هذه الوحدة عن درس سورة الواقعة 57-74 ثم بعد ذلك درس أحكام الرءاء ثم بعد ذلك درس لا ضرر ولا ضرار ثم بعد ذلك درس السنن الاجتماعية في القرآن الكريم ثم بعد ذلك درس التسامح الفكري ثم بعد ذلك درس الحكم الشرعي.  |
| Summer Term 3b | سيتعلم الطلاب في هذه الوحدة عن درس سورة الواقعة 75-96 ثم بعد ذلك درس حق المسلم على المسلم ثم بعد ذلك درس آداب السوق والمرافق العامة ثم بعد ذلك درس الإمام أحمد بن حنبل رحمه الله ثم بعد ذلك درس التقليد الأعمى.   |

Useful Resources/Websites

- <http://www.al-eman.com/index.htm>  
<https://www.dorar.net/>  
<https://www.awqaf.gov.ae/ar/Pages/default.aspx>  
<https://www.albayan.co.uk/MGZarticle2.aspx?ID=6534>  
<https://sunnah.com/>  
<https://www.awqaf.gov.ae/ar/Pages/default.aspx>

| Term                  | Topics to be Studied   |
|-----------------------|--|
| <b>Autumn Term 1a</b> | In this unit, we will be learning about Surah al Hujuraat (1-10) In the Presence of Allah, His Messenger and the Ruler then we shall study The Seven Grave Sins. We will also learn about Allah’s beautiful names; The Forgiving, The Just (Al Ghafoor, Al Adl), as well as Exchanging Advice in Islam (Naseeha) and Zakah, Alms Giving in Islam.            |
| <b>Autumn Term 1b</b> | In this unit, we will be learning about Surah al Hujuraat (11-13) The Safety of Society and Unity of its Members then we shall study how The Permissible is Self-Evident. We will also learn about The Core of Religion is Sincerity (Naseeha), as well as Pilgrimage, Al Hajj and The Farewell Pilgrimage and the Death of the Prophet (peace be upon him). |
| <b>Spring Term 2a</b> | In this unit, we will be learning about Surah al Hujuraat (14-18) Faith is a Grace from Allah SWT then we shall study Society is made up of men and women. We will also learn about Justice in Islam, as well as Halal and Haram Food and Drinks, Imam Muslim and Security and Safety.   |
| <b>Spring Term 2b</b> | In this unit, we will be learning about Surah al Waqi’ah, 1-26 Ethical Advice and Instructions then we shall study Surah al Waqi’ah, 27-56. We will also learn about Bearing Good News and Warning, as well as why Islam prohibited Suicide! and The Prophet’s Method of Educating a Generation.   |
| <b>Summer Term 3a</b> | In this unit, we will be learning about Surah al Waqi’ah 57-74 then we shall study Rules of Raa. We will also learn about There Should Be Neither Harming nor Reciprocating Harm, as well as Social Laws in the Holy Qur’an, Intellectual Tolerance and Shariah Rules.   |
| <b>Summer Term 3b</b> | In this unit, we will be learning about Surah al Waqi’ah 75-96 then we shall study A Muslim’s Right on His Brother. We will also learn about Etiquette in the Market and Public Utilities, as well as Imam Ahmad ibn Hanbal and Blind Imitation.   |

## Useful Resources/Websites

- [Al Qur'an: Text & Translations in English and many other languages](#)
- [Learn TAJWEED, Recite BETTER](#)
- [MemoRiZation – Hifdhul Qur'an](#)
- [Qur'an and Science](#)
- [Qur'an DICTIONARIES](#)
- [Qur'an Mus'haf/Images](#)
- [Qur'an RECITATIONS – AUDIO Downloads!](#)
- [Tafseer, Learning the Qur'an in detail](#)
- <https://sunnah.com/>
- [All Hadeeth Books](#)
- [An ode to the Prophet صلى الله عليه وسلم by Mr.MuQeet](#)
- [Prophet's Farewell Address](#)
- [Prophetic Timeline: Superb Website!](#)
- [Sunnah for Everyday Living](#)
- [Sunnah.com – Great Resource Online](#)
- [Adhaan, Prayer Call](#)
- [Arabic Resources](#)
- [AUDIO-VIDEO](#)
- [Calligraphy](#)
- [Dictionaries and More](#)
- [Discover Islam for Non-Muslims](#)
- [Especially Girls' Special](#)
- [How To Perform 'UMRAH](#)
- [Kids to Primary level students](#)
- [Library](#)
- [Presentations](#)
- [Useful Links](#)
- [Zikraa](#)
- [1001 Inventions and Muslim Heritage](#)
- [Discover the Golden Age of Muslim Civilisation](#)
- [Documentary Section](#)
- [What is Taught and What Should be Taught!!!](#)

[Click here to return to the contents page](#)

| Term                  | Topics to be Studied  |
|-----------------------|---|
| <b>Autumn Term 1a</b> | <b><u>Unit of study: Living in the wider world</u></b><br>In this unit we will be learning about the lives of people living in other places, people with different values and customs, different groups and communities, the importance of respecting and protecting the environment. |
| <b>Autumn Term 1b</b> | <b><u>Unit of study: Money matters</u></b><br>In this unit we will be learning about Money management. We will examine the spending decisions they already make, then explain real-life spending scenarios, analyse and present their recommendations to the class.                   |
| <b>Spring Term 2a</b> | <b><u>Unit of study: Voting government</u></b><br>In this unit we will be learning about the importance and history of voting. we will examine modern-day voting rights, the importance of local elections, voting impacts issues and the 2021 Census.                                |
| <b>Spring Term 2b</b> | <b><u>Unit of study: Homelessness and bereavement</u></b><br>In this unit we will be learning about Homelessness which helps children to make sense of the economic injustices in the world and form thoughtful opinions for themselves.  |
| <b>Summer Term 3a</b> | <b><u>Unit of study: Safety first</u></b><br>In this unit we will be learning about safety to create a culture where we take personal responsibility for the health, safety and wellness of ourselves and others.   |
| <b>Summer Term 3b</b> | <b><u>Unit of study: TEAM</u></b><br>In this unit we will be learning about effective learning skills and how to identify good choices.   |

**Useful Resources/Websites**

<https://www.atlassian.com/blog/teamwork/the-importance-of-teamwork>  
<https://www.humanrightscareers.com/issues/10-facts-about-homelessness>  
<https://www.managementstudyguide.com/financial-management.htm>  
<https://www.inc.com//15-personal-safety-tips-that-could-save-your-life.html>

[Click here to return to the contents page](#)

## Moral Education Curriculum Overview

| Term           | Topics to be Studied  |
|----------------|---|
| Autumn Term 1a | <p><b><u>Unit 1: Introduction to Global Ethics</u></b></p> <p>In this unit, students will learn about the most important current issues related to global ethics and the foreign relations of the state of the UAE, its role in the region and in the different organisations and international forums. They will also learn about global ethical challenges and problems, and ways of finding solutions to them through working individually, locally and globally.</p>                                |
| Autumn Term 1b | <p><b><u>Unit 2: Financial Awareness</u></b></p> <p>In this unit, students will learn about the most important current issues related to global ethics and the foreign relations of the state of the UAE, its role in the region and in the different organisations and international forums. They will also learn about global ethical challenges and problems, and ways of finding solutions to them through working individually, locally and globally.</p>  |
| Spring Term 2a | <p><b><u>Unit 3: What should be preserved and how?</u></b></p> <p>In this unit, students will learn to understand the relationship between historical and natural environments and the importance of preserving them for future generations. In addition, students will learn how to recognise the various threats to cultural heritage and become familiar with the ways in which they can contribute to the preservation of their heritage.</p>   |
| Spring Term 2b | <p><b><u>Unit 4: Governments, Authority and the Judiciary Systems in the UAE</u></b></p> <p>In this unit, students will learn to understand the relationship between historical and natural environments and the importance of preserving them for future generations. In addition, students will learn how to recognise the various threats to cultural heritage and become familiar with the ways in which they can contribute to the preservation of their heritage.</p>                             |
| Summer Term 3a | <p><b><u>Unit 5: Be an Active Citizen</u></b></p> <p>This unit focuses on civic engagement and its methods. Students learn about civic and community engagement, study the current reality in the United Arab Emirates, and recognise the most prominent faces and groups. In this context, students define their role as good and active citizens in the community and plan a project aimed at developing their competencies in civic engagement, and how to promote and raise awareness about it.</p> |
| Summer Term 3b | <p><b><u>Unit 6: Moral Education in Action</u></b></p> <p>This section outlines some ideas and guidelines for how to engage students in action projects, in order to further develop their skills and expertise learnt in the Moral Education programme. This allows the students to put the theory into practice.</p>  |

