

CURRICULUM BOOKLET

Important information and curriculum overview for parents and students of GRADE 8

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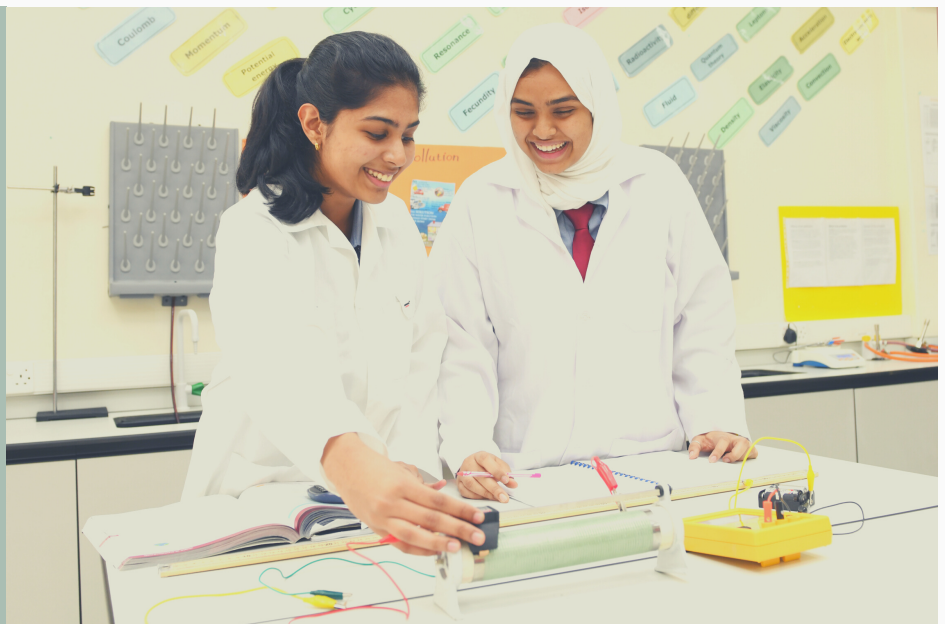
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Our Vision for our students

At WSR, our Vision is to educate and empower our students to be self-directed progressive learners who are confident, compassionate and accomplished global citizens. Our aim is to ensure all student leave WSR proud of their achievements and contribution to school life having achieved their personal best.

This booklet has been created to help parents get an overview of the year ahead. As you scroll through, you will be introduced to all the important people in Grade 8, the Senior Leadership Team, Pastoral Leaders and Heads of Faculty; their expectations and aspirations for your children. This booklet will also serve as a guide and to provide individual subject curriculum information.

As a team, we hope to work in partnership with Parents and Students to ensure that each child receives the best in every aspect of their school life.



Meet the team

Form Tutors

Mr. Seun Gbemi - seun.g_wsr@gemsedu.com
Mr. Subash Nedumpully - subash.n_wsr@gemsedu.com
Ms. Fathima Zeba - fathima.z_wsr@gemsedu.com
Ms. Jhanen Nepal - jhanen.n_wsr@gemsedu.com

Pastoral Leaders

Ms. Renuka Nair - renuka.n_wsr@gemsedu.com
Ms. Dhanya Surendradas - dhanya.s_wsr@gemsedu.com

Director of Learning KS4

Ms. Rhea Lawrence - rheamarina.l_wsr@gemsedu.com

We are here to help, but, as parents, you can:

- Provide a quiet work space
- Take an interest in your child's progress
- Give guidance with planning of work
- Monitor deadlines (use this booklet)
- Check the planner / weekly bulletin / emails
- Challenge the quality of work produced.
- Discuss any concerns with subject teachers, Head of Faculty or Head of Key Stage

" I will be working with students in KS4 not only to help them achieve top grades in their upcoming IGCSE exams but also to prepare them for Sixth Form and life at University. Always remember to aim high. The higher the better. Don't let anything stand in your way. "

Rhea Lawrence
**DIRECTOR OF LEARNING
KEY STAGE 4**



Our Uniform Code

Boys:

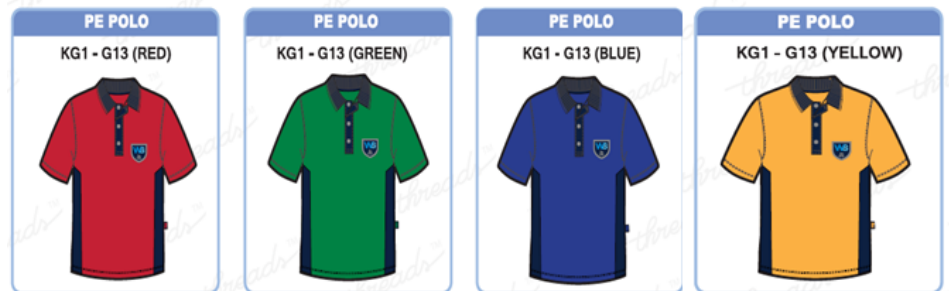


Girls:



Regular Uniform

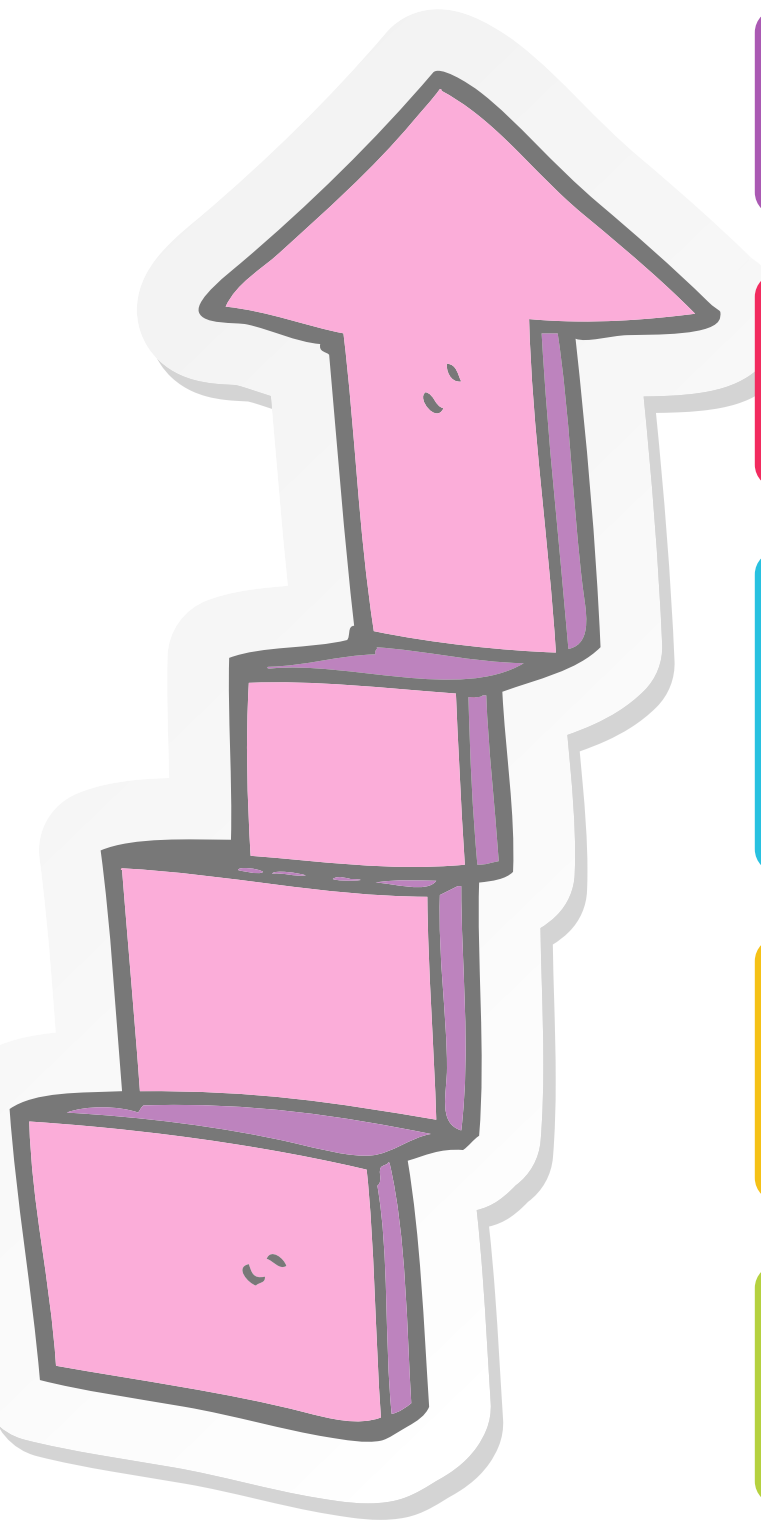
Boys and Girls:



P.E Uniform



Our Rewards System



PRINCIPAL'S AWARD

Chosen by SLT members

PASTORAL LEADER AWARD

Chosen by Departments

TUTOR GROUP OF THE WEEK

Tutor Group with Highest Achievement Points

Improvement

STUDENT OF THE WEEK

Highest Achievement Points

Difference

Achievement

STUDENT OF THE WEEK

Highest Achievement Points

Behaviour Expectations

0-10 Behaviour Points
Report to Form Tutor
Sanction: One 2nd
break detention

11-20 Behaviour Points
Report to Pastoral Leader
Sanction: One weeks'
2nd break detention

Any student with **30+**
Behaviour Points will
also have to meet Ms.
Hassina and sign a
CONTRACT.
File opened with
MINISTRY

40+ Behaviour Points
Report to HOS
Sanction: Thursday after
school detention (1 Hour)
Behaviour Panel with SLT

21-30 Behaviour Points
Report to DOL
Sanction: One weeks'
2nd break detention and
no P.E.

Report to DHOS
Sanction: Thursday after
school detention (1 Hour)
31-40 Behaviour Points

This flow chart highlights how students will be sanctioned for demonstrating negative behaviour towards learning and consequences for collecting negative behaviour points.

COVID - 19 RULES

The following pathway highlights the procedures that will be followed if students violate the **COVID-19 Rules**.

WARNING:

Form Tutor / Parent informed
1 Behaviour Point

FINAL WARNING:

Form Tutor / Parent informed
3 Behaviour Points

**REMOTE LEARNING
ONLY**

English (ESL and EFL)



"We are more than elated to onboard you on this journey, providing you with an eclectic mix of both online and offline learning. We, at WSR, are trained not just for delivering AQA specifications, but also to inspire, challenge and motivate every student, no matter what their level of ability is, while supporting you in developing creative and engaging lessons. We have developed assessment strategies that support students' achievement in an untiered, closed book context through the use of extract-based questions. We wish your proactive involvement and eagerness to upgrade your English language skills."

- Fathima Bathool, Curriculum Leader - English

Curriculum

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading, in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.

The English Department at WSR focusses on improving students' listening, speaking, reading and writing skills because students, who do not learn to speak, read, write fluently and confidently are effectively disenfranchised. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. Grade 10 students at WSR will follow the Oxford AQA course book and follow Oxford AQA syllabus which will cater to all the four skills along with exam -style questions at the end of each unit.

In order to best suit the needs of our students, we have two streams of English lessons. The majority of students will be in English as a Second Language, while some will be placed in English as a First language. These two streams have been created in order to tailor our teaching to the needs of the students. Neither stream is fixed; we want to be as flexible as possible to the needs of the students, so we will move them if we see they need further support or more challenge.

In ESL, students will focus on the skills required to access their learning in all subjects, as well as give them greater support in their reading, writing, speaking and listening skills. The lessons will follow a theme that allows the students to work on each of these areas.

The EFL course is designed for students who have a secure grasp of spoken English and are fairly able with academic English use. The lessons for these students will focus on the same skills being delivered to the other students, but at a deeper level. The lessons will also follow a theme, but this is likely to be different to the theme followed by the ESL students. Literature Students at WSR will follow the Oxford AQA International GCSE in English. Literature which enable students to engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world.

Topics / Skills Coverage

Autumn

English as a First Lang

1A:

Different kinds of Articles-
Tabloids, Broadsheets-
Reading

1B:

Investigative journals for
report writing.

English as a Second Lang

1A:

Introduction to Report,
Article, Blogs writing.

1B:

Portfolios of different writing
skills

Spring

English as a First Lang

2A:

Death of a Salesman (play)An
in-depth analysis -Reading

2B:

Death of a Salesman (play) An
in-depth analysis for writing.

English as a Second Lang

2A:

Death of a Salesman- A play
analysis

2B:

Death of a Salesman-
Writing Skills(commentaries)

Summer

English as a First Lang

3A:

Anthology of mystery stories-
fiction reading, unseen
passages and comprehension.

3B:

Anthology of mystery stories-
fiction writing.

English as a Second Lang

3A:

Informational text- non fiction
reading, unseen passages and
comprehension.

3B:

Informational text- non fiction
writing , unseen passages and
comprehension

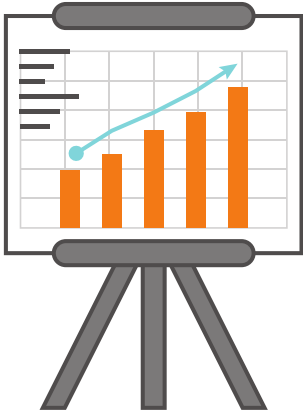
Homework

Students are assigned one piece of homework on a weekly basis as per a schedule. The following online tools will be used for the learning purpose:

- Read Theory
- Actively learn
- Fluency Tutor
- Google classroom task
- SAM learning.

Assessments

Assessment schedule for students will be:



Maximising potential

Recommended Reading List

English as a First Language

- The Fly in the Ointment - V. S. Pritchett
- The Rain Horse - Ted Hughes

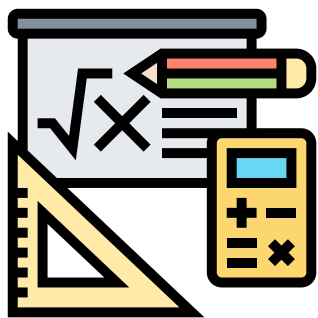
English as a Second Language

- The Fly in the Ointment - V. S. Pritchett
- The Rain Horse - Ted Hughes

Mathematics

"Math is all around us and helps us to understand the world better. To live in our world and not know math is like walking through an art museum with your eyes closed. Learning and appreciating math can help you appreciate things that you would not otherwise notice about the world. In reality, math is everywhere!"

- *Omnia Beshir, Curriculum Leader - Maths*



Curriculum

Students are taught in line with the GCSE Framework for Teaching Mathematics. This includes mental arithmetic, number, algebra, measure, shape and space, data handling and problem solving. Resources are taken from a wide variety and include textbooks, worksheets and ICT activities. Each Math class room is also equipped with an interactive whiteboard and accompanying clever touch screen.

Topics / Skills Coverage

Autumn

Autumn 1

Unit 1 NUMBER 1:

Working with fractions,
Significant figures

ALGEBRA 1:

Simplifying algebraic
expressions, Solving equations

Spring

Spring 1

Unit 2 NUMBER 2:

Standard form,
Percentages, Percentage
increase and decrease

ALGEBRA 2

Simplifying algebraic fractions,
Solving equations with roots
and powers, Inequalities

Summer

Summer 1

Unit 3 NUMBERS 3

Prime factorisation, LCM AND
HCF, Ratio

ALGEBRA 3

Simple factorization,

Autumn

Autumn 2

GRAPH 1

- Gradient of a straight line
Plotting straight-line graphs
- Straight-line conversion graphs

SHAPE AND SPACE 1

Triangles, Quadrilaterals, Polygon, Construction, Similar triangles

SETS AND VENN DIAGRAM

Set notation, Venn diagrams

Spring

Spring 2

GRAPH 2

Sketching more than one line graphs, Simultaneous equations

SHAPE AND SPACE 2

Pythagoras' theorem, Circle theorem

HANDLING DATA 1

Statistical investigation
Averages for discrete data

Summer

Summer 2

Graph 3

- Distance-time graphs
- Speed-time graphs

SHAPE AND SPACE 3

- Tangent ratio
- Calculating sides and angles

HANDLING DATA 2

- Frequency tables
- Discrete and Continuous data frequency distribution.

Homework

Homework is given every week. Each piece of homework should take at least half an hour to complete. Homework may be set online via Active Learn, Myimaths, google classroom, Sam learning or placed in the shared drive where the students may access it.