### Useful Resources/Websites

Global ethics - <https://www.kas.de/en/statische-inhalte-detail/-/content/what-is-the-global-ethic->  
 Money matters - <https://www.forbes.com/advisor/personal-finance/how-to-teach-your-kids-good-money-habits/>  
 Importance of culture in our lives - <https://yourheritagefilm.com/the-importance-of-knowing-your-heritage/>  
 UAE legal system - <https://www.youtube.com/watch?v=-2x2LBnGoPE>

[Click here to return to the contents page](#)

| Term                  | Topics to be Studied   |
|-----------------------|--|
| <b>Autumn Term 1a</b> | <p><b><u>Unit of Study: Pre-history of United Arab Emirates</u></b></p> <p>In this unit, we will be learning about historical significance of Jebel Faya, Jebel Buhais and Umm An-Naar during Bronze age. We will analyse the elements of trade in Arabian Peninsula during the Neolithic Age and explain the economic development from bronze in Umm an- Nar. Furthermore, we will infer the importance of Falaj System during Iron Age.</p>  |
| <b>Autumn Term 1b</b> | <p><b><u>Unit of Study: Trade in Arabia</u></b></p> <p>In this unit, we will be learning about the importance and the impact of dromedary camel as part of life in U.A.E. and reflect on the importance of the city of Muweilah in the history of the U.A.E. Additionally, we will collect the evidence of trade routes of Mleiha and Ed-Ur and explain the connection between Mleiha culture with Arabia and analyse and the effects of travel in Ed-dur.</p>   |
| <b>Spring Term 2a</b> | <p><b><u>Unit of study: Rise in Islamic civilisation</u></b></p> <p>In this unit, we will be learning about the spread of Islamic civilisation into the lower Gulf region of Arabia and impact of the age of exploration with arrival of the Portuguese. Additionally, examine the UAEs largest tribal groupings and to identify the key leaders of the Emirates during the 19<sup>th</sup> and 20<sup>th</sup> century and understand the transitional role of the Trucial States in building our nation.</p>         |
| <b>Spring Term 2b</b> | <p><b><u>Unit of study: Sheikh Zayed and development</u></b></p> <p>In this unit, we will review the events leading up to the birth of the nation and explore the traditions of the U.A.E. and consider the contributions of ADNOC to the U.A.E. economy. Furthermore, to analyse the vision of Sheikh Zayed for his country in terms of development, cultural and socio-economic value.</p>   |
| <b>Summer Term 3a</b> | <p><b><u>Unit of Study: National Agenda</u></b></p> <p>In this unit, we will be learning about the role played by current rulers in developing the country and guaranteeing peoples' rights and know about the nature of the knowledge economy, innovative goals in healthcare, education, and social service. Furthermore, we will evaluate ideas for sustainability-driven innovation and entrepreneurship and demonstrate sustainability through social responsibility.</p>   |
| <b>Summer Term 3b</b> | <p><b><u>Unit of Study: Civic responsibility and international trade</u></b></p> <p>In this unit, we will be learning how the work of the government seeks to implement the principles expressed in the constitution and explain about the civic responsibility, compare the primary and secondary functions of the courts in the U.A.E. Additionally, discuss about the local and international economy including the air travel industry. Research about the space program and about international research hub.</p> |

### Useful Resources/Websites

[Archaeology of the United Arab Emirates - Wikipedia](#)

[Sheikh Mohammed shares a tribute video on Zayed Humanitarian Day - YouTube](#)

[National Agenda 2021 \(vision2021.ae\)](#)

[UAE in Space | Hope Probe & Mars Mission News | The National \(thenationalnews.com\)](#)

[Click here to return to the contents page](#)

| Term                         | Topics to be Studied   |
|------------------------------|--|
| <p><b>Autumn Term 1a</b></p> | <p><b><u>Types of Business Organisation</u></b><br/>                     In this unit, we look at the different types of business organisation. The type of business organisation you choose to set up is important from an accounting point of view, as this can add extra financial and legal costs to the business.</p> <p><b><u>Use of Technology in Accounting</u></b><br/>                     In this unit students are learning about Information technology and how it has become an integral part of business and accounting</p> <p><b><u>Business Documentation</u></b><br/>                     In this chapter students will learn about business documents that are filled in when you buy or sell items.</p> <p><b><u>Ledger Accounting and Double Entry Book-Keeping</u></b><br/>                     In this Chapter students learn about accounting equation, rules of accounting and practice to enter transactions in a Journal.</p> |
| <p><b>Autumn Term 1b</b></p> | <p><b><u>Trial Balance</u></b><br/>                     The focus of this chapter is on balancing off accounts. This procedure is usually carried out at the end of each month, before the preparation of Trial Balance.</p> <p><b><u>Books of Original Entry</u></b><br/>                     In this unit students will learn to prepare petty cash book and three column cash books.</p>  |
| <p><b>Spring Term 2a</b></p> | <p><b><u>Financial Statements of a Sole Trader</u></b><br/>                     In this chapter, we will learn about the financial statements of a sole trader, which include both the income statement and the statement of financial position.</p> <p><b><u>Depreciation</u></b><br/>                     In this unit students will be learning about reasons for depreciation and methods of depreciation. Students will also learn that the concept of depreciation is closely linked to the accounting concept of consistency and accruals.</p>  |
| <p><b>Spring Term 2b</b></p> | <p><b><u>Other receivables and payables</u></b><br/>                     In this unit we will learn how to deal with other receivables and payables for both income and expenses.</p> <p><b><u>Irrecoverable Debts</u></b><br/>                     In this unit the focus is on why it is necessary to provide an allowance for irrecoverable debts.</p>  |
| <p><b>Summer Term 3a</b></p> | <p><b><u>Professional ethics and Introduction to Accounting Concepts</u></b><br/>                     In this unit we will explore the importance of ethics in accounting and learn about some of the different roles in accounting. We will also look at what is meant by the term “public interest”.</p> <p><b><u>Capital and Revenue Expenditure</u></b><br/>                     In this chapter we will examine the difference between capital and revenue expenditure. Capital expenditure is linked to the statement of financial position and revenue expenditure is linked to the income statement.</p> <p><b><u>Accounting Concepts</u></b><br/>                     In this chapter we will learn about accounting concepts that all accountants must follow when they produce a set of financial statements. These concepts ensure the accounts are a true and fair reflection of the business.</p>  |

|                       |   |
|-----------------------|---|
| <b>Summer Term 3b</b> | <p><b><u>The Calculation and Interpretation of accounting ratios</u></b></p> <p>In this chapter we will examine different ways of measuring financial performance using profitability and liquidity ratios. Using ratios allows a better understanding of how the business is doing. It also allows us to make year on year comparison.</p> |
|-----------------------|---|

#### Useful Resources/Websites

Edexcel website: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-accounting-2017.html>

[Click here to return to the contents page](#)



| Term              | Topics to be Studied  |
|-------------------|---|
| Autumn<br>Term 1a | <p><b><u>The Market System</u></b><br/>In this unit, we will learn about the basic economic problems and how decisions are made in an economy. We will also explore the microeconomics branch with a focus on the market system and price mechanism. Students will learn how supply and demand interact with each other and how changes in the economy impact supply and demand in the market.</p>  |
| Autumn<br>Term 1b | <p><b><u>Externalities</u></b><br/>After learning about how markets work, students will now learn about how markets fail through externalities, such as pollution and overconsumption.</p>  |
| Spring<br>Term 2a | <p><b><u>Government and the Economy</u></b><br/>In this unit, we will learn about a country's economy with a focus on the macroeconomic objectives that are set by the government.</p>  |
| Spring<br>Term 2b | <p><b><u>Government Intervention in Macroeconomics</u></b><br/>In this unit, we will learn how the government uses fiscal, monetary, and supply-side policies to achieve their macroeconomic objectives by studying how each policy impacts the economy as a whole.</p>   |
| Summer<br>Term 3a | <p><b><u>Business Economics</u></b><br/>In this unit, we will be learning about business economics. We will analyse what is needed to produce goods and services using land, labour, capital, and enterprise with a focus on how businesses organise production. We will then investigate business costs, revenues, and profits</p>   |
| Summer<br>Term 3b | <p><b><u>Types of Markets</u></b><br/>In this unit, we will learn about the different types of markets that exist in the economy by degree of competitiveness. We will learn to evaluate monopolies and oligopolies.</p> <p><b><u>Labour Market</u></b><br/>In this unit we will learn about the labour market and how supply and demand of labour impacts the wages of workers. We will also learn about how trade unions are put in place to offer protection to workers.</p> <p><b><u>Government Intervention in Microeconomics</u></b><br/>In this unit, we will learn how the government regulates individual markets when businesses fail to generate the best outcome for the people of the country. We will look into the different ways the government can affect markets with advantages and drawbacks of each.</p> |

### Useful Resources/Websites

Edexcel Website: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse/international-gcse-economics-2017.html>  
 Tutor2u: <https://www.tutor2u.net/economics/reference/study-notes>  
<https://www.igcseeconomics.co.uk/notes.html>  
<https://mrshearingeconomics.weebly.com/>

[Click here to return to the contents page](#)

## Business Studies Curriculum Overview

| Term                  | Topics to be Studied  |
|-----------------------|---|
| <b>Autumn Term 1a</b> | <p><b><u>Unit 1: Understanding Business Activity</u></b><br/>           Students will learn the purpose and nature of Business activity. The students will learn to classify business as well as describe the characteristics of entrepreneur. They will learn the different forms of Business Organisation as well as the aims and objectives of Business. They will learn to classify fixed and variable costs.</p> |
| <b>Autumn Term 1b</b> | <p><b><u>Unit 1: Understanding Business Activity</u></b><br/>           Students will learn the purpose and nature of Business activity. The students will learn to classify business as well as describe the characteristics of entrepreneur. They will learn the different forms of Business Organisation as well as the aims and objectives of Business. They will learn to classify fixed and variable costs.</p> |
| <b>Spring Term 2a</b> | <p><b><u>Unit 6: Finance</u></b><br/>           The students will learn about Finance and the different sources of finances available to any given form of ownership. Students will learn to plan and show projections of the Cash Flow forecasts.</p>  |
| <b>Spring Term 2b</b> | <p><b><u>Unit 6: Finance</u></b><br/>           The students will also learn how to analyse financial information using ratios and interpret the same.</p>  |
| <b>Summer Term 3a</b> | <p><b><u>Unit 2: Influences on business</u></b><br/>           The students will learn about technology and its influences on business activities and decisions. They will explore ethical issues that surround business activities and how it impacts the environment. Finally, they will explore other external influences, interest rates, globalization, legislation, and competitive markets</p>                 |
| <b>Summer Term 3b</b> | <p><b><u>Unit 4: Human Resources</u></b><br/>           Students will learn different motivational theories. The importance of communication as well as the different types of Communication available in a Business. The students will learn the functions of management. They will look into different aspects of an organisational structure.</p>  |

### Useful Resources/Websites

BBC Bitesize: [GCSE Business - AQA - BBC Bitesize](#)

SENECA Learning: <https://app.senecalearning.com/classroom/course/154d6ec0-32ac-11e8-84d9-f7b314e82c3a/section/6ca868a0-32ac-11e8-84d9-f7b314e82c3a/session>

YouTube Video: [https://www.youtube.com/channel/UCE9uWsZ2C3NYzzKRlo\\_mntw](https://www.youtube.com/channel/UCE9uWsZ2C3NYzzKRlo_mntw)

Get revising:

[https://getrevising.co.uk/resources?q=&level\\_id%5B%5D=igcse&subject\\_id%5B%5D=business\\_studies&board\\_id%5B%5D=aqa](https://getrevising.co.uk/resources?q=&level_id%5B%5D=igcse&subject_id%5B%5D=business_studies&board_id%5B%5D=aqa)

[Click here to return to the contents page](#)

## Geography Curriculum Overview

| Term                  | Topics to be Studied  |
|-----------------------|---|
| <b>Autumn Term 1a</b> | <p><b><u>Unit of study: Population and settlement</u></b><br/>           In this theme, students will learn about the population dynamics including the factors affecting population density and distribution. We will also learn about the changes in population pyramids and the impact of different type of population structures on a country. The unit will also introduce the demographic transition model which will help to explain the causes of a change in population size</p> |
| <b>Autumn Term 1b</b> | <p><b><u>Unit of study: Population and settlement</u></b><br/>           In this theme, we will connect our prior concepts of population dynamic with the different types of the settlement patterns. The unit will also describe the causes of the problems associated with urban areas (such as pollution, housing shortages and traffic congestion) how effectively we can deal with these problems.</p>   |
| <b>Spring Term 2a</b> | <p><b><u>Unit of study: Geographical skills</u></b><br/>           In this unit, student will be introduced with the mapping skills to successfully attempt paper 2 of IGCSE Geography. The unit will help students understand and practice four and six figure grid references. Students will also learn to measure distance and height on a map and use of compass points and bearings.</p>   |
| <b>Spring Term 2b</b> | <p><b><u>Unit of study: Natural environments</u></b><br/>           In this unit, we will learn about different types and features of earthquakes and volcanoes and the physical processes behind their formation. Students will also evaluate the methods to reduce the impacts of earthquakes and volcanoes.</p>  |
| <b>Summer Term 3a</b> | <p><b><u>Unit of study: Natural environments</u></b><br/>           This unit will describe the different courses of rivers and processes that happens in them. We will also analyse the physical and human causes of floods which will help students interpret the hydrographs. Students will be able to describe coral reefs and mangrove swamps and will explain what can be done to manage the impacts of coastal erosion.</p>  |
| <b>Summer Term 3b</b> | <p><b><u>Unit of study: Natural environments</u></b><br/>           In this unit, we will make calculations using information from weather instruments. The unit will also describe and explain the characteristics of Equatorial and hot desert climate that will enable students to analyse causes and effects of deforestation of tropical rainforests.</p>  |

### Useful Resources/Websites

<https://www.cambridgeinternational.org/Images/596947-2023-syllabus.pdf>  
[https://papers.gceguide.com/Cambridge%20IGCSE/Geography%20\(0460\)/](https://papers.gceguide.com/Cambridge%20IGCSE/Geography%20(0460)/)  
<https://thohepou.files.wordpress.com/2019/07/igcse-geography-class-notes.pdf>  
<https://notes.papacambridge.com/notes/caie/cambridge-upper-secondary-cambridge-igcse-geography-0460-cambridge-igcse-and-o-level-geography-revision-guide-pdf>  
<https://igcsegeography.wordpress.com/revision-materials/>  
<https://geography-revision.co.uk/notes/>