Assessments

- Diagnostic test- this is done at the beginning of the session (Base-line test)
- Formative assessment- this is used to check the progress of students (Every 2/3 weeks)
- Summative assessments (End of a term)



Recommended Reading List

For class work, students will be provided with resources, including textbooks at the appropriate level. Our current textbook is Pearson Edexcel. Students will need their own calculator (a scientific one) with a full geometry set.

www.myimaths.com

www.samlearning.com

www.mathsisfun.com

Biology

"I became a science teacher because of my fascination for understanding the world around us and my desire to share that knowledge with young people. As Head of Science I hope to ensure

that as you discover more about each of the disciplines within science that you also become passionate about the natural world and its possibilities. You should expect to, throughout your studies in science, develop scientific knowledge and conceptual understanding, an understanding of the processes and methods of science that help you to answer questions about the world around you and become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.."

- Emma Fox, Curriculum Leader - Science



Curriculum

Our KS4 Biology curriculum aims to continue with the process of building upon and deepening scientific knowledge and understanding of ideas developed in KS3 and earlier key stages. Science has changed our lives and is vital to the world's future prosperity, and all students should expect to be taught essential aspects of the knowledge, methods, processes and uses of Biology. Through developing their body of knowledge and concepts, students will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Students will be encouraged to understand how Biology can be used to explain what is occurring in the world around them, predict how things will behave, and analyse causes.

Grade 10 students will complete their studies of the Pearson EDEXCEL 9-1 iGCSE Biology specification, a three-year course culminating in two examination papers in May/June 2021. This specification is designed to ensure good preparation both for students looking to continue to more advanced courses in Biology and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.

Topics / Skills Coverage

Autumn

Topic: 1 - Organisms and Life Processes

1. Life Processes
2. Variety of Living Organisms (Part 1)

Topic: 3 - Plant Physiology

10. Plants and Food

Spring

Topic: 2- Animal Physiology

3. Breathing and Gas Exchange
4. Food and Digestion

Topic: 4 - Ecology and Environment

14. Ecosystem
15. Human Influences on the environment

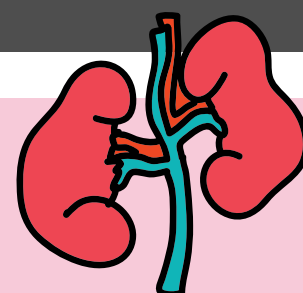
Summer

Topic: 3 - Plant Physiology

11. Transport in Plants
13. Reproduction in Plants

Skills:

- Analysis and Interpretation of Graphical Data
- Reasoning
- Problem Solving
- Application of Knowledge for Critical Thinking
- Application of Theoretical and Practical Knowledge to Exam-Style Questions
- Scientific Investigation and Practical Skills
- Language Acquisition
- Mathematical Skills
- Independent Learning Skills
- Extended Writing
- Evaluation of Data for Accuracy and Validity



Homework

Students should expect to be set a variety of engaging homework tasks that aim to develop their independent learning skills, these may include developing research skills or consolidation and application of class-based learning. They will be set one homework task per week for Biology which should take 30-40 minutes to complete.

Assessments

- Baseline Assessments- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- Formative Assessment – in class progress tests conducted by class teachers every 2-3 weeks in order to regularly monitor student progress.
- Summative Assessment – formal mid and end of term examinations.



Recommended Reading List

Student success in Biology can be amplified by the wider reading they conduct and consolidation of class-based learning. Students should be encouraged to read the course text book but also consult other sources of appropriate information and learning including:

- BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f>
- Save My Exams: <https://www.savemyexams.co.uk/igcse-biology-edexcel-new/revision-notes/>
- Physics and Maths Tutor: <https://www.physicsandmathstutor.com/biology-revision/igcse-edexcel/>
- Seneca Learning: <https://senecalearning.com/en-GB/>
- Quizlet: <https://quizlet.com/28838474/edexcel-igcse-biology-revision-flash-cards/>
- GCSE Pod: <https://www.gcsepod.com/>

Chemistry

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that as you discover more about each of the disciplines within science that you also become passionate about the natural world and its possibilities. You should expect to, throughout your studies in science, develop scientific knowledge and conceptual understanding, an understanding of the processes and methods of science that help you to answer questions about the world around you and become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.."

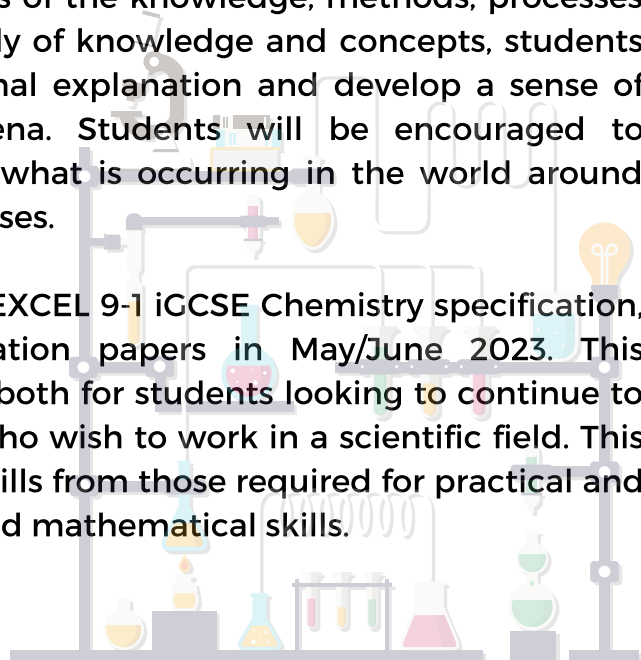
- Emma Fox, Curriculum Leader - Science



Curriculum

Our KS4 Chemistry curriculum aims to continue with the process of building upon and deepening scientific knowledge and understanding of ideas developed in KS3 and earlier key stages. Science has changed our lives and is vital to the world's future prosperity, and all students should expect to be taught essential aspects of the knowledge, methods, processes and uses of Chemistry. Through developing their body of knowledge and concepts, students will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Students will be encouraged to understand how Chemistry can be used to explain what is occurring in the world around them, predict how things will behave, and analyse causes.

Grade 8 students will begin studying the Pearson EDEXCEL 9-1 iGCSE Chemistry specification, a three-year course culminating in two examination papers in May/June 2023. This specification is designed to ensure good preparation both for students looking to continue to more advanced courses in Chemistry and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.



Topics / Skills Coverage

Autumn

Topic: 1 - Principles of Chemistry

1. States of Matter
2. Elements, Compounds and Mixtures
3. Atomic Structure
4. The Periodic Table
5. Chemical Formulae, Equation and Calculations (Part 1)

Spring

Topic: 1 - Principles of Chemistry

7. Ionic bonding
8. Covalent bonding
9. Metallic bonding
10. Electrolysis

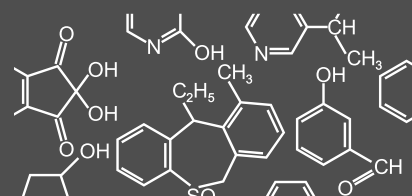
Topic: 2 - Inorganic Chemistry

11. The Alkali Metals

Summer

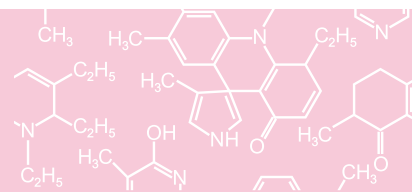
Topic: 2 - Inorganic Chemistry

12. The Halogens
13. Gases in the atmosphere
14. Reactivity Series.
15. Extraction and Uses of Metals
16. Acids Alkalis and Titrations



Skills:

- Analysis and Interpretation of Graphical Data
- Reasoning
- Problem Solving
- Application of Knowledge for Critical Thinking
- Application of Theoretical and Practical Knowledge to Exam-Style Questions
- Scientific Investigation and Practical Skills
- Language Acquisition
- Mathematical Skills
- Independent Learning Skills
- Extended Writing
- Evaluation of Data for Accuracy and Validity



Homework

Students should expect to be set a variety of engaging homework tasks that aim to develop their independent learning skills, these may include developing research skills or consolidation and application of class-based learning. They will be set one homework task per week for Chemistry which should take 30-40 minutes to complete.