[Click here to return to the contents page](#)

| Term                  | Topics to be Studied   |
|-----------------------|--|
| <b>Autumn Term 1a</b> | <p>In this unit, we will be learning about the five key skills in Global perspectives:</p> <ul style="list-style-type: none"> <li>• Researching, analysing and evaluating information</li> <li>• Developing and justifying a line of reasoning</li> <li>• Reflecting on processes and outcomes</li> <li>• Communicating information and reasoning</li> <li>• Collaborating to achieve a common outcome.</li> </ul>   |
| <b>Autumn Term 1b</b> | <p>In this unit, students will write an Individual Report on one global topic from a choice of eight. With the guidance of their teacher, they will choose from one of the specified topic areas and devise a global research question. They will use this question as the title for their report. The report must be between 1500 and 2000 words. The Individual Report must be based on one of the following topics:</p> <ul style="list-style-type: none"> <li>• Belief systems</li> <li>• Biodiversity and ecosystem loss</li> <li>• Changing communities</li> <li>• Digital world</li> <li>• Family</li> <li>• Humans and other species</li> <li>• Sustainable living</li> <li>• Trade and aid</li> </ul> <p>Students will need to submit a draft at the end of first term.</p> |
| <b>Spring Term 2a</b> | <p>Students will revise their Individual report according to the feedback given by the teacher aligned to the marking scheme provided by Cambridge. They will study about the writing structure, plagiarism and citations as a topic.</p>  |
| <b>Spring Term 2b</b> | <p>In this unit, students devise and develop a collaborative project into an aspect of one topic from a choice of eight. They will submit work for two elements: Team and Personal. In preparing for this component, candidates must work in teams of two to five members to plan and carry out a project involving an aspect of, or an issue relating to, one of the following topics:</p> <ul style="list-style-type: none"> <li>• Conflict and peace</li> <li>• Disease and health</li> <li>• Human rights</li> <li>• Language and communication</li> <li>• Poverty and inequality</li> <li>• Sport and recreation</li> <li>• Tradition, culture and identity</li> <li>• Water, food and agriculture</li> </ul>   |
| <b>Summer Term 3a</b> | <p>In this unit, Students will be asked to submit a reflection paper. It is divided into Team element and Personal element.</p> <p>For team element, the explanation (200–300 words) accompanying the outcome should include the following information:</p> <ul style="list-style-type: none"> <li>• The project aim</li> <li>• A brief description of the Outcome</li> <li>• An explanation of how the team’s exploration of different cultural perspectives has informed or supports the Outcome.</li> </ul>   |

|                              |   |
|------------------------------|---|
|                              | <p>For personal element, they have to write the following points:</p> <ul style="list-style-type: none"> <li>• Their personal research for the project and their own work processes</li> <li>• The effectiveness of the outcome in achieving the project aim</li> <li>• What they have learned about different cultural perspectives on the issue</li> <li>• What they have learned about teamwork overall and their own performance as a team member</li> <li>• What they have learned overall from carrying out the project.</li> </ul> |
| <p><b>Summer Term 3b</b></p> | <p>In this unit, students will practise answering questions based on a source material. The source material will present claims, arguments and evidence from different perspectives on a global issue drawn from the following topics:</p> <ul style="list-style-type: none"> <li>• Demographic change</li> <li>• Education for all</li> <li>• Employment</li> <li>• Fuel and energy</li> <li>• Globalisation</li> <li>• Law and criminality</li> <li>• Migration</li> <li>• Transport systems</li> </ul>                                 |

### Useful Resources/Websites

<https://www.cambridgeinternational.org/Images/555760-2022-2024-syllabus.pdf>  
[https://papers.gceguide.com/Cambridge%20IGCSE/Global%20Perspectives%20\(0457\)/](https://papers.gceguide.com/Cambridge%20IGCSE/Global%20Perspectives%20(0457)/)  
<https://gceguide.com/resources/notes/english-language-1123/argumentative-essays/>  
[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/essay\\_writing/argumentative\\_essays.html](https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.html)  
<https://kissflow.com/digital-workplace/collaboration/teamwork-and-collaboration/>  
<https://smallbusiness.chron.com/ideas-promotional-events-bars-nightclubs-57647.html>  
<https://www.trentu.ca/academicskills/how-guides/how-write-university/how-approach-any-assignment/how-write-reflection-paper>

[Click here to return to the contents page](#)

## Travel & Tourism Curriculum Overview

| Term           | Topics to be Studied  |
|----------------|---|
| Autumn Term 1a | <p><b><u>Unit of Study: The travel and tourism industry</u></b><br/>           In this unit, we will be learning about the structure of the international travel and tourism industry, the main components that form this industry. We will also investigate and analyse the patterns of demand for international travel and tourism.</p> |
| Autumn Term 1b | <p><b><u>Unit of study: The travel and tourism industry</u></b><br/>           The unit will explain the social, economic and environmental impacts of travel and tourism. Students will also critically evaluate the positive and negative impact of each category.</p>  |
| Spring Term 2a | <p><b><u>Unit of study: Features of Worldwide destinations</u></b><br/>           In this unit, Students will explore the main global features which will cover the main geographical aspects of travel and tourism. The unit will also explain the different time zones and influence of climate on tourism.</p>                         |
| Spring Term 2b | <p><b><u>Unit of study: Features of Worldwide destinations</u></b><br/>           In this unit, we will relate the global features in investigating different travel and tourism destinations. Students will also learn and evaluate features which attract tourist to a particular destination.</p>                                      |
| Summer Term 3a | <p><b><u>Unit of Study: Travel and tourism products and services</u></b><br/>           In this unit, we will identify and describe the tourism products and the inter-relationship between them. The unit will also explain the role of tour operators and travel agents in the chain of distribution.</p>                               |
| Summer Term 3b | <p><b><u>Unit of study: Travel and tourism products and services</u></b><br/>           In this unit, students will describe the support facilities for travel and tourism. The unit will also help students to explore the features of worldwide transport in relation to major international routes.</p>                                |

### Useful Resources/Websites

[Cambridge IGCSE Travel and Tourism - John D. Smith, Fiona Warburton - Google Books](#)  
<https://www.cambridgeinternational.org/Images/596953-2023-syllabus.pdf>  
[https://papers.gceguide.com/Cambridge%20IGCSE/Travel%20&%20Tourism%20\(0471\)/](https://papers.gceguide.com/Cambridge%20IGCSE/Travel%20&%20Tourism%20(0471)/)  
<http://enderoth.com/Pages/iGCSE%20Travel%20and%20Tourism.html>

[Click here to return to the contents page](#)

## History Curriculum Overview

| Term                  | Topics to be Studied   |
|-----------------------|--|
| <b>Autumn Term 1a</b> | <b><u>Unit of Study: Peace treaties and the collapse of peace</u></b><br>In this unit, we will be learning about the peace treaties of 1919-23. We will be evaluating the success of the League of Nations. We will be asking and investigating why international peace collapsed by 1939. Additionally, we will investigate the Cold War and research case studies of the Vietnam War, The Cuban Missile Crisis and The Korean War. |
| <b>Autumn Term 1b</b> | <b><u>Unit of Study: Events in the Gulf and exam style questions</u></b><br>In this unit, we will be learning about events in the Gulf (1970-2000). We will also be revising material covered from the previous half term as we prepare for exam style questions by focusing on Paper 1 and Paper 2 style questions. This will lead us to end of term examinations.  |
| <b>Spring Term 2a</b> | <b><u>Unit of Study: The roaring twenties (1920's USA)</u></b><br>In this unit, we will be learning about the boom of the US economy in the 1920s. We will also be investigating how society in the USA changed in 1920s. We are learning to complete exam focus questions- Paper 1 Depth Study Questions.   |
| <b>Spring Term 2b</b> | <b><u>Unit of Study: The Wall Street Crash 1929</u></b><br>In this unit, we will be learning about the causes and consequences of the Wall Street Crash 1929. We will be researching and evaluating the New Deal. Additionally, we will be working on exam focus questions and building essay writing skills.  |
| <b>Summer Term 3a</b> | <b><u>Unit of Study: The Wall Street Crash 1929</u></b><br>In this unit, we will be learning about how secure the USSR's control was over Eastern Europe, 1948-c.1989. Case studies will focus on the Eastern Bloc nations and the fall of the Berlin Wall. We will use this knowledge to prepare for exam style questions.  |
| <b>Summer Term 3b</b> | <b><u>Unit of Study: Exam revision and undertaking of end of year exams.</u></b><br>In this unit Students will have revision sessions and then be undertaking end of term 3 and year exams.  |

### Useful Resources/Websites

<https://www.cambridgeinternational.org/Images/596950-2023-syllabus.pdf>  
<https://qdoc.tips/igcse-history-notes-pdf-free.html>  
<https://www.smartexamresources.com/igcse-history-revision-notes>  
[https://kupdf.net/download/igcse-history-revision-notes\\_597cbb16dc0d60d3162bb17f\\_pdf](https://kupdf.net/download/igcse-history-revision-notes_597cbb16dc0d60d3162bb17f_pdf)  
<https://chinggrarevision.weebly.com/history.html>

[Click here to return to the contents page](#)

## Sociology Curriculum Overview

| Term                  | Topics to be Studied   |
|-----------------------|--|
| <b>Autumn Term 1a</b> | <p><b><u>Social Injustice, Stratification and Prejudices</u></b></p> <p>Students will learn about social injustice, social stratification, and prejudices, as well as how they impact people's lives. They'll study about social inequality and how it links to money and gender, as well as how gender roles are shifting. They'll figure out how to evaluate social classes, their importance, and social mobility within them.</p>  |
| <b>Autumn Term 1b</b> | <p><b><u>Sociological Research</u></b></p> <p>As the most critical steps in putting research plans into action, students will learn about diverse sociological methodologies, as well as correlation and causation to better comprehend the link between variables. They'll learn about the ethical and theoretical considerations that go into sociological research and methodology selection, as well as the most frequent sociological inquiry methodologies. Triangulations will be used as a Qualitative Research Strategy, and content analysis will be used as research.</p> |
| <b>Spring Term 2a</b> | <p><b><u>Socialisation</u></b></p> <p>Students will learn about age group socialisation, human behavior diversity and variation in the context of global culture, primary and secondary socialisation, and the individual-society relationship. They'll learn about subculture, cultural change, the foundations of culture and identities, the individual-society interaction, social control agencies, and incentives and penalties in a variety of groups and organizations. They'll research subcultures' origins and evolution, as well as cultural change.</p>                 |
| <b>Spring Term 2b</b> | <p><b><u>Families</u></b></p> <p>The types and forms of families will be discussed with the students. They'll learn about how family roles shift over time. They will also be aware of the changes that are affecting the family.</p>  |
| <b>Summer Term 3a</b> | <p><b><u>Education</u></b></p> <p>The purpose of education will be taught to the students. They'll discover how familial circumstances play a role in explaining inequalities in educational attainment.</p>   |
| <b>Summer Term 3b</b> | <p><b><u>Crime</u></b></p> <p>The topics of crime, deviance, and social control will be discussed with the students. They'll learn about crime patterns as well as crime explanations.</p>   |

### Useful Resources/Websites

[\(482\) Crash Course Sociology Preview - YouTube](#)

[ReviseSociology – A level sociology revision – education, families, research methods, crime and deviance and more!](#)

[Click here to return to the contents page](#)



## Media Studies Curriculum Overview

| Term           | Topics to be Studied   |
|----------------|--|
| Autumn Term 1a | <p><b>Unit of Study: Media Language</b></p> <p>In this unit, we will be learning about how the media communicate meanings, media codes, print codes, photographic codes, moving image codes, digital and post-production codes, and types of sound. We will examine the masthead of The Times and Daily Mirror. We will also analyse the front page of the Daily Mirror and The Sun.</p>   |
| Autumn Term 1b | <p><b>Unit of Study: Media Language</b></p> <p>In this unit, we will be learning about Propp's and Todorov's narrative theory. We will examine Tatler using Propp's character types. We will investigate media genres, intertextuality, the 1963 context, and Doctor Who: An Unearthly Child. We will explore technological convergence and media language.</p>  |
| Spring Term 2a | <p><b>Unit of Study: Media Representation</b></p> <p>In this unit, we will be learning about the construction of reality in media, who the media represent, what the media represent and. Stereotypes. We will examine NHS Blood and Transplant online campaign video 'Represent' featuring Lady Leshurr. We will investigate the impact of fake news and the influence of social media.</p>   |
| Spring Term 2b | <p><b>Unit of Study: Media Representation</b></p> <p>In this unit, we will be learning about gender stereotypes in advertising and the influence of feminism on the media. We will analyse Tomb Raider/ Lara Croft GO and other video games. We will explore the invention of the teenager and how the media control the construction of teenagers. We will analyse His Dark Materials and Doctor Who while focusing on the main teenage characters.</p> |
| Summer Term 3a | <p><b>Unit of Study: Media Audiences</b></p> <p>In this unit, we will be learning about defining and categorising audiences in terms of demographics and psychographics. We will explore audience theories as well as audience pleasure. We will analyse the new edition news story in The Times and the Daily Mirror. We will explore advertising, marketing and the interactive audience, fans and fandom, The Whovians and Arctic Monkeys.</p>        |
| Summer Term 3b | <p><b>Unit of Study: Media Industries</b></p> <p>In this unit, we will be learning about vertical and horizontal integration, competition and the commercial media industries, Facebook and Alphabet. We will analyse the UK newspaper industry, the American and the UK film industry. We will explore key events in the development of radio 1967-2017. We will examine the UK television as well as music videos and video games.</p>                 |

### Useful Resources/Websites

- <https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572/changes-for-2022>
- <https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572/assessment-resources?f.Resource+type%7C6=Question+papers>
- <https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572/assessment-resources?f.Resource+type%7C6=NEA+tasks&f.Resource+type%7C6=Mark+schemes>
- <https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572/assessment-resources?f.Resource+type%7C6=Examiner+reports>
- <https://media.codes/media-codes-and-conventions-c03423c06aa8>
- <https://www.bbc.co.uk/bitesize/guides/zy24p39/revision/1>
- <https://filestore.aqa.org.uk/resources/media-studies/AQA-8572-TG-TF-21.PDF>
- Heat Magazine: <https://www.youtube.com/watch?v=O5gXxPuO2Hg>
- Tatler Magazine: <https://www.youtube.com/watch?v=OHNWpOFRAEE>

[Click here to return to the contents page](#)

| Term              | Topics to be Studied  |
|-------------------|---|
| Autumn<br>Term 1a | <p><b><u>Theoretical Unit of Study</u></b><br/>In this unit, we will learn about:</p> <ul style="list-style-type: none"> <li>• The Skeletal System</li> <li>• The Muscular System</li> </ul> <p><b><u>Practical Unit of Study – Athletics</u></b><br/>In this unit, students will learn the technique for sprinting, middle-distance events and throwing events – discus and shot put. Alongside this, students will learn how to apply their skills to competitive track and field events and will develop their understanding of the rules and tactics of these events.</p>   |
| Autumn<br>Term 1b | <p><b><u>Theoretical Unit of Study</u></b><br/>In this unit, we will learn about:</p> <ul style="list-style-type: none"> <li>• The Respiratory system</li> <li>• The Circulatory System</li> </ul> <p><b><u>Practical Unit of Study – Football</u></b><br/>In this unit, students will learn the different skills and techniques for football - dribbling, passing and receiving and shooting. Alongside this, students will learn how to apply their skills to a match situation and develop their understanding of the rules and tactics of the game.</p>   |
| Spring<br>Term 2a | <p><b><u>Theoretical Unit of Study</u></b><br/>In this unit, we will learn about:</p> <ul style="list-style-type: none"> <li>• Simple Biomechanics</li> <li>• Health Fitness and Training</li> </ul> <p><b><u>Practical Unit of Study – Basketball</u></b><br/>In this unit, students will learn the different skills and techniques for basketball - dribbling, shooting, passing and receiving. Alongside this, students will learn how to apply their skills to a match situation and develop their understanding of the rules and tactics of the game.</p>  |
| Spring<br>Term 2b | <p><b><u>Theoretical Unit of Study</u></b><br/>In this unit, we will learn about:</p> <ul style="list-style-type: none"> <li>• Health Fitness and Training</li> </ul> <p><b><u>Practical Unit of Study – Handball</u></b><br/>In this unit, students will learn the different skills and techniques for passing and catching, passing, dribbling, shooting and goal keeping. Alongside this, students will learn how to apply their skills to a match situation and develop their understanding of the rules and tactics of the game.</p>   |
| Summer<br>Term 3a | <p><b><u>Theoretical Unit of Study</u></b><br/>In this unit, we will learn about:</p> <ul style="list-style-type: none"> <li>• Health Fitness and Training</li> <li>• Energy supply and the effects of exercise on the body</li> </ul> <p><b><u>Practical Unit of Study – Volleyball</u></b><br/>In this unit, students will learn the different skills and techniques for serving, setting, digging, spiking and blocking and rules and regulation of game. Alongside this, students will learn how to apply their skills to a match situation and develop their understanding of the rules and tactics of the game.</p> |

|                       |   |
|-----------------------|---|
| <b>Summer Term 3b</b> | <p><b><u>Theoretical Unit of Study</u></b></p> <p>In this unit, we will continue to learn about:</p> <ul style="list-style-type: none"><li>• Risk</li><li>• Consolidation of Year 10 work</li></ul> <p><b><u>Practical Unit of Study – Judo</u></b></p> <p>In this unit, students will learn the different skills and techniques for Judo including nage-waza (throwing techniques), katame-waza (grappling techniques). Alongside this, students will learn how to apply their skills to a competitive situation and develop their understanding of the rules and tactics of the game.</p> |
|-----------------------|---|