Assessments

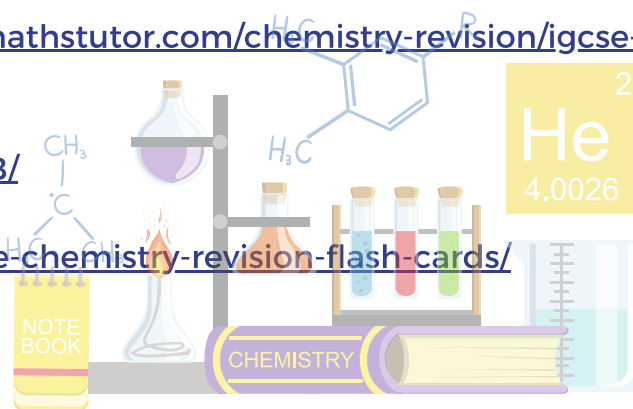
- **Baseline Assessments**- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- **Formative Assessment** – in class progress tests conducted by class teachers every fortnight in order to regularly monitor student progress.
- **Summative Assessment** – formal mid-term and two mock examinations.



Recommended Reading List

Student success in Biology can be amplified by the wider reading they conduct and consolidation of class-based learning. Students should be encouraged to read the course text book but also consult other sources of appropriate information and learning including:

- **BBC Bitesize:** <https://www.bbc.co.uk/bitesize/examspecs/zy984j6>
- **Save My Exams:** <https://www.savemyexams.co.uk/igcse-chemistry-edexcel-new/revision-notes/>
- **Physics and Maths Tutor:** <https://www.physicsandmathstutor.com/chemistry-revision/igcse-edexcel/>
- **Seneca Learning:** <https://senecalearning.com/en-GB/>
- **Quizlet:** <https://quizlet.com/28838474/edexcel-igcse-chemistry-revision-flash-cards/>
- **GCSE Pod:** <https://www.gcsepod.com/>



Physics

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- Emma Fox, Curriculum Leader - Science



Curriculum

Our KS4 Physics curriculum aims to continue with the process of building upon and deepening scientific knowledge and understanding of ideas developed in KS3 and earlier key stages. Science has changed our lives and is vital to the world's future prosperity, and all students should expect to be taught essential aspects of the knowledge, methods, processes and uses of Physics. Through developing their body of knowledge and concepts, students will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Students will be encouraged to understand how Physics can be used to explain what is occurring in the world around them, predict how things will behave, and analyse causes.

Grade 8 students will begin studying the Pearson EDEXCEL 9-1 iGCSE Physics specification, a three-year course culminating in two examination papers in May/June 2023. This specification is designed to ensure good preparation both for students looking to continue to more advanced courses in Physics and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.

Topics / Skills Coverage

Autumn

Topic: 1 - Forces and Motion

1. Movement and Position
2. Forces and Shape
3. Forces and Movement
4. Momentum
5. The Turning Effect of Forces

Spring

Topic: 2 - Electricity

6. Mains Electricity
7. Current and Voltage in Circuits
8. Electrical Resistance
9. Electrical Charge

Summer

Topic: 3 - Waves

10. Properties of Waves
11. The Electromagnetic Spectrum
12. Light Waves
13. Sound

Topic: 4 - Energy Resources and Energy Transfer

14. Energy Transfer
15. Thermal Energy (Conduction, Convection, Radiation)
16. Work and Power
17. Energy Resources and Electricity Generation

Skills:

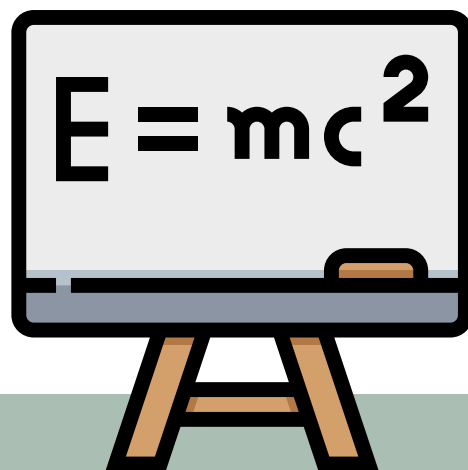
- Analysis and Interpretation of Graphical Data
- Reasoning
- Problem Solving
- Application of Knowledge for Critical Thinking
- Application of Theoretical and Practical Knowledge to Exam-Style Questions
- Scientific Investigation and Practical Skills
- Language Acquisition
- Mathematical Skills
- Independent Learning Skills
- Extended Writing
- Evaluation of Data for Accuracy and Validity

Homework

Students should expect to be set a variety of engaging homework tasks that aim to develop their independent learning skills, these may include developing research skills or consolidation and application of class-based learning. They will be set one homework task per week for Physics which should take 30-40 minutes to complete.

Assessments

- **Baseline Assessments**- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- **Formative Assessment** – in class progress tests conducted by class teachers every fortnight in order to regularly monitor student progress.
- **Summative Assessment** – formal mid-term and two mock examinations.



Recommended Reading List

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- **Save My Exams:** <https://www.savemyexams.co.uk/igcse-physics-edexcel-new/revision-notes/>
- **Physics and Maths Tutor:** <https://www.physicsandmathstutor.com/physics-revision/igcse-edexcel/>
- **Seneca Learning:** <https://senecalearning.com/en-GB/>
- **Quizlet:** <https://quizlet.com/28838474/edexcel-igcse-physics-revision-flash-cards/>
- **GCSE Pod:** <https://www.gcsepod.com/>

Business Studies



"Welcome to the enterprise Department, where we believe in teaching and learning with a forward-looking vision of equity and digital learning to push the field of education ahead. Our department is committed to motivating students to acquire the knowledge, skills, and competencies to achieve the highest grades. Our students are encouraged to take up projects to supplement knowledge with practical experience. We also encourage students to organize events, participate in management events and get involved in activities of social relevance. Our curriculum is taught by a distinguished faculty, combining academic excellence and real-world experience, with dedication and commitment, we have also designed our syllabus to strike a balance between professional knowledge and personal skills to suite every student ability.

We are looking forward to see you next year."

- Farah Al Hosaini, Curriculum Leader - Enterprise



Curriculum

"Business, Commerce, trade and exchange make other people more valuable alive than dead, and mean that people try to anticipate what the other guy needs and wants. It engages the mechanisms of reciprocal altruism, as the evolutionary biologists call it; as opposed to raw dominance is the Commerce Department's motto here at Gems Westminster School"

The aims and objectives of this qualification are to enable students to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to make informed judgements

- Investigate and analyze real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- Develop and apply quantitative skills relevant to business, including using and interpreting data and business contexts
- Apply knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts
- Develop an understanding of how these contexts impact on business behaviour
- Apply knowledge and understanding to business decision making, including: the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources; and how these interdependencies underpin business decision making or how different business contexts affect business decisions or the use and limitation of quantitative and qualitative data

Topics / Skills Coverage

Autumn

- What is business activity, business objectives
- sole trader
- partnership
- franchise
- Limited companies and multinationals. Public corporations.
- Appropriateness of different forms of ownership

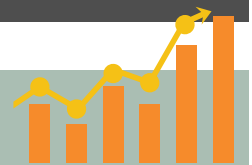
Spring

- Classification of business.
- Decision on location.
- Globalization
- The importance and growth of multinational companies.
- The importance of good communication in business.
- Barriers to communication in business.

Summer

- Reasons for business failure.
- Market research. The importance of marketing
- Technology in production.
- Factors of production

Homework

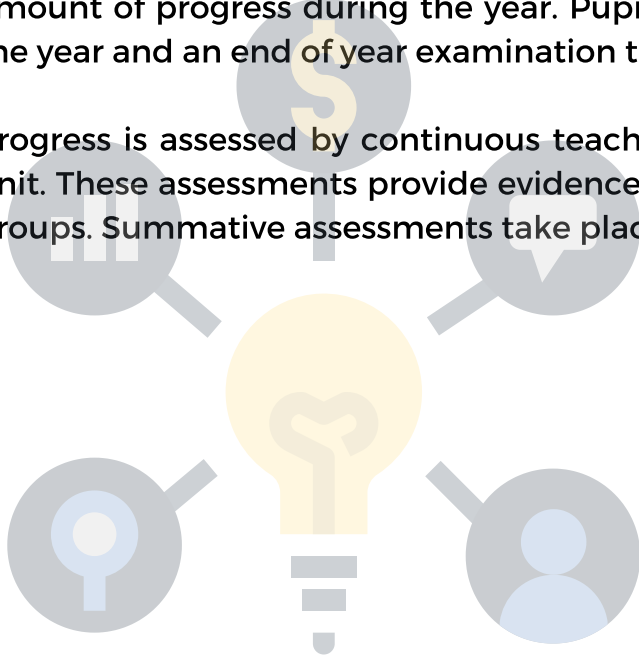


Homework is set weekly for all students. Every other week homework will take the form of an online exercise (SAM learning) which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a PowerPoint, creation of bank of questions, though more often, homework will be designed to ensure that students have the opportunity to practice and consolidate the concepts developed in class. Homework is marked and graded, and students will be given feedback on what they need to do to improve their understanding of the topic.