#### Useful Resources/Websites

1. <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-physical-education-0413/>
2. <https://www.youtube.com/c/igpecomplete/videos>
3. <https://www.brianmac.co.uk/siteindx.htm>

[Click here to return to the contents page](#)

| Term                         | Topics to be Studied   |
|------------------------------|--|
| <p><b>Autumn Term 1a</b></p> | <p><b><u>Introduction</u></b><br/>                     Students will be introduced to the various focuses of the year. The year will be divided into workshops to develop student’s skills across art using ‘Natural Forms’ as the vehicle for the work.</p> <ol style="list-style-type: none"> <li>1. Observed drawing using pencil, varying the time allowed for each drawing</li> <li>2. Observed studies where a variety of different lines are explored, e.g., continuous, broken, thick and thin, etc.</li> <li>3. Observed studies where both right-handed and left-handed drawings are created</li> </ol> <p>Photographing angles of interest.</p>   |
| <p><b>Autumn Term 1b</b></p> | <p><b><u>Component-1</u></b><br/> <b><u>AO1, AO2 &amp; AO3</u></b><br/>                     Students will learn how to create accurate drawings using line and tone from a Natural Form of their choice. They will create several drawings of different scales using the following materials: pencil, pen and water, ink, charcoal, pastels. They will develop their evaluation and annotation skills using their own work. They will research an artist of their choice who has used drawing as a starting point for their work. This will be presented in a GCSE format.</p> <ol style="list-style-type: none"> <li>1. Drawing directly from observation of the still life group using gummed strip and masking tape ONLY, observing the dominant vertical, horizontal and diagonal lines in the still life group</li> </ol> <p>Drawing directly from observation of the still life group using the edge of a piece of thick card dipped in ink, in a loose and rapid style, using Euan Uglow’s work as inspiration.</p> |
| <p><b>Spring Term 2a</b></p> | <p><b><u>Component-1</u></b><br/> <b><u>AO1, AO2 &amp; AO3</u></b><br/> <b><u>Photography</u></b><br/>                     Students will be taught how to take a photograph using objects of their choice. They will learn how to use lighting and how to create an interesting composition. Some use of abstraction will be developed and used a vehicle for further work. They will research a photographer and present this in a GCSE format. Photoshop will be taught, and students will be able to develop their image using filters looking at different colour combinations.</p>  |
| <p><b>Spring Term 2b</b></p> | <p><b><u>Component-1</u></b><br/> <b><u>AO2, AO3 &amp; AO4</u></b><br/> <b><u>Painting</u></b><br/>                     Students will learn how to use acrylic paint to explore their objects. They will look at ideas of composition, colour contrasts and abstraction. They will paint in different scales from small work to larger A2 pieces. They will be able to use tone and understand how to create an atmosphere within the work. They will research an artist linked to painting and present this in a GCSE format.</p>   |
| <p><b>Summer Term 3a</b></p> | <p><b><u>Component-1</u></b><br/> <b><u>AO2, AO3 &amp; AO4</u></b><br/> <b><u>Printing</u></b><br/>                     Students will learn how to create an image using printing techniques of Mono printing. They will explore different surfaces, for example printing onto newspaper and tissue paper, as well as the use of colour and how this changes the surface. They will create a print or a series of prints which reflects their theme. All work will be evaluated and annotated using art words at a GCSE standard.</p>  |
| <p><b>Summer Term 3b</b></p> | <p><b><u>3D and Final pieces</u></b><br/>                     Students will use a variety of materials to develop their own Natural Form idea. They will study a 3D artist for each material. They will make some preparatory drawings of their 3D ideas. They will work in the following materials making maquette: cardboard, wire, plaster, clay. They will decide on the material they feel best suites their theme and make a larger piece reflecting their ideas and their artist. All the work produced will be evaluated and students will reflect on how they wish to create a final resolution to the project. They will be allowed to choose the materials they feel best suites their final idea and artist they have been influenced by. They will produce an outcome which reflects their final idea and skills learnt.</p>  |

## Useful Resources/Websites

Useful websites include:

1. <http://www.marlboroughfineart.com/artist-Euan-Uglow-109.html>
2. [www.metmuseum.org/toah/hd/cube/hd\\_cube.htm](http://www.metmuseum.org/toah/hd/cube/hd_cube.htm)
3. [www.arthistoryarchive.com/arthistory/cubism](http://www.arthistoryarchive.com/arthistory/cubism)
4. <http://www.studentartguide.com/articles/line-drawings>
5. [www.tate.org.uk/art/artists/patrick-heron-1278](http://www.tate.org.uk/art/artists/patrick-heron-1278)

Useful reference books include:

6. The Cubist Epoch, Douglas Cooper, Phaidon Press Ltd.
7. Twentieth Century Art. Michael Batterbury, McGraw Hill
8. Cubism and Futurism, Maly Gerhardus and Dietfried Gerhardus, Phaidon Press Ltd.

[Click here to return to the contents page](#)

## Drama Curriculum Overview

| Term                  | Topics to be Studied  |
|-----------------------|---|
| <b>Autumn Term 1a</b> | <p><b><u>Intro to Bertolt Brecht</u></b><br/>Bertolt Brecht was a German Practitioner who created the style of theatre 'Epic Theatre', whereby performances are based on socio-political issues, encouraging the audience to think and want to make a change. Students will explore the techniques and skills which support students in breaking the forth wall to alienate the audience. They will strengthen their creativity skills in thinking outside of the box to make an impactful performance.</p>   |
| <b>Autumn Term 1b</b> | <p><b><u>Devising – Response to Stimulus</u></b><br/>Students will be given a range of images by the painter Salvador Dali and in their examination groups they will choose one image to base their performance on which is connected to a socio-political issue. They will then start to research and explore their stimulus to create a basis for their examination, ensuring the techniques and skills of Brecht are embedding into their planning. Students will be expected to write an essay which is added to their coursework based on how they have responded to their image.</p>  |
| <b>Spring Term 2a</b> | <p><b><u>Devising – Development and Collaboration</u></b><br/>All students must contribute to the realisation of artistic intentions. They will demonstrate skills as a performer and/or designer in a performance for a live audience. All performances must be recorded and include a live audience. Performers must develop skills in rehearsing and learning lines; adapting work in response to rehearsals (to be done collaboratively), voice: use of clarity, pace, inflection, pitch and projection, physicality: use of space, gesture, stillness and stance, with the ability to combine and apply vocal and physical skills to create effective characterization. Students must also understand style, genre and theatrical conventions.</p> |
| <b>Spring Term 2b</b> | <p><b><u>Devising – Analysis and Evaluation</u></b><br/>All students must reflect on and evaluate the effectiveness of the devising process. Students must analyse and evaluate, the ideas explored and research undertaken, decisions made and the rationale behind them and their collaborative involvement. Students must also evaluate the content, genre, structure, character, form, style, and language of the final performance and the effectiveness of their contribution to it. All students must also be aware of, and be able to use, appropriate subject-specific terminology.</p>  |
| <b>Summer Term 3a</b> | <p><b><u>An Inspector Calls</u></b><br/>This component focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience. As theatre makers, students will develop their knowledge and understanding of the ways in which drama can create meaning for an audience through performance. During this term students will explore the text of 'An Inspector Calls', gaining greater understanding of the characters and plot by practically exploring the text.</p>   |
| <b>Summer Term 3b</b> | <p><b><u>Texts in Performance</u></b><br/>Understanding a performance text is fundamental to the subject, as this provides students with opportunities to explore plot, structure, narrative and stories from around the world and from different time periods. It encourages them to develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes. Students will interpret this text and rehearse and refine two key extracts, leading to a final performance. They will demonstrate and use a wide range of acting and/or design skills to communicate their interpretation in performance.</p>  |