Assessments

All pupils will work at a pace that is suitable to them to ensure everyone makes the maximum amount of progress during the year. Pupils have regular topic based assessments throughout the year and an end of year examination to monitor attainment and progress.

Progress is assessed by continuous teacher assessment plus a formal test at the end of each unit. These assessments provide evidence for student tracking and movement between ability groups. Summative assessments take place at the end of the term.



Recommended Reading List

www.senecalearning.com

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

<https://www.tutor2u.net/>



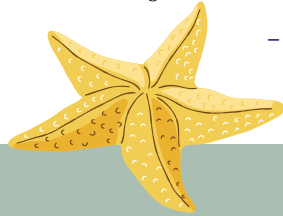
Economics



"Welcome to the enterprise Department, where we believe in teaching and learning with a forward-looking vision of equity and digital learning to push the field of education ahead. Our department is committed to motivating students to acquire the knowledge, skills, and competencies to achieve the highest grades. Our students are encouraged to take up projects to supplement knowledge with practical experience. We also encourage students to organize events, participate in management events and get involved in activities of social relevance. Our curriculum is taught by a distinguished faculty, combining academic excellence and real-world experience, with dedication and commitment, we have also designed our syllabus to strike a balance between professional knowledge and personal skills to suite every student ability.

We are looking forward to see you next year."

- Farah Al Hosaini, Curriculum Leader - Enterprise



Curriculum

"Economics is everywhere, and understanding economics can help you make better decisions and lead a happier life"

The aims and objectives of this qualification are to enable students to:

- Develop an interest in, and enthusiasm for, the subject and economic concepts and apply these concepts to real-life situations
- Calculate, interpret and evaluate economic data in order to make reasoned arguments and informed judgements
- Appreciate the contribution of economics to the understanding of the wider economic and social environment
- Develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
- Use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- Understand that economic Behaviour can be studied from a range of perspectives
- Develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life
- Develop an awareness of economic change and its impact on developing and developed economies

- Understand economic issues, problems and possible solutions that affect mixed economies
- Participate effectively in society as citizens, producers and consumers.

Topics / Skills Coverage

Autumn

- Economic assumptions
- The Economic problem
- The Demand Curve
- Factors that may shift the demand curve
- The Supply Curve
- Factors that may shift the supply curve
- Market Equilibrium

Spring

- Price elasticity of demand
- Price elasticity of demand
- Income elasticity
- The mixed economy
- Privatisation
- Externalities

Summer

- Economic growth
- Inflation
- Unemployment
- Balance of payments on the current account
- Protection of the environment
- Redistribution of income.

Homework

Homework is set weekly for all students. Every other week homework will take the form of an online exercise (SAM learning) which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a PowerPoint, creation of bank of questions, though more often, homework will be designed to ensure that students have the opportunity to practice and consolidate the concepts developed in class. Homework is marked and graded, and students will be given feedback on what they need to do to improve their understanding of the topic.

Assessments

All pupils will work at a pace that is suitable to them to ensure everyone makes the maximum amount of progress during the year. Pupils have regular topic based assessments throughout the year and an end of year examination to monitor attainment and progress.

Progress is assessed by continuous teacher assessment plus a formal test at the end of each unit. These assessments provide evidence for student tracking and movement between ability groups. Summative assessments take place at the end of the term.

Recommended Reading List

www.senecalearning.com

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

<https://www.tutor2u.net/>

Geography



"Students explore different places at different scales from local to a global level, leading to a greater understanding of the physical and human world around them. Geography helps students to understand the interconnection of environments, economies and societies in the world. It engages similarity and diversity in human development.

Students will study an array of topics within human and environmental geography. Students will look at various issues around globalisation, migration and development from the viewpoint of multiple stakeholders. They will also use a range of case studies to study about how much of major events can impact on the social, economic, environmental and political aspect of a country."

- Esther Sylvester, Curriculum Leader - Humanities

Curriculum

The Curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Topics / Skills Coverage

Autumn

SECTION A: Physical Environment

- Chapter 1: River Environment
 - Hydrological cycle -A closed system
 - Drainage basin and their features
 - River regimes and hydrograph
 - Fluvial process
 - Downstream changes in river characteristics
 - Downstream changes in river landscape
 - Water usage demand and supply
 - Water quality and supply
 - Case study Flooding

SECTION A: Physical Environment

- Chapter 2: Coastal Environment
 - Coastal process
 - Coastal flooding

Spring

SECTION A: Physical Environment

- Chapter 2: Coastal Environment
 - Factors affecting coastal environment.
 - Coastal ecosystem of the world
 - Coastal ecosystem characteristics
 - Coastal ecosystem under threat
 - Coastal conflict
 - Coastal flooding
 - Coastal management strategies
 - Case study

SECTION A: Physical Environment

- Chapter 3: Hazardous Environment
 - Different types of hazards
 - Tropical cyclone
 - Volcanic Eruption and Earthquakes
 - The scale of tectonic hazards.

Summer

SECTION A: Physical Environment

- Chapter 3: Hazardous Environment
 - Impact of tectonic hazard
 - Case study
 - Reasons for living in high risk areas
 - Tropical cyclones and their impacts
 - Case study
 - Preparing and predicting for earthquake
 - Responding to hazards
 - Case study

Homework

This is set weekly for all students.

Online platforms (SAM learning, quizizz and Google classroom)

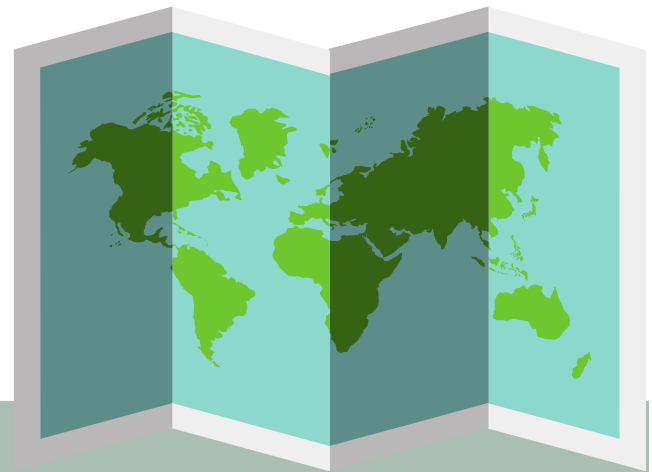
Tasks using grids to recognize patterns and data,

Presentation comparing MEDC / LEDC, to create own project-cause and effect, TNC, data analysis, case study and conducting an investigation.



Assessments

- Diagnostic assessment:- This is a short test taken in the of a session (Base-line test)
- Formative assessment- this is used to check the progress of students (Every 2/3 weeks)
- Summative assessments (End of a term)(50 Marks)



Recommended Reading List

- Edexcel International GCSE (9-1) geography. Student Book
- The World Factbook – Central Intelligence Agency
- Cultural Jambalaya
- Geography Education
- <http://igeogers.weebly.com/human-geography>
- <https://www.thegeographeronline.net/>
- books.google.ae › books



History



A high-quality history education will help students gain a coherent knowledge and understanding of the past and how the modern world has come to take the shape it has. We aim to inspire students' curiosity to know more about the past, whilst equipping students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

- Esther Sylvester, Curriculum Leader - Humanities

Curriculum



Edexcel International

Topics / Skills Coverage

Autumn

1. The Age of Enlightenment/Age of Reason.
2. Enlightenment thinkers and in what ways were they similar and/or different in their philosophies.
3. Emergence of the Enlightenment with the changing values and ideas of the era.
4. Long term factors which brought about the French Revolution.

Spring

13. Battle of the Somme in 1916.
14. Trench warfare'.
15. Supporting the Poppy Appeal.
16. Treaty of Versailles.
17. Industrialization and collectivization.
18. Failure of New Economic Policy.
19. Stalin become a personal dictator in Communist Russia.
20. Introduction of Five-Year Plans by Stalin.

Summer

25. Sovereign constitutional system of Japan
26. Japan's development.
27. Information on the dropping of the atomic bombs.
28. Colonisation of South Africa
29. Policy of apartheid and its impact.
30. Nelson Mandela.
31. Unification of North and South Vietnam under a Communist government.

Topics / Skills Coverage

Autumn

5. Immediate events which sparked the Revolution.
6. Infer the reason - Revolution had worked in America so why not France?
7. French Revolution led to a period of Terror.
8. Napoleon's Military leadership.
9. The Women's March on Versailles.
10. Triple alliance and Triple Entente.
11. Why the great powers formed an alliance?
12. Archduke Franz Ferdinand assassination.

Spring

21. Impact of the Perry Mission
22. Cause of political change in Japan
23. Japan's rapid Modernization
24. Meiji restoration

Summer

32. US strategy was to - stop communists taking over in South Vietnam.
33. Vietcong's Guerrilla tactics

Skills:

- Analyzing Sources and Evidence
- Making Historical Connections
- Chronological thinking and Reasoning
- Creating and supporting a Historical Argument
- Thinking Creatively - Inferential
- Intellectual Rigour and Independence
- Research Historical Issues
- Comprehension
- Analysis and Interpretation
- Analysis and Decision-making
- Perspective and Judgment.

Homework

This is set weekly for all students.

Online platforms (SAM learning and Google classroom)

Tasks using grids to recognize patterns and data

Presentation, data analysis, and conducting an investigation

Assessments

- Reading and comprehension type assessment.
- Analytical type assessment.
- Identification and research type assessment.
- Evaluation type Assessment.
- End of term assessment.

Recommended Reading List

- <http://www.historylearningsite.co.uk/>
- <http://www.bbc.co.uk/education/subjects/zk26n39>
- <http://www.historynet.com/>

Horrible Histories: Frightful First World War by Terry Deary - Publisher: Scholastic.

Access to History: The Cold War by David Williamson - Publisher: Hodder Education



ICT

"Dear Students,

My name is Evangeline and I am the HOD for ICT. I am glad that you have chosen to study ICT. I am sure that you must have known the importance of ICT as current world is not functioning without computers. ICT is an exciting subject, which enables you to learn something new every day. I wish you all to be an Innovator and to have strong knowledge in technology. You can reach out to me if you have any concerns or queries regarding ICT."

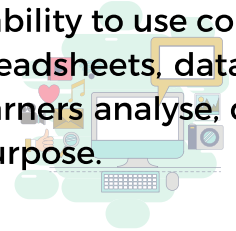


- Evangeline John, Curriculum Leader - ICT



Curriculum

The syllabus combines theoretical and practical studies focusing on the ability to use common software applications to solve problems, including word processors, spreadsheets, databases, interactive presentation software, web browsers and website design. Learners analyse, design, implement, test and evaluate ICT systems, ensuring that they are fit for purpose.



Topics / Skills Coverage

Autumn

Chapter 14 - File Management
Chapter 1 - Digital Devices
Chapter 2 - Software
Chapter 15 - Word Processing

Spring

Chapter 4 - Digital Communication
Chapter 5 - Networks
Chapter 16 - Graphics
Chapter 17 - Presentation

Summer

Chapter 6 - Risks of Data and Personal Information
Chapter 7 - Impact of the internet
Chapter 8 - Online Communities
Chapter 9 - Implications of digital technologies
Chapter 10 - Online Information

Homework



Homework is given on a weekly basis. Homework may be set online through Google classroom, SAM learning etc. It could also be in the form of creation of a PowerPoint, Project, and research task. Homework will be designed to ensure that students have the opportunity to practice and consolidate the concepts developed in class. Homework will be discussed in class and students will be given feedback on what they need to do to improve their understanding of the topic and clarify any doubts.

Assessments

Assessment will take place at the end of each half term. Students are expected to have completed their work for that term. All students will have been given an opportunity to improve their work during the term. All work submitted will be marked and given appropriate feedback. Regular class work and homework will be provided to students. Students will need to submit them in time as classwork/homework will be assessed. Weekly classwork, Group Activity, Project work, and Practical will all be a part of the student's assessment.

Component / paper number and unit title	Level	Assessment information	Number of marks allocated in the component / paper
Paper 1: Written paper	1 / 2	One-hour and 30 minute written examination, set and marked by Pearson, comprising a mixture of multiple-choice, short and long answer questions.	100 marks Paper code 4IT1/01*
			50% of the total International GCSE.
Paper 2: Practical paper	1 / 2	Three hour practical examination, set and marked by Pearson, comprising two sections. The examination contains a series of scenario-based tasks.	100 marks Paper code 4IT1/02*
			50% of the total International GCSE.

Recommended Reading List

Edexcel International GCSE ICT (9-1) Student Book

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

<https://mrlawsonsclassroom.weebly.com/igcse-ict.html>

<http://teach-ict.com/>

www.gcsepod.com



Arabic A

Curriculum

المنهج الوزاري

Topics / Skills Coverage

Autumn

- 1- القرآن الكريم : الإحسان إلى الوالدين
- 2- شعر : من تجارب الحياة
- 3- قصة : أعظم نعمة
- 4- النحو : الحال
- 5- كتابة : نص سردي
- 6- الحديث الشريف : المسلم أخو المسلم
- 7- شعر : يوم الشهيد
- 8- النحو : التمييز
- 9- البلاغة : التشبيه المجمل والمفصل

Spring

- 1- خطبة الرسول - صلى الله عليه وسلم - في حجة الوداع .
- 2- شعر : إرادة وثبات
- 3- قصة : العقد
- 4- الاستماع : الإهداء المزيف
- 5- النحو : أدوات نصب الفعل المضارع
- 6- النحو : جزم الفعل المضارع
- 7- نثر : وصية ذي الأصبع
- 8- العدواني لابنه أسيد
- 9- قصة : وداعاً يا أحبائي
- 10- النحو : فعل الأمر
- التشبيه المرسل والمؤكد

Summer

- 1- نص (الامارات نبض الروح والقلب
- 2- نحو : التركيب الاضافي
- 3- (درس قراءة) وداعاً يا أحبائي
- 4- درس قراءة السندباد البحري
- 5- بلاغة (الاستعارة
- 6- ضمائر الجر المتصلة
- 7- قصة (غولة النهر

Homework

أوراق العمل - بعض أسئلة الكتاب- وكتابة موضوعات تعبير أو تلخيص قصة

Assessments

(الاحتبار التشخيصي -التقويم المستمر خلال العام الدراسي (امتحان منتصف الفصل و امتحان نهاية الفصل)

Recommended Reading List

موضوعات القراءة الموجودة بالكتاب المدرسي -قصص الأنبياء -سيرة الشعراء مثل المتنبي عبد الله الفيصل الشيخ))
(محمد بن راشد -إيليا ابو ماضي

Recommended Web Resources

- مدرستي الإماراتية-



Arabic B

Curriculum

Ministerial curriculum

Topics / Skills Coverage

Autumn

الأعياد والمناسبات

Spring

الإمارات بلد السلام

Summer

مناسبات عالمية

Homework

Work sheets (including all skills)

Assessments

Base line - Mid Term - Final Exam

Recommended Reading List

حب العربية- التكلم

Recommended Web Resources:

www.at-takallum-eg.com

Islamic Studies A and B

"Islamic studies curriculum provides a comprehensive vision of Islam as a religion regulates human life in all sides and ritualistic, economic, social, political, and cultural aspects.

We ensure that students will be able to develop a familiarity with the Islamic religion it's traditions and systems, and be able to implement it's teaching in daily life. Our main focus is to train students in all fields of life, to attain this vision we have a number of Curricular and Extra-Curricular activities where students have opportunity to Learn, Inspire, Lead and leave a good impact on their fellow students as a good role model. We have a variety of activities like Islamic assemblies like Ramadan, Prophet's Birthday, Islamic New Year and Heavenly trip, Islamic awareness week celebrations, Inter school and school competitions e.g. Qur'an Recitation, Hadith Memorization & Adhan Competition where students are leading all the events. We work on students' leadership skills and committed to provide them with platforms where they can showcase their skills.

We have a student leadership platform, ISCR-Islamic Student Council Representative through which students can serve to promote greater understanding of Islamic values and cultural awareness. We welcome all parents to contribute in promoting the rich Islamic & UAE culture with us.