### Useful Resources/Websites

Devising - <https://www.bbc.co.uk/bitesize/guides/zhpcy9q/revision/1>  
 Brecht and Epic Theatre - <https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1>  
 Epic Theatre - <https://www.youtube.com/watch?v=l-828KqtTkA>  
 Inspector Calls - <https://www.youtube.com/watch?v=3fXw8lWWtIA>  
 Study Guide – An Inspector Calls <https://www.cgpbooks.co.uk/secondary-books/gcse/drama/dmpi41-grade-9-1-gcse-drama-play-guide-an>

## French Curriculum Overview

| Term                  | Topics to be Studied  |
|-----------------------|---|
| <b>Autumn Term 1a</b> | <p><b><u>Family: La famille:</u></b><br/>In this first unit, students will review the vocabulary about family, they will revise adjectives rules to be able to describe their selves, family and friend. They will also learn to describe their relationship with family and friend. At the end they will be able to write and speak about their role model in life.</p>  |
| <b>Autumn Term 1b</b> | <p><b><u>Celebration: Les celebrations:</u></b><br/>In this unit, Students will discover the mean French celebration. They will describe food and drinks and clothes for those events. Students will continue the unit with the topic of money matter, and They will finish it learning about the hobbies they like, dislikes.</p>  |
| <b>Spring Term 2a</b> | <p><b><u>Home and aboard: A- Town: En ville, a la campagne</u></b><br/>In this unit, students will be learning about life in rural area and in town and the services they can find in both areas and how is everyday life in those areas.</p> <p><b><u>B- At home: A la maison:</u></b><br/>In this unit, the students will learn about chores and helping at home. They will also learn about daily routine and reflexive verbs. At the end of the unit, they will learn how to use imperfect tense to be able to discuss about childhood.</p> |
| <b>Spring Term 2b</b> | <p><b><u>Education and employment: L'education and l'emploi:</u></b><br/>In this unit, Students will learn about school subjects and school routine, they will also learn about rules and pressure. They will revise their future tenses rules to be able to discuss about their future, concerning jobs and aspirations.</p>   |
| <b>Summer Term 3a</b> | <p><b><u>Environment and weather: L'environnement et la meteo:</u></b><br/>In this unit, Students will learn about forecast, then they link it to the mean environmental issues our planet is facing. They will analyse the problems, but they will also discuss the solutions.</p>   |
| <b>Summer Term 3b</b> | <p><b><u>Holiday: Les vacances:</u></b><br/>In this unit, students will learn to prepare their vacation, to plan their travel. They will also learn how to communicate about the issue they can face during their vacation. At the end of the unit, they will also review different kind of transportation and which one they like.</p>   |

### Useful Resources/Websites

<https://www.liveworksheets.com/yj1712865ot>

<https://www.liveworksheets.com/zg1679193ou>

[https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais\\_Langue\\_%C3%89trang%C3%A8re\\_\(FLE\)/Les\\_verbes/Pr%C3%A9sent\\_de\\_l'indicatif\\_des\\_verbes\\_%C3%80TRE,AVOIR,ALLER\\_et\\_VENIR\\_dz1334870xg](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Les_verbes/Pr%C3%A9sent_de_l'indicatif_des_verbes_%C3%80TRE,AVOIR,ALLER_et_VENIR_dz1334870xg)

<https://theidealteacher.com/6-french-listening-websites-to-improve-gcse-skills>

[Click here to return to the contents page](#)

| Term                         | Topics to be Studied   |
|------------------------------|--|
| <p><b>Autumn Term 1a</b></p> | <p><b><u>Unit 1 – Types and Components of a Computer System</u></b><br/>                     In this unit, we will be learning to explore different hardware, compare different types software, discuss the main components of computer system, different types of operating systems and evaluate the impact of emerging technology.</p> <p><b><u>Unit 2 – Input and Output devices</u></b><br/>                     In this unit, we will be learning to explore different types of input and output devices. We will be learning to discuss their advantages and disadvantages and evaluate their uses.</p> <p><b><u>Unit 3 – Storage Devices</u></b><br/>                     In this unit, we will be learning to explore different backing storage, types of access used by secondary storage devices, types of internal and external storage media (magnetic, optical and solid state).</p>  |
| <p><b>Autumn Term 1b</b></p> | <p><b><u>Unit 4 – Networks and effects of using them</u></b><br/>                     In this unit we will be learning to explore different types of network, network devices such as routers, hubs and switches, IP and MAC address, Wi-Fi and Bluetooth. We will be learning to understand how to set up and configure a small network and compare Intranets and extranets.</p> <p><b><u>Unit 5 – The effects of using ICT</u></b><br/>                     In this unit, we will be learning to evaluate the effects of ICT on employment, working patterns and discuss its health implications.</p> <p><b><u>Unit 11 – File Management</u></b><br/>                     In this unit, we will be learning to identify different types of file and discuss their uses. We will be learning to understand the use of a hierarchical file/folder structure to save work, export data into packages - specific file formats and generic file formats.</p> <p><b><u>Unit 12 – Images</u></b><br/>                     In this unit, we will be learning to place images into documents and presentation, resize an image, place an image with precision, place border around an image, rotate and crop an image, adjust the colour dept, adjust the brightness and contrast and adjust the aspect of an image to distort an image where appropriate.</p> <p><b><u>Unit 13 – Layout</u></b><br/>                     In this unit, we will be learning to apply layout skills. We will be learning to use software tools to prepare a basic document to match the purpose and target audience. We will understand to create a new document, open and existing document, place objects in to the document, enter and edit data including text and numbers and place automated objects in headers and footers.</p> <p><b><u>Unit 14 – Styles</u></b><br/>                     In this unit. we will be learning to create and edit corporate house style, produce documents which conform to a corporate house style. We will also be learning to create and edit styles for page layouts and apply paragraph styles.</p> <p><b><u>Unit 16 – Graphs and Charts</u></b><br/>                     In this unit, we will be learning to create a graph or chart, label a graph, extract segments from a pie chart, change chart colours to print in black and white and add secondary axis and set axis scales.</p> |



|                              |  |
|------------------------------|--|
| <p><b>Spring Term 2a</b></p> | <p><b><u>Unit 17 – Document Production</u></b><br/>         In this unit, we will be learning to create a document, set the page size, orientation and gutter margins. We will also be learning to apply widow and ‘orphan’. We will also be learning to understand use of page, section and column breaks to adjust pagination, set tabulation settings including indented paragraphs and hanging paragraphs. We will also be learning to perform a mail merge.</p> <p><b><u>Unit 6 – ICT Application</u></b><br/>         In this unit, we will be learning about communication, data handling, measurement, microprocessor, modelling and manufacturing applications. We will also be learning to understand use of IT in school management system, booking system and banking system and its applications.</p> |
| <p><b>Spring Term 2b</b></p> | <p><b><u>Unit 6 – ICT Application</u></b><br/>         In this unit, we will be learning to explore a number of applications connected with ICT. We will be learning to understand applications of computers in medicine, libraries and in the retail industry. We will also be learning to describe recognition systems and monitoring and tracking systems in detail.</p> <p><b><u>Unit 19 – Presentation</u></b><br/>         In this unit, we will be learning to create a presentation using master slide. We will also understand how to use master slide to place objects, create and add chart to a slide, insert an image, animate objects on a slide, display presentation and finally save and print a presentation for the target audience.</p>  |
| <p><b>Summer Term 3a</b></p> | <p><b><u>Unit 18 – Data Manipulation</u></b><br/>         In this unit, we will be learning about creating and editing database using MS. Access. We will be learning about designing user friendly forms, creating queries and reports in MS Access. We will also be able to import and export files in different formats and use formulas in reports.</p>  |
| <p><b>Summer Term 3b</b></p> | <p><b><u>Unit 18 – Data Manipulation</u></b><br/>         In this unit, we will be learning about creating and editing database using MS. Access. We will be learning about designing user friendly forms, creating queries and reports in MS Access. We will also be able to import and export files in different formats and use formulas in reports.</p> <p><b><u>Unit 7 – System Life Cycle</u></b><br/>         In this unit we will be learning to explore stages in system life cycle. We will be learning to discuss each stage, it’s methods and applications in detail.</p>  |