Our dedicated and skilled Islamic faculty is committed to instilling life skills in our students. Looking forward to seeing you all in next academic session In-sha-Allah"

- Saima Naz, Curriculum Leader - Islamic Studies

Curriculum

MOE Prescribed Curriculum. (Same curriculum books for Arabs & Non-Arabs from 2018-19 academic session). For Arab students curriculum is in Arabic Language and for Non-Arab students curriculum is in English language with same content.

Aim of Islamic Curriculum:

UAE Islamic curriculum is built on providing a comprehensive vision of Islam as a religion regulates the human life in all sides and ritualistic, economic, social, political, and cultural aspects. 3 Main objectives of Islamic Curriculum:

- 1. The theoretical foundations of Islam are the Qur'an and Sunnah.**
- 2. The Biography of the Prophet, which represent good example, as well as the historical examples representing role models for imitation.**
- 3. The Elements of identity: language, culture, civilization, nation, and the local society.**

Themes & Standards of the Islamic Education Curriculum

- 1. Divine Revelation (Qur'an & Hadith)**
- 2. Islamic Beliefs**
- 3. Islamic Ruling & Aims**
- 4. Islamic Values & Manners**
- 5. Biographies**
- 6. Identity & Contemporary Issues**

Topics / Skills Coverage

Autumn

Reading, Listening & Memorization

- Divine Revelation
 - Surah Yasin
- Acts are Judged only by Intentions

Writing, Application & Research

- The Gift of Security
- Getting closer to Allah
- Prayers for Certain Purposes

Spring

Reading, Listening & Memorization

- Divine Revelation
 - Surah Yasin
- The Holiest Mosques

Writing, Application & Research

- The Conquest of Makkah
- Umrah Rules
- Merits of the Believer
- Social Cohesion

Summer

Reading, Listening & Memorization

- Divine Revelation
 - Surah Yasin
- Maintaining the ties of Kinship

Writing, Application & Research

- Knowledge brings Enlightenment & High Status
- Oaths & Vows
- The Battle of Hunayn
- My Health is My Responsibility

Homework

Homework is assigned on a weekly basis. Which is based on theme based tasks e.g. research based work, presentations, evaluation of the given topics etc.

Assessments

Three different criteria to check students' attainment and progress.

1. Baseline assessments

At the start of every academic year to check students' current level and to set targets for them.

2. Formative assessment

Continuous assessment based on students' efforts in class over the year.

3. Summative assessment

End of term assessments.

Recommended Reading List

<https://yassarnalquran.files.wordpress.com/2010/10/atlas-of-the-qur-an.pdf>

<https://quran.com/>

<https://yassarnalquran.files.wordpress.com/2011/03/islam-science.pdf>

<https://yassarnalquran.files.wordpress.com/2010/07/learnquran.pdf>

[http://corpus.quran.com/qurandictionary.jsp?q=smw#\(1:1:1\)](http://corpus.quran.com/qurandictionary.jsp?q=smw#(1:1:1))

List of Islamic websites:

<https://sunnah.com/> - For Sunnah / Hadeeth Resources

http://quran.ksu.edu.sa/index.php?l=en#aya=2_6&m=hafs&qaree=husary&trans=en_sh - King Saud University's Qur'an Learning Interface - Link for Hifdh/Memorization

<https://en.muqri.com/> - Website for listening/understanding Qur'an

<http://tanzil.net/#1:1> - Qur'an Website for Tajweed

<https://quranicaudio.com/> - Quranic Audio

<https://www.tvquran.com/en/> - Quranic Audio

<https://quran.com/> - For Recitation practice

<http://www.muslimheritage.com/> - Muslim Heritage

<http://www.alminbar.net/> - Friday Sermons from Islam's Three Holiest Mosques



PSHE

Curriculum

National

Topics / Skills Coverage

Autumn

- The importance of hygiene
- Practical issues with maintaining good hygiene
- The positive and negative effects of physical health
- Understanding nutrition in different food for healthy eating
- The importance of mental health
- Recognizing my own positive and negative feelings
- The effect of behaviour on others
- Defining surprises and secrets
- Recognising what is fair and unfair
- Different kinds of physical contact (good and bad touching)
- Teasing and bullying (including cyberbullying)
- The consequences of bullying

Skills:

Personal safety, Managing Risk, Recognising distorted thinking, Critical Thinking, Problem solving, Independent Learning, Language Acquisition and Extended Writing.

Spring

- Identifying our own triggers when we become angry
- How to communicate our feelings appropriately to other people
- Engaging in a conversation in a respectful manner
- Identifying our trustworthy family members and friends
- Distinguishing between safe and unsafe "internet challenges"
- Evaluating the differences between people (tolerance)
- Identifying the different conflicts we engage in and learning various strategies to manage them
- Sharing opinions through discussion
- Recalling our strengths and areas of improvement (from previous year); build on our strengths and areas of improvement

Skills:

Personal safety, Managing Risk, Recognising distorted thinking, Critical Thinking, Problem solving, Independent Learning, Language Acquisition and Extended Writing.

Summer

- Identifying ways we can develop self-confidence
- The similarities and differences between self-esteem and self-efficacy
- The consequences of prejudice, stereotypes and prejudice
- Media literacy: knowing where to find accurate information

Skills:

Personal safety, Managing Risk, Recognising distorted thinking, Critical Thinking, Problem solving, Independent Learning, Language Acquisition and Extended Writing.

Homework

- This is set weekly for all students.
- Online platform Activities and Quizzes (SAM learning, Quizzes and Google classroom)
- Class, group and Individual projects, Research, PowerPoint Presentation
- Draw mind map.

Assessments

- Diagnostic assessment:
- Formative assessment
- Summative assessments

Recommended Reading List

<https://www.everydayhealth.com/healthy-living/guide-to-good-hygiene.aspx>

<https://www.healthline.com/health/food-nutrition>

<https://www.pinterest.com/sarcline/bullying-poster-ideas/>

<https://www.mottchildren.org/posts/your-child/teaching-children-manage-conflict>

Actively learn related to the topic

Reading Theory (related to the topic)

UAE Social Studies A

Curriculum

استخدام المنهج الوزاري

Topics / Skills Coverage

Autumn

-: الدرس الاول
الامن الوطني
-: الدرس الثاني
التنمية البشرية
-: الدرس الثالث
البيت متوحد

Spring

-: الدرس الاول
الدولة الاموية
-: الدرس الثاني
الدولة العباسية
-: الدرس الثالث
الحضارة العربية الإسلامية

Summer

-: الدرس الاول
النباتات الطبيعية
-: الدرس الثاني
امريكا اللاتينية
-: الدرس الثالث
الدولة والحكومة

Homework

أوراق العمل وبعض أسئلة الكتاب

Assessments

الكتب المدرسية - أوراق العمل - المسح التشخيصي - التقييم المستمر

Recommended Reading List

كتب تراثية
كتب عن الشيخ زايد

Web Resources:

موقع وزارة التربية والتعليم
المنتدى التربوي

UAE Social Studies B

Curriculum

United Arab Emirates Ministry of Education_ Grade 8

Topics / Skills Coverage

Autumn

- The Falaj and the Growth of Towns and Villages
- The Camel and the Transformation of the Desert
- Rise of the Empires
- The UAE and Arabia at the Dawn of Islam
- The UAE and Maritime Trade at the Dawn of Islam
The Coming of Islam

Skills:

- Demonstrate competency in gathering and evaluating source
- Collaborations
- Critical thinking
- Interpretation and analysis of archaeological information
- Historical Comprehension

Spring

- The Seas, Rivers and Mountains of Europe
- Map Matching of Cities and Resources of Europe
- The Hellenistic Empire and the Early Roman Empire
- Mount Vesuvius and Destruction of Pompeii
- Medieval Culture and Technology
- Trade Routes and the Commercial Revolution in Europe
- Global Exploration and the Columbian Exchange after 1492
- The European Renaissance 1550-1450
- The First Industrial Revolution and Invention, part 1
- The First Industrial Revolution and Invention, part 2
- Advances in Science Lesson
- Map of European Colonial Empires (circa 1921-1881)
- Maps and texts on the First World War (1918-1914)
- Maps and texts on World War II and Cold War Division of Europe
- Europe, the European Common Market; European Union.

Summer

- The Land and Physical Geography of North America
- River, Seaways and Canal Transportation
- Indigenous People of North America
- Colonial North America
- New Countries: The United States, Haiti and Mexico
- American Civil War and Reconstruction Immigration and Civil Rights in the US: 1965-1865
- Modern Canada
- Modern Mexico
- The Modern United States
- Land and Geography of South America Indigenous Peoples of South America
- Early Colonial Society in South America
- Power Shifts in South America
- Brazil
- Peru, Chile and Bolivia
- The Pampas, Patagonia and Tierra del Fuego

Project:

- Select and Research Your City
- Prepare Your City Presentation
- Present Your City Project

Topics / Skills Coverage

Autumn

Spring

Summer

World Expositions
Project Design an Expo2020Pavilion
Plan Project to Design an Expo2020 Pavilion
Construct Project to Design an Expo2020Pavilion
Present Expo2020Pavilion Project

Skills:

Arrange events in chronological sequence interpretation and analysis of geographical information Describe people, places, and events, and the connections between and among them.

Skills:

Differentiate between and among various options interpretation and analysis of geographical information Critical thinking Historical Analysis and Interpretation

Homework

- Research work
- Project work
- Summary writing

Assessments

- MCQs
- Short answer Qs

Recommended Reading List

<https://www.history.com/topics/ancient-americas/maya>

https://www.ancient.eu/Inca_Civilization/

Moral Education

Curriculum

The Moral Education Programme (MEP) covers four pillars of teaching and learning: Character and morality, The individual and the community, Civic studies and Cultural studies. The four pillars complement one another, using the lens of moral thinking and reasoning and building character (Table 1). Underpinning the curriculum are the thinking, learning and communication skills relevant to the programme, which support development and progression through the 12 grades:

- Handling and understanding information – collating, synthesising and managing information
- Thinking, solving problems and decision making – reasoning, predicting, hypothesising and finding solutions
- Being creative – being curious, learning from mistakes, and developing new ideas and ways of thinking about the world
- Working with others – teamwork, leadership
- Managing oneself – working independently, self-motivation, setting own targets and goals, reflection and evaluation

Topics / Skills Coverage

Autumn

Global Citizenship has to be introduced to the students and students will start with various skills required to complete their project.

Ethics in context of communities(character and morality/ individual and community): students will learn definition, role and form of communities. Students will analyse the communities and social group in the UAE.

Spring

The growth of Consultative Government in the UAE(civic studies): students will learn about the following:- sheikh zayed and the beginning of the federal national council, The consultative Governance in the UAE and traditional elements of the UAE government.

Morality in the context of the states(civic studies):students will understand state and the government. students will learn laws and the government of the UAE.

Summer

Dealing with Conflicts(the individual and the community):students will analyse the types of conflicts. students will evaluate the measures to resolve the conflicts.

Moral education in action(project):presentation and evaluation.

Topics / Skills Coverage

Autumn

Skills:- to work on the value based skills for personnel development. Assessments:- end of term assessments and class tests

Spring

Skills:- to work on the value based skills for personnel development. Assessments:- end of term assessments and class tests

Summer

Homework

Homework is set weekly for all students. Every other week homework will take the form of an online exercise (SAM learning) which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a PowerPoint, creation of bank of questions, though more often, homework will be designed to ensure that students have the opportunity to practice and consolidate the concepts developed in class. Homework is marked and graded, and students will be given feedback on what they need to do to improve their understanding of the topic.

Assessments

Assessment will take place at the end of term. Students are expected to have completed their task for that term. All students will have been given an opportunity to improve their skills during the lessons. Regular tasks will be provided to students. Students will need to perform during the lesson and it will be assessed. Individual, peer and group activity will all be a part of the student's assessment.

Physical Education



"I am delighted to be leading our fantastic Physical Education Department at Gems Westminster School RAK. Having been part of the WSR team for the last 5 years, I am passionate about ensuring every student at WSR has a positive experience of Physical Education. I am a firm believer in sport for all and want every student to develop their knowledge, skills and ability in a range of activities to enable them to go on and live a healthy lifestyle. Through competition and teamwork I believe students have a unique opportunity to learn strengths and weaknesses in themselves and others that they do not see in the classroom and thus supports development of the whole child.

We believe that sport and physical education is to be enjoyed and is valuable to all. Self-confidence, teamwork and a sense of achievement are qualities effortlessly transferable to other areas of our students' lives and all children are involved in sport at some level."

- Sujith Thankachan, Curriculum Leader - P.E.

Curriculum

"Physical Education is 'to educate students through physical activities'. It aims to develop the physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also develops in students, both as individuals and in groups or teams, confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, are foundations for students lifelong and life-wide learning to face the challenges of the 21st century."

PE aims to help students:

- To develop motor skills, acquire necessary knowledge through physical activities and cultivate positive values and attitudes for the development of an active and healthy lifestyle.
- To acquire good health, physical fitness and bodily coordination through participating regularly in physical activity.
- To promote desirable moral behaviours, cooperation in communal life, ability to make decisions, and the appreciation of aesthetic movement.
- To have basic competence and confidence to face different challenges.
- To create a passion for active recreation and sport.

The PE curriculum framework is structured to ensure that students can enjoy an open, flexible and balanced programme featuring a variety of movement experiences. Through participating in various activities, students can acquire knowledge and skills, develop generic skills, as well as desirable values and attitudes, and ultimately achieve the overall aims of PE.

Topics / Skills Coverage

Autumn

BOYS:

HEALTH, FITNESS TRAINING
Skills- Components of fitness,
Reason for fitness testing,
Method of training

FOOTBALL

Skills- passing, trapping,
shooting, dribbling.

FOOTBALL

Skills- attacking, defending,
goal keeping, scoring, Rules
and regulations.

VOLLEYBALL

Skills- serving, passing, setting,
spiking, blocking digging,
scoring, rules and regulations.

Spring

ATHLETICS

Skills- speed, strength,
endurance, flexibility and co-
ordination(Sprint, middle
distance, long distance, relay
race, shotput high jump and
long jump).

BASKETBALL

Skills- passing, dribbling,
offense, defense, blocking,
scoring, rules and regulations.

CRICKET

Skills-batting, bowling,
catching, throwing, fielding,
Wicket keeping, scoring, rules
and regulations.

Summer

BADMINTON

Skills- Grip (forehand and
back hand), serve, foot work,
strokes, scoring, singles,
doubles, points, rules and
regulations

TABLE-TENNIS

Skills-serve, foot work,
anticipation, Forehand/back
hand, scoring, rules and
regulations

SPORTS SCIENCE

Theory- Anatomy and
physiology, Respiratory and
circulatory
system, Biomechanics.

Autumn

GIRLS:

HEALTH, FITNESS AND
TRAINING

Skills- Components of fitness,
Reason for fitness testing,
Method of training

VOLLEYBALL

Skills- serving, passing, setting,
spiking, blocking and digging,
scoring, rules and regulations

BADMINTON

Skills- Grip (forehand and back
hand), serve, foot work, strokes,
scoring, singles, doubles,
points, rules and regulations

Spring

ATHLETICS

Skills- speed, strength,
endurance, flexibility and co-
ordination(Sprint, middle
distance, long distance, relay
race, shotput high jump and
long jump).

FOOTBALL

Skills- passing, trapping,
shooting, dribbling. Attacking,
defending, goal keeping,
scoring, Rules and regulations.

HOCKEY

Skills-The Grip,
receiving(trapping), Passing,
Dribbling, Hitting, Tackling,
Rules and regulations.

BASKETBALL

Skills- passing, dribbling,
offense, defense, blocking,
scoring, rules and regulations.

Summer

TABLE TENNIS

Skills-serve, foot work,
anticipation, Fore hand/ Back
hand, scoring, rules and
regulations

SPORTS SCIENCE

Theory- Anatomy and
physiology, Respiratory and
circulatory
system, Biomechanics.

Assessments

Assessment will take place at the end of the term. Students are expected to have completed their work for that term. All students will have been given an opportunity to improve their work during the lessons. Regular class work will be provided to students. Students will need to perform during the lesson and it will be assessed. Individual, peer and group activity will all be a part of the students Assessment.

Recommended Reading List

Sports articles and collections from school library for the game rules and regulation

www.teachpe.com

www.pecentral.org

www.pelinks4u.org

www.education.com

www.physicaleducationupdate.com