**Useful Resources/Websites**

<https://www.cambridgeinternational.org/Images/595352-2023-2025-syllabus.pdf>  
<https://www.igcseict.info/>

[Click here to return to the contents page](#)

| Term                         | Topics to be Studied  |
|------------------------------|---|
| <p><b>Autumn Term 1a</b></p> | <p><b><u>Unit 1: Data Representation</u></b><br/>                     In this unit, we will be learning about basic number systems used in computing. We will learn to convert Decimal, Binary and Hexadecimal systems We will also learn to represent different data used in computing like Sounds and Images also to understand Data compression techniques used.</p> <p><b><u>Unit 2: Communication and Internet Technology</u></b><br/>                     In this unit, we will be learning about data transmission and to distinguish between serial and parallel transmission. Simplex, Duplex and half duplex transmission. We will understand the concepts of MAC address, internet protocol address, uniform resource locator and cookies.</p> <p><b><u>Unit 4: Logic Gates</u></b><br/>                     In this unit, we will be learning about the functions of AND, OR, NOT, NAND, NOR and XOR logic gates. We will understand binary output produced by the logic gates when two inputs are given and produce truth table from logic gate.</p> |
| <p><b>Autumn Term 1b</b></p> | <p><b><u>Unit 3: Computer Architecture, Languages and Operating Systems</u></b><br/>                     In this unit, we will be learning to understand the basic von Neumann architecture for a computer system. We will also be learning to describe the fetch execute cycle, need of compilers, interpreters and assemblers.</p> <p><b><u>Unit 4:(Cont) Logic Circuits</u></b><br/>                     In this unit, we will be learning to produce truth table from a logic gate, to produce a logic circuit to solve a given problem and logic statement.</p>  |
| <p><b>Spring Term 2a</b></p> | <p><b><u>Unit 5: Input Devices</u></b><br/>                     In this unit, we will be learning the ‘input devices ‘and describe how keyboard, mouse 2D and 3D scanner, digital cameras, touch screens, interactive whiteboards, microphones are used in real life scenarios.</p> <p><b><u>Unit 6: Sensors</u></b><br/>                     In this unit, we will be learning to define term sensor. Understand how range of sensors input data into computer system.</p>   |
| <p><b>Spring Term 2b</b></p> | <p><b><u>Unit 7: Output Devices</u></b><br/>                     In this unit, we will be learning about different output devices like flat panel display screens, LCD and LED screens, touch screens, LCD projectors and Digital light projectors, printers, cutters, speaker, headphones and actuator operate.</p> <p><b><u>Unit 8: Memory, Storage Devices and Media</u></b><br/>                     In this unit, we will be learning primary, secondary and off-line storage. We will understand principles applied to currently available storage solutions such as HDDs, SSDs, USB flash memory, DVDs, CDs and Blu-ray disks.</p>   |
| <p><b>Summer Term 3a</b></p> | <p><b><u>Unit 11: Programming Concepts</u></b><br/>                     In this unit, we will be learning about variables and constants, basic data types, basic principles of programming such as sequences, selection, iteration, totalling and counting. We will also understand use of one- dimensional array and write values into an array.</p> <p><b><u>Unit 12 Pseudocode and Flowcharts</u></b><br/>                     In this unit, we will be learning to understand the use of pseudocode and flowcharts to assign values to a variable. We will also use pseudocode and flowcharts to create conditional statements and loop structures.</p>   |

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|-----------------------|--|
| <b>Summer Term 3b</b> | <b>Unit 13: Algorithm Design and Problem solving</b><br>In this unit, we will be learning to understand that every computer system is made up of sub-systems. We will be able to use top-down design and structure design and explain standard methods of solution including pseudocode and flowcharts. We will also produce an algorithm for a given problem. |
|-----------------------|--|

#### Useful Resources/Websites

<https://www.cambridgeinternational.org/Images/595424-2023-2025-syllabus.pdf>

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-computer-science-0478/>

<https://replit.com/new/python3>

<https://www.udemy.com/course/the-python-bible/>

<https://www.codecademy.com/learn/paths/computer-science>

<https://www.youtube.com/watch?v=kqtD5dpm9C8>

<https://www.youtube.com/watch?v=LzYNWme1W6Q>

<https://www.w3schools.com/python/default.asp>

[Click here to return to the contents page](#)

| Term                  | Topics to be Studied   |
|-----------------------|--|
| <b>Autumn Term 1a</b> | <p><b><u>Unit 1: Memory</u></b></p> <p>In this unit, students will learn about different types of memories and how memories are encoded and stored. Students will understand the multi-store model of memory along with the features of each store and the primacy and recency effects in recall. Additionally, they will learn about Murdock's serial position curve study, the theory of reconstructive memory, Bartlett's War of the Ghosts study as well as factors affecting the accuracy of memory, including interference, context and false memories.</p>  |
| <b>Autumn Term 1b</b> | <p><b><u>Unit 2: Perception</u></b></p> <p>In this unit, students will learn about the difference between sensation and perception. They will understand visual cues and constancies like monocular depth cues and binocular depth cues. Additionally, they will learn about Gibson's direct theory of perception and Gregory's constructivist theory of perception. Furthermore, students will understand visual illusions along with its explanations and examples for visual illusions, factors affecting perception, perceptual set and its effects, the Gilchrist and Nesberg study of motivation and the Bruner and Minturn study of perceptual set.</p> |
| <b>Spring Term 2a</b> | <p><b><u>Unit 3: Development</u></b></p> <p>In this unit, students will explore and learn about early brain development, Piaget's stage theory and the development of intelligence and the role of Piaget's theory in education. Furthermore, students will learn about the effects of learning on development including Dweck's Mindset Theory of learning, learning styles including verbalisers and visualisers as well as Willingham's learning theory and his criticism of learning styles.</p>   |
| <b>Spring Term 2b</b> | <p><b><u>Unit 4: Research Methods</u></b></p> <p>In this unit, students will explore and learn about formulation of testable hypotheses, types of variables, sampling methods and designing a research study. Additionally, students will learn about correlation, research procedures, planning and conducting research and ethical considerations. Furthermore, students will understand about quantitative and qualitative data, primary and secondary data, computation, descriptive statistics, interpretation and display of quantitative data and normal distributions</p>  |
| <b>Summer Term 3a</b> | <p><b><u>Unit 5: Social Influence</u></b></p> <p>In this unit, students will explore and learn about conformity and Asch study of conformity as well as obedience including Milgram's theory and Adorno's theory. Furthermore, students will learn about prosocial behaviour which also contains bystander behaviour and Piliavin's subway study along with crowd and collective behaviour.</p>  |
| <b>Summer Term 3b</b> | <p><b><u>Unit 6: Language, thought and behaviour</u></b></p> <p>In this unit, students will explore and learn about the possible relationship between language and thought and the effect of language and thought on our view of the world. Additionally, they will also understand the differences between human and animal communication, non-verbal communication and explanations of non-verbal behaviour.</p>   |

### Useful Resources/Websites

<https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182/assessment-resources>  
<https://www.youtube.com/c/PsychBoost>

[Click here to return to the contents page](#